

GRAMMAR

Part 1 – Read the text and put only one word in each space. Write your answers on the lines provided below the text.

Plan Your Spanish Abroad Trip around Chile's Music Festival

When you learn Spanish in Chile, you want to make sure that your trip isn't all academia. It is important to **1**___ part in all the fun that the country of Chile offers. One event that is truly **2**___ to be missed is The Viña del Mar International Song Festival, **3**___ in Spanish is called "Festival Internacional de la Cancion de Viña del Mar." This event has **4**___ taking place for the past 51 years and lasts **5**___ 5 nights. Genres of music that **6**___ played at the festival include salsa, meringue, reggae, pop and rock.

You will hear local residents in Chile just referring to this popular musical event as "the festival." In fact, **7**___ that can't attend tend to watch the entire event on television. **8**___, if you attend Spanish schools in Viña de Mar or Santiago (only 90 minutes away), you really **9**___ put attending this festival high on your list. You might also want to consider travelling to this festival if you are staying in Lima or **10**___ Buenos Aires! It really is that kind of "once in a lifetime experience." This is not only a chance to listen to some amazing live music, **11**___ it is also a way to experience the thrills of **12**___ at one of South America's most popular events.

This world-renowned festival is held **13**___ February in Vina del Mar, which is a city **14**___ Chile's Pacific coast. It is held in Quinta Vergara in an amphitheatre **15**___ holds over 15,000 people. Festival Internacional de la Cancion de Viña del Mar is considered **16**___ be the most important festival in all of Latin America. Music celebrities from all around the world travel to Chile to perform and compete.

17___ many other music festivals, The Viña del Mar International Song Festival includes a competition in International pop music as **18**___ as one in folk music. While before 1968 the contest was closed to music not by Chileans; it is now open to those originating from **19**___ variety of countries. In fact, at the 2011 event, the prize was won **20**___ Canadian composers.

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|----------|-----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ | 16. _____ |
| 2. _____ | 7. _____ | 12. _____ | 17. _____ |
| 3. _____ | 8. _____ | 13. _____ | 18. _____ |
| 4. _____ | 9. _____ | 14. _____ | 19. _____ |
| 5. _____ | 10. _____ | 15. _____ | 20. _____ |

_____/10 pts

GRAMMAR
(continued)

Part 2 – For questions 21-26, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

0. I couldn't eat sweets because I had a toothache. **PREVENTED**
My toothache prevented me from eating sweets.
21. Although he makes a lot of money, he can't save anything. **NO**
_____ money he makes, he can't save anything.
22. My sister didn't work hard enough to graduate. **TOO**
My sister _____ to graduate.
23. He came late because he missed the train. **HAVE**
If he hadn't missed the train, _____ in time.
24. There's no light in the window. I'm sure they aren't at home. **BE**
They _____ home.
25. It's probable that they'll win the match tonight. **TO**
They _____ the match tonight.
26. They made Paul stay overnight. **WAS**
Paul _____ overnight.

_____ / 3 pts (0.5 pt each)

Part 3 – Match sentences 27-30 with the most appropriate descriptions from A-F.

- | | |
|---|---|
| <p>27. Ted was painting his room.</p> <p>28. Ted had his room painted.</p> <p>29. Ted painted his room.</p> <p>30. Ted was going to paint his room.</p> | <p>A. - spontaneous decision in the past</p> <p>B. - intention in the past</p> <p>C. - completed action in the past</p> <p>D. - action in the past which may have been left unfinished</p> <p>E. - action in the past not done by Ted</p> <p>F. - action in the past connected with the present</p> |
|---|---|

27. _____ 28. _____ 29. _____ 30. _____

_____ / 2 pts (0.5 pt each)

Total: _____ / 15 pts

VOCABULARY

Part 1 – Use the word given in capitals to form a word that fits in the space.

Gorilla and Chimpanzee Trekking in Uganda and Rwanda

The “land of a thousand hills”, Rwanda is a **1**_____ (**MOUNTAIN**) country with a moist, temperate year-round climate, lush valleys, towering mountains and stunning scenery. Nowhere is this scenery more spectacular than the Parc National Des Volcans (Volcanoes National Park). Here on the heavily jungled slopes of the Virunga volcanoes are some of the world’s last remaining mountain gorillas. It is an opportunity to encounter these **2**_____ (**CONTEMPLATE**) creatures.

