

## GRAMMAR

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

**Schooling in the Second Largest Land Territory in the UAE**

In every country, there will be a different set of schooling rules and system. Schools in Dubai are **01**\_\_\_\_\_ exception. Hence, here are some of the things you should know about schooling in Dubai.

First of **02**\_\_\_\_\_, you will need to choose a specific curriculum you **03**\_\_\_\_\_ like your child **04**\_\_\_\_\_ undergo. This is because there are many different types of curriculum offered, **05**\_\_\_\_\_ English, American, French, German, Australian, and Indian. However, there is a rule under their Ministry of Education **06**\_\_\_\_\_ dictates that all non-Arabic students in private schools will **07**\_\_\_\_\_ to be taught 4 lessons of Arabic a week, from year 1 to year 9. **08**\_\_\_\_\_, it is mandatory for Muslim students to attend Islamic Study classes.

You will also need to decide prior **09**\_\_\_\_\_ registering in a school if you want your child to be in a primary school that is affiliated with a secondary school. **10**\_\_\_\_\_ affiliated schools, students will automatically gain entry into the secondary school; **11**\_\_\_\_\_, it is difficult to get into year 7 if the school is not affiliated. Make sure you decide on the best school **12**\_\_\_\_\_ no child is allowed to change schools **13**\_\_\_\_\_ the end of the academic year, or with the approval of **14**\_\_\_\_\_ Ministry of Education.

Apart **15**\_\_\_\_\_ that, there is a difference between profit and non-profit schools, where the latter is administered by a Board of Governors **16**\_\_\_\_\_ the school can receive reinvestments, while the **17**\_\_\_\_\_ is owned by the private sector, which means money will be invested in the school but the shareholders will seek returns. Anyhow, most schools have a long wait list **18**\_\_\_\_\_ to the economic downturn. **19**\_\_\_\_\_, the schools in Dubai have to observe the Islamic holidays that may occur last minute. International school students will be happy to know **20**\_\_\_\_\_ they have long summer holidays in July and August.

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

**Olympiáda v anglickom jazyku, 30. ročník, krajské kolo 2019/2020, kategória 1C - úlohy**

**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** The police might have arrested the burglar. **BEEN**  
The burglar \_\_\_\_\_ by the police.
- 22** It wasn't necessary for you to send us a cheque. **NEEDN'T**  
You \_\_\_\_\_ a cheque.
- 23** People say that he was treated unfairly. **SAID**  
He is \_\_\_\_\_ unfairly.
- 24** "Yes, I told her the secret," James said. **ADMITTED**  
James \_\_\_\_\_ the secret.
- 25** She has hired someone to clean her house. **HAD**  
She \_\_\_\_\_ cleaned.
- 26** Could you pass me the salt? **MIND**  
Do \_\_\_\_\_ me the salt?

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

**Part 3 – Fill in gaps 27-30 with the most appropriate word, which is part of a complex preposition.**

- 27** The room was empty \_\_\_\_\_ from one man seated beside the fire.
- 28** The President declined to deliver the speech himself, on \_\_\_\_\_ of a sore throat.
- 29** In \_\_\_\_\_ of being ill, he went to work.
- 30** He and his father, \_\_\_\_\_ to local gossip, haven't been in touch for years.

\_\_\_\_\_ / 2 pts  
**Total: \_\_\_\_\_ / 15 pts**

**VOCABULARY****Part 1 – Use the word given in brackets to form a word that fits in the space.***Getting around Vancouver*

Explore Vancouver's many 1 \_\_\_\_\_ (**attract**) on foot, by public transit, or bike.

Learn about your options for getting around Vancouver and how we are promoting green

2 \_\_\_\_\_ (**transport**) as part of the Greenest City Action Plan.

Vancouver welcomes visitors of all 3 \_\_\_\_\_ (**able**) from around the world to enjoy our beautiful city, which is 4 \_\_\_\_\_ (**please**) to everyone.

The City is committed to creating an 5 \_\_\_\_\_ (**access**) community by removing barriers that might keep you, or someone you care about, from fully enjoying Vancouver.

Streets benefit everyone. Curb ramps and bus ramps make getting around the city easy, especially for those pushing 6 \_\_\_\_\_ (**stroll**) and using wheelchairs, scooters, walkers, and canes.

Audible street signals and curb cuts in the 7 \_\_\_\_\_ (**walk**) help pedestrians with vision 8 \_\_\_\_\_ (**impair**) cross the street.

