

A N S W E R K E Y

GRAMMAR – 15pts

- | | |
|----------------------|---------------------------------|
| 1. A to be | 16. B who |
| 2. C have found out | 17. A broken |
| 3. B cheats | 18. D should |
| 4. A being | 19. C some |
| 5. C too | 20. C count |
| 6. B have observed | 21. B little |
| 7. B ought | 22. C have come to discover |
| 8. D know | 23. B since |
| 9. C associate | 24. C an |
| 10. A the | 25. A didn't |
| 11. C That | 26. B counting |
| 12. C the | 27. A much |
| 13. D both | 28. B that |
| 14. C learned/learnt | 29. C unlikely to be influenced |
| 15. D was called | 30. A can |

VOCABULARY – 10pts

- | | |
|------------------|-------------------|
| 1. social | 6. invention |
| 2. racism | 7. closely |
| 3. entertainment | 8. organization |
| 4. immigrant | 9. development |
| 5. popularity | 10. participation |

READING COMPREHENSION – 10pts

A

1 D 2 F 3 H 4 A 5 G

B

1 B 2 C 3 A 4 C 5 B

LISTENING COMPREHENSION – 5pts

1 essayist 2 small children 3 second wife 4 failed 5 creative

LISTENING TAPESCRIPT
(Please read twice.)

Interview: Rebecca Lehmann on Breaking the Rules of Poetry

Welcome to *Ask a Professor*, our series offering an insider's view of life in academia. This month we interviewed Rebecca Lehmann, Associate Professor of English and Gender and Women's Studies at Saint Mary's College, as well as an award-winning poet, essayist, and editor.

What's something most people don't know about your field?

Creative writing, like all the arts, is a bit of an odd fit in academia, and I think people often assume creative writing courses are either a no-rules/no-learning zone or that creative writing is too rules bound. Neither of these assumptions is true. In fact, creative writing courses are focused on skills and tools that a writer can use to better tell the story they have in mind and on the idea that writing is a practice that you need to do regularly. I came to poetry writing because I enjoyed the relative lack of rules in poetry. Punctuation? Optional. Grammar? Can be loose. All of that really appealed to me. But, in practice, I find I'm very drawn to musicality and linguistic play in poetry.

What's the best discovery you've made in your research, writing, or teaching?

During the pandemic I decided to pursue my dream of writing a novel. I had only studied and written poetry, and frankly I lacked the courage to take on a novel. What if I didn't have the time? What if I tried and failed? However, being shut in for a year with small children and watching the world change dramatically made me less afraid of risks, and I decided to take the leap. If not now, then when? I found the time, I didn't fail, and now, my debut novel, *The Beheading Game*, is forthcoming from Penguin Random House. *The Beheading Game* is about Anne Boleyn, the second wife of Henry VIII, who was executed in 1536 after being convicted on false charges.

Do you have a favourite classroom moment?

I often teach our class for creative writing students. The students spend the semester writing and polishing a part of a novel, memoir, or a short collection of poetry. It's my favourite class to teach, and I love working with them on their projects and thinking with them about what comes next after their undergraduate degrees. At the end of the semester, there's a special evening event where all the seniors read from their projects, and this is my absolute favourite moment of the semester. The students dress up, those that are local often invite their families, and we have snacks and a reception afterwards. They work so hard, and it's lovely to sit back and watch them shine.

(Adapted from JSTOR Editors. (2025). Rebecca Lehmann on Breaking the Rules of Poetry. *JSTOR Daily*, September, 22, 2025. [online]. Retrieved from: <https://daily.jstor.org/rebecca-lehmann-on-breaking-the-rules-of-poetry/>)

SPEAKING – ROLEPLAY

STUDENT

You're volunteering at a tourist information point in your hometown for one afternoon. An English-speaking visitor asks for a "non-boring" plan. Be sure to:

- a) Ask what they like (history, nature, food, shopping).
- b) Recommend 2–3 places and how to get there.
- c) Give one safety tip and one cultural tip.

SPEAKING – ROLEPLAY

TEACHER

You are a visitor to a town and you have gone to the local tourist information point. You are looking for a "non-boring" plan for what to do while in town. Ask follow-up questions, request something unusual/unique, and decide which suggestion you'll take.

SPEAKING – PICTURES

Your English teacher has asked you to record a message for an exchange school in another country. You are to explain how your class planned a school trip, where you went, and what you did there. Use the pictures below to describe how you chose the place, how the journey went, and what happened during the trip.



(Pictures generated by OpenAI, 2025)

1. OpenAI. (2026, January 1). *A group of students and a teacher sitting around a table looking at maps and brochures, with a laptop open on "Places to visit"* [AI-generated image]. Generated with DALL-E in ChatGPT.
2. OpenAI. (2026, January 1). *A bus full of students with suitcases; some are taking photos out of the window, others are talking and laughing* [AI-generated image]. Generated with DALL-E in ChatGPT.
3. OpenAI. (2026, January 1). *The class visiting a castle or historical town; students taking photos, a guide speaking, and the teacher checking a list* [AI-generated image]. Generated with DALL-E in ChatGPT.

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