**Załącznik 2a**

LOGO AUTORA

Rodzaj egzaminu ……………………………………………………..

Przedmiot ……………………………………………………..

Poziom egzaminu ……………………………………………………..

INSTRUKCJA WYKONANIA ZADAŃ KONKURSOWYCH

Proszę skonstruować trzy zadania sprawdzające umiejętności uczniów zgodne z podstawą programową. W zadaniach proszę wykorzystać podane teksty źródłowe. Wybór tekstów należy do Państwa.

**Opis zadań konkursowych:**

**Zadanie 1**

Zadanie ma sprawdzać rozumienie tekstu słuchanego. Tekst ma być dialogiem dwóch osób. Długość tekstu ma się mieścić w granicach 200-250 słów. Do tekstu należy skonstruować zadanie typu prawda/fałsz. Zadanie ucznia ma polegać na znalezieniu określonych informacji w tekście.

Tekst do zadania należy zamieścić w tabeli pod napisem: Transkrypcja nagrania. Pod tekstem należy zamieścić pełny adres strony internetowej, z której tekst został zaczerpnięty.

**Zadanie 2**

Zadanie ma sprawdzać rozumienie tekstu pisanego. Tekst do zadania może być tekstem narracyjnym (historyjka, opowiadanie) lub wywiadem (wówczas należy usunąć zdania z odpowiedzi, a nie z pytań). Z tekstu należy usnąć trzy zdania. Pięć zdań (ABCDE) należy podać pod tekstem – dwa zdania dodatkowe. Długość tekstu (wraz z trzema usuniętymi zdaniami, bez dodatkowych zdań) ma się mieścić w granicach 160-220 słów. Zadanie ucznia ma polegać na rozpoznaniu związków pomiędzy częściami tekstu.

Pod tekstem należy zamieścić pełny adres strony internetowej, z której tekst został zaczerpnięty.

**Zadanie 3**

Należy opracować zadanie wielokrotnego wyboru, które ma sprawdzać znajomość środków językowych. Zadanie należy oprzeć na krótkim tekście z pięcioma lukami. Długość tekstu ma się mieścić w granicach 140-190 słów. Dla każdej luki należy podać trzy opcje uzupełnienia (ABC), tak aby zadania sprawdzały znajomość gramatyki i leksyki.

Pod tekstem należy zamieścić pełny adres strony internetowej, z której tekst został zaczerpnięty.

W tabeli „Rozwiązania zadań” należy podać prawidłowe rozwiązania poszczególnych zadań oraz zakres tematyczny tekstów, które wykorzystano w zadaniach.

**Zadanie 1. (0–5)**

**Usłyszysz dwukrotnie wywiad z …. Zaznacz znakiem X, które zdania są zgodne   
z treścią nagrania (P - prawda), a które nie (F – fałsz).**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **P** | **F** |
| **1.1.** | tekst tekst tekst. |  |  |
| **1.2.** | tekst tekst tekst. | XX |  |
| **1.3.** | tekst tekst tekst. |  |  |
| **1.4.** | tekst tekst tekst. |  |  |
| **1.5.** | tekst tekst tekst. |  |  |

**TRANSKRYPCJA NAGRANIA**

**Zadanie 1.**

|  |  |
| --- | --- |
| *mężczyzna:* | Tekst tekst tekst |
| *kobieta:* | Tekst tekst tekst |
| *mężczyzna:* | Tekst tekst tekst |
| *kobieta:* | Tekst tekst tekst |
| *mężczyzna:* | Tekst tekst tekst |
| *kobieta:* | Tekst tekst tekst |

*źródło*

**Zadanie 2. (0–3)**

**Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w luki 7.1.–7.3. litery, którymi oznaczono brakujące zdania (A–E), tak aby otrzymać logiczny i spójny tekst.**

**Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki.**

TYTUŁ

tekst tekst tekst**2.1.** \_\_\_\_\_ tekst tekst tekst **2.2.** \_\_\_\_\_ tekst tekst tekst **2.3.** \_\_\_\_\_ tekst tekst tekst.

*źródło*

1. tekst tekst tekst.
2. tekst tekst tekst.
3. tekst tekst tekst.
4. tekst tekst tekst.
5. tekst tekst tekst.

