

## GRAMMAR

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

**An Earlier History of a City (Toronto, Ontario)**

Toronto is a city rich **1** \_\_\_\_\_ history, full of interesting events and people that **2** \_\_\_\_\_ made this city great. If you trace the beginnings of **3** \_\_\_\_\_ city, you'll see that Toronto is no ordinary place. It's a place **4** \_\_\_\_\_ history has been preserved, **5** \_\_\_\_\_ modernity has also prevailed.

Toronto's history began 8,000 years **6** \_\_\_\_\_ with prehistoric humans roaming the shores of the Atlantic and hunting the dense woods for elk and bears. Several years later, **7** \_\_\_\_\_ Iroquois Indians settled the area with nearly 200 villages. The area was also settled by other tribes **8** \_\_\_\_\_ as the Seneca, the Mississauga, and the Huron. In fact, the word "Toronto" means "meeting place" in the Huron language. The first European to set foot on the land was French explorer Etienne Brule. Shortly after, the French began to settle in Toronto, but **9** \_\_\_\_\_ of the hostilities between the English and French, Toronto's British rule began in 1760, **10** \_\_\_\_\_ the English drove the French **11** \_\_\_\_\_ of the area.

**12** \_\_\_\_\_ the rule of Upper Canada's governor, John Graves Simcoe, Toronto officially became a city in 1793. **13** \_\_\_\_\_, this little town by the harbour was first called Fort York and **14** \_\_\_\_\_ be called as such until 1834. Fort York was the name given to the town because it **15** \_\_\_\_\_ been strategically garrisoned against the French, and it was named in honour of the Duke of York. Shortly after **16** \_\_\_\_\_ established as Fort York, Toronto became the capital of Upper Canada. In 1796, Yonge Street, named **17** \_\_\_\_\_ the British Secretary of War Sir George Yonge, was created. When Fort York became known **18** \_\_\_\_\_ Toronto in 1834, the town had 9,000 inhabitants, and **19** \_\_\_\_\_ that time, the city began **20** \_\_\_\_\_ flourish.

1 \_\_\_\_\_

2 \_\_\_\_\_

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17 \_\_\_\_\_

18 \_\_\_\_\_

19 \_\_\_\_\_

20 \_\_\_\_\_

\_\_\_\_\_ / 10 pts

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**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** Tom, wouldn't it be a good idea to take the students swimming tomorrow? **HOW**  
Tom, \_\_\_\_\_ the students swimming tomorrow?
- 22** 'What about going for a short hike?' said John to me. **SUGGESTED**  
John \_\_\_\_\_ for a short hike.
- 23** We are noticing a rise in the cost of living again. **APPEARS**  
The cost of living \_\_\_\_\_ again.
- 24** 'Don't forget to phone tomorrow,' said my mother. **TOLD**  
My mother \_\_\_\_\_ to phone the next day.
- 25** Olivia did not concentrate so she made a lot of mistakes. **WOULD**  
If Olivia \_\_\_\_\_ made fewer mistakes.
- 26** James strongly dislikes when his mother instructs him what to do. **INSTRUCTED**  
James hates \_\_\_\_\_ do.

\_\_\_\_\_/3 pts

**Part 3 – Fill in gaps 27-30 with the most appropriate modal verb together with the appropriate forms of the verbs in brackets. Here is an example (0)**

Dear Mum and Dad,

Here I am in my new flat. Sorry I **(0) haven't been able to write (write)** earlier, but, of course, I was busy moving and unpacking. Now, I just **(27) \_\_\_\_\_ (buy)** curtains and a few rugs to make the flat really homely. When I unpacked, I couldn't find my toaster anywhere. I **(28) \_\_\_\_\_ (leave)** it behind in the old flat! I'll come and see you Sunday the 14<sup>th</sup>. Can I bring my flatmate? If we set off early, we **(29) \_\_\_\_\_ (arrive)** in time for lunch. I can't wait to eat your delicious apple pie! I must go now, there's someone at the door. It **(30) \_\_\_\_\_ (be)** the plumber; he's going to install the washing machine.

See you on Sunday.

**27** \_\_\_\_\_ **28** \_\_\_\_\_**29** \_\_\_\_\_ **30** \_\_\_\_\_

\_\_\_\_\_/2 pts

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

## VOCABULARY

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

## The Basics of Textile Recycling

Textile recycling is the process by which old clothing and other textiles are recovered for reuse or material 1 \_\_\_\_\_ (**recover**). It is the basis for the textile recycling industry. In the United States, this group is represented by SMART, the Association of Wiping Materials, Used Clothing and Fiber Industries. The necessary steps in the textile recycling process involve the donation, collection, sorting and processing of textiles, and then subsequent 2 \_\_\_\_\_ (**transport**) to end users of used garments, rags or other recovered materials.

The basis for the growing textile recycling industry is, of course, the textile industry 3 \_\_\_\_\_ (**it**).

