

## **R O L E P L A Y**

### **STUDENT**

Your school is launching a student exchange program under which anyone can volunteer to host a foreign student in their family for one term and then in turn go to a foreign country as a guest student. You like this idea and want to apply. Above all, you see this as an opportunity to practice a foreign language as the project involves only students from nations that speak languages other than English. However, you see other benefits, which you come to discuss with your parent in an attempt to persuade him/her to give their consent. Meanwhile, you also realize that your parent might have some concerns and objections regarding the day-to-day aspects of a foreigner's stay at your place.

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## **R O L E P L A Y**

### **TEACHER**

At a recent parent's evening you learnt that your child's school is launching a student exchange program under which anyone can volunteer to host a foreign student in their family for one term and then in turn go to a foreign country as a guest student. Even though you see certain benefits of this initiative, there are some concerns that make you feel reluctant to join it. There are some aspects of everyday living that raise your concerns, such as the possibility that a guest student would have different eating habits, daily routine and other. You also realize that your house is only big enough to host your own family, and a long-term stay of a guest will sooner or later start causing inconvenience. Then participant parents are also required to arrange some free time activities that would educate the guest students about the culture and traditions of the host country, and you realize that you will have absolutely no chance to manage this because of your busy working schedule. Finally, there is a serious communication issue as the students will be coming from nations that speak languages other than English, which is the only language you can speak. Now, your child has come to you to discuss the possibility of your joint participation in this project.

Olympiáda v anglickom jazyku, 28. ročník, celoštátne kolo 2017/2018, kategória  
2C1 – riešenia a úlohy  
**PICTURE DESCRIPTION**

Look at the pictures, compare and contrast them and explain how they are connected. Determine the topic that the pictures relate to and express your opinion on it.



**LISTENING – TAPESCRIPT (please play one time only)**

Diamonds May Be Common, Deep in the Earth

Diamonds are not exactly as rare as you may think. New research suggests that they can form through a previously unknown reaction, and they may be widespread in the rocks far beneath our feet.

A study published in the journal *Nature Communications* suggests diamonds can form when water flows between different types of rocks as its **acidity** naturally decreases and reacts with the rock, while under extreme pressure and heat. It was previously thought that diamonds only formed through the oxidation of methane or the reduction of carbon dioxide. But this study suggests neither gas is necessary.

It's a theoretical calculation, however, and cannot be **tested** with current technology, as all of this is thought to take place 90 to 120 miles below the surface of Earth, where temperatures are about 1,650 to 2,000 degrees Fahrenheit. To date, the deepest any humans have drilled is eight to nine miles below the surface.

Also, don't expect this to have any effect on diamond prices. For one, diamonds formed this way would be tiny and impossible to see with the naked eye. Secondly, they are deep, deep in the Earth. The diamonds you see on engagement rings are only up here because rare types of **magmatic eruptions** will occasionally bring them to the surface.

It should also be noted that diamonds are not actually very rare, at all. Big companies control the supply of diamonds, creating an artificial sense of **scarcity** and ramping up demand. As explained in *The Washington Post*:

This practice was born in the diamond fields of South Africa in the 1880s, when Cecil Rhodes, the chairman of De Beers Consolidated Mines, discovered that he could inflate prices at will simply by locking up the rights to every diamond mine he could find. His successor, Ernest Oppenheimer, developed a complex network of **wholesalers** that gave De Beers effective control of up to 90 percent of the world's rough-diamond trade through most of the 20th century, as the company hoarded stones in basement vaults and doled them out strategically.

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**ANSWER KEY**

**GRAMMAR 15 points**

- 1 By            2 within            3 This            4 that            5 the            6 such as  
7 not knowing            12 having seen  
8 embraced            13 closeted  
9 having already persuaded            14 was  
10 has best stood            15 could be rebuilt  
11 must have been

**VOCABULARY 10 points**

- 1 C    2 A    3 B    4 D    5 A    6 C    7 D    8 B    9 C    10 A

**READING 10 points**

- 1 F    2 B    3 D    4 M    5 C    6 J    7 L    8 A    9 I    10 G

**LISTENING 5 points**

- 1 acidity            2 tested            3 magmatic eruptions            4 scarcity            5 wholesalers

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