

Olympiáda v anglickom jazyku, 30. ročník, krajské kolo 2019/2020, kategória 1C – riešenia a úlohy

GRAMMAR – 15pts

1=no, 2=all, 3=would, 4=to, 5=like, 6=that/which,
7=have/need, 8=Also/Furthermore/Moreover (*accept missing capitalization*),
9=to, 10=In/in, 11=however, 12=as/because/for/since, 13=before/till/until,
14=the, 15=from, 16=where, 17=former, 18=due,
19=Also/Finally/Lastly (*accept missing capitalization*), 20=that

- 21 The burglar **might have been arrested** by the police.
22 You **needn't have sent us** a cheque.
23 He is **said to have been treated** unfairly.
24 James **admitted (to) telling / admitted having told her** the secret.
25 She **has had her house** cleaned.
26 Do **you mind passing** me the salt?

27=apart/aside, 28=account, 29=spite, 30=according

VOCABULARY – 10pts (spelling counts)

1=attractions, 2=transportation, 3=abilities, 4=pleasing, 5=accessible, 6=strollers, 7=sidewalk,
8=impairments

9+10=medicine/therapist

11+12=material/shape

13+14=bibliography/training

15+16=shopping/liar

17=for, 18=out, 19=through, 20=behind

VOCABULARY – PROGRESSIVE TEST (award 1 point for 3 correct answers – max. 8 points)

Collective terms – answers:

1=A, 2=B, 3=E, 4=D, 5=D, 6=C, 7=C, 8=A, 9=B, 10=E, 11=A, 12=C,
13=B, 14=D, 15=C, 16=A, 17=D, 18=E, 19=B, 20=D, 21=A, 22=C, 23=E, 24=D

READING COMPREHENSION – 10pts

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

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

LISTENING COMPREHENSION – 5pts

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

7=uncharted, 8=abundance, 9=Mining/mining, 10=conquerable

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

KLONDIKE GOLD RUSH

Dawson City, Yukon, is the heart of the world-famous Klondike Gold Rush. On August 16, 1896, three Yukon 'Sourdoughs', George Carmack, Dawson Charlie, and Skookum Jim, found gold on Rabbit Creek (now Bonanza Creek), a tributary of the Klondike River.

Word of this find quickly spread to the roughly 1,000 prospectors, miners, Northwest Mounted Police, missionaries and others who called the Yukon home at the time. Settlements were quickly abandoned as a rush to stake the best ground commenced.

Two of these residents were Joe Ladue and Arthur Harper, who had been trading in the Yukon for years. They were quick to purchase, stake and establish the town site of Dawson (named for Canadian Geologist George Mercer Dawson) at the confluence of the Yukon and Klondike Rivers, about twenty kilometres from Discovery Claim.

News reached the outside world in July of 1897 when the steamships *Excelsior* and *Portland* reached San Francisco and Seattle, respectively, with the successful miners from the previous season carrying the infamous 'Ton of Gold'. News spread like wildfire of a land where 'nuggets could be picked off the creek floor' to a recession-suffering world and caused an unprecedented stampede of an estimated 100,000 people to set out to the Klondike.

Most left knowing little of the journey they would undertake. They followed treacherous routes that involved uncharted landscapes, snow-choked mountain passes and freezing rivers to stake their claim to fortune in the Klondike. Most would need to travel over 5,000 km to get to Dawson City.

In 1898 Dawson quickly grew as thirty thousand (some even say fifty) pick-and-shovel miners, prospectors, storekeepers, saloon keepers, bankers, gamblers, prostitutes and adventure seekers took over the town site.

Most arrived to discover the good ground had been staked in the previous two years. Many simply booked passage home but others stayed and made fortunes through other endeavours. Money was not an issue in Dawson, as gold was in abundance, and businesses that catered to the gold-strapped miners thrived.

From 1896 to 1899, \$29 million in gold was pulled from the ground around Dawson City. Dawson became known as the 'Paris of the North': the largest city west of Winnipeg and north of Seattle. Overnight millionaires roamed the streets seeking ways to spend their riches. The best food, drink and clothing were all available for purchase, at a high cost. Dance and gambling halls, bars, brothels, restaurants and supply stores all made fortunes 'mining the miners'.

Dawson continued to thrive until gold was found on the beaches of Nome, Alaska, in 1899; many of the same people who came seeking fortunes in the Klondike left Dawson in a new rush.

Most gold-rush participants found no gold at all. But the prospect of sudden riches was not all that mattered. For many of those who made the incredible journey, the Klondike represented escape from the humdrum, the adventure of a new frontier.

The Gold Rush changed the landscape of the northwest and of North America forever. Transportation to the West and North were vastly overhauled to sustain the Rush. Towns such as Victoria, Vancouver, and Edmonton owe much of their development to the Last Great Rush. The North became accessible, attainable and, at least in the mind of the common man, conquerable.

Today, this spirit can still be found in Dawson. Although the rush is over, gold mining still thrives, and the adventure it takes to get here, although less arduous, is still a reality. Come experience the rush for yourself and you'll see what all the fuss was about!

S P E A K I N G – R O L E P L A Y

Student (playing a student wanting to study abroad)

You go to see your homeroom teacher/supervisor/tutor. You want to discuss the possibilities of studying abroad next school year, particularly in Europe / the USA. You do not have much information so you need to touch upon many different spheres – from curriculum through tuition to accommodation, for example. Try to obtain as much information as possible.

You start.



S P E A K I N G – R O L E P L A Y

Teacher (playing the student's teacher/tutor/supervisor)

Your student comes to see you to discuss studying abroad next school year. He/she wants to know almost everything, but obviously you do not know much about particular schools. Anyway, you can give him/her a few general hints, such as browsing the internet, talking about the topic with some former students, etc. You should end the discussion by giving encouragement to the student and promising to find something useful and advisable so that you can continue to talk next time.

Your partner starts.

S P E A K I N G – P I C T U R E

Use the pictures below to make a story with the title: We were painting the room/house ourselves.



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