The textile industry has evolved into a \$1 trillion industry 4 \_\_\_\_\_ (**globe**), comprising clothing, as well as furniture and mattress material and linens.

The 5 \_\_\_\_\_ (**urge**) to recycle textiles and the importance of recycling textiles is 6 \_\_\_\_\_ (**increase**) being recognized. Over 80 billion garments are produced annually 7 \_\_\_\_\_ (**world**). According to the U.S. EPA, around 16 million tons of textile municipal solid waste (MSW) was generated in 2015, about 6.1% of total MSW generation. The rate for textiles derived from clothing and footwear was 14.2%, while the recovery for sheets and pillowcases was 16.3% for the same year. As such, textile recycling is a 8 \_\_\_\_\_ (**signify**) challenge to be addressed as we strive to move closer to a zero-landfill society.

\_\_\_\_\_/4 pts

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

*authority, behaviour, court, death, information, material, member, remnant*

- |           |                     |           |                     |
|-----------|---------------------|-----------|---------------------|
| <b>9</b>  | supplementary _____ | <b>10</b> | supplementary _____ |
| <b>11</b> | supreme _____       | <b>12</b> | supreme _____       |
| <b>13</b> | surviving _____     | <b>14</b> | surviving _____     |
| <b>15</b> | suspicious _____    | <b>16</b> | suspicious _____    |

\_\_\_\_\_/4 pts

**Part 3 – Complete each sentence with a word that best fits the gap.**

- 17** Voters are deeply distrustful \_\_\_\_\_ all politicians.
- 18** The teacher was furious \_\_\_\_\_ the class because they were talking.
- 19** She's doing quite fine, but she's terrible \_\_\_\_\_ physics.
- 20** People have become indifferent \_\_\_\_\_ the suffering of others.

\_\_\_\_\_/2 pts

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

**Progressive vocabulary**

## Part 1 – NOUN PHRASES

Match the idioms (1-10) with their correct explanations (A-M). There are three extra explanations you do NOT need to use.

No.	Idiom	Letter	Explanation
1	the gravy train	A	A guess; a rough calculation
2	a castle in the air	B	The average, ordinary person
3	the hair of the dog	C	A farewell appearance or performance
4	the man in the street	D	A job that commands a good profit for little effort; a sinecure
5	a millstone around one's neck	E	A petty disagreement, much fuss about something of little importance
6	in a nutshell	F	A heavy burden, a great responsibility
7	a rule of thumb	G	The sound birds sometimes produce when they are dying
8	a storm in a teacup	H	A tot of alcohol as a remedy for a hangover
9	the sword of Damocles	I	An imminent threat
10	a swan song	J	A fanciful theory of a scheme, a daydream
		K	Expressed concisely
		L	A unanimous agreement
		M	A job that requires a lot of work

Your answers:

Number	1	2	3	4	5
Letter					
Number	6	7	8	9	10
Letter					

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## Part 2 – VERB PHRASES

Match the idioms (1-10) with their correct explanations (A-M). There are three extra explanations you do NOT need to use.

No.	Idiom	Letter	Explanation
1	to meet one's Waterloo	A	To soothe a quarrel; to calm a heated argument
2	to pull one's leg	B	To feel very sorry for what has been done
3	to cut the Gordian knot	C	To make fun of someone
4	to burn one's bridges	D	To offer a bribe
5	to grease someone's palm	E	To solve an extremely complicated problem with a prompt, decisive action
6	to leave someone in the lurch	F	To live within one's means
7	to make (both) ends meet	G	To abandon (a friend) to a difficult situation
8	to pour oil on troubled waters	H	To be so committed to a course of action that it is impossible to withdraw
9	to throw in the sponge	I	To give advice to a friend/acquaintance
10	to eat humble pie	J	To give in; to admit defeat
		K	To suffer defeat after initial success
		L	To admit one's fault; to be submissive
		M	To hesitate (usually while speaking)

Your answers:

Number	1	2	3	4	5
Letter					
Number	6	7	8	9	10
Letter					

## READING COMPREHENSION

Read the article about Matt Groening – creator of *The Simpsons* and *Futurama*. There are two tasks to do after you read.

Matt Groening

Groening was born Matthew Abraham Groening on February 15, 1954 in Portland, Oregon. He grew up in Portland, where he attended Ainsworth Elementary School and Lincoln High School. He was the middle child of 5 children. His Norwegian-American mother, Margaret Wiggum, was once a teacher, and his German-Canadian father, Homer Philip Groening, was a filmmaker, advertiser, writer and cartoonist.

From 1972 to 1977, Groening attended the Evergreen State College in Olympia, Washington, a liberal school which he described as “a hippie college, with no grades or required classes that drew every weirdo in the Northwest.” He served as the editor of the campus newspaper, *The Cooper Point Journal*, for which he also wrote articles and drew cartoons. He befriended fellow cartoonist Lynda Barry after discovering that she had written a fan letter to Joseph Heller, one of Groening’s favorite authors, and had received a reply back. Groening has credited Barry with being “probably [his] biggest inspiration.” He has also cited the Disney animated film *One Hundred and One Dalmatians* as what got him interested in cartoons.

