

# KONTEXT

## Regional Online Competition in Understanding English Text

Mgr. Bartłomiej Wróblewski  
Institute of Applied Language Studies  
University of West Bohemia  
[bwroblew@ujp.zcu.cz](mailto:bwroblew@ujp.zcu.cz)

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WHO How  
WHEN  
WHERE  
WHAT  
WHY



KONTEXT (what?)

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Regional Online Competition  
in Understanding English Text



KONTEXT (what?)

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Regional Online Competition  
in Understanding English Text



KONTEXT (what?)

---

Regional **Online** Competition  
in Understanding English Text



KONTEXT (what?)

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Regional Online Competition  
in Understanding English Text



# KONTEXT (who?)

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# KONTEXT (why?)

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# KONTEXT (when? where?)

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- ❖ at schools (November)
- ❖ at the UWB (January)



KONTEXT (how?)

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This time one slide isn't enough:)



# KONTEXT (categories)

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- ❖ **Category 1A** (gymnázium 1.- 2. ročník)
- ❖ **Category 1B** (gymnázium 3.- 4. ročník)
- ❖ **Category 2A** (střední odborná škola 1.- 2. ročník)
- ❖ **Category 2B** (střední odborná škola 3.- 4. ročník)
- ❖ **Category 3** (odborné učiliště)



# KONTEXT (structure)

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- ♣ 4 online rounds (in class)
- ♣ finale - morning session
- ♣ finale - oral part



# KONTEXT (texts)

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- ❖ Where from?
- ❖ What about?
- ❖ How difficult?





# KONTEXT (participants and texts)

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1st edition	1105 pupils	112 texts
2nd edition	1707 pupils	168 texts
3rd edition	??	168 texts



# KONTEXT (texts - how do we make them?)

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- ❖ 1st edition (analysis)
- ❖ 2nd edition (analysis and changes)
- ❖ 3rd edition (analysis and changes)



# KONTEXT

## (1st and 2nd rounds)

Five clauses/sentences have been removed from the text. Read the text and then fill in the gaps. There is one extra clause/sentence.

- a) clause/sentence no.1
- b) clause/sentence no.2
- c) clause/sentence no.3
- d) clause/sentence no.4
- e) clause/sentence no.5
- f) clause/sentence no.6 <== one additional clause/sentence

ANSWERS: 1A, 2B, 3C, 4D, 5E

### Money for Nothing.

#### Source Citation

Lyons, Daniel. "Money for Nothing." *Newsweek*, 29 Mar. 2010, p. 22. *Gale In Context: Opposing Viewpoints*, <https://link.gale.com/apps/doc/A221749792/OVIC?u=wash89460&sid=OVIC&xid=18df6138>.

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The total U.S. market for virtual goods was worth just over \$1 billion in 2009, according to Inside Network, a market research firm. That's up from \$500 million in 2008. The market will grow to \$1.6 billion by next year, Inside Network says. Worldwide, the market may be worth as much as \$6 billion. For Segerstrale the businessman, that's terrific news. For Segerstrale the economist, it's equally exciting. That's because when economists try to model behaviour in the real world, they're always dealing with imperfect information. "The data is always limited; (3) \_\_\_\_\_," Segerstrale says. In virtual worlds, on the other hand, "the data set is perfect. You know every data point with absolute certainty. In social networks you even know who the people are. You can sort them by gender, by age, by anything."

(4) \_\_\_\_\_, in virtual worlds "you have the power to experiment in real time," Segerstrale says. What happens if you add a 5 percent tax to a product? What if you apply a 5 percent tax to one half of a group and a 7 percent tax to the other half? "You can do any experiment you want," he says. "You might discover that women over 35 have a higher tolerance to a tax than males aged 15 to 20 — stuff that's just not possible to discover in the real world."

The idea of studying behaviour in virtual marketplaces is starting to catch on among academics. Vili Lehdonvirta, an economic sociologist believes virtual economies could help scholars better understand how social factors influence economic decision making. One possible issue with virtual economies is that the kind of people (5) \_\_\_\_\_ may not be representative of the rest of the population. The data might be "perfect" and "complete," but the world from which it is gathered is anything but that.



# KONTEXT

## (1st and 2nd rounds)

1) Multiple choice question:

- a) answer no.1
- b) answer no.2
- c) answer no.3

ANSWER: B

2) Multiple choice question:

- a) answer no.1
- b) answer no.2
- c) answer no.3

ANSWER: C

3) Multiple choice question:

- a) answer no.1
- b) answer no.2
- c) answer no.3

ANSWER: B

4) True/False question

- a) True
- b) False

ANSWER: B

5) True/False question

- a) True
- b) False

ANSWER: A

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# KONTEXT

(3rd and 4th rounds)

(morning session)

1) Five clauses/sentences have been removed from the text. Read the text and then fill in the gaps. There is one extra clause/sentence.

- a) clause/sentence no.1
- b) clause/sentence no.2
- c) clause/sentence no.3
- d) clause/sentence no.4
- e) clause/sentence no.5
- f) clause/sentence no.6 <== one additional clause/sentence

ANSWERS: 1A, 2B, 3C, 4D, 5E

2) Fill in the 2 missing words. Each gap should have only ONE word as the answer. The first letter is already given, so provide the rest of your answer with the remaining letters only.

ANSWERS: (n)ot, (t)hen

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# KONTEXT

(3rd and 4th rounds)

(morning session)

1) Multiple choice question:

- a) answer no.1
- b) answer no.2
- c) answer no.3

ANSWER: B

2) Multiple choice question:

- a) answer no.1
- b) answer no.2
- c) answer no.3

ANSWER: C

3) Multiple choice question:

- a) answer no.1
- b) answer no.2
- c) answer no.3

ANSWER: B

4) True/False question

- a) True
- b) False

ANSWER: B

5) True/False question

- a) True
- b) False

ANSWER: A

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# KONTEXT (oral part)

Six clauses/sentences have been removed from the text. Read the text and then fill in the gaps.  
There is one extra clause/sentence.

- a) clause/sentence no.1
- b) clause/sentence no.2
- c) clause/sentence no.3
- d) clause/sentence no.4
- e) clause/sentence no.5
- f) clause/sentence no.6
- g) clause/sentence no.7  $\Leftarrow$  one additional clause/sentence

+

## open questions

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