The **3**_____ (**UGANDA**) refer to their country as the “Pearl of Africa”. Sandwiched between Kenya, Rwanda, Congo, Sudan and Tanzania, Uganda’s parks and reserves are ideal retreats for the discerning eco-tourist, being **4**_____ (**TOUCH**) by mass tourism. As a result, safari experiences in this part of the world are vastly different to anywhere else in Africa – there are no tarmac roads in the parks and each foray into the wild depends on **5**_____ (**PATIENT**) and the tracking skills of your guide. Which is as it should be, because Africa is truly wild at heart!

Gorilla groups vary in size from a **6**_____ (**HAND**) up to 20. Sadly, there has been massive strain on the remaining populations in recent years. Political strife, habitat loss and the bush meat trade have decimated the last remaining pockets of these magnificent creatures. Now we have a species on the brink of extinction – there are fewer than 700 of these critically **7**_____ (**DANGER**) primates alive in the wild today.

Tourism is the only real hope of saving this species. Both Rwanda and Uganda’s tourism industries are growing thanks to the marvellous opportunity tourists have to spend time observing and admiring this most iconic of African mammals. And with tourism **8**_____ (**GROW**) comes an increased chance of saving the gorilla – our most precious “cousin”.

_____/ 4 pts

VOCABULARY
(continued)

Part 2 – Complete the collocations 9-16 with the words in the box below.

<i>arduous</i>	<i>chilling</i>	<i>metallic</i>	<i>outpatient</i>	<i>rehab</i>	<i>sufficient</i>	<i>sudden</i>	<i>upward</i>
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9. _____ clarity

13. _____ climb

10. _____ clarity

14. _____ climb

11. _____ clatter

15. _____ clinic

12. _____ clatter

16. _____ clinic

_____ / 4 pts (0.5 pt each)

Part 3 – Complete each sentence with the correct verb form (part of a phrasal verb).

17. What do you think are some of the ways that singers like Madonna _____ up with the latest music trends?

18. You'll have to _____ up with your own reasons for what you did.

19. I'll never again _____ up with his rude behaviour.

20. Susan _____ off with only a small punishment for what she did.

_____ / 2 pts (0.5 pt each)

Total: _____ / 10 pts

VOCABULARY – PROGRESSIVE TEST

HAPPY ANIMAL FAMILIES – complete the table below. You may also complete ONE row of your own.

Generic Name	Male	Female	Young
Cat(s)		Queen	
Dog(s)	Dog		
Goose (Geese)		Goose	
Chicken(s)		Hen	
Duck(s)		Hen	
Sheep		Ewe	
Horse(s)		Mare	
Pig(s)			Piglet
Cattle		Cow	
Deer	Stag		
Peafowl			Peachick
Bee(s)			Larva
Fox(es)	Reynard		
Goat(s)			Kid
Rabbit(s)		Doe	

You will score 1 point for every 4 correctly spelled answers.

READING COMPREHENSION

Read the extract of an article about an English explorer's final voyage. There are two exercises to do after you have read it.

The Third Voyage of James Cook

Apparently James Cook's third and final voyage was to return Omai, a young man from Raiatea, to his homeland, but the Admiralty used this as a cover for their plan to send Cook on a voyage to discover the Northwest Passage. Two ships, HMS *Resolution*, to be commanded by Cook, and HMS *Discovery*, commanded by Charles Clerke, were prepared for the voyage, which started from Plymouth in 1776. The ships travelled to Cape Town by way of Tenerife then on to New Zealand.

Omai was returned to his homeland and the ships sailed onwards, discovering the Hawaiian Islands before reaching the Pacific coast of North America. The two charted the west coast of the continent and passed through the Bering Strait when they were stopped by ice from sailing either east or west. The vessels returned to Hawaii for the winter. When they approached Hawaii, they were met with an unexpectedly warm welcome. They finally landed at Kealahou Bay, on 'Hawaii Island' during the Makahiki, a Hawaiian harvest festival of worship for the Polynesian god Lono.

