

**ANSWER KEY**

**GRAMMAR – 15pts**

1 provides 2 invested 3 predict 4 will dominate 5 are implementing / have implemented  
6 grows / 7 are being / have been developed **OR** 6 was growing 7 were being developed  
8 will be investing 9 has seen 10 had faced 11 will have achieved 12 have become  
13 are / have been working 14 occurred 15 are focusing

**VOCABULARY – 10pts (SPELLING COUNTS!) – 0.5 for each**

1 explanation 2 introduction 3 scientists 4 possibility 5 building 6 revolutionary 7 discovery 8 beliefs  
9 appearance 10 researcher 11 importance 12 understanding 13 civilisations/civilizations  
14 similarities 15 religious 16 ceremonial 17 typically 18 necklaces 19 Apparently/apparently  
20 advisable

**READING COMPREHENSION – 10pts**

1 E    2 K    3 G    4 A    5 I    6 B    7 J    8 D    9 C    10 F

**LISTENING COMPREHENSION – 5pts**

1 C    2 B    3 C    4 D    5 B

LISTENING TAPESCRIPT

(Please read twice)

**An Interview with Billie Eilish**

**Good evening! I am Lulu Garcia-Navarro. And I am here with Billie Eilish.**

**Billie, you had huge success with your first album and there is always a lot of pressure for a second album after that. Did you feel that way?**

The funny thing is that I felt no pressure when I was making the album. I wasn't worried, I was super confident. I really felt like I did the best I could with a second album. I didn't stay exactly the same, but I didn't turn into something else; I grew. I thought that was really good. It was when I started releasing music from the album, putting out singles, that I suddenly thought: "Wait. [Laughs] Are people going to listen to this? Yes! Are people going to listen to it and tell me how they feel now? No!" But it's OK. It really is just that I like it and the real fans like it. That is all I care about.

**Your second album is called *Happier than Ever*. So how are you? Are you happier than ever? Why did you call it that?**

First of all, I wanted a title for my album that was, like, un-mispronounceable. I think it was a strong, easy to pronounce, easy to say, can't-get-it-wrong title. But the song it is named after is one of my favourite songs on the album. It's one of the most important songs I've ever written.

**Tell me why. What is it about this song?**

Have you ever wanted to say something to someone for a really long time? You don't really know what you want to say or how to say it – and then maybe you have a conversation with someone else, or you think about it a bit, and you find out what it is you've been trying to say all this time? That was how it felt: That was the whole writing process, that was the recording process. Everything that went into that song felt like it does when you finally find the words to something.

**How do you see clothing and appearance playing into your art? Do you see it as part of the music?**

With the aesthetics and eras of a musician or an artist, it's all just for the eye. It's not really real. I guess you can change your look to try to change yourself, for sure. But in terms of album promo and photo shoots that are a certain style – it doesn't change you. It's just a choice for something you wanted to achieve visually, you know? I did the same thing with my first album: I chose to have a look and an aesthetic and a style specifically for that album, and all the shoots and stuff that went

**Olympiáda v anglickom jazyku, 35. ročník, krajské kolo 2024/2025, kategória 2D – riešenia a úlohy**

into the videos, I wanted it to be kind of creepy, more like horror and dark and in the theme of monsters under the bed.

For the second one, I wanted it to be old Hollywood and beautiful and classy. It's just funny how people see new photoshoots and immediately think you're a different person. I see people calling me Blonde Billie - like "Blonde Billie said this, but Green Billie didn't say that". But I'm the same person, all my life. I like this thing this time, and I like this thing that time.

**Billie, thank you for your answers.**

Source: <https://www.npr.org/2021/08/01/1022878842/billie-eilish-interview-happier-than-ever>  
(adapted)

**ROLEPLAY**

**Student**

You are applying for a study-abroad programme in an English-speaking country. Discuss your personal statement, including your academic achievements, extracurricular activities, and your reasons for wanting to study abroad. Explain your goals for studying abroad and what you hope to gain from the experience.

**ROLEPLAY**

**Teacher**

You are the English-speaking coordinator of a study-abroad programme. Welcome the student and thank them for their interest in the programme. Ask the student to share details about their academic achievements, extracurricular activities, and reasons for wanting to study abroad. Encourage the student to discuss their goals and what they hope to gain from studying abroad.

**SPEAKING – PICTURES**

**1. Describe the pictures.**

**2. Make up a story about this girl who travels through time.**

- Create a story about a girl named Lily who discovers a time machine and travels to the past.
- Include her interactions with people from the past and how she learns about their culture.
- Describe her excitement and the challenges she faces when the time machine breaks.
- Detail her efforts to fix the time machine and her eventual return to her own time.

**3. Talk about the possible benefits and risks of time travel.**



(AI-generated images)

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