

**ANSWER KEY**

**GRAMMAR – 15pts**

1=her,	2=to,	3=the,	4=on,
5=to,	6=from / of,	7=who,	8=in,
9=when,	10=where,	11=did,	12=which,
13=since,	14=an,	15=despite,	16=However/however,
17=too,	18=has,	19= Although/although,	20=as

- 21 John missed the bus **and as a result (he)** was late for school.  
22 She didn't finish the project **in spite of spending** all afternoon on it.  
23 He waited **until Ann had left** before he started cooking.  
24 You **needn't have brought** me flowers.  
25 Paula **accused Jill of stealing** her purse.  
26 We **had better warn** them immediately.

27=saying, 28=to be published, 29=Being/being awarded, 30=tidying/to be tidied

**VOCABULARY – 10pts (spelling counts)**

1=violence, 2=necessary, 3=inflexible, 4=outbursts, 5=socially, 6=administrators, 7=pressure, 8=variety

9+10=jargon/maths puzzle  
13+14=crew/chess player

11+12=moment/timing  
15+16=twitch/confinement

17=add, 18=Hang/hang 19=catch, 20=look

**VOCABULARY – PROGRESSIVE TEST** (award 1 point for 3 correct answers – max. 10 points) – answers on the next page

**READING COMPREHENSION – 10pts**

1=B, 2=A, 3=D, 4=C, 5=B,

6=T, 7=F, 8=NS, 9=F, 10=NS

**LISTENING COMPREHENSION – 5pts**

1=F, 2=T, 3=F, 4=T, 5=NS, 6=T

7=supremacy, 8=justice, 9=Denmark + Ireland / Ireland + Denmark, 10=currency

**ANSWER KEY (2)**

Homophones (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	<b>flour</b>
00	by	bye, buy	13	Cyprus	<b>cypress</b>
1	plane	<b>plain</b>	14	forward	<b>foreword</b>
2	him	<b>hymn</b>	15	handsome	<b>hansom</b>
3	seen	<b>scene</b>	16	need	<b>knead, kneed</b>
4	right	<b>write, rite</b>	17	lesson	<b>lessen</b>
5	seller	<b>cellar</b>	18	root	<b>route</b>
6	barren	<b>baron</b>	19	sweet	<b>suite</b>
7	I'll	<b>aisle, isle</b>	20	straight	<b>strait</b>
8	sent	<b>cent, scent</b>	21	threw	<b>through</b>
9	cast	<b>caste</b>	22	thrown	<b>throne</b>
10	step	<b>steppe</b>	23	time	<b>thyme</b>
11	sight	<b>cite, site</b>	24	rain	<b>reign, rein</b>

**L I S T E N I N G   T A P E   S C R I P T   (Please read once.)**

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

On 25 March 1957, France, West Germany, Italy, the Netherlands, Belgium, and Luxembourg signed a treaty in Rome establishing the European Economic Community (EEC), also known as the Common Market. The EEC, which came into operation in January 1958, was a major step in Europe's movement toward economic and political union.

By 1950, it was apparent that centuries of Western European world supremacy were at an end. The national markets of Europe, isolated from each other by archaic trade laws, were no match for the giant market enjoyed by the United States. And looming over Europe from the east was the Soviet Union, whose communist leaders commanded vast territory and economic resources under a single system. Many European leaders also feared the resumption of conflict between traditional European antagonists such as France and Germany, which would only diminish the European economies further.

As a means of improving Europe's economic climate and preventing war, some influential statesmen and political theorists suggested economic integration. The first major step in this direction was taken in 1951, when France and West Germany formed the European Coal and Steel Community (ECSC), integrating their coal and steel industries. French leaders proposed the organization primarily as a means of monitoring German industry, and West German leaders immediately agreed, to allay fears of German militarization. To supervise the ECSC, several supranational bodies were established, including an executive authority, a council of ministers, an advisory assembly, and a court of justice to settle disputes. Italy and the three nations of the Benelux Economic Union—Belgium, the Netherlands, and Luxembourg—soon joined. The groundwork for the EEC was laid.

On 25 March 1957, representatives of six European nations signed two treaties in Rome. One created the European Atomic Energy Community (Euratom) for the common and peaceful development of Europe's nuclear resources. The other created the EEC. In the Common Market, trade barriers between member nations were gradually eliminated and common policies regarding transportation, agriculture, and economic relations with non-member countries were implemented. Eventually, labour and capital were permitted to move freely within the boundaries of the community. The EEC, the ECSC, and Euratom were served by a single council of ministers, representative assembly, and court of justice. In 1967, the three organizations were fully merged as the European Community (EC).

Britain and other European nations initially declined to join the Common Market and established the weaker European Free Trade Association (EFTA) in 1960 as an alternative. By the early 1960s, however, the Common Market nations showed signs of significant economic growth, and Britain changed its mind. Because of its close ties to the United States, however, French President Charles de Gaulle twice vetoed British admission, and Britain did not join the EC until January 1973, when Ireland and Denmark also became EC members. Greece joined in 1981, Portugal and Spain in 1986, and the former East Germany as part of a reunified Germany in 1990.

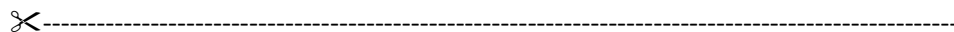
In the early 1990s, the European Community became the basis for the European Union (EU), which was established in 1993 following ratification of the Maastricht Treaty. The treaty called for a strengthened European parliament, the creation of a European central bank and common currency, and a common defence policy. In addition to a single European common market, member states would also participate in a larger common market, called the European Economic Area. Austria, Finland, and Sweden became members of the EU in 1995. As of early 2007, there were twenty-seven member states in total, and further growth was expected.

**S P E A K I N G – R O L E P L A Y**

**Student (playing a student being interviewed)**

A magazine is doing a project to find out which extracurricular activities are most popular for students of your age, whether they are competitions related to school subjects, debate tournaments, or sports competitions, etc. You have been asked by the editor to talk about what you and your peers do outside of school. Give your ideas and suggestions supported by evidence from your school. The magazine would like to sponsor the school whose extracurricular activities seem to be the most varied and interesting.

Your partner starts.



**S P E A K I N G – R O L E P L A Y**

**Teacher (playing an editor, interviewer)**

You are an editor of a magazine that is doing a project to find out which extracurricular activities are most popular for secondary school students, whether they are competitions related to school subjects, debate tournaments, or sports competitions, etc. You are interviewing a grade-8 / grade-9 school student. You encourage her/him to talk about real activities at her/his school, give some evidence and suggestions, as well as personal experience. Your magazine would like to sponsor the school whose extracurricular activities seem to be the most varied and interesting.

You start.

**S P E A K I N G – P I C T U R E**

Use the picture below to make up a story.



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