

**V O C A B U L A R Y**

Read the text and complete the sentences with the correct form of the word written in brackets.

A (1) \_\_\_\_\_ (SKILL) card player—eyes hidden by dark shades—looks at their hand. Any small giveaway that they're holding great cards could lose them a (2) \_\_\_\_\_ (PAIN) large sum of money. Sometimes it helps to have a "poker face."

Yet in day-to-day life—when socializing with family, friends and new acquaintances—you might be better served letting your features fly free. Our research shows that moving your face in some way, whether you're smiling, raising an eyebrow or wrinkling your nose, may help people warm to you more.

In a recent study, we found that people who were more (3) \_\_\_\_\_ (FACE) expressive were more liked by a new (4) \_\_\_\_\_ (SOCIETY) partner, which could explain why humans have such expressive faces. Indeed, our species is likely more facially expressive than any other. People produce, on average, 101 facial (5) \_\_\_\_\_ (MOVE) per minute in a typical social interaction.

To understand why facial expressivity is so (6) \_\_\_\_\_ (BENEFIT), we first need to emphasize just how crucial social bonding is to human (7) \_\_\_\_\_ (SURVIVE). Throughout most of our evolutionary history, our species has relied on tight-knit communities to keep ourselves fed, sheltered, and protected from predators and dangerous outsiders. Managing social (8) \_\_\_\_\_ (RELATION) was literally a matter of life or death. Otherwise, you might have faced the tiger in the bushes alone. Any skill or (9) \_\_\_\_\_ (BEHAVE) that improved someone's (10) \_\_\_\_\_ (ABLE) to create and keep lifesaving bonds was likely to remain in our gene pool over the generations. And our research suggests that facial expressivity may fall in this category.

(Adapted from Kavanagh, E. et al.: Expressive Faces Make People More Likable. *Scientific American*, January 28, 2025. [online]. Retrieved from: <https://www.scientificamerican.com/article/expressive-faces-make-people-more-likable/>)

1 point/correct answer  
Total: \_\_\_\_\_ / 10 pts

**G R A M M A R**

Read the text below and decide which answer (A, B, C or D) best fits each space. Then circle the correct option on the following page.

*Nature* spoke (1) \_\_\_ scientists who study relationships. They shared what they love about studying love, and what obstacles they face in the process.

**KENNETH TAN: Studying love across cultures**

I started (2) \_\_\_ interested in thinking about relationships when I (3) \_\_\_ my military service in Singapore. I enlisted at the age of 19, (4) \_\_\_ my service, and started university at 21. It was a time (5) \_\_\_ many young guys had relationship issues. I gave a lot of advice and shared a lot of similar stories with my friends. We spent many late nights just (6) \_\_\_. Early in my career, I went abroad to (7) \_\_\_ United States to do a (8) \_\_\_ training programme, (9) \_\_\_ exposed me to the scientific study of close relationships. I had (10) \_\_\_ partner at the time, and was thinking, '(11) \_\_\_ navigate long-distance relationships?' In Singapore, it's something that you never think about because it's a small country, (12) \_\_\_ there is no travelling for three hours to see (13) \_\_\_. It was a new experience for me and (14) \_\_\_ me wonder how people maintain relationships. A big focus of my work (15) \_\_\_ understanding commitment. They ask, 'How many dates (16) \_\_\_ I go on? Do I give this person a chance?' It's an honour to be asked, but it's also challenging because you don't want to give people the wrong answers.

**JUSTIN GARCIA: People tell me things**

I came to the Kinsey Institute as a postdoc in 2011, and I (17) \_\_\_ scientific adviser to Match.com, the online dating service since 2010. I started a project with the company called Singles in America. It's (18) \_\_\_ annual scientific study of more than 5,000 single people. These are people (19) \_\_\_ are moving in and out of romantic relationships at all stages of life. It (20) \_\_\_ a really rewarding project.

I'll never forget the time that one of my senior colleagues on campus invited me for a coffee. She was a distinguished faculty member, and I thought, 'Oh this is great, maybe it's some kind of collaboration.' I got there, and within two minutes, she (21) \_\_\_ out her phone, turned it to face me and said, "Can you help me with (22) \_\_\_ dating profile?"

**SARAH STANTON: Steer clear of the love languages**

I study how to improve relationship experiences for people who struggle with them, either because they're uncomfortable with intimacy (23) \_\_\_ because their worries get in the way of them enjoying those connections. Sometimes, the gap between the science and what's written about it for the public is wide. Findings often get (24) \_\_\_ or overly simplified. People want (25) \_\_\_ the five love languages as if they (26) \_\_\_ the solution to all relationship issues. *The 5 Love Languages* is a book (27) \_\_\_ assumes that each person has a preferred love language and that couples are more satisfied when partners speak one another's preferred language. But love languages are not formally based in science. They're just some (28) \_\_\_ opinions. I (29) \_\_\_ about them. Now I don't even wait for it to be a question in my undergraduate classes. In lecture one, I say: "Disabuse yourself (30) \_\_\_ this notion."

