

V O C A B U L A R Y

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

Despite the efforts of players and poets, bowling in America still ends up with a dorky reputation.

Nonetheless, for good reasons it's one of the most popular games in American history. You can play indoors when the weather's lousy, it's (1) _____ (SOCIETY), and even if you're not all that good at it, you can still have a good time. What may surprise you about bowling is that it's been a vehicle for social change and equality movements throughout American history, both in the fight against (2) _____ (RACE) in sport and in the arena of women's rights.

From the late nineteenth century, the Midwest was a centre of bowling culture. In addition to being cheap (3) _____ (ENTERTAIN), bowling was familiar to and popular with European (4) _____ (MIGRATE) groups, particularly German community. The (5) _____ (POPULAR) of bowling in Europe is why New York's oldest park is named for the "bowling green". Many historians suspect the 1830 (6) _____ (INVENT) of the lawn mower made a lot of games (tennis, bowling, golf, croquet, you name it) easier to play. But in moving into the American Midwest, the game was better served by an indoor alley during cold, wet months.

It was also a game mostly played by men. Historian Erika Janik explains that by the mid-1800s, bowling had become wildly popular, and though "many wealthy men—and a few women—bowled in private clubs, bowling was most (7) _____ (CLOSE) tied to working-class men," who opposed the women's rights movements.

When the American Bowling Congress (ABC) was formed in 1895 as a governing (8) _____ (ORGANIZE) for the sport, its membership was limited to white men. Even so, women were crucial to bowling's (9) _____ (DEVELOP). In the late nineteenth and early twentieth centuries, when women like Daisy Clark went to bowl in public, they were pushing at social conventions. Women bowlers started the Women's International Bowling Congress (WIBC) in 1916 to encourage (10) _____ (PARTICIPATE). But the organization excluded bowlers of colour until 1950.

(Adapted from Kelleem, B. G. (2025, December 3). *The bowling alley: It's a woman's world*. JSTOR Daily. Available at: <https://daily.jstor.org/the-bowling-alley-its-a-womans-world/>)

1 point/correct answer

Total: _____ / 10 pts

GRAMMAR

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.

Naturally, you consider yourself (1) ___ a morally OK person. But recently you (2) ___ that one of your friends is *not*. Perhaps it's come to light that this friend (3) ___ on their husband or wife or harms their employees. Important practical questions follow from this knowledge: is it morally acceptable to continue (4) ___ friends with them? Does your friendship say something morally problematic about you, (5) ___? Can you be good friends with a bad person?

From my personal experience of engaging in online discussions about such matters, I (6) ___ that many people think the answer is obvious: we (7) ___ to cut bad people from our lives. If we (8) ___ someone has acted immorally, then counting them as a friend seems to make us guilty by association. Out of so many people we could be friends with, why (9) ___ with the immoral? It seems to break our commitment to fighting against injustice in (10) ___ world. (11) ___ we shouldn't be good friends with bad people is supported by two assumptions. (12) ___ first is about how your bad friend might *influence* or *change* you. That is, we assume that friends take on each other's traits. This involves (13) ___ moral and immoral traits.

One of the first lessons I (14) ___ in fourth-grade primary school was to keep away from kids who had bad exam marks. My teacher instructed me to copy an idiom 20 times in my notebook when I (15) ___ into her office. Whispers among the teachers were that I was hanging out with a girl (16) ___ did not do well in school. They felt that the association with such a delinquent must be (17) ___, and the lesson was driven home by copying the same sentence again and again. Walking out of that office, I learned that bad grades could spread like a disease. If I wanted to be a good student, I (18) ___ withdraw myself from the friendship to avoid my friend's slipping grades rubbing off on mine.

The idea that friends assimilate each other can be traced back to Aristotle, who argued that in order for friends to be true and good, they must share (19) ___ kind of similarity. It corresponds with contemporary scholars as well. Dean Cocking and Jeanette Kennett, two philosophers of friendship, argue that friends must be open to being shaped by each other's values. However, this assumption is a moral problem if we (20) ___ bad people as friends. We are taking on a risk of becoming bad like our friend.

The second assumption has (21) ___ to do with how your friend might *change* you. Rather, your *association* with the bad person already says something bad about you. Think, for example, about Ivan the Terrible. Suppose we (22) ___ that Ivan the Terrible had a close friend during his brutal rule of 14th-century Russia. Without knowing any other details about the friend, we can already form a moral judgment about him, (23) ___ only an immoral person would count someone as murderous as Ivan the Terrible as a friend. It does not matter whether he was otherwise (24) ___ extremely decent guy. If he counted a bad person as a friend, it means he (25) ___ take their immoral deeds all that seriously.

