

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

GRAMMAR

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

Angelique Kerber

Angelique Kerber – born 18 January 1988 – is a German professional tennis player. A former world No. 1 and winner of three Grand Slam tournaments, she made **01**_____ professional debut in 2003 and rose **02**_____ prominence upon reaching the semi-finals of the 2011 US Open as the No. 92-ranked player in the world. She ascended to the top of **03**_____ rankings on 12 September 2016, and **04**_____ that account she became the twenty-second and oldest player **05**_____ achieve the number-one ranking for the first time.

Kerber was born in Bremen to Polish parents Sławomir Kerber, **06**_____ Poznań, and Beata (née Rzeźnik), **07**_____ is her manager. She has one sister, Jessica. She grew up **08**_____ Kiel and started playing tennis at age three, **09**_____ she joined the junior circuit. In 2012, Kerber moved to Puszczkowo, a suburb of Poznań, Poland, **10**_____ her maternal grandfather owns an indoor tennis facility. She made inroads at events in Germany and elsewhere in Europe, but **11**_____ not win a junior title before 2003, at **12**_____ point she had already turned professional at age 15. Kerber speaks German, Polish and English and holds dual German-Polish citizenship. She has competed for Germany **13**_____ the start of her career. In **14**_____ interview Kerber clarified that, **15**_____ a strong Polish connection, she considers herself German: “I am German. I play for Germany, I grew up in Germany, and my heart beats for Germany.” **16**_____, another time she said: “my heart beats for Poland, **17**_____”. A huge football fan, Kerber **18**_____ cited German club FC Bayern Munich as her favourite team. **19**_____ born right-handed, she plays left-handed. Kerber frequently mentions former German tennis player Steffi Graf **20**_____ her childhood idol and her motivation for pursuing tennis.

01_____ **02**_____ **03**_____ **04**_____

05_____ **06**_____ **07**_____ **08**_____

09_____ **10**_____ **11**_____ **12**_____

13_____ **14**_____ **15**_____ **16**_____

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** John was late for school because he missed the bus. **RESULT**
John missed the bus _____ was late for school.
- 22** Although she spent all afternoon on the project, she didn't finish it. **SPITE**
She didn't finish the project _____ all afternoon on it.
- 23** When Ann left he started cooking. **UNTIL**
He waited _____ before he started cooking.
- 24** It wasn't necessary for you to bring me flowers as I already had a lot. **NEEDN'T**
You _____ me flowers.
- 25** "You stole my purse, Jill!" said Paula. **ACCUSED**
Paula _____ her purse.
- 26** The best idea would be to warn them immediately. **HAD**
We _____ them immediately.

_____ / 3 pts

Part 3 – Fill in gaps 27-30 with the most appropriate verb form of the verb given in brackets.

- 27** First he is rude, then he regrets _____ (say) such words.
- 28** We are waiting for his novel _____ (publish) in English.
- 29** _____ (award) an Oscar was the most memorable event in the actor's life.
- 30** There's a mess in his room – it needs _____ (tidy).

_____ / 2 pts

Total: _____ / 15 pts

VOCABULARY

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

How teachers can read and respond more effectively to disruptive students

About 10 per cent of the school population—9 to 13 million children—struggle with mental health problems. In a typical classroom of 20, chances are good that one or two students are dealing with serious psychosocial stressors relating to poverty, domestic **1** _____ (**violent**), abuse and neglect, trauma, or a psychiatric disorder.

These children represent the most challenging students in our classrooms today. Their mental health problems make it difficult for them to regulate their emotions and focus on learning. Often they lack the basic skills **2** _____ (**necessity**) to regulate their behaviours and, sometimes, to even recognize their own actions. They can be **3** _____ (**flexible**) and have **4** _____ (**burst**) for no apparent reason—disrupting the classroom routine daily. They can disengage **5** _____ (**society**) or be clingy, sleepy, or irritable. They can defy school personnel repeatedly and argue incessantly. They are the students who keep **6** _____ (**administrate**) up at night and the ones teachers dread having in their classes. Many of their stories are heart-breaking.

School staff today are under enormous **7** _____ (**press**) to show progress for every student every year. Yet they are in a bind. One disruptive child can effectively derail an entire lesson. Surveys show that coping with disruptive students is teachers' number one problem.

Our experience working in schools has taught us that to be effective and help each student reach his or her potential, teachers need a new approach to clearly understand what drives student behaviour. Teachers also need a **8** _____ (**vary**) of strategies that allow them to intervene effectively before the behaviour is entrenched.

_____ / 4 pts

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VOCABULARY (2)

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

chess player, confinement, crew, jargon, maths puzzle, moment, timing, twitch

09 incomprehensible _____ 10 incomprehensible _____

11 inconvenient _____ 12 inconvenient _____

13 inexperienced _____ 14 inexperienced _____

15 involuntary _____ 16 involuntary _____

_____ / 4 pts

Part 3 – Phrasal verbs based on “ON”. Complete each sentence with a word that best fits the space.

17 Many loan application forms automatically _____ on insurance.

18 _____ on a sec. I'll come with you.

19 I'm beginning to _____ on to what it was the guy was saying.

20 If you consider a person inferior, you _____ down on them.

_____ / 2 pts

Total: _____ / 10 pts

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

Homophones are two (sometimes three) words that sound the same but are spelled differently and obviously have different meanings.

Complete the table with homophones based on the prompts given. There are two examples at the beginning.

