

Olympiáda v anglickom jazyku, 27.ročník, krajské kolo 2016/17, kategória 2B
- riešenia a úlohy

L I S T E N I N G – T A P E S C R I P T

THE PATH TO SUCCESS AND HAPPINESS

You will hear a radio programme in which author and psychologist Susan David describes five ways to lead a happier life. You will hear the programme twice.

We go out of our way to look for the best in other people – so why do we treat ourselves harshly? Author and psychologist Susan David says the key to a happier life is to increase our emotional agility and step outside old habits. You will hear five ways how to achieve success and happiness.

No 1:

Every day we speak around 16,000 words, but our mind creates thousands more, such as ‘I’m going to fail at this.’ It’s easy to get into an emotional rut that keeps us from reaching our bigger goals. But you have to realise you are in a trap before you can initiate change. The first step is to notice when you’ve been ‘hooked up’ by your thoughts. There are tell-tale signs; one is that your thinking becomes repetitive; another is that the story your mind is telling seems old, like a rerun of a past experience. When you’re hooked, your thoughts crowd your mind. You need to distance yourself – label such thoughts as a feeling rather than a reality. If you do this, the self-criticism that seemed like fog can feel more like clouds in a blue sky.

No 2:

We live in a society where we’ve been told that stress kills, so we feel that when we’re stressed, we shouldn’t be. But, sometimes, experiencing stress is the price of admission to a rich and vital life. Avoiding stress is impossible, but it doesn’t have to own us: we can own it. The first step is to accept that stress exists and that it’s not going to go away any time soon. The second step is to understand that being ‘stressed’ is not who you are. Calling a feeling what it is can be a powerful strategy. This space will help you to let go of any unrealistic goals by accepting that being alive means sometimes getting hurt and making mistakes. Free yourself from ideas of perfection so you can enjoy the process of loving and living.

No 3:

You can’t choose or control your desires, but you can choose whether or not to follow them. When you’re emotionally agile, you select things that are connected to what you value. Between stimulus and response is space. In that space is our power to choose our response, and in our response lies our growth and our freedom. This means select things that fit with what you value. To illustrate this, if you value being an attentive partner, you can choose to put your smartphone away when you get in from work and focus fully on your home life.

No 4:

We’re often encouraged to feel we’re living one long Iron Man marathon – we have to be disciplined and we must be tough in life. The notion of self-kindness is simply about creating a safe internal space for ourselves. Showing yourself kindness is even more important during life’s rough patches. Accept yourself with compassion, courage and curiosity. You do it for others – spouses, children, relatives, colleagues and friends – all the time. Now do it for yourself.

No 5:

We’re always hearing that we need to manage our fear, meaning only once we’ve conquered our fear can we get on with what is important to us. NO! Fear is an absolutely normal emotion, so abandon the idea of being fearless. Recognise your fear, and face up to it. Say to yourself, ‘Doing this is important and I’m going to do it anyway.’ So much of our energy is spent around the emotional aspect of fear, and very little is spent on the action part. Even though you are fearful, do what is important to you – whether it’s having that conversation at work or confronting your partner over a difficult issue. Embrace new opportunities, rather than resign yourself to circumstances.

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KEY

READING:

- | | | |
|------|------|-------|
| 1. T | 5. T | 9. F |
| 2. T | 6. T | 10. F |
| 3. F | 7. T | |
| 4. T | 8. T | |

10 points

VOCABULARY:

- | | | |
|------------------------|----------------|-----------------|
| 1. high-handed | 5. signatory | 9. ceremonially |
| 2. once in a blue moon | 6. investment | 10. divisive |
| 3. in the red | 7. prevalence | |
| 4. offhand | 8. supplements | |

10 points

GRAMMAR:

1. itself
2. too
3. where
4. in / out
5. up
6. that / which
7. into
8. would
9. these
10. at
11. much / even
12. telling (having told) anyone about his project
13. the letter arrives, she's likely to have left (she'll probably have left)
14. the window cleaners called was six months ago
15. the (heavy) weight of the suitcase / the suitcase being heavy, he managed to lift it easily

15 points

LISTENING (1 point for each number placed correctly)

- | | | |
|------|------|-------|
| 1. 3 | 5. X | 9. X |
| 2. X | 6. 1 | 10. 2 |
| 3. 4 | 7. X | |
| 4. 5 | 8. X | |

5 points

40 points

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R O L E – P L A Y

STUDENT:

Your travel agency has begun specialising in arranging treks in the Himalayas, therefore you try to persuade new customers to stop choosing traditional destinations and focus more on destinations which will provide them with a more exotic experience and offer them a healthier way to spend their holiday. (Try to find as many arguments as you can to attract your new customer.)

You greet your customer but he/she is the first one to start the real conversation.



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TEACHER (in the role of a customer):

You and your partner have decided to spend your holiday in a traditional way – swimming in the sea, lazing on the beach... But your travel agent is trying to persuade you to choose a different kind of destination. At first you resist but later find yourself being convinced by his / her arguments.

The travel agent greets you but you are the first one to start the real conversation.

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P I C T U R E – S T O R Y

Based on the picture,

1. create a story in which students from your class decided to start a project to support starving children in Africa (include the students' motivation to launch this project, a description of different stages of the project, etc.)

OR

2. discuss the meaningfulness of such projects not only for the target group of children from the developing world but also for the students from the developed world.



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