

**Olympiáda v anglickom jazyku, 26. ročník, celoštátne kolo 2015/16, kategória 2B**  
**- úlohy**

**READING COMPREHENSION**

*Read the text carefully and complete the task on the next page.*

**THE PERFECT BLEND**

*Khadija Rouf's parents had a mixed ethnic marriage – and now, so does she. Here, she explains how those 'differences' have helped them create an identity of their very own.*

I am not fond of the term 'race'. It's such a blunt way of defining people, largely based on the visible difference of skin colour, and historical obsessions with blood purity. And anyway, this 'purity' is becoming harder to determine – I'm the child of a mixed ethnic marriage. I'm in a mixed ethnic marriage. My kids are of mixed ethnicity.

While there are now 1.2 million of us of mixed ethnicity in Britain, none of this is new. There's a long history of mixed ethnic relationships – even though in the past they were portrayed as morally and genetically perilous, and the children of these unions were seen as tragic outcasts. It's a wonder people got together at all – but they did.

My parents met in the 1960s in Liverpool. My dad was from rural Bangladesh, my mum from an Irish Liverpoolian background. My dad was a Muslim, my mum a Catholic. My dad came to Liverpool for work and my mum found him different to anyone she'd ever met. Despite Liverpool's rich diversity, their relationship faced racist pressures from day one. Walking down the street holding hands provoked stares. They were called racist names and judged for who they loved. Nevertheless, they married – quietly, in a registry office.

Growing up, I was conscious of my differences early on. I'm pale but I don't see myself as a white person. Culturally I was different to my peers – I was raised as a Bengali. I didn't participate in assemblies or religious education at school. I didn't eat the same food. As a Muslim girl, I was expected to dress modestly and not mix with boys. There was a cultural expectation I'd have an arranged marriage.

There were times I wished I wasn't mixed. I was often asked where I belonged, whether I was Bengali or English. I experienced prejudice at school, where some kids used the word "Paki", and "half-caste" was considered an acceptable term. There were more threatening incidents, too – we once had racist slogans sprayed on our front door by National Front supporters, who also lobbed a stone through our window. Bad times.

No surprise, then, that my ethnic identity was important. I was very protective of my community. I didn't want to feed white people's stereotypes – that our mixed ethnic family was problematic. Later, my parents did split up, very painfully, but for reasons bigger than ethnicity and culture. I broke contact with my dad and the wider family shame of the divorce left my mum and I isolated from our Bengali relatives. We were no longer seen as part of that community and it left me confused about my cultural identity for years afterwards.

Despite my parents' own mixed marriage, I never imagined I'd be in a relationship with a white bloke. My parents expected to find me a Bengali boy from a nice family, but life has a habit of going off-plan. I did meet a white bloke. He was open-minded, down-to-earth, and studying at Oxford, like me. I liked his scruffy clothes and Doc Marten boots; he liked my sarcastic humour.

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**READING COMPREHENSION – CONTINUATION**

*Task: Based on what you have read in the article, decide whether the statements below are true (T) or false (F). Circle one of the two letters. Be careful, sentences do not follow in the same order as the information in the article.*

1. T / F            Khadija's relatives expected her to marry a man of their choice.
2. T / F            Khadija has never regretted her mixed origin.
3. T / F            Khadija was not engaged in school social activities because of her peers' insults.
4. T / F            In Khadija's view, the term "race" has physiological and historical connotations.
5. T / F            The divorce made Khadija and her mum join the Bengali community even more intensely.
6. T / F            In the past, mixed ethnic relationships were regarded as risky also from a genetic point of view.
7. T / F            Khadija expected her future husband to be of the same ethnic origin.
8. T / F            Khadija's parents broke up due to their essential cultural differences.
9. T / F            One of the racist incidents that Khadija experienced resulted in stones being thrown at her.
10. T / F           Khadija's parents were religiously very close.

..... / 10 pts

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**- úlohy****V O C A B U L A R Y**

*Task 1: Choose the best word to complete each of the sentences below. Circle the letter representing the correct word (A, B, C or D).*

1. The committee is happy to report that it has no ..... to the construction of the new theatre building.  
A censorship                      B criticism                      C objection                      D remark
2. The collapse of the silver market left Mr Cavendish financially .....  
A dejected                      B desolate                      C deplored                      D destitute
3. The violinist's outstanding performance ..... the audience.  
A captured                      B captivated                      C enslaved                      D forced
4. .... reports of the number of casualties have caused widespread panic.  
A Exaggerated                      B Exceptional                      C Extravagant                      D Extraordinary
5. She didn't win, but was given a golden necklace as a ..... prize.  
A compensation                      B consolation                      C conciliation                      D confrontation
6. He turned down the offer in favour of something more .....  
A lucrative                      B affluent                      C acquisitive                      D luxurious
7. Many school leavers do not have a good ..... of English.  
A concept                      B command                      C cognition                      D coverage
8. We believe that these animals could be saved if our ideas are .....  
A adopted                      B exploited                      C practised                      D adapted
9. Jane doesn't work for a company, she is .....  
A liberated                      B unattached                      C unsteady                      D freelance
10. At the end of the performance, the audience ..... into applause.  
A boomed                      B broke                      C burst                      D blew