No.	Prompt	Homophone(s)	No.	Prompt	Homophone(s)
00	be	bee	12	flower	
00	by	bye, buy	13	Cyprus	
1	plane		14	forward	
2	him		15	handsome	
3	seen		16	need	
4	right		17	lesson	
5	seller		18	root	
6	barren		19	sweet	
7	I'll		20	straight	
8	sent		21	threw	
9	cast		22	thrown	
10	step		23	time	
11	sight		24	rain	

1 point will be awarded for every **three** correctly spelled words.

READING COMPREHENSION

Read the following text published on 26 March 1996. There are two tasks to do after you read.

STATION LIFE SEEMS TO AGREE WITH U.S. SPACE TRAVELER

Floating into the Russian space station *Mir* for a five-month stay was like “coming back home to see your friends,” NASA astronaut Shannon Lucid said Tuesday.

The 53-year-old biochemist, two days into her stay aboard the sprawling outpost, said Russian crewmates Yuri Onufrienko and Yuri Usachev have been most gracious as hosts. Shuttle *Atlantis* docked with *Mir* Saturday night to drop off Lucid and more than 5,000 pounds of water, experiment equipment and other supplies. The five remaining shuttle astronauts will bid farewell to Lucid and the Russians Thursday.

“We’re really going to miss Shannon,” *Atlantis* pilot Richard Searfoss said.

Lucid, dressed in her blue Russian jumpsuit, said she’ll miss her American crewmates, too, but she’s ready for the hoopla to die down so she can get on with her science experiments.

“Then we’ll be able to sort of settle down into a routine and start getting a little productive work done,” she said in a space-to-Earth news conference.

Lucid said that, so far, station life agrees with her. She likes the food, has slept well and has already staked out part of *Mir* as her own personal space.

“I felt very comfortable coming in,” she said. “It was sort of like coming back home to see your friends. And they, Yuri and Yuri, have gone out of their way to make all of us feel very welcome and very comfortable in their home.”

Lucid trained with the two cosmonauts in Russia to prepare for the trip.

She’s the first American woman to live aboard *Mir* and only the second American. Astronaut Norman Thagard was the first, living on the Russian station nearly four months last year.

Before *Atlantis* arrives to pick Lucid up in August, she’ll have broken Thagard’s U.S. space endurance record.

Lucid’s voyage also begins two years of continuous American presence aboard *Mir* as astronauts take turns living on the station.

And with the planned International Space Station scheduled to receive its first U.S.-Russian crew in 1998, Lucid’s mission could also mean continuous U.S. presence in space well into the next century.

“Actually, we’re kind of beginning the colonization of space here,” *Atlantis* commander Kevin Chilton said. “When we get here permanently, we can start seeing the fruits of our labors.”

The shuttle astronauts said they’re impressed with Russia’s 10-year-old station. One, Michael “Rich” Clifford, even said he’s changed his mind about serving an extended tour of duty on *Mir*.

Before *Atlantis*’ flight, Clifford said he preferred quick trips into space and would not switch places with Lucid. Now, he’s a convert to station life.

Clifford and crewmate Linda Godwin are assigned the only major task remaining before undocking – a six-hour spacewalk on Wednesday to attach several experiments to the outside of *Mir*.

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READING COMPREHENSION (2)

Part 1 – Choose the best answer. Circle your choice.

- 1 Shannon Lucid came to *Mir*
- A. with two Yuris. B. on the shuttle *Atlantis*.
C. on a Russian spaceship. D. on Thursday.
- 2 Shannon Lucid will stay on *Mir*
- A. for five months. B. for nearly four months.
C. from August to March. D. longer than had been planned.
- 3 Shannon Lucid is set to surpass
- A. Richard Searfoss. B. Kevin Chilton.
C. Michael Clifford. D. Norman Thagard.
- 4 A spacewalk is expected to be done
- A. after *Atlantis* leaves. B. at the end of Lucid's stay on *Mir*.
C. by Linda Godwin and her companion. D. during August.
- 5 From the passage we can learn that
- A. the *Mir* station has to be supplied every half year.
B. Americans will be present on *Mir* over a period of two years.
C. astronaut Clifford wants to replace Lucid on *Mir* in the future.
D. Lucid will regularly contribute to scientific conferences.

_____ / 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 _____ Lucid finds *Mir* an agreeable environment.
- 7 _____ Lucid is the second American woman to live on *Mir*.
- 8 _____ Lucid is going to carry out some biochemical experiments.
- 9 _____ The *Atlantis* commander is also supposed to walk in space.
- 10 _____ Together with Lucid, large amounts of dehydrated meat came to the station.

_____ / 5 pts

Total: _____ / 10 pts

LISTENING COMPREHENSION

You will hear an article about the origins of the European Union.

Europe's Common Market founded in major step toward economic unity

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

1. _____ The Common Market began working in 1957.
2. _____ Around 1950, European countries could not oppose U.S. economic progress.
3. _____ At the beginning of the 1950s, Italy, West Germany and France joined to co-operate closely in the fields of the coal and steel industries.
4. _____ Besides creating the Common Market, one more important treaty was signed in Rome.
5. _____ Long negotiations preceded the creation of the European Community.
6. _____ Britain's efforts to join the EC were first halted by France.

_____ / 3 pts

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

7. After World War II, western European world _____ was at its end.
8. A court of _____ was established to settle disputes.
9. _____ and _____ joined the EC at the same time Britain did.
10. The Maastricht Treaty demanded not only the creation of a European central bank and common _____, but also a common defence policy.

_____ / 2 pts

Total: _____ / 5 pts

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