



Евразийская лингвистическая олимпиада  
Заключительный тур 2023-2024

Талон ответов

Шифр АА-454

АУДИРОВАНИЕ  
10-11 классы

Вариант № 1

	a)	b)	c)	d)	e)
1	10	9	7	1	4
2	1	2	5	6	10
3	<del>1</del> 3	3	5	4	4
4	4	2	3	3	4
5	6	3	7	2	9



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ТЕСТ. БЛОК 1.

10-11 классы

Вариант № 1

	a)	b)	c)	d)	e)
1	3	2	3	3	3
2	1	2	2	1	1
3	2	1	2	2	1
4	4	5	6	8	1
5	3	2	2	3	2
6	2	2	3	1	3
7	4	6	9	7	2
8	5	3	1	2	<del>1</del> 7
9	4	2	1	6	3
10	8	11	8	11	5
11	4	4	3	3	2
12	4	5	3	2	1
13	8	3	2	6	1
14	1	1	2	2	2
15	2	1	2	2	2



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ТЕСТ. БЛОК 2.

10-11 классы

Вариант № 1

16	<ol style="list-style-type: none"><li>1. "make her life in London merely the hopefully forgotten past" "Home was a single-storied dwelling on the shores of the South China Sea"</li><li>2. "It was as cold and alien as Malaysia had seemed six years before."</li><li>3. "Did I really help because Mummy said I was probably more nuisance than I was worth?"</li><li>4. ".... feeling cold and apprehensive."</li></ol>
17	<ol style="list-style-type: none"><li>1. Julie spende(d) 6 years outside the UK.</li><li>2. Emma was handing out all magazines helping the stewardess on the flight.</li><li>3. Emma was like an albinosis, her pale skin did not respond to sunlight, her hair was black and completely straight.</li><li>4. From the text we see that Julie avoided looking in her <sup>his hand's</sup> direction, plus "she hugged her coat closer about her."</li></ol>
18	<ol style="list-style-type: none"><li>1. decided, depended <del>upon</del> upon herself</li><li>2. to move eyes real quickly</li><li>3. lips rised at the corners of one's mouth; smiling</li><li>4. a crowd of people</li><li>5. <del>she</del> pulled her by the arm</li></ol>
19	<ol style="list-style-type: none"><li>1. grey</li><li>2. playfully</li><li>3. hard</li><li>4. anxious</li><li>5. <del>she</del> rapid</li></ol>
20	<p>"An Unpleasant Greeting": <del>From the text, the choice of such title</del> <sup>totally</sup> implements the irony of Julie's arrival. Starting from the <sup>step-off</sup> <del>beginning</del>, her day <del>was</del> <sup>consisted</sup> of bad news, evil jokes and stress. Her precous child felt anxious, about her body, London looked messy and grim. Moreover, the pain and doom was scorch(ed) on Julie's face due to the <sup>meeting</sup> <del>meeting</del> with her ex-hus band.</p>



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ТВОРЧЕСКОЕ ЗАДАНИЕ

AI in Education: Savior or Saboteur?

The rise of artificial intelligence, particularly Chat GPT has sparked a contentious debate. Is it truly a remedy for busy students or a bad thing in order to discourage students from their researches. The majority mentions AI as a bane to the decline of education by fostering dependency and diluting human interaction. Critics say Chat GPT is a threat for our possibility to think critical. They fear that reliance on AI may breed intellectual laziness, idle behaviour.

However, to label Chat GPT only as a harbinger of educational downfall is a stupid thing to do. Personally, I suggest looking at AI as a revolutionary, complex implement in the sphere of studies: it acts as a vast library, available 24/7, offering a variety of learning methods and materials. Moreover, as a ~~representative of my generation~~ teenager, I totally agree that our skill at ~~rapid~~ rapid researching and curiosity is far more than boomer's.

As I see it, this ~~robot~~ (Chat GPT) really offers students a chance to analyze better, write better and form the own conclusions.

To sum up, I am on the ~~side~~ <sup>opinion</sup> that humanity needs to find a balanced approach, where AI complements and not replaces the traditional system. All in all, ~~it is not about the AI~~ ~~regarding it as a threat~~, it is about us who



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needs to find an agreement among us and  
new technologies.