



Евразийская лингвистическая олимпиада
Заключительный тур 2023-2024

Талон ответов

Шифр А9-234

АУДИРОВАНИЕ
10-11 классы

Вариант № 2

| | a) | b) | c) | d) | e) |
|----------|----|----|----|----|----|
| 1 | 5 | 9 | 7 | 8 | 10 |
| 2 | 1 | 2 | 3 | 6 | 7 |
| 3 | 4 | 3 | 3 | 4 | 2 |
| 4 | 3 | 3 | 4 | 2 | 4 |
| 5 | 7 | 9 | 10 | 2 | 1 |



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ТЕСТ. БЛОК 1.

10-11 классы

Вариант № 2

| | a) | b) | c) | d) | e) |
|----|----|----------------|-----------------|-----------------|----|
| 1 | 2 | 1 | 3 | 3 | 1 |
| 2 | 2 | 1 | 2 | 2 | 2 |
| 3 | 2 | 1 | 1 | 2 | 1 |
| 4 | 5 | 2 | 1 | 4 | 7 |
| 5 | 2 | 3 | 2 | 1 | 2 |
| 6 | 3 | 2 | 1 | 2 | 4 |
| 7 | 3 | 5 | 7 | 8 | 1 |
| 8 | 9 | 6 | 4 | 5 | 8 |
| 9 | 7 | 3 1 | 1 6 | 2 | 5 |
| 10 | 9 | 8 3 | 3 11 | 11 5 | 2 |
| 11 | 3 | 2 | 3 | 2 | 4 |
| 12 | 6 | 7 | 2 | 4 | 1 |
| 13 | 6 | 5 | 2 | 7 | 1 |
| 14 | 2 | 1 | 1 | 2 | 2 |
| 15 | 2 | 2 | 2 | 1 | 1 |



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ТЕСТ. БЛОК 2.

10-11 классы

Вариант № 2

| | |
|----|---|
| 16 | <p>1) But what could the thoughts of those creatures matter to someone who stood there bleeding to death, pierced to the heart, to the heart, by such a letter.</p> <p>2) With the gloom of the contraltos added, one could scarcely help shuddering.</p> <p>3) the younger girls began to feel positively frightened. The older girls were crimson; some of the younger ones began to cry.</p> <p>4) Pay no attention to letter, must have been mad, bought hat-stand today.</p> |
| 17 | <p>With the gloom of the contraltos added, one could scarcely help shuddering.</p> <p>1) Basil wrote that he was not going to marry Miss Meadows and that the idea of settling down filled him with disgust.</p> <p>2) As Miss Meadows was dejected at the beginning of the lesson, she asked the students to play a sad piece of music. After receiving a telegram from Basil, she ordered to play joyful music.</p> <p>3) Everyone was surprised because Miss Meadows was 5 years older than Basil.</p> <p>4) On the wings of hope, of love, of joy... Miss Meadows voice sounded over all the other voices - full, deep, glowing with expression.</p> |
| 18 | <p>1) ...the younger girls began to feel positively frightened.</p> <p>2) The older girls were crimson; some of the younger ones began to cry.</p> <p>1) walked heavily and slowly through the corridors</p> <p>2) having his/her heart broken</p> <p>3) in an earnest, serious voice</p> <p>4) to be extremely afraid of something</p> <p>5) screamed angrily at her girls</p> |
| 19 | <p>1) sadness</p> <p>2) breathing</p> <p>3) hurried</p> <p>4) corridor</p> <p>5) morose</p> |
| 20 | <p><u>"A TELEGRAM OF HAPPINESS"</u></p> <p>Miss Meadows, bewildered by her fiance's refusal to marry her, was in no mood for teaching the students. As soon as she received a "telegram of happiness" from Basil, her spirits lifted and her life became meaningful again. The telegram made her as happy as Larry.</p> |



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ТВОРЧЕСКОЕ ЗАДАНИЕ

Chat GPT has evolved greatly during the past few years. Nowadays everyone has an opportunity to use it for free and find an answer to any question within a few seconds.

Although Chat GPT has numerous advantages, it can lead to the downfall of education. Firstly, with the development of AI students lose an ability of critical thinking and analysing large pieces of information themselves. As a result, they are unable to conduct research without the help of Chat GPT. Secondly, AI may increase the level of students' laziness, for they gradually become used to having their homework done by Chat GPT. Overall, excessive usage of AI results in the loss of some crucial abilities, including critical thinking and information analysis, ~~and~~

Personally, I agree with the fact that Chat GPT may lead to the downfall of education. However, we should not underestimate its benefits. AI can be used as a powerful tool for improving academic performance. For instance, Chat GPT may provide^e foreign language learners with the exercises to practice their language skills.

To conclude, Chat GPT is a useful tool for studying. Nevertheless, people should use AI sensibly so as not to lose their brain's ability to think and to analyse information.