And yet, despite these two assumptions, I think there is a way to maintain one's moral integrity while (26) ___ a bad person as a friend. This is because though these two assumptions are *often* true, they are not *always* true.

That said, this doesn't mean that one has an obligation to be friends with bad people for moral reasons. The beauty of friendship is that it is a voluntary relationship. Maintaining friendship with a bad person can simply be too (27) ___. Moreover, friendships (28) ___ are maintained purely out of a sense of obligation tend to be inauthentic. If you genuinely choose me as a friend, I want to be chosen for who I *am*, not because you need to do your daily good deed. This does not mean that you have to admire or agree with all of my beliefs and values. But it does mean that you must *love* me and not simply want to *save* me.

GRAMMAR – continued

So how should we be good friends with a bad person? We should make sure that our moral commitments are **(29)** ____ by friendship. We also shouldn't realistically expect friendships to be perfectly harmonious. In fact, if a friendship **(30)** ____ survive differences and constant conflict, it speaks to the strength of love between the friends, not the weakness in one friend's moral character.

(Adapted from Hua, Y. (2025, September 8). *Is it wrong to be good friends with a bad person?* *Psyche*. Available at: <https://psyche.co/ideas/is-it-wrong-to-be-good-friends-with-a-bad-person>)

- | | | | |
|-----------------------------|------------------------------|-----------------------------|--------------------------------|
| 1. A) to be | B) be | C) being | D) to being |
| 2. A) find out | B) are finding out | C) have found out | D) founded out |
| 3. A) cheating | B) cheats | C) cheat | D) has cheat |
| 4. A) being | B) be | C) are | D) been |
| 5. A) either | B) also | C) too | D) as well as |
| 6. A) observed | B) have observed | C) observe | D) am observing |
| 7. A) must | B) ought | C) should | D) could have |
| 8. A) knew | B) will know | C) have known | D) know |
| 9. A) associated | B) associating | C) associate | D) to associate |
| 10. A) the | B) a | C) an | D) <i>no article</i> |
| 11. A) What | B) Which | C) That | D) If |
| 12. A) A | B) An | C) The | D) <i>no article ("First")</i> |
| 13. A) either | B) neither | C) not only | D) both |
| 14. A) learn | | B) was learning | |
| | C) learned/learnt | D) have learned/have learnt | |
| 15. A) called | B) have called | C) was calling | D) was called |
| 16. A) she | B) who | C) whose | D) what |
| 17. A) broken | B) break | C) breaking | D) to break |
| 18. A) can | B) would | C) will | D) should |
| 19. A) a | B) the | C) some | D) any |
| 20. A) will count | B) would count | C) count | D) have count |
| 21. A) a little | B) little | C) a few | D) few |
| 22. A) came to discover | | B) had come to discover | |
| | C) have come to discover | D) coming to discover | |
| 23. A) although | B) since | C) unless | D) despite |
| 24. A) the | B) a | C) an | D) <i>no article</i> |
| 25. A) didn't | B) don't | C) hasn't | D) isn't |
| 26. A) count | B) counting | C) to count | D) counted |
| 27. A) much | B) many | C) more | D) little |
| 28. A) who | B) that | C) whose | D) what |
| 29. A) unlikely influencing | | B) unlikely influenced | |
| | C) unlikely to be influenced | D) unlikely be influenced | |
| 30. A) can | B) could | C) will | D) would |

0.5 point/correct answer

Total: _____ / 15 pts

READING COMPREHENSION

Our Phosphorescent World

On the Hebridean island where I live, off the western coast of Scotland, windy days are smelly ones because large amounts of seaweed wash onto the beach. For some, this might be an unremarkable occurrence, but here, on our small island, we see seaweed as a gift.

There are around 1,000 of us here, **(1)** _____. Daily travel is dependent on the tides and the weather at the ports that host the ferries. These limitations emphasize the importance of Earth's cycles. I like it this way. I lock my windows when a storm is coming, and I watch the waves. Afterward, I go and look for seaweed. In the winter, when storms are stronger, a man from the village next to mine drives his tractor down to the beach and pulls the seaweed up to a higher spot. He creates a towering pile that feeds the island.

Here, we use seaweed as a fertiliser, because it is rich in elements that humans and plants both need for living, **(2)** _____. It also contains one particular substance that I have spent much of my life thinking about: phosphorus.

Stored in rock and organic material, phosphorus cycles slowly around Earth, through magma and mountains, down rivers, through waste, and into oceans. Without it, there'd be no life; **(3)** _____. Unlike other mined materials, we all eat it. In the human body, it gives our cells energy, structure and identity, and it is particularly concentrated in our bones.