..... / 5 pts

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**- úlohy****V O C A B U L A R Y - CONTINUATION**

**Task 2: Fill each blank space in the article below with the correct form of the word in capital letters.**

After the 1934-45 war, the Criminal Justice Act of 1948 abolished the  
 (11) ..... concepts of penal servitude and hard labour. **OBSOLESCENCE**

The steady rise in the prison population, and the large number of changes  
 made during the 1950s, pointed to the need for a (12) ..... **COHERENCE**  
 strategy for the future. An official document, *Penal Practice in a Changing*  
*Society*, published in 1959, was a major (13) ..... of **ACKNOWLEDGE**  
 this. Its aim was to prevent as many (14) ..... as possible from **OFFENCE**  
 returning to crime and a number of steps were outlined as to how this aim was to  
 be pursued. It was proposed to take (15) ..... the principle **FAR**  
 that prison was not a suitable place for young criminals: more (16) ..... **DETAIN**  
 centres would be built so that all those sentenced to a term of six months or less  
 would be sent there.

It was recognized that most local prisons were now (17) ..... **CROWD**  
 and conditions inside them were unsuitable. Plans for the development of local prisons  
 were included. There were also (18) ..... proposals for **AMBITION**  
 a more sophisticated observation and (19) ..... process for adult **CLASSIFY**  
 prisoners to cater for specialized needs. It was hoped that ever greater use would be  
 made of open prisons, which had expanded rapidly since the war. The first steps in this  
 direction were taken in the early 1960s, when recidivists were (20) ..... **ALLOCATION**  
 to Ashwell open prison.

..... / 5 pts

..... / 10 pts

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**- úlohy****GRAMMAR****Task 1: Fill each of the numbered blanks in the passage with one suitable word.****EMILY WATSON AND HER CHANCE TO SWITCH OFF**

EXAMPLE: (0) on

I first started painting pots as a way of filling time and de-stressing (0)..... a film set. Filming a *Song for Jenny* about the 7/7 bombings was incredibly intense and I needed something to focus my mind. I tried watercolours and painting but (1)..... was quite right. I used to be very artistic as a child, but I walked (2)..... from drawing and painting because I was under academic pressure. I ended (3)..... going to university and studying English. Then, recently, I found myself (4)..... drawn towards art again. I've looked back – almost angrily – and thought, “Why did I stop?”

My husband always wanted to get a pottery wheel, so about a year (5)..... he bought one, and now we make pots together in a converted building at the end of the garden. The wheel represents (6)..... time we share together, doing something we love. He makes the pots and I paint them. What's fantastic is we've replaced all the glasses in the house (7)..... ceramic cups. The kids love drinking (8)..... of them. I find pottery almost meditative. It's been (9)..... a memory awakening and it's good for my soul. I feel very blessed to (10)..... discovered it.

..... / 10 pts

**Task 2: 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 three and eight words including the word given.**

11. There was very little food left in my cousin's fridge.

*out*

My cousin had almost ..... food in his fridge.

12. The reporter asked her to express her feelings about her experience.

*affected*

The reporter asked her ..... her experience.

13. Jimmy's inheritance meant that he could give up work.

*enabled*

Jimmy's inheritance .....

14. There didn't seem to be any connection between the introduction and the rest of the book.

*bear*

The introduction didn't seem ..... the rest of the book.

15. Henry has a better attitude to school now that the head teacher has spoken to him.

*improved*

Henry's attitude to school ..... the head teacher.

..... / 5 pts

...../15 pts

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**LISTENING**

*You will hear a radio programme in which an expert describes ten ways of keeping your brain healthy. Below, you can read headings related to the 10 pieces of advice discussed by the expert. Be careful, there are two extra headings. In the gaps provided, write the number of each piece of advice given next to the heading describing it. Write X next to the headings that do not refer to any piece of advice.*

**TEN WAYS TO KEEP YOUR BRAIN HEALTHY**

1. Add some daily training routine to your life .....
2. Put on a happy face .....
3. Increase your intake of fatty acids .....
4. Drink this to support your previous brain activity .....
5. Keep a physical and mental balance .....
6. Play a brain game .....
7. Eat this because it contains antioxidants .....
8. Clench this part of your hand to boost brain functions .....
9. Meditate for your mind .....
10. Show gratitude to increase your concentration .....
11. Discover the satisfaction factor .....
12. Hit the gym to increase your memory .....

..... /5 pts