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

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

*bibliography, liar, material, medicine, shape, shopper, therapist, training*

9 complementary \_\_\_\_\_ 10 complementary \_\_\_\_\_

11 composite \_\_\_\_\_ 12 composite \_\_\_\_\_

13 comprehensive \_\_\_\_\_ 14 comprehensive \_\_\_\_\_

15 compulsive \_\_\_\_\_ 16 compulsive \_\_\_\_\_

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

**Part 3 – Phrasal verbs based on 'FALL'. Complete each sentence with a word that best fits the space.**

17 He was fantastically handsome – Vera just fell \_\_\_\_\_ him right away.

18 Mum and I used to fall \_\_\_\_\_ a lot. Once we didn't speak to each other for a month.

19 If an arrangement, plan, or deal falls \_\_\_\_\_, it fails to happen.

20 He faces losing his home after falling \_\_\_\_\_ with the payments.

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

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

**Olympiáda v anglickom jazyku, 30. ročník, krajské kolo 2019/2020, kategória 1C - úlohy****Progressive vocabulary – collective terms (Time: 3 minutes)**

**Choose the best answer.** (You will be given 1 point for every three correct answers.)

1. In English, we say: a/an \_\_\_ of ants.  
A) army, B) hive, C) flight,  
D) herd, E) squad
2. In English, we say: a \_\_\_ of bats.  
A) flight, B) cloud, C) drone,  
D) school, E) pack
3. In English, we say: a \_\_\_ of horses in harness.  
A) flock, B) litter, C) haul,  
D) band, E) team
4. In English, we say: a \_\_\_ of eels.  
A) string, B) line, C) brood,  
D) bed, E) flock
5. In English, we say: a \_\_\_ of quail.  
A) hand, B) stack, C) horde,  
D) bevy, E) herd
6. In English, we say: a \_\_\_ of owls.  
A) school, B) class, C) parliament,  
D) throng, E) clutter
7. In English, we say: a \_\_\_ of camels.  
A) string, B) tread, C) train,  
D) camp, E) gang
8. In English, we say: a/an \_\_\_ of emus.  
A) mob, B) crowd, C) array,  
D) comb, E) mass
9. In English, we say: a \_\_\_ of crows.  
A) theft, B) murder, C) crime,  
D) bail, E) ransom
10. In English, we say: a \_\_\_ of geese.  
A) troop, B) troupe, C) cloud,  
D) haul, E) gaggle
11. In English, we say: a \_\_\_ of jays.  
A) band, B) bundle, C) block,  
D) batch, E) body
12. In English, we say: a \_\_\_ of bees.  
A) stack, B) stud, C) swarm,  
D) shovel, E) set
13. In English, we say: a \_\_\_ of lions.  
A) plague, B) pride, C) pack,  
D) pile, E) patrol
14. In English, we say: a \_\_\_ of sparrows.  
A) range, B) quiver, C) packet,  
D) host, E) hedge
15. In English, we say: a \_\_\_ of mice.  
A) wad, B) collection, C) nest,  
D) board, E) kindle
16. In English, we say: a \_\_\_ of wolves.  
A) pack, B) company, C) bunch,  
D) party, E) cluster
17. In English, we say: a \_\_\_ of fish.  
A) shawl, B) soul, C) sheaf,  
D) shoal, E) stock
18. In English, we say: a \_\_\_ of boar.  
A) board, B) crew, C) host,  
D) line, E) herd
19. In English, we say: a \_\_\_ of cubs.  
A) flight, B) litter, C) catch,  
D) horde, E) huddle
20. In English, we say: a \_\_\_ of peacocks.  
A) staff, B) regiment, C) drove,  
D) muster, E) chain
21. In English, we say: a \_\_\_ of monkeys.  
A) troop, B) troupe, C) party,  
D) pack, E) pod
22. In English, we say: a \_\_\_ of ducks.  
A) brood, B) cluster, C) raft,  
D) colony, E) string
23. In English, we say: a/an \_\_\_ of bears.  
A) gang, B) army, C) circle,  
D) pile, E) sleuth
24. In English, we say: a \_\_\_ of dolphins.  
A) bevy, B) caravan, C) heap,  
D) school, E) nest

**READING COMPREHENSION**

**Read the following text. There are two tasks to do after you read.**

**How to Market to Schools**

Every year the education budget in the UK is set to over £85 billion and successive governments seem very keen on protecting this portion of their budget. The reasons for this are plenty but that's not what we want to discuss here, it kind of doesn't matter. What matters is how you get your business in front of school buyers, how you market to schools and how you make schools a part of your turnover.

Because their budgets are being protected, it is important to remember that once you have a good database of schools buying from you, provided you look after them and provide a good service, you will enjoy a good customer life span and a reliable source of income. Public sector bodies like schools also pay you on time, giving you reliable cash flow. So, just how do you market to schools and guarantee yourself a good return on your investment.

