

**Olympiáda v anglickom jazyku, 26. ročník, celoštátne kolo  
2015/ 2016, kategória 1B**

**G R A M M A R**

**Read the article below about a businessman who made a fortune from his hobby. For each question 1 – 15, write ONE word in the space provided.**

Milo Mjackowski is a tall, thin, 55 year old (0) who is worth an estimated £145 million thanks to his Car Trader magazines. Ever since he was old (1) \_\_\_\_\_ to drive, John has loved cars and has owned more (2) \_\_\_\_\_ a hundred over the past thirty years. It was to be his interest in cars which provided him (3) \_\_\_\_\_ a winning business idea.

Back in (4) \_\_\_\_\_ 1960s, John was working in America, selling British sports cars. It was hard work but (5) \_\_\_\_\_ he was there, he saw a magazine with pictures of cars for sale. The magazine was regional and anyone (6) \_\_\_\_\_ advertise their car in it for a relatively small fee. (7) \_\_\_\_\_ impressed John most was that (8) \_\_\_\_\_ single advertisement had a picture of the car, (9) \_\_\_\_\_ just provided a written description.

Returning (10) \_\_\_\_\_ Britain, John put all of his savings into producing a magazine (11) \_\_\_\_\_ the one he had seen in the States. He started in the London region but was soon producing similar magazines for twelve (12) \_\_\_\_\_ regions and, by the 1990s, for three other countries (13) \_\_\_\_\_ well! In less than twenty years his idea has made him into a millionaire. But cars remain John's hobby as (14) \_\_\_\_\_ as his business. He has (15) \_\_\_\_\_ fewer than ten cars of his own, ranging from comparatively rare pre-war British cars to the very latest Italian sports cars.

0 \_\_\_\_\_ *who* \_\_\_\_\_

8 \_\_\_\_\_

1 \_\_\_\_\_

9 \_\_\_\_\_

2 \_\_\_\_\_

10 \_\_\_\_\_

3 \_\_\_\_\_

11 \_\_\_\_\_

4 \_\_\_\_\_

12 \_\_\_\_\_

5 \_\_\_\_\_

13 \_\_\_\_\_

6 \_\_\_\_\_

14 \_\_\_\_\_

7 \_\_\_\_\_

15 \_\_\_\_\_

**Total \_\_\_\_\_ / 15pts**

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**VOCABULARY**

**I. Choose the best words from A or B.**

- |   |               |              |
|---|---------------|--------------|
| 0. Universities can only <u>A</u> a few students. | A/ admit      | B/ receive   |
| 1. What would you _____?                          | A/ advise     | B/ advice    |
| 2. It's a question of _____.                      | A/ principle  | B/ principal |
| 3. _____ your belt.                               | A/ Get tight  | B/ Tighten   |
| 4. I was overcome by a sense of _____.            | A/ loneliness | B/ lonely    |
| 5. English is different _____ German.             | A/ than       | B/ from      |
| 6. Tell me the _____!                             | A/ true       | B/ truth     |
| 7. What a small _____ you have.                   | A/ waist      | B/ waste     |
| 8. Those who agree, please _____ your hands.      | A/ raise      | B/ rise      |

**Total \_\_\_ / 4 pts**

**II. Read the text below and decide which answer (A, B, C or D) best fits each gap.**

*WHAT WE KNOW ABOUT MUSIC AND BRAIN*

Work on the human brain has (0) \_\_\_ how different parts are centres of activity for different skills, feelings, perceptions and so on. It has also been shown that the left and the right halves, or hemispheres, of the brain are (9) \_\_\_ for different functions. While language is processed in the left, or analytical hemisphere, music is processed in the right, or emotional hemisphere. (10) \_\_\_ of music like tone, pitch and melody are all probably processed in different parts of the brain. We do not yet fully understand the (11) \_\_\_ of this. The tempo of music seems to be (12) \_\_\_ related to its emotional impact, with fast music often (13) \_\_\_ as happier and slower music as sadder. Our heart (14) \_\_\_ quickens when we are happy, but slows when we are sad. Military music may have (15) \_\_\_ from attempts to get us ready for (16) \_\_\_ by using fast drumming to (17) \_\_\_ our hearts into beating faster. Music is perhaps one of the complex experiences the brain (18) \_\_\_ with and it has become an absolutely (19) \_\_\_ part of our rituals and ceremonies. It has power beyond language to (20) \_\_\_ mood and co-ordinate our emotional states.

- |             |                 |                 |                |                 |
|-------------|-----------------|-----------------|----------------|-----------------|
| 0. <u>C</u> | A/ expressed    | B/ directed     | C/ indicated   | D/ guided       |
| 9. _____    | A/ amenable     | B/ dependable   | C/ responsible | D/ reliable     |
| 10. _____   | A/ Views        | B/ Aspects      | C/ Factors     | D/ Pieces       |
| 11. _____   | A/ expectations | B/ implications | C/ assumptions | D/ prepositions |
| 12. _____   | A/ surely       | B/ plainly      | C/ evidently   | D/ directly     |
| 13. _____   | A/ felt         | B/ endured      | C/ encountered | D/ touched      |
| 14. _____   | A/ pulse        | B/ speed        | C/ pace        | D/ rate         |
| 15. _____   | A/ evolved      | B/ extended     | C/ advanced    | D/ elevated     |
| 16. _____   | A/ battle       | B/ fight        | C/ quarrel     | D/ struggle     |
| 17. _____   | A/ activate     | B/ motivate     | C/ stimulate   | D/ animate      |
| 18. _____   | A/ manages      | B/ copes        | C/ bears       | D/ holds        |
| 19. _____   | A/ vital        | B/ important    | C/ compulsory  | D/ dominant     |
| 20. _____   | A/ notify       | B/ report       | C/ associate   | D/ communicate  |