**Zadanie 3. (0–5)**

**Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny   
i gramatycznie poprawny tekst. Zakreśl literę A, B albo C.**

TYTUŁ

tekst tekst tekst **3.1.** \_\_\_\_\_ tekst tekst tekst. **3.2.** \_\_\_\_\_ tekst tekst tekst **3.3.** \_\_\_\_\_, tekst tekst tekst **3.4.** \_\_\_\_\_ tekst tekst tekst **3.5.** \_\_\_\_\_ tekst tekst tekst.

*źródło*

|  |  |  |
| --- | --- | --- |
| **3.1.** | **3.2.** | **3.3.** |
| **3.4.**  **A.**  **B.**  **C.** | **3.5.** |  |

**ROZWIĄZANIA ZADAŃ**

**Zadanie 1. (0–5)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Zakres tematyczny** | **Zadanie** | **Wymagania szczegółowe** | **Rozwiązanie** |
| Proszę wpisać zakres  tematyczny zgodnie z Podstawą programową | 1.1. | 2.3. Zdający znajduje w tekście określone informacje. | Proszę wpisać rozwiązanie |
| 1.2. | Proszę wpisać rozwiązanie |
| 1.3. | Proszę wpisać rozwiązanie |
| 1.4. | Proszę wpisać rozwiązanie |
| 1.5. | Proszę wpisać rozwiązanie |

# Zadanie 2. (0–3)

|  |  |  |  |
| --- | --- | --- | --- |
| **Zakres tematyczny** | **Zadanie** | **Wymagania szczegółowe** | **Rozwiązanie** |
| Proszę wpisać zakres  tematyczny zgodnie z Podstawą programową | 2.1. | 3.6. Zdający rozpoznaje związki pomiędzy poszczególnymi częściami tekstu. | Proszę wpisać rozwiązanie |
| 2.2. | Proszę wpisać rozwiązanie |
| 2.3. | Proszę wpisać rozwiązanie |

# Zadanie 3. (0–5)

|  |  |  |  |
| --- | --- | --- | --- |
| **Wymagania ogólne** | **Zadanie** | **Wymagania szczegółowe** | **Rozwiązanie** |
| Proszę wpisać zakres  tematyczny zgodnie z Podstawą programową | 3.1. | 1.Zdający posługuje się w miarę rozwiniętym zasobem środków językowych (leksykalnych, gramatycznych, ortograficznych) […]. | Proszę wpisać rozwiązanie |
| 3.2. | Proszę wpisać rozwiązanie |
| 3.3. | Proszę wpisać rozwiązanie |
| 3.4. | Proszę wpisać rozwiązanie |
| 3.5. | Proszę wpisać rozwiązanie |

**TEKSTY ŹRÓDŁOWE**

**TEKST Nr 1**

**An Interview with David James Elliott (James Conlon, Close to Home)**

by [Rachel Thomas](https://www.thoughtco.com/rachel-thomas-bio-3283621)

Updated March 18, 2017

He may be best known for his heart-stopping role on the CBS hit series *JAG*, but David James Elliott is one of the most versatile actors in Hollywood. From his hilarious role on *Seinfeld* to Allison's sex-addicted, football player boyfriend on *Melrose Place*, David has the ability to capture his audience and make viewers believe in his character no matter what type of role he portrays. I found David to not only be a completely warm, down-to-earth family man, but also absolutely hysterical at times during our interview.

He's everything you thought he would be and much more!

**Q: What made you decide to get into acting?**

**David:** "I was in rock and roll for a while and I had been bitten by the performance bug, it seemed to be my calling, in my soul. I got frustrated dealing with musicians. It wasn't round enough for me, it was one-sided. So, I tried acting in high school briefly -- well, we read a play. It was more my calling and I auditioned for theater school and I got in and the rest is history."

**Q: You were in a rock band in your teens, do you ever wish you had gone down that path?**

**David:** "I tried it, I quit school for a period of time. It was a rough time, we lived in a boarding house, I worked in a belt factory, trying to make a go with the band. We were gigging around Toronto. It was a rough go, it was fun, but it just looked like it was going to be a nightmare. I had quit school and I went back to school.

In the end, it wound up being the right thing."

**Q: Would you ever consider doing an appearance as Harm on** [***NCIS***](https://www.thoughtco.com/tv-shows-4132630)**?**

**David:** "No, never."

**Q: What do you miss most about working on *JAG*?**

**David:** "I miss my friends. I had a lot of fun. In the end, there wasn't really anything left. There really wasn't anything left for my character to explore.

I miss the comradery of my buddies and going in everyday. I still stay in touch with some of the guys. We were together for ten years. We used to say that you forge friendships in high school that last a lifetime. We've been together twice as long as you were with your high school friends."