Rare enough to deserve attention, common enough to be necessary, phosphorus tracks the development of our planet. Over billions of years, **(4)** _____, phosphorus held the two together. Two hundred million years ago, when Pangaea broke apart, all those newly exposed continental edges allowed phosphorus to escape into the oceans, leading to a biological boom. Something similar is happening today due to the rapid growth and exposure of the Himalayas. Trace amounts of phosphorus in mountains are enough to raise the biological productivity of the world.

Phosphorus fascinates me because it is a literal crystallisation of life on our planet. I am not the first observer to see worlds within this element. Phosphorus over the years has inspired poetry and reflection on our place within the world. In the 19th century, the theologian and geologist William Buckland found in phosphate 'records of warfare, waged by successive generations of inhabitants of our planet on one another'. The naturalist Leonard Jenyns, some years later, saw in phosphate rock 'the traces of the fingers of God'.

This is a life-giving material that runs throughout Earth, a substance that is accessible to everyone. Chemically isolated, it literally glows. And yet humanity, on the whole, has turned it into a pollutant, **(5)** _____ in the wrong places. In excess, it causes algae to overgrow and suffocate other aquatic life. Our species' relationship with this essential element has mirrored our own trajectory from living within nature's cycles to imposing extractive systems on the planet. By mining million-year-old phosphate and releasing it into the world's waters, we are changing the biological composition, and even the geological structure, of the world. Understanding the phosphorus cycle means reckoning with our influence on Earth.

Across ages, phosphorus limits life: it is the single element, on a global level, that determines the quantity of biomass in existence. That is because it is the rarest of those most necessary. Life may be constrained, in different places, by other elements or other circumstances, but within the context of the most extensive planetary measures, it is phosphorus that has been the great factor that decides how life happens.

(Adapted from Lohmann, J. (2025, November 20). *Our phosphorescent world*. *Aeon*. Available at: <https://aeon.co/essays/the-cycling-of-phosphorus-is-the-basis-for-all-life-on-earth>)

READING COMPREHENSION – continued

A. Read the article *Our Phosphorescent World* and decide which sentence parts (A) – (H) best fit into each of the gaps (1) – (5) in the article. Write the correct letters in the answer chart below. Three sentence parts are extra and do not fit any gap.

- A) as life and Earth evolved
- B) because storms are stronger in winter on the Atlantic coast
- C) so the shoreline becomes a kind of seasonal harvest ground for us
- D) incomers like me, and those who have stayed forever
- E) turning clear water into green, oxygen-poor habitats over time
- F) such as nitrogen and potassium
- G) creating life and death
- H) every living being needs it to grow

| 1. | 2. | 3. | 4. | 5. |
|----|----|----|----|----|
| | | | | |

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

1. What does the man from the nearby village do in winter?

- A) Burn seaweed for heat.
- B) Drive a tractor to pull seaweed to higher ground.
- C) Ship seaweed to the mainland.
- D) Dig new river channels.

2. According to the text, where is phosphorus stored?

- A) Only in seawater.
- B) Only in plants.
- C) In rock and organic material.
- D) In the atmosphere.

3. Which sequence best matches the phosphorus cycle described?

- A) Magma/mountains → rivers → waste → oceans
- B) Oceans → clouds → deserts → magma
- C) Forests → animals → glaciers → volcanoes

D) Atmosphere → oceans → rocks → atmosphere

4. What happened when Pangaea broke apart, according to the text?

- A) Phosphorus became trapped underground.
- B) Ocean levels fell sharply.
- C) Newly exposed continental edges allowed phosphorus into the oceans.
- D) Life almost disappeared due to cold.

5. When the author calls phosphorus a “literal crystallisation of life,” they most nearly mean:

- A) It is always shaped like crystals.
- B) It physically represents life’s dependence on Earth’s chemistry.
- C) It was created by humans.
- D) It exists only in living organisms.

1 point/correct answer

Total: _____ / 10 pts

LISTENING COMPREHENSION

You will hear an interview with Rebecca Lehmann, Associate Professor of English and Gender and Women’s Studies, about “Breaking the Rules of Poetry.” Fill in the gaps (01–10) with ONE or TWO words. You will hear the recording twice. You can score up to five points in this exercise.

01. Besides teaching, Rebecca is a poet, _____, and editor. (1 word)
02. Being shut in for a year with _____ changed her view. (2 words)
03. Anne Boleyn was Henry VIII’s _____. (2 words)
04. Her earlier fear was, “What if I tried and _____?” (1 word)
05. The professor often teaches a class for _____ writing students. (1 word)

0.5 point/correct answer

Total: _____ / 5 pts

Autorka: Mgr. Zuzana Sucháňová, PhD.

Recenzentka: PaedDr. Anna Brisudová

Korektor: Joshua M. Ruggiero

Olympiáda v anglickom jazyku – krajské kolo 2026

Vydal: NIVAM – Slovenský inštitút vzdelávania a mládeže, Bratislava 2026