(Adapted from Sohn, E.: Research that touches the heart': the scientists who study sex and love. *Nature*, February 4, 2025. [online]. Retrieved from <https://www.nature.com/articles/d41586-025-00318-6>)

Olympiáda v anglickom jazyku, 35. ročník, celoštátne kolo 2024/2025, kategória 2A – úlohy**G R A M M A R – continued**

- |                                  |                   |                              |                      |
|----------------------------------|-------------------|------------------------------|----------------------|
| 1. A) in                         | B) to             | C) of                        | D) for               |
| 2. A) becoming                   | B) became         | C) become                    | D) becomes           |
| 3. A) did                        | B) was doing      | C) have been doing           | D) have done         |
| 4. A) complete                   | B) completed      | C) completing                | D) to complete       |
| 5. A) in which                   | B) what           | C) when                      | D) that              |
| 6. A) talk                       | B) talking        | C) to talk                   | D) talked            |
| 7. A) a                          | B) an             | C) the                       | D) <i>no article</i> |
| 8. A) three month                | B) three-month    | C) three months              | D) three-months      |
| 9. A) who                        | B) which          | C) that                      | D) where             |
| 10. A) a                         | B) an             | C) the                       | D) <i>no article</i> |
| 11. A) How people                | B) How people do  | C) How does people           | D) How do people     |
| 12. A) so                        | B) and            | C) since                     | D) because           |
| 13. A) one                       | B) everyone       | C) no one                    | D) someone           |
| 14. A) has made                  | B) have made      | C) made                      | D) was making        |
| 15. A) is being                  | B) has been       | C) have been                 | D) was               |
| 16. A) would                     | B) could          | C) should                    | D) might             |
| 17. A) am                        | B) have been      | C) had been                  | D) was               |
| 18. A) a                         | B) an             | C) the                       | D) <i>no article</i> |
| 19. A) who                       | B) whom           | C) whose                     | D) what              |
| 20. A) have been                 | B) has been       | C) had been                  | D) will be           |
| 21. A) took                      | B) was taking     | C) has taken                 | D) have taken        |
| 22. A) mine                      | B) me             | C) my                        | D) I                 |
| 23. A) nor                       | B) neither        | C) or                        | D) either            |
| 24. A) misrepresent              | B) misrepresented | C) misrepresenting           | D) misrepresents     |
| 25. A) mentioning                | B) mentioned      | C) mention                   | D) to mention        |
| 26. A) be                        | B) are            | C) have been                 | D) will be           |
| 27. A) that                      | B) who            | C) what                      | D) where             |
| 28. A) guy                       | B) guy's          | C) guys                      | D) guy is            |
| 29. A) am constantly being asked |                   | B) am being constantly asked |                      |
| C) am being asked constantly     |                   | D) constantly am being asked |                      |
| 30. A) on                        | B) of             | C) in                        | D) for               |

0.5 point/correct answer

Total: \_\_\_\_\_ / 15 pts

## READING COMPREHENSION

**The Languages Lost to Climate Change**

For generations, Lars Miguel Utsi's family has lived in the small town of Jokkmokk in northern Sweden, where reindeer husbandry is a way of life. The Sámi, Europe's only recognized Indigenous group, have lived here for thousands of years, and their language reflects deep ties to the land.

(1) \_\_\_\_ Their terminology to describe reindeer is even more intricate and is used to classify the animals according to sex, age, colour, fertility, tameness, and more.

But reindeer herders like Utsi have noticed how quickly their language is **fading** alongside their changing landscape. (2) \_\_\_\_ "When you talk to someone older today, they have a richer language. They have more words about nature, about formations in nature, animals, and reindeer especially. They certainly have more snow words," said Utsi, who is also a former chair of the language board and vice president of the Sámi Parliament of Sweden. "It's a source of sorrow for me."

Jokkmokk is a major centre of reindeer husbandry in Sweden in a region known as Sápmi, which covers portions of northern Norway, Sweden, Finland, and the Murmansk Oblast in Russia. The Indigenous Sámi people here are particularly vulnerable to the effects of climate change. (3) \_\_\_\_

Over centuries, the reindeer have adapted to the region's severe climatic conditions, developing hooves that help them dig for plants hidden beneath the snow. (4) \_\_\_\_ Early snowmelt causes abnormal floods, destroying the food supply. These changes threaten both wildlife and the cultural practices of reindeer herding that have defined the Sámi way of life for generations.

