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GRAMMAR

A. Choose verbs from the box and put them in the sentences in their appropriate form and tense.

drive		lie cra	ısh	repa disco			worl mav		ach wo	fall as orse	leep	
											C4	! 14
										xy escape at		
on	the A44	highway	in the	early	hours	of	morning	. He	2 _			and
3		into a	a pile of s	and let	ft by the	woı	rkers who	4				
the r	oad.											
	When I	ne left Plas	stics Unit	ed he	5					for 36	hours	without
any	sleep.	A passing	g motori	st 6					the	accident	after	Brown
										. Ambuland		
							_					
 11. Т	Γhey have	just found	an ancien									
 13. Т	The directo	ors are still	consideri	ng you	r applica	ation						
 14. E	Electricity	drives this	car									
15. H	Has anyboo	dy asked Jo	ohn?									

Total Points:/15pts

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Total Points:/10pts

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VOCABULARY

A. (Choose t	he most a	appropriate	word f	from a, l	b, c, or d	l to comp	lete t	he f	ollov	ving sen	tences:
-------------	----------	-----------	-------------	--------	-----------	------------	-----------	--------	------	-------	----------	---------

1. The	_ colours and decorations in the neighbour's house made it obvious that he					
had no decorating taste.						
a) felicitous	b) jetti	ison	c) garish	d) indi	gent	
2. The	life of bu	tterfly only lasts three	days, although as cate	rpillars	they cocoon	
for months.						
a) hibernate	b) illusive		c) flying	d) eph	emeral	
3. I had to	my cł	nild's fears as the big s	snake slithered across t	he road	just in front of	
us.						
a) cover	b) trea	t	c) allay	d) smo	ooth	
4. His wife is the most		perso	on I know; she will not	let any	argument rest	
until she has converted eve	eryone to	her side.				
a) pertinacious	b) per	manent	c) garish	d) pers	sist	
5. He was at the		, or beginning, o	of his new career as a t	eacher.		
a) time	b) end		c) threshold	d) spo	t	
B. Choose the most appro	opriate d	efinition of the follov	ving words (circle a, l	b, c, or	d):	
6. The word VERBIAGE	most pro	bably means:				
a) excellent but impractical	ble	b) belief	c) use of too many words		d) to dig out	
7. The word CREDENCE	most nea	arly means:				
a) lacking charity		b) belief	c) having high resistance		d) romp	
8. The word FRENETIC 1	means:					
a) wildly excited		b) reclining	c) a complaint or grievance		d) grumble	
9. The word INCARCER	ATE mea	nns:				
a) to deteriorate		b) to imprison	c) to complain		d) to affirm	
10. The word RECONNA	ISSANC	E most probably mean	ns:			
a) refusing to change posit	ion		b) not ready to talk			
c) based on sound			d) an inspection or ex	kploratio	on	

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READING COMPREHENSION

Read the text carefully, then complete tasks A, B, and C:

- A. The three main headlines have been removed and some parts of the text are not in logical sequence. Put the paragraphs into the proper order by writing their names and their sequence in the spaces provided (e.g. 1. / PROCEDURE, 2. /, 3./...). The names of the headlines are: PROCEDURE, DESCRIPTION, OBJECTIVES
- **B.** Come up with the missing names of the "Open-selection techniques" (1, 2) and put them next to the numbers at the beginning of the two numbered paragraphs.

