

Евразийская лингвистическая олимпиада  
Заключительный тур 2024-2025

Талон ответов

Шифр A99306-31

Заполняется Оргкомитетом олимпиады

АУДИРОВАНИЕ

9 класс

Вариант № 2

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

|   |                                                                                                                                                                                                                                                                                                                                                                                          |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | <p>The main negative effect of computer-based learning is the lack of students' privacy. When we speak about AI-based learning, we suppose that AI will scan students' minds to analyze their thoughts and find the most effective way of teaching. This, however, also means that students' private thoughts will be known to the computer, which is bad for students' development.</p> |
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ТЕСТ. БЛОК 1.

9 класс

Вариант № 2

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

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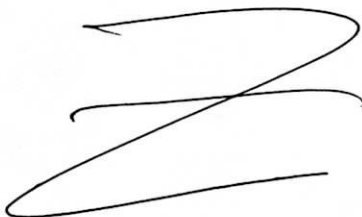
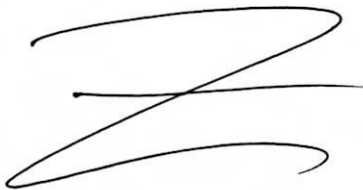
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ТЕСТ. БЛОК 2.

9 класс

Вариант № 2

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16 | 1. F, "possibly becoming a lifelong issue". 2. T, "...who believe their abilities are unchangeable, and those... who <del>believe</del> think they can improve through effort. <del>For</del> every mathematical problem has multiple solutions." 4. T, "...assessed the participants' motivation to solve maths problems... measured each activity linked to motivation." 5. T, "being bad" at maths isn't fixed - it's... formed from ineffective teaching" |
| 17 | 1. The students who have this problem. 2. It can help students overcome maths anxiety. 3. They gave them questions phrased in two ways according to the mindset theory. 4. It increased, because they understood that the problem can be solved in multiple ways. 5. With multiple solution paths or visual elements.                                                                                                                                         |
| 18 |                                                                                                                                                                                                                                                                                                                                                                            |
| 19 |                                                                                                                                                                                                                                                                                                                                                                            |
| 20 | Maths anxiety - a fear of maths <del>and a sense of failure</del> - is a problem faced by many students. This problem, <del>however</del> , can be solved.<br>There are two types of people - those who think their abilities are unchangeable and those who think they can improve. Encouraging the second type can help to overcome maths anxiety. Research suggests that it can be achieved by presenting multiple solution paths. ex.                     |