At the same time, Sámi reindeer herders are fighting another battle: the loss of their languages. Sweden and Finland have recently revealed plans to cut funding for the *Sámi Giellagáldu*, a body created to preserve Sámi languages. UNESCO regards all nine remaining Sámi languages as endangered. While the causes of their decline are complex, the fading of Sámi words reflects the damage to their way of life. Reindeer herders like Utsi are at a literal loss for words when faced with their changing environment, and this signals an uncertain future. (5) \_\_\_\_ The Sámi languages have been shaped by their environment and the need for survival in harsh conditions. If they were to disappear, so too could the deep knowledge and expertise that has been passed down through generations.

(Adapted from Webster Ayuso, J.: The Languages Lost to Climate Change. *NOEMA*, January 28, 2025. [online]. Retrieved from <https://www.noemamag.com/the-languages-lost-to-climate-change/>)

**READING COMPREHENSION – continued**

**A. Read the article *The Languages Lost to Climate Change* and decide which of the sentences (A)–(E) best fits into each of the numbered gaps (1)–(5) in the article. Write the correct letter in the blank chart provided below. There are three extra sentences.**

- a. What is left when the things you have words for begin to disappear?
- b. Local elders express deep concern that the precise language used to describe their natural surroundings is vanishing alongside traditional practices.
- c. Though Northern Sámi is his mother tongue, he is keenly aware of the gaps in his vocabulary — words that don't seem to make it from one generation to another.
- d. Recent government decisions to cut funding for language preservation have intensified fears over the rapid decline of Indigenous cultural heritage.
- e. Scientists say the Arctic is warming nearly four times faster than the rest of the world.
- f. Community initiatives to record and revive forgotten words are emerging as a way to reconnect younger generations with their ancestral roots.
- g. But as temperatures rise, creating more rain than snow, the ground has turned icy and made it impossible for the reindeer to dig through.
- h. The nine Sámi languages still in use have an extensive vocabulary for snow.

1.	2.	3.	4.	5.

**B. Read the text and for questions 1 to 5, choose the correct answer. Circle the correct answer.**

1. The Sámi languages are noted for having an extensive vocabulary related to which natural element?
  - A) The forest
  - B) Mountains
  - C) Snow
  - D) Rivers
2. In the text, what does “fading” refer to in relation to the language?
  - A) Growing stronger
  - B) Becoming less common
  - C) Changing form
  - D) Being replaced entirely
3. According to the text, what weather change makes it difficult for reindeer to find food?
  - A) Increased poaching
  - B) Deforestation
  - C) Rising temperatures causing more rain than snow
  - D) Overgrazing
4. Why might the Sámi languages have an extensive vocabulary for snow?
  - A) Because snow plays an important role in their culture and survival.
  - B) Because snow is rare in their environment.
  - C) Because they trade snow-related words with neighbouring cultures.
  - D) Because snow is only used in art.
5. What does the loss of specialized vocabulary (like words for different types of snow) imply about the relationship between language and culture?
  - A) It means the culture is becoming more advanced.
  - B) It shows that new words can easily replace old ones.
  - C) It suggests that language has no impact on culture.
  - D) It indicates that as the environment and lifestyle change, the language may lose important descriptive words.

**1 point/correct answer**  
**Total: \_\_\_\_\_ / 10 pts**

**LISTENING COMPREHENSION**

You will listen to an interview with Margaret Lowman, a pioneer in forest ecology. Pay close attention and for each statement, decide whether it is true (T), false (F), or not stated in the text (NS). Circle the correct answer for each statement. You can score up to five points in this exercise.

1.    **T / F / NS**                      The text says that sudden increases in insect populations can be an early sign of climate change.
2.    **T / F / NS**                      Margaret Lowman discovered that insects consume four times more leaf material than previously thought.
3.    **T / F / NS**                      Margaret Lowman took her two sons on research trips to Belize, Australia, and Peru.
4.    **T / F / NS**                      The text implies that it is impossible for single mothers to succeed in science.
5.    **T / F / NS**                      Margaret Lowman's experiences highlight that gender bias can limit women's opportunities in science.
6.    **T / F / NS**                      Margaret Lowman has a PhD in biology from Harvard.
7.    **T / F / NS**                      Margaret Lowman has worked on improving hot air balloon design for canopy research.
8.    **T / F / NS**                      The text states that Margaret Lowman's biggest challenge was identifying tarantulas in Belize.
9.    **T / F / NS**                      Margaret Lowman believes women's ability to bear children should play a role in how the scientific system is structured.
10. **T / F / NS**                      The text indicates that men and women can share parenting equally in a research environment.

**0.5 point/correct answer****Total: \_\_\_\_\_/ 5 pts**

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Olympiáda v anglickom jazyku – celoštátne kolo 2024/2025

Vydal: NIVAM – Slovenský inštitút vzdelávania a mládeže, Bratislava 2025