**Total \_\_\_ / 6 pts**

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**READING COMPREHENSION (1)**

**You are going to read a magazine article about people who have taken up dangerous sports. For questions 1 – 10, choose from the people: A – Brenda Gordon, B – Guy Stanton, C – Debbie Bridge or D – Max Wainright.**

***Brenda Gordon – flying trapeze:*** I wanted to do something where I was having so much fun I wouldn't even notice I was exercising at all. I decided to try out a half-day circus-skill course. It all started with a series of preparation exercises. Then I stood facing the flying trapeze, and all of a sudden noticed a slight fluttering in my stomach. Next I was shown the right way to grip the trapeze and how to step off the platform without hitting my back. Then, suddenly, I was being counted down from three. My heart was racing but I kept thinking I'd no doubt be able to take my body weight in my very muscular arms. Then in a moment I'd stepped off and, incredibly, I was swinging through the air. I was aware of a real feeling of regret when the instructor told me to stop. That was a year ago, and I am now a fearless trapeze flyer, though my muscles still hurt after each and every session.

***Guy Stanton – ice climbing:*** I had my first ice-climbing lesson at an indoor climbing centre which has an enormous artificial ice cave. I turned up fully kitted-up in heavy climbing boots with sharp-toothed metal crampons, and armed with two metal ice axes, which was embarrassing as my co-trainees all expected to get their gear from the centre. The instructor ran through a demonstration. Then it was my turn. I buried the axes in the ice, kicked one boot at the wall, then the other, and started climbing. But I had forgotten my first important lesson: don't bury your axes too deep. As my desire not to fall increased, so I hammered them deeper until they got stuck. My arms were aching and I stopped, utterly disappointed with myself. The trainer shouted some encouragement: "You can do it, don't grip the axes so hard!" I did so and my more relaxed style meant less pressure on my arms, so I started enjoying it. I still feel frightened when I'm high up, but I know I'll feel completely at ease eventually.

***Debbie Bridge – freediving:*** Freediving is a sport which consists of diving to great depths without an oxygen tank. I took part in a freediving course organised by a leading sub-aqua website. This is surely the best place in the world to learn this skill. My training took place in a 30-metre high and 6-metre wide cylindrical water tank. Unlike me, who had never been deeper than the swimming-pool floor, my co-trainees were all scuba divers. Our trainer was keen to prove freediving is not so risky. "When practised correctly, it is a very safe sport," she said. After a few lectures about safety, and suitably kitted with flippers and a diving mask, I was ready to get into the water. With a partner, we were going to attempt to descend and ascend by pulling on a rope. My partner dived first but had trouble and stopped at 5 metres. Then I dived, pulling myself downwards on the rope and reached 15 metres easily, feeling more and more at ease. This sport is not about adrenaline but about being calm.

***Max Wainright – snowboarding:*** I'd always wanted to try snowboarding, so I went for a training day at an indoor snow slope near my home – a 170-metre-long slope, all covered by 1,500 tonnes of man-made snow, which is surprisingly like the real thing. Having had the pleasure of learning the basics of snowboarding several years before in the French Alps, I'd hoped that returning to the sport might be a bit like riding a bike, something that you supposedly never forget. But it seems that most of what I'd learned had melted away just like snow. I knew I shouldn't use the techniques I'd learnt

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**READING COMPREHENSION (2)**

in years of surfing and skiing, and I didn't. My instructor had said they were not applicable to snowboarding at all. I started riding slowly at first, and couldn't get the balance right. It took hours before I could pick up speed and successfully perform a neat turn. But I was getting the hang of this! What a thrill to feel the cool air rushing by, what fun to crash into the snow!

**Which person:**

- |   |                             |
|---|-----------------------------|
| 0. is confident of overcoming any feelings of fear?                       | <u>    B    </u>            |
| 1. was aware of making a mistake during training?                         | <u>                    </u> |
| 2. was confident of having the physical strength to succeed?              | <u>                    </u> |
| 3. improved their performance by following some useful advice?            | <u>                    </u> |
| 4. realised their co-trainees had had some experience in a related sport? | <u>                    </u> |
| 5. mentions having gained considerable confidence since starting?         | <u>                    </u> |
| 6. was warned not to try to use skills acquired in other sports?          | <u>                    </u> |
| 7. expected the first day of training to be relatively easy?              | <u>                    </u> |
| 8. was more successful than somebody else in a first attempt?             | <u>                    </u> |
| 9. felt disappointed when the trainer gave an order to stop?              | <u>                    </u> |
| 10. felt uncomfortable with their appearance on arriving for a lesson?    | <u>                    </u> |

**Total \_\_\_ / 10 pts**

**LISTENING**

**You will hear part of a radio programme about a bird called the peacock. For questions 1 – 10, complete the sentences.**

People say that the peacock's tail looks similar to a (1) \_\_\_\_\_.

The original home of the blue peacock is in (2) \_\_\_\_\_.

Peacocks were first kept by people as long as (3) \_\_\_\_\_ years ago.

The peacock's (4) \_\_\_\_\_ is long and thin.

The coloured spots on the peacock's tail are known as (5) \_\_\_\_\_.

The female peahen is mostly (6) \_\_\_\_\_ in colour.

In English, some people are described as being as (7) \_\_\_\_\_ as a peacock.

In the wild, peacocks usually live close to (8) \_\_\_\_\_ in the forest.

Peacocks usually spend time in trees when they want to (9) \_\_\_\_\_.

At Peacock Paradise in Malaysia, you can see (10) \_\_\_\_\_ as well as birds.

**Total \_\_\_\_ / 5 pts**