PROJECT WORK - Getting the class interested
This is a crucial step in the project. While we are very much in favour of a learner-centred approach, it is still necessary for the teacher to ensure that this approach not only takes place, but that it is also effective. This means that one of the teacher's roles involves keeping a careful eye on what takes place in the classroom. The aim at this stage is to elicit from the students the idea that will become the basis of the project. The starting point can be anything that triggers the students' imagination. It is important that the connection between the teacher and this idea or initial thought is not immediately obvious. The students, who are involved in all the decisions throughout the project, should at this initial point feel that they are providing the idea and that the teacher recognizes it as their brain-child. This kind of remote control of a class can be approached in different ways.
 To focus the students' attention on possible topics for the project, To motivate the students by getting them interested in the topics, To reinforce group cohesion by creating common interests through a series of topic-related activities, To make the class aware of their learning processes and help them to describe them.
/
Open-selection techniques A topic can be elicited in various ways. The teacher who favours a totally open approach may find the following strategies useful:
With this kind of technique the teacher can organise an open discussion session to select the topics the students would like to work on. The teacher must be ready to accept and act on <i>anything</i> that comes out of the negotiations with the students. This session will involve the teacher and students in blackboard use, taking the chair and secretarial skills, turn-taking, note-taking, classifying, and record-keeping.
2
These two techniques are particularly suitable for negotiating topics as they include selection, discussion, and development of ideas. They can be combined with initial and final brainstorming sessions. Both are well-known techniques and can be used during both semi-controlled and completely free stages of the

Snowball

project.

With the snowball technique, we want to accumulate as many ideas as we can. A possible implementation would be like this:

1. The teacher asks the students to think of four statements containing ideas which seem important to them,

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$R\ E\ A\ D\ I\ N\ G\quad C\ O\ M\ P\ R\ E\ H\ E\ N\ S\ I\ O\ N$

(continued)

- 2. They write each statement on evenly-sized coloured cards (a maximum of six different colours is recommended),
- 3. The cards are displayed on the walls of the classroom, on the floor, or on a big table so that the students have access to all the suggestions.

A more elaborate version of this would be to relate the colours to previously agreed topics/areas.

Pyramid

The *pyramid* technique is set up as in steps 1-3, but also has the following steps:

- 4. Students walk around the display and read as many statements as possible. In groups of four they select one card for each colour.
- 5. When all the groups have chosen, those cards which have not been selected are removed. Those which have been selected are displayed again.
- 6. Each group selects one of the remaining cards.
- 7. These cards will be the starting point for the project.

An alternative technique for the pyramid could be the following:

There is no public display (step 3 of the *Snowball* is omitted).

- 3. The students compare their four ideas with their partner's. They select four of the eight ideas.
- 4. They repeat this process in groups of four and then in groups of eight and sixteen. Each time they reject ideas so that only four are left.
- 5. Finally, the two or three remaining groups write their selected ideas on posters and display them. These will be the basis for the project.

3 Questionnaire techniques

This strategy can be controlled to a greater degree by the teacher. S/he will suggest possible areas of interest which the students can accept or reject. Alternatively, the questionnaire may be written by the students themselves under the supervision of the teacher.

Teacher-guided techniques

If a teacher needs or wants to exercise more control, it is essential to start by conveying a certain preference for a particular topic. This feeling can be the result of one or a string of activities based on visual, written, aural and/or oral input.

C. Now circle the correct option – true/false/not stated (T/F/NS) – in the statements according to the text:

6. Students are engaged with all decisions about the aims of their projects.						
	T	F	NS			
7. Teacher	rs cannot accept all	suggestions which come out	of the brainstorming process.			
	T	F	NS			
8. The car	rds chosen by the s	students cannot be used as the	main input for the beginning of	project.		
	T	F	NS			
9. Studen	9. Students always have to prepare a questionnaire covering the possible area of their interest in project work.					
	T	F	NS			
10. Teachers may bring suggestions as to the possible topics of future projects.						
	T	F	NS			

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LISTENING COMPREHENSION

Complete the following sentences using the appropriate words which you have heard in the text. You will hear the text twice.

1.	The important aspects of working from home successi	fully are a powerful computer, fast Internet connection
	and the	(two words)
2.	Your clients should be able to contact you at a	every day. (two
	words)	
3.	It is also important to	goals every day and do your best to achieve
	them. (two words)	
4.	A good piece of advice is to	and then do the day's most complicated things first
	while you are still fresh. (one word)	
5.	It is recommended you use a well-lit	for your work, but not your
	bedroom or the kitchen. (two words)	
		Total points:/5pts

Autori: Mgr. Jozef Medvecký

Recenzent: PaedDr. Anna Brisudová

Korektor: Joshua M. Ruggiero

Olympiáda v anglickom jazyku – krajské kolo

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