**Q: Any future plans for a *JAG* reunion movie?**

**David:** "I haven't heard of any, I can't see that happening."

**Q: Tell me about your new role on** [***Close to Home***](https://www.thoughtco.com/tv-shows-dramas-4132628)**.**

**David:** "I play the Assistant D.A., I'm running the District Attorney's office. It's a different kind of a character, he's from Manhatten, he's a pretty fast moving, high-paced guy with political aspirations. I'm not duking it out in a courtroom anymore, I'm running a team of lawyers. I've been working in the war room. It's a different take on things, he's an interesting character -- he's fun. The schedule is not killing me, which is nice. I get to go in, do some stuff and I get some free time to have a life and spend some time with my children and do things I've always wanted to do."

**Q: Do you think James and Annabeth will eventually get together?**

**David:** "I have no idea, no one has said anything about it."

**Q: You've done comedy and drama, which genre do you prefer?**

**David:** "It's all interesting.

People tell me that I'm a funny guy and I should be doing comedy. I didn't want to leap too far from where I had been. From what I can tell, from watching other careers, when people make giant leaps from what the audience is used to, it's hard for them to accept."

**Q: If you hadn't gone into acting, what do you think you'd be doing now?**

**David:** "[laughs] I'd probably be a garbage man. I like riding on the back of the truck. I was never really drawn in any direction, so thank God I wound up with this. Nothing really seemed that interesting to me. I've always been a hard worker."

**Q: What would people be surprised to learn about you?**

**David:** "That I'm only four foot one [laughs]! I lead a pretty boring life. I really don't do much other than beat myself up in the gym everyday and go home and spend time with the family.

I don't really go out much."

**Q: Is there anything you'd like to say to your fans?**

**David:** "Thank you for all your support over all these years. Thanks for coming to *Close to Home* - hopefully we'll stay together for a lot longer. I'm really appreciative of my fans. I realize that it's because of them that I make my living."

<https://www.thoughtco.com/interview-with-david-james-elliott-james-conlon-3283961?print>

**TEKST Nr 2**

## Distance Learning

I suppose I've done over half my studies remotely by distance learning. For some people, it's the ideal way to go, but there are a lot of pros and cons. It depends to a large extent on each individual whether it works best for them.

For a start, you should never underestimate the commitment and self-discipline you need to study on your own. Usually you get some support in your learning from the college, but it's never the same as attending class, meeting your teacher face to face and interacting with other students. Though when you don't have the money or time to go for full-time education, or the course or college you want to go to is too far away, then it can be a practical solution.

My advice to students who want to study by distance learning is to set goals, set a timetable and keep to this as far as possible. Studying on your own often requires quite a lot of stamina and it should become second nature – and as pleasurable as possible. So leaving things to the last minute and juggling with all the other demands on your time have to be kept to a minimum. If you don't have the luxury of having time and space to yourself at home, then maybe you could do like I did, go to your office early or stay late to study, so that family life doesn't get in the way of your studies.

Some subjects are easier than others to learn in this way. Learning a language is not always as easy as subjects that rely less on interacting with others. Here it is useful to have contact with a teacher. Languages have that unique feature which depends on interaction between people. That said though, there's still a lot you can do from a distance too (like being an active member on a forum of like-minded people).

Self-discipline is essential as there's no one immediately on hand to push you. Not having classmates to discuss and share problems with can be a disadvantage too, depending on the course, and costs, you might be assigned a tutor responsible for giving you work, but this will vary from course to course. One distance learning course I did much more recently was very good in this way, with an assigned tutor giving me lots of very useful feedback almost instantly. The continuous contact meant I was very motivated to complete the assignments efficiently and on time. In the middle of this course I was sent to work for six months abroad and whilst this was a bit of a disruption to my routine, I was still able to continue as it doesn't matter where you are (I was even able to write one of my assignments about French management systems, since this was where I was working and it all was very relevant to me at the time). Though in theory it might have been possible to finish the course in 18 months, I took nearer to two years for me to complete it, but most distance learning courses tend to offer some flexibility. Personally, I think it's best not to let it drag on over too long a period of time, as then motivation can drop.