After a time, during which Cook and his crew were celebrated, the atmosphere changed and Cook moved away from the island to continue his quest of discovery. He soon suffered damage to his ship and had to turn back. On his return, a conflict arose which resulted in Cook's death. Cook's remains were taken away by the Hawaiians but some were returned to be buried at sea by his crew. Command of the expedition was assumed by Charles Clerke, who tried in vain to find the passage before his own death. Under the command of John Gore, the crews returned to a subdued London in October 1780.

Cook's account of his third and final voyage was completed upon their return by James King. Cook's own journal ended abruptly on 17 January 1779, but those of his crew were handed to the Admiralty for editing before publication. In anticipation of the publication of his journal, Cook had spent a lot of shipboard time rewriting it.

The task of editing the account of the voyage was entrusted by the Admiralty to Dr John Douglas, Canon of St Paul's, who had the journals in his possession by November 1780. He added the journal of the surgeon, William Anderson, to the journals of Cook and James King. The final publication, in June 1784, amounted to three volumes, 1,617 pages, with 87 plates. Public interest in the account resulted in its selling out within three days, despite the high price of £4.14s.6d.

As on the earlier voyages, unofficial accounts written by members of the crew were produced. The first to appear, in 1781, was a narrative based on the journal of John Rickman entitled *Journal of Captain Cook's Last Voyage*. Then in 1782 an account by William Ellis, Surgeons Mate on the *Discovery*, was published, followed in 1783 by John Ledyard's *A Journal of Captain Cook's Last Voyage*, published in Connecticut.

READING COMPREHENSION
(continued)

Part 1 – Choose the correct answer A, B, C, or D. Circle your choice.

1. Cook mapped

A. the Bering Strait.	B. Hawaiian Islands.
C. the west coast of North America.	D. Polynesia.
2. The account of the voyage (assigned by the Admiralty) was edited by

A. a clergyman.	B. a member of the crew.	C. a surgeon.	D. a commander.
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3. The crews returned to London under the captaincy of

A. James King.	B. John Gore.	C. Charles Clerke.	D. John Rickman.
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4. Cook discovered the Hawaiian Islands after getting to

A. Omai's homeland.	B. the coast of North America.
C. the Bering Strait.	D. Kealakekua Bay.
5. The official account of the voyage is a compilation of ___ individual accounts.

A. five	B. four	C. three	D. two
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6. The passage states that

A. Cook and Clerke sailed via Cape Town, Tenerife and New Zealand.
B. the crews worshipped the god Lono.
C. Charles Clerke died after returning to London.
D. some unofficial accounts had been produced before the official one appeared.

_____ / 6 pts

Part 2 – Decide whether the following statements are true (T), false (F) or not stated (NS). Write your answers in the space provided at the beginning of each line.

7. _____ Cook's journal was passed to the Admiralty.
8. _____ The Admiralty ordered Cook to be on friendly terms with the inhabitants they would meet.
9. _____ John Ledyard served on the ship commanded by Charles Clerke.
10. _____ Some of Cook's remains were buried at sea.

_____ / 4 pts

Total: _____ / 10 pts

LISTENING COMPREHENSION

Listen to some advice for taking proper dance lessons.

Part 1 – Decide whether the following statements are true (T), false (F), or not stated (NS). Write your answers on the lines provided.

1. _____ Music does not have to be used in tap classes.
2. _____ In general, tap dancing is easy to learn.
3. _____ Before entering a jazz class, it is vital to discuss your clothing with the teacher.
4. _____ For those who hesitate when choosing a dance class, it is advisable to start with jazz class.
5. _____ When entering a ballroom class, discuss with the instructor which dance to start with.
6. _____ It is a good idea to take two different dance classes simultaneously.

_____ / 3 pts (0.5 pt each)

Part 2 – Complete the following sentences with the exact words from the listening text. Use only ONE WORD in each blank.

7. Mastering movements in tap dancing lessons is time-consuming and sometimes _____.
8. In ballet lessons, dancers wear a/an _____ outfit.
9. Jazz gained its _____ mainly in the 1970s and 1980s.
10. In ballroom classes, there is a/an _____ of styles available.

_____ / 2 pts (0.5 pt each)

Total: _____ / 5 pts

Autor: Mgr. Dušan Zorkócy

Recenzent: PaedDr. Anna Brisudová

Korektor: Joshua M. Ruggiero

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