

R O L E P L A Y

STUDENT

You are the president of the student council. You found out that your school owns some old premises that the principal plans to either rent or sell to an outsider. You and other students would like to turn them into a student's club instead. Now you are looking for a teacher who will support your initiative and you have come to your English teacher to talk about it. You want to persuade him/her to participate in this project by showing that your plan is feasible and the teacher can benefit from it as well.

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R O L E P L A Y

TEACHER

You are an English teacher at a school that owns some old premises. The principal plans to either rent or sell them to an outsider, but students would like to turn them into a student's club instead. The student council president has come to talk to you. He/she wants to persuade you to participate in this project. However, you are not sure whether the whole plan is feasible, but you might be more willing to join the effort if the student council president convinces you that this initiative can make studies more effective or more enjoyable for students.

PICTURE DESCRIPTION

Look at the pictures and describe the differences and similarities 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)

Fishers around the world are desperate for a reliable way to stop dolphins from plundering their catch. Dolphins' net burglary—known as depredation—costs fishers income, but it also puts dolphins at risk of injury and entanglement. Proposed solutions to finally win the battle of wits, such as using noisemakers or reflective camouflage, have come up short. So researchers in Greece went back to the drawing board in search of the perfect deterrent: something so unpleasant it would ward away dolphins and keep them away. They came up with fishing nets coated with a resin laced with capsaicin, the chemical compound that gives chili peppers their signature heat.

Giving predators a spicy surprise might seem like a far-out solution, but capsaicin-based deterrents have proved successful on land with other mammals such as deer, squirrels, rabbits, and rodents. Even some insects and birds seem to dislike the substance.

Yet after five months of test fishing with capsaicin-coated nets, the research team co-led by Maria Garagouni, a marine biologist at Aristotle University of Thessaloniki in Greece, faced a tough realization: their idea didn't work. The bottlenose dolphins that interacted with their nets were entirely unfazed.

Despite the disappointing result, Garagouni says she was wowed by how adept the dolphins were at pilfering their nets. Garagouni began collaborating with fishers to study depredation in the Aegean Sea a decade ago, and even still, the animals' prowess surprised her. When dolphins come in for a netted meal, she explains, it's more than a smash-and-grab job. The animals often run methodical missions into the nets until they've eaten their fill.

There could be something else at play in the dolphins' triumph over spice: aquatic mammals' super smarts. From capturing fish in rings of mud to tenderizing tough prey by tossing it sky high, dolphins are known for a wide variety of intelligent feeding strategies. Their propensity to innovate, combined with the fact that they're notoriously unfussy eaters, helps them survive, but it's also partly what puts them into increasing conflict with fishers. The dolphins may simply have figured out a way to break into the spicy nets without making much contact.

The capsaicin coating didn't deter dolphins, but intriguingly, it did appear to affect another animal. An unidentified predator, possibly a sea turtle, seal, or shark, tore large holes in the scientists' plain control nets but not the spicy nets.

The research team is putting a pin in their red-hot research for now, but Garagouni hopes it will serve as a springboard for others on the quest to outwit dolphins. Even a study that fails, she says, offers helpful clues and leads to new questions.

ANSWER KEY

GRAMMAR 15 points

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|--|----------------|----------|----------|----------|--------------|
| 1. closed | 6. has existed | | | | |
| 2. had produced/ had been producing | 7. connected | | | | |
| 3. living | 8. making | | | | |
| 4. to be built | 9. compared | | | | |
| 5. plan to create / are planning to create | | | | | |
| 10. then | 11. where | 12. over | 13. must | 14. This | 15. an / any |

VOCABULARY 10 points

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

READING 10 points

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

LISTENING 5 points

1 C 2 D 3 A 4 C 5 A

Zoznám použitej literatúry a zdrojov:

[https://www.stara-dama.cz/data/USR_409_DEFAULT/Prodejna_interier\(1\).jpg](https://www.stara-dama.cz/data/USR_409_DEFAULT/Prodejna_interier(1).jpg)

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