Usually juggling work, home and study, along with good time management is the key to success. When studying a 'real' distance learning masters' degree over two years, I used to dedicate at least one whole day at the weekend every week plus time every day during the week to keep on top of the work I need to do. I got into a routine of going to my office very early before my colleagues came in. I'd go through course material an hour or so before starting work. Then time was taken at the weekends to research and complete the many assignments that came with the course (I was churning out an assignment for one or other course every fortnight). One day per year we were expected to spend the whole day with our classmates and meet the tutors at the college, which was located outside of London, not very far from where I was living. Not having to travel to class was a definite advantage and saved a lot of time and expense. I think some students kept much more in contact with each other than I did, though I actually preferred studying independently. Of course this means you don't get much of a chance to discuss or compare notes with the other students, and there's no social side to learning. If you can keep in contact with fellow distance-learning students, this might help. I suppose this depends how much you like social networking.

Depending on the course though, it can be a huge undertaking. It can be very lonely. Though full-time, my first masters' degree was in fact a full-time course, it was totally by research and I used to see my tutor for an hour every fortnight. The rest of the time was spent pored over documents and conducting research on a very specific area of history in a city several hours' drive from the university where I was studying. There were no classes, no one else was studying the area I was looking at and I used to generally get up every morning at the same time, go to the library and work all day. I did this for twelve months (with about four weeks' holiday). It was 'distant' in the sense I was on my own, away from any classroom, though I was in the lucky position of having all my time free to study. Most distant learning courses however, are not as simple as this.

One of the biggest advantages of distance learning is that you can fit it around your own schedule, studying when you have the time and usually at your own pace. For people who can't take time off from work, this offers the opportunity to gain further qualifications or do something that interests them.

<https://english-magazine.org/english-reading/learn-language-articles/2078-language-article1166>

**TEKST Nr 3**

# [Greenpeace USA](http://www.greenpeace.org/usa)

For anyone who's packed up their things and moved to a whole new part of the country to make a difference, meet Greenpeace Field Organizer Monica Embrey. In October, Embrey was awarded the Distinguished Service award from the NAACP for her true leadership through the service to the Charlotte, NC, region. Greenpeace sat down with Embrey to talk about the award, campaigning with Greenpeace, and the role of race in future activism.

## **Q: Congratulations on your award from the NAACP! What was the award for?**

Thanks. I feel deeply honored to be recognized in this way. I’ve partnered closely with the North Carolina chapter of the NAACP since I moved to Charlotte to work for Greenpeace almost four years ago.

A big part of that partnership was the Moral Monday movement. On many Mondays of last year, Greenpeace activists traveled to Raleigh to stand shoulder to shoulder with teachers and students, doctors and patients, workers and the unemployed, LGBTQ and allies, Black, Latino, Asian American, Native American and White activists to call for moral policies from the North Carolina legislature.

Our message was simple: the same elected officials who slashed funding to NC classrooms, denied the expansion of Medicare, and cut benefits to the unemployed are the ones who give companies a pass to pollute. We wanted those same politicians to listen to the people, not companies that could afford to bankroll politicians campaigns.

The Moral Monday movement was a huge success. Greenpeace’s partnership with the movement continued for the rest of the time the NC legislature was in session, and its spread to close to a dozen states.

## **Q: You won this award as a Field Organizer for Greenpeace’s campaign against Duke Energy. What is that campaign and how does it relate to the award?**

Greenpeace works to tackle the most egregious polluters of our time, and for North Carolina that is Duke Energy. Duke is the largest utility in the country, with a fossil fuel heavy fleet that is one of the main contributors to global climate pollution. Duke is also a big contributor to local pollution, predominantly in low-income communities, and yet the company constantly is allowed to increase electricity rates on those same residents.

In the fall of 2011, I was knocking on doors in a predominantly African American neighborhood in Charlotte and I met a woman named Andrea. She told me that she had recently moved into the neighborhood because between paying for her daughters asthma medication and other household expenses, she could no long afford her ever-increasing Duke electric bill. The expenses finally forced her to move into her current home, a place where her electric bill was still high, but slightly more affordable.

I heard stories like Andrea’s over and over in conversations with community members in Charlotte. This prompted me to build the No Rate Hikes for Dirty Energy coalition along with the Charlotte NAACP and other social and economic justice organizations. Together, we effectively fought against three Duke Energy rate hikes, reducing the increases by over half.

## **Q: What is your favorite campaign moment to date?**

Two years ago, I met Sara Behnke who told me that she could see one of Duke Energy’s coal plants, Riverbend Steam Station, from her living room window. She was worried about the health of her two young children, and wanted Duke to stop polluting her community by shutting down and cleaning up the Riverbend Coal Plant.

