

Olympiáda v anglickom jazyku, 36. ročník, krajské kolo 2025/2026, kategória 2C1

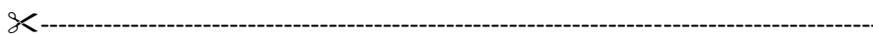
R O L E P L A Y

STUDENT

You are a student representative taking part in a meeting with a partner school from an English-speaking country. The topic of the discussion is student self-governance and the role students play in shaping school life.

Describe how students at your school participate in decision-making. Explain whether there is a formal system or more informal ways for students to express their opinions and influence how the school is organised. If student self-governance is limited, explain how students currently make their voices heard.

Then express how you personally feel about the current situation and share your attitude towards the idea of student self-governance in general. Finally, suggest areas where student participation could be improved and propose concrete ideas for making students more involved in managing school life.



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R O L E P L A Y

TEACHER

You are a teacher representing a partner school from an English-speaking country and are taking part in a meeting with a student representative. The discussion focuses on student self-governance and students' involvement in school decision-making.

Ask the student to explain how student participation works at their school and what opportunities students have to influence school life. Encourage them to give examples and to express their personal opinion about the effectiveness of these arrangements. You may briefly refer to how student self-governance works at your own school and invite the student to suggest ideas for improvement or future cooperation between your two schools.

PICTURE DESCRIPTION

Look at the pictures and describe the similarities and differences between them. Identify the issue they illustrate, outline the pros and cons of each approach, and express your personal opinion on the matter.



LISTENING –SCRIPT (please read only once)

When Shelby Riskin, a soil expert at the University of Toronto, was handed disc-shaped samples of century-old soil from Toronto's waterfront, the ecosystem ecologist was hopeful she might find trace evidence of plants that had once populated a long-destroyed wetland. But when she and a graduate student peered through a microscope, they watched in astonishment as a brown wormlike creature greedily munched through green clumps of algae as if more than 130 years hadn't passed since its last meal.

Toronto's multibillion-dollar effort to re-naturalise a major river and the surrounding lands was advertised as one of the "largest waterfront revitalisation projects" in the world. As the project nears completion, the discoveries have underscored the resilience of ecosystems in the face of human-led destruction.

The samples that came to Riskin had themselves been the source of disbelief three years before, when heavy machinery was excavating vast amounts of dirt and debris from Toronto's waterfront in an effort to reroute the Don River. When one of the bulldozers was halted by thick green shoots, the machine operator soon realised that the sedges and cattails looked nothing like the other weeds at the site. Scientists soon knew they were witnessing something both unexpected and profound: seeds and plant scraps, trapped underground for more than a century, had roared back to life.

The peat bogs and wetlands had been buried under nearly 8 metres of dirt and gravel more than a century ago in an attempt to pacify the remaining scraps of wild around what is now one of North America's largest cities. Decades later, in the 1920s, engineers applied a "strait jacket" to the Don River, when they built a concrete canal, wresting control from the body of water as they realised a vision of a heavily industrialised district known as the Port Lands. But while the river's flow was largely predictable, the over-engineering of the river meant storms would lead to costly flooding events.

In response, a project first envisioned in 2007 to restore the area is nearing completion. Three hectares of new coastal wetland and four hectares of wildlife habitat have been added to a space that was once a post-industrial wasteland—a rare victory in an era of environmental degradation. The construction of a marshier, more natural meander to the river has also led to the creation of a new island, Ookwemin Minising, where the discovery of century-old plants unfolded.

"When the project started, it was like being on the moon. The space was just so barren, so awful, so dusty. It was bereft of any life," said Melanie Sifton, a horticultural expert who was on site at the time the cattails and sedges were spotted. She helped with the careful extraction of 50 pancake-shaped samples of soil bound for the University of Toronto's labs. Once in the lab, the team eagerly scoured the clods of dirt, and the excitement deepened. "What is still alive, and what's revivable, and what we can learn from all of this is far deeper than what was initially thought," said Sifton.

For Shelley Charles, an Anishinaabe elder who helped name the newly formed island of Ookwemin Minising—an Anishnaabe name meaning "Place of the black cherry trees"—the findings vindicate a more holistic Indigenous worldview of ecosystems.

"We knew instinctively that seeds were there but we didn't realise the immensity of it all," she said. "There was a real feeling of validation that Indigenous knowledge could contribute in a very meaningful way to revitalisation efforts. And this spread to most people that have been working on the project—those doing the planting and the engineering hydrology."

To the surprise of those toiling on the grounds and waters, the replanting of native plant species has been followed by the return of beavers, muskrats, fish, turtles, snowy owls, and eagles to the area—species that Charles calls the "natural engineers of the ecosystem".

"I still think back to the moment when the plants were discovered. It was joyful. I actually cried when I heard about it and when I heard of the care that the machine operators took. In other projects, everything is just scraped away. But the people working on the machines were so very kind," said Charles.

ANSWER KEY

GRAMMAR 15 points

- | | | | | |
|--------------------------------|----------------|--------------------------|-----------|---------|
| 1. is | 6. was | | | |
| 2. must have had | 7. were imaged | | | |
| 3. was massive enough to exert | 8. are called | | | |
| 4. seem to be preserved | 9. brings | | | |
| 5. existed | 10. is covered | | | |
| 11. the | 12. This / It | 13. everyone / everybody | 14. which | 15. too |

VOCABULARY 10 points

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

READING 10 points

1 I 2 D 3 M 4 E 5 K 6 G 7 B 8 L 9 H 10 C

LISTENING 5 points

1 C 2 A 3 B 4 B 5 D

Zoznám použitej literatúry a zdrojov:

<https://www.shutterstock.com/image-photo/caucasian-male-client-support-specialist-wearing-2634722697?trackingId=d11d4d4f-7f56-4033-aa5a-e1591567bdb0>

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Cecco, L. 2025. Soil secrets: Ancient plants and seeds come back to life. *The Guardian Weekly*, vol. 213 no.16, 17 October 2025, pp. 24-25.

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