After spending a few years researching science fiction, Groening got together with *Simpsons* writer and producer David X. Cohen (still known as David S. Cohen at the time) in 1997 and developed *Futurama*, an animated series about life in the year 3000. By the time they pitched the series to Fox (an American commercial broadcast television network) in April 1998, Groening and Cohen had composed many characters and storylines; Groening claimed they had gone “overboard” in their discussions. Groening described trying to get the show on the air as “by far the worst experience of [his] grown-up life.” The show premiered on March 28, 1999. Groening’s sole writing credit for the show was the premiere episode, “Space Pilot 3000,” co-written with Cohen.

After four years on the air, the show was cancelled by Fox. In a similar situation as *Family Guy*, however, strong DVD sales and very stable ratings on Cartoon Network brought *Futurama* back to life. When Comedy Central (another American TV network) began negotiating for the rights to air *Futurama* re-runs, Fox suggested that there was a possibility of also creating new episodes. When Comedy Central committed to sixteen new episodes, it was decided that four straight-to-DVD films—*Bender’s Big Score* (2007), *The Beast with a Billion Backs* (2008), *Bender’s Game* (2008) and *Into the Wild Green Yonder* (2009)—would be produced. Since no new *Futurama* projects were in production, the movie *Into the Wild Green Yonder* was designed to stand as the *Futurama* series finale. However, Groening had expressed a desire to continue the *Futurama* franchise in some form, including as a theatrical film.

On June 9, 2009, it was confirmed that Comedy Central had picked up the show for 26 new episodes that aired in 2010. However, on September 4, 2013, the show was canceled once again; since then, no new episodes of *Futurama* have been televised, but re-runs still air occasionally on Comedy Central and SyFy.

Awards and nominations

Groening has been nominated for 26 Emmy Awards and has won eleven: ten for *The Simpsons* and one for *Futurama* in the “Outstanding Animated Program (for programming of one hour or less)” category.

Groening received the 2002 National Cartoonists Society Reuben Award, and had been nominated for the same award in 2000. He received a British Comedy Award for “outstanding contribution to comedy” in 2004.

On February 14, 2012, Groening received the 2,459<sup>th</sup> star on the Hollywood Walk of Fame. The star is located at 7021 Hollywood Blvd.

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- 1 In Olympia, Groening
- A. met Joseph Heller. B. had to attend a few classes.  
C. edited a newspaper. D. went frequently to the cinema to watch Disney films.
- 2 *Futurama* was developed after
- A. four years of research B. the premiere of “Space Pilot 3000”.  
C. Groening and Cohen teamed up. D. Groening split up with Barry.
- 3 Groening’s first school was in
- A. Ainsworth. B. Lincoln. C. Portland. D. Washington.
- 4 Comedy Central aired
- A. all episodes of *Futurama*. B. episodes of *Futurama* in the 1<sup>st</sup> four-year period.  
C. episodes of *Futurama* in the 2<sup>nd</sup> four-year period. D. only sixteen episodes of *Futurama*.
- 5 The passage states that
- A. Barry inspired Groening a lot. B. Groening was brought up mainly by his dad.  
C. Groening received the Reuben Award twice. D. Fox first refused to air *Futurama*.

\_\_\_\_\_/5 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 end of each line.**

- 6 Groening received an award outside the United States. \_\_\_\_\_
- 7 Groening liked Joseph Heller’s work. \_\_\_\_\_
- 8 There have been 11 Emmy Awards nominations for Groening. \_\_\_\_\_
- 9 In the 1970s, Groening studied journalism. \_\_\_\_\_
- 10 Both of Matt’s parents were teachers. \_\_\_\_\_

\_\_\_\_\_/5 pts

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

**LISTENING COMPREHENSION**

You will hear an article in which there are some tips for choosing a good high school.

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

- 1 1.2 million students apply for high school study each year in the U.S. \_\_\_\_\_
- 2 It is not always a good idea to choose a high school in your neighbourhood. \_\_\_\_\_
- 3 In public schools, there is usually an unsuitable pupil-teacher ratio. \_\_\_\_\_
- 4 In the U.S., there are more private high schools than public high schools. \_\_\_\_\_
- 5 The only additional type of school besides private and public school is special performing arts school. \_\_\_\_\_
- 6 The smaller the class size, the better for each student. \_\_\_\_\_

\_\_\_\_\_/3 pts

**Part 2** – Complete the following sentences with the exact words from the listening text.

- 7 A good high school enables a child to grow \_\_\_\_\_ and personally. (1 word)
- 8 The \_\_\_\_\_ is one of the deciding factors when parents are choosing a high school. (2 words)
- 9 The State Department of Education provides \_\_\_\_\_ so that anybody can check the quality of the school. (1 word)
- 10 A small class size can ensure that \_\_\_\_\_ personal attention is paid to every child. (1 word)

\_\_\_\_\_/2 pts

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

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