Sara got her friends and neighbors together to participate in activities including circulating petitions at swim practices, holding house meetings to educate her neighbors, and even testifying at public hearings. Her daughter Anna and she even pleaded directly to Duke Energy’s CEO Jim Rogers at one of Dukes Annual Shareholder Meetings. While Duke made no commitments the first time they asked, within a year the Riverbend Coal Plant was shut down.

I have no doubt that our campaign efforts have contributed to shutting down not only Riverbend, but six other NC coal plants which retired years ahead of schedule.

## **Q: You’ve been a field organizer with Greenpeace, but you’ve just become a campaigner. How does that change your role, and what things are you working on right now?**

Field organizers are responsible for working with and empowering people in their local areas to make the changes they want in their community. That means things like recruiting volunteers by knocking on doors, training community members to take actions such as gathering petition signatures, public speaking at rallies, and leading teams of other volunteers to advance the campaigns.

My new role as a campaigner means that instead of only focusing on making changes in North Carolina, I have a more national focus. I work with organizers and coalition partners in different parts of the country to help develop campaign strategies, media opportunities, and share lessons learned.

Now our campaign work has expanded from stopping dirty coal plants to also advancing clean energy solutions. This past summer, Greenpeace was part of an effort to advance affordable rooftop solar in North Carolina through a program called Solarize Charlotte. We signed up more than 600 homeowners for solar energy assessments, and as a result, more solar panels are popping up on roofs in Charlotte.

## **Q: The #BlackLivesMatter Movement has put race issues at the top of our national dialogue. How do you see that movement impacting your work?**

The crisis that is unfolding is waking up many Americans to the systemic racism still present in this country. I believe that advocates for social change need to be at the forefront of these conversations, and that definitely includes the environmental community.

All too often the toxic facilities that we are fighting disproportionately impact communities of color. The good news is that the renewable energy solutions that we advocate for can not only reduce pollution, but alleviate other social challenges such as the need for jobs and affordable electricity.

Even if the connections aren’t as clear in the beginning, I have learned from my engagement with the NAACP in the Moral Monday movement that our struggles are more similar than they are different. It is time for us to unite and move all of our communities forward together.

http://www.greenpeace.org/usa/interview-greenpeace-campaigner-shares-stories-winning-award-naacp/

**TEKST Nr 4.**

## A Broken Friendship Restored!

First and foremost, I would like to thank Rhonda, her incredible books, her amazing team and every single one of you for your daily stories of love and inspiration. They continuously lift me up during my moments of doubt. They also remind me of the magical, invisible thread that forever connects us all. Thank you!

I have been following The Secret on and off for a few years now, and it’s always produced incredible, magical results. I have a million and one stories that I want to share but this one is the closest to my heart right now, so I will begin by sharing this one first.

I moved to California a couple of years ago and naturally, I was a little bit nervous about starting a brand new life, so far removed from my friends. I am a very social person so I was really happy when I developed a strong friendship with a male coworker. We bonded almost immediately. We got along great, had lots in common and even though I knew he had some feelings for me at the beginning, I didn’t feel the same and was really happy when, over time, our relationship naturally turned into one of a genuine friendship. Eventually I changed jobs but we continued to spent a lot of time together, and over time, we became best friends.

Because of how close we had gotten, I started to wonder if maybe we should have been more than friends after all. I shared that with him and we decided to give dating a shot, a risky move, considering how important our friendship was to both of us. Unfortunately, after a few months of dating, I was unable to see him as more than my best friend and we ended up breaking up. Although we ended things on good terms it seemed extremely difficult to just simply fall back into a platonic friendship we once had. We tried it for a couple of months but that only escalated into feelings of resentment and anger, and eventually came to a very climactic end during a very unfortunate fight. We both said really hurtful things and walked away with a lot of anger in our hearts. I was devastated but I also held on to my anger, and decided that I would never speak to him again.

Several months went by and I was going through a particularly difficult time in my life. That’s when I started practicing The Magic. It took focus and an active desire to change my daily attitude towards everything in my life. I started to quickly see how many things I had been taking for granted, including my relationships. When I reached the practice of mending a relationship, I knew this lost friendship was one that I wanted back. I realized that during the last few months of our relationship I focused on all the things he wasn’t providing me with. That I acted selfishly, and constantly complained about what he wasn’t to my friends, instead of being grateful for how amazing he was. I was able to see my own missteps in the journey that led to our fight and fallout, and mentally apologized for those. I made a list of ten things I was grateful for in our friendship and officially placed his friendship as my number one desire on my 10 desires list. Although a reconciliation seemed impossible at the time, I kept imagining us speaking again and focused on what that would feel like. I also accepted that I can’t force people do something that they may not want to do and released any worry about the outcome. I kept the feeling of forgiveness, joy and gratitude in my heart.