Well firstly, it is important for you to know your audience. Within a school there will be scores of budget holders and decision makers. Companies selling textbooks based around Maths or French have the easiest task – target the heads of these departments. Companies selling catering or maintenance services have a slightly more segmented task – in a primary school, it is likely you will be dealing with the head; in a secondary school, you could be dealing with the financial officer, the business manager, or the catering or site manager. Right from the start when you embark on a campaign to market to schools, you must remember to get the target right. You are not selling to the school, you are usually marketing to a department within it.

Secondly, you need to know how your product is relevant to schools and market your product to schools accordingly. Again with the textbooks, this is easy, your whole product is probably designed for schools and so your campaign to market to schools can be designed for the audience. However, if you are selling grounds maintenance to sports clubs, schools and motorway service stations, for example, then you will need a different approach for the three markets. It may sound obvious, but too many companies get this wrong and just assume that one advertising campaign fits all. Whilst this may be true within the private sector, when you market to schools, it is not. You need to tailor both your marketing and your product offering to schools or the teachers you intend to target.

The third and final consideration when you market to schools is that your product and your service are right for schools and that you have the facilities in place to provide the necessary support that a school will need. As we said at the beginning of this article, schools have large and protected budgets, so developing long term relationships is key and should be remembered when you market to schools. So, be sensible and be honest – market your product or service to schools in an open and honest manner and do not oversell yourself or your company; you want to slowly build up a portfolio of schools who buy from you, not make a quick buck and ruin your reputation.

Always remember when you market to schools that knowing your audience is the most important first step – it will save you time and money! Make sure your product is designed for the school, and make sure you market it well. Finally, think about the long game – slowly grow your portfolio and the rewards will be huge.

**READING COMPREHENSION (continued)****Part 1 – Choose the best answer. Circle your choice.**

- 1 When you are a good seller to schools,
- A. your cash flow may be in danger from time to time.
  - B. you're likely to be paid punctually.
  - C. you still need to overcome many obstacles.
  - D. your investments are protected.
- 2 When you offer a maintenance service to an elementary school, you will probably first address
- A. the head.
  - B. the budget holder.
  - C. the decision maker.
  - D. the catering manager.
- 3 From the passage, we can learn that
- A. when marketing to schools, one advertising campaign fits all.
  - B. one always has to deal with a certain school department.
  - C. sellers should not oversell themselves.
  - D. one should start their sales with a large portfolio.
- 4 What should also be taken into consideration when marketing to schools is
- A. the private sector.
  - B. the instability of schools' budgets.
  - C. the heads of the schools.
  - D. the available support to the facilities provided.
- 5 A successful salesman to schools should
- A. know their audience well.
  - B. attempt to make a quick profit.
  - C. be able to foresee schools' budgets
  - D. sell to several different markets.

\_\_\_\_\_ / 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 beginning of each line.**

- 6 \_\_\_\_\_ It is not a good idea to provide maintenance to sports clubs, schools and motor service stations.
- 7 \_\_\_\_\_ Being fair and square can save time and money.
- 8 \_\_\_\_\_ Sellers of textbooks other than Math and French usually have problems with distribution.
- 9 \_\_\_\_\_ A seller usually deals with the whole staff.
- 10 \_\_\_\_\_ The passage partly analyses the education budget in the UK.

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

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

**LISTENING COMPREHENSION**

**You will hear an article about the Klondike Gold Rush around Dawson City, Yukon.**

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

- 1 \_\_\_\_\_ Gold was first discovered in the Klondike River.
- 2 \_\_\_\_\_ George Dawson was born near the current Dawson City.
- 3 \_\_\_\_\_ Two years after finding gold, many favourable places for digging were occupied.
- 4 \_\_\_\_\_ Dawson was at that time compared to one European metropolis.
- 5 \_\_\_\_\_ For many, the Klondike was a prospect of becoming rich quickly; for some others, it was an adventurous change for an unvaried life.
- 6 \_\_\_\_\_ There is no gold mining in and around Dawson City nowadays.

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

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

- 7 Adventurers heading for the Klondike had to use some treacherous and \_\_\_\_\_ routes.
- 8 At the end of the 19<sup>th</sup> century, the amount of gold in Dawson City was in \_\_\_\_\_.
- 9 ‘ \_\_\_\_\_ the miners’ was the saying that described hotels, bars, restaurants and supply stores in Dawson.
- 10 After gold rushes people realized that the North was not only accessible and attainable, but also \_\_\_\_\_.

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

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

Autor: Mgr. Dušan Zorkócy

Recenzentka: PaedDr. Anna Brisudová

Korektor: Joshua M. Ruggiero

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