

**Olympiáda v anglickom jazyku, 28.ročník, krajské kolo 2017/18, kategória 2B**  
**– riešenia a úlohy**

**L I S T E N I N G – T A P E S C R I P T**

***AN INTERVIEW WITH A SCHOOL CHEF***

***You will hear an interview with David Evans, a school chef at Academy School in Wales. You will hear the interview twice.***

***Interviewer:*** Today I'm talking to David Evans, a school chef at Academy School in Wales. David, I know that your school takes a rather unusual approach to school meals, am I right?

***David:*** That's right. When the school opened about this time last year, the new principal proposed that school dinners should be compulsory. Some people thought she'd be crazy to go ahead with the plan, but she was determined to. Obviously, this was quite a risky experiment. Students aren't allowed to bring in sandwiches or fizzy drinks. And each day there are only two options available, one vegetarian. We try to introduce a wide range of styles of cooking. Naturally, at first, students were a little dubious about the food. Most had only eaten what you might call "traditional" British food, so I think it was quite adventurous for them to try what they saw as unusual, the kinds of foods they normally wouldn't have the opportunity to eat at home, or wouldn't want to.

And rather than having a typical school canteen with individual students lining up to collect food from the kitchen, we have a different arrangement. We have a restaurant system. We get everybody seated at about 12.30 at tables of six and then one student from each table collects the food from the kitchen and serves it to the others. It's slow, but we deliberately encourage students to sit and talk around the table, including conversation about the food they're eating. There's still some resistance to this, particularly as a lot of our students come from homes where fast food and ready meals are what's normally eaten and family members eat at different times. They don't have the habits of making conversation over a meal or discussions about food. But we see this as part of our mission, to give them basic social skills so they can operate in the adult world.

Staff are expected to eat in the restaurant and sit with the students, but they're not there to control things. They're there to talk to the students about the food they're eating and in this way the students learn about nutrition and how important it is to get the right amounts, and that having too many carbohydrates or too much fat isn't a good thing. Of course, it's not all food talk. An unexpected benefit is that the teachers learn more about the students outside the classroom. At first, there were grumbles from teachers about being forced to eat with students rather than sitting with other members of staff, but now I think they prefer it.

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**KEY**

**READING:**

1.F 2.T 3.T 4.T 5.F 6.T 7.T 8.F 9.F 10.T

10 points

**VOCABULARY:**

- |                      |                  |
|----------------------|------------------|
| 1. Revenue (revenue) | 7. knowledgeable |
| 2. payee             | 8. increasingly  |
| 3. Takings (takings) | 9. ethical       |
| 4. subsidy           | 10. invasive     |
| 5. appreciate        |                  |
| 6. instalments       |                  |

10 points

**GRAMMAR:**

- |                   |                               |
|-------------------|-------------------------------|
| 1. something      | 13. Unless (otherwise) stated |
| 2. if             | 14. Before being made         |
| 3. would          | 15. While researching         |
| 4. Although/While |                               |
| 5. order          |                               |
| 6. from           |                               |
| 7. much           |                               |
| 8. like           |                               |
| 9. what           |                               |
| 10. up            |                               |
| 11. with          |                               |
| 12. few           |                               |

15 points

**LISTENING:**

1. – compulsory
2. – dubious
3. – arrangement
4. – mission
5. – benefit

5 points  
**40 points**

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**R O L E – P L A Y**

**STUDENT:**

A friend of yours keeps quarrelling with his/her parents all the time – about money, academic results, ways of spending his/her leisure time. You feel that your friend's relationship with his/her parents is bothering him/her. Something should be done based on his/her own initiative. After he/she starts discussing the problem with you, offer him/her some advice and suggest specific steps he/she should take to improve their relationship. You can use your own experience as your relationship with your parents is outstanding.

Your friend is the first one to talk.



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**TEACHER (in the role of a friend):**

Your relationship with your parents is getting worse every day. They are complaining about you spending too much money, your academic results, the way you spend your leisure time, etc. You admit there might be some truth in their complaints. As your friend has an excellent relationship with his/her parents, you ask him/her to give you some ideas on how to improve things.

You are the first one to talk.

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**PICTURE – STORY**

**Based on the picture, create a story in which young, enthusiastic students initiate a project or a fundraising activity to help their school improve its science labs.**



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Olympiáda v anglickom jazyku – krajské kolo

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