It took an entire year from the date that we fought. A year of growth and a continual practice of daily gratitude. And months and months of continued faith that our friendship would somehow be restored in one form or another. And then one day, a couple of months ago, we unexpectedly reconnected online. I couldn’t believe it! We began by exchanging a few messages and it was as if nothing had ever happened. We finally agreed to meet and it was amazing. There was no more awkwardness, no more anger. We both apologized for hurting each other and expressed how much we’ve both missed our friendship. Additionally, he is now in a relationship with a great person, so there is no more romantic subtext​ on either end, and we have been able to slowly and comfortably settle back into rebuilding what was once a genuine friendship. I know it’ll take work and constant self awareness, but there was a time where any of this happening was not even a possibility. So the idea that we now speak on a regular basis, bust each other’s chops and that I’ll be meeting his new girlfriend shortly, still blows my mind. It just goes to show how far gratitude and visualisation can go, and that sometimes we need to allow time to do its healing thing. Ask, believe and eventually, when the time is right, receive!

Thank you, thank you, thank you! I hope this story inspires someone out there to believe that a broken thing can truly be mended with a lot of love, gratitude, patience and faith.

https://www.thesecret.tv/stories/broken-friendship-restored/

**TEKST Nr 5.**

Academy pupils through to School Cook Off final Pictured celebrating Ballymena Academy Grammar Schools win at the Antrim regional heat of the Big School Cook Off are (left to right) Simon Toye (Group Development Chef at Mount Charles), Katherine Stronge (Pupil), Catherine Chesney (Pupil) and Caitriona Lennox (Big School Cook Off Ambassador at Mount Charles). Pictured celebrating Ballymena Academy Grammar Schools win at the Antrim regional heat of the Big School Cook Off are (left to right) Simon Toye (Group Development Chef at Mount Charles), Katherine Stronge (Pupil), Catherine Chesney (Pupil) and Caitriona Lennox (Big School Cook Off Ambassador at Mount Charles). Published: 11:11 Thursday 08 February 2018 Two Ballymena Academy pupils have been named regional finalists in the 2018 Mount Charles Big School Cook Off, progressing to the grand finale in March. Winning duo Catherine Chesney and Katherine Stronge won the County Antrim heat of the competition. The Mount Charles Big School Cook Off, in association with the Irish News and Business in the Community, was created to inspire young people to think about healthy eating and food provenance, and to encourage them to consider a future career in the hospitality industry. Almost 200 entries were shortlisted down to 52 teams of 11-14 year olds, who all participated in regional heats across the country to secure their place in the final of the cookery competition, which will take place at Belfast Metropolitan College, Titanic Quarter Campus, on March 21. Head of Home Economics, Gillian Douglas, commented: “I am absolutely over the moon that the girls have won the County Antrim Heat. They are two super students and the ideas for the dish were all their own. “I would like to thanks Mount Charles for the opportunity to take part, I’s a day the girls will never forget and to win is the icing on the cake.” Caitriona Lennox, Big School Cook Off Ambassador at Mount Charles, commented: “The competition at each of these regional heats was fierce, and the teams that have reached the grand final of the Cook Off should be proud for beating such stiff competition! “Each team was asked to cook a main course for two people, based on local produce and with a budget of £5 per meal. We had a wonderful variety of dishes from Tayto-topped fish pie to Killybegs salmon to Gracehill black Pudding, all demonstrating what can be achieved on a tight budget and with just an hour to prepare, cook and serve a dish. “We’re in the business of catering and I can honestly say we have some future chefs in our midst – the creativity, knowledge and skill on display was fantastic to see. Good luck to all of our budding chefs in the final this March, I’ve no doubt we’re going to see some serious talent on display Each county winning team has won £200 for their school and a masterclass in cookery from Mount Charles Group Development Chef, Simon Toye, previously Executive Chef at the Michelin-starred Deanes restaurant in Belfast. The overall winning team at the grand final will win £300 for their school as well as a treat for their family, with a meal at the award winning George’s of The Market restaurant and family tickets to see the Belfast Giants ice hockey team at the SSE Arena.  
  
Read more at: https://www.ballymenatimes.com/news/academy-pupils-through-to-school-cook-off-final-1-8370939