

## LISTENING COMPREHENSION

(please read twice)

### IS HOMEWORK BAD FOR YOU?

It's September. Back to school for British kids and back to piles of homework in the evening. But does homework help you learn or can it be bad for you?

"I have school all day, then two hours' homework every night! It's too much. We are just young kids! I can't cope with all the work at school." Matt, 14, from Wales isn't happy about homework.

"Homework when you do research is useful. But I definitely get too much homework and it causes arguments with my parents," says Will, from York.

Tina, from Bath, thinks "Yes! I have to stay at home until I finish my homework. Homework stops me going out with my friends."

### STRESSED!

Some teachers want less homework for their pupils. Why? They say homework makes kids unhappy. "I think most homework is a waste of time," says Mary Burton from the Teachers' Association. "Homework also puts stress on poorer children, who don't have many books and computers at home."

### HOW MUCH?

The British government says that homework helps young people. They suggest one hour per week for 11-year-olds and two and a half hours each day for sixteen-year-olds. "A good homework programme helps young people learn the skills they need for successful, independent learning in life," says a government official.

### DOES HOMEWORK WORK?

Does homework make students brainier? A 2007 study says that homework does nothing for test scores. Students from Finland do less homework than British kids but they score higher in international tests.

### NO HOMEWORK!

At St Michael's school in north England, the pupils don't have any homework. Headteacher Anna Ryan says homework makes work for teachers and causes arguments at home. She wants her pupils to "love learning."

PICTURE STORY

Tell us a story about why these people are “hiding themselves” under these strange objects?



**ROLE PLAY**

**STUDENT**

You are a big fan of Greta Thunberg, the young climate activist. You also want to be useful and do something that could help save the Earth. Think about what you would like to do and what could be helpful. Name two or three useful activities, including how and when you will do them. Why do you think they will be useful? Talk to your teacher about your ideas for such a project.

**Your teacher starts.**

**ROLE PLAY**

**TEACHER**

Your pupil is very keen on climate activities. Listen to him/her and ask some questions which could help to fulfil his/her desires.

**You start:** I've heard you are doing a new project about climate change. Tell me about that.

**A N S W E R K E Y**

**GRAMMAR - 15 points**

1.is	6.met	11.(will) practise
2.is writing	7.ate	12.are going
3.are having	8.are meeting	13.to see
4.got up	9.are having	14.drew
5.went	10.will take	15.put

**VOCABULARY – 10 points**

1.bite	3.bruise	5.graze/scratch	7.scratch/graze	9.sting
2.blister	4.cut	6.scar	8.spot	10.swollen

**READING – 10 points**

1.D	7.drank water, ate berries, seeds
2.B	8.protected himself with bark blankets at night
3.F	9.didn't tell anyone where he was going
4.A	10.didn't take an emergency beacon, matches, mobile, compass, warm clothes
5.took a map, water, rolls	11.left the path
6.stayed close to the river	12.yes

**LISTENING – 5 points**

1.Matt, Will, Tina, Mary Burton; some students and teachers
2.stressed and unhappy
3.because they don't have computers and books
4.two and a half hours
5.she wants her pupils to love learning

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