

Евразийская лингвистическая олимпиада  
Заключительный тур 2024-2025

Бланк ответов 10-11 класс

Шифр Kv-Ag11-2

АУДИРОВАНИЕ

Вариант № 1

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

Евразийская лингвистическая олимпиада  
Заключительный тур 2024-2025

Бланк ответов 10-11 класс

Шифр K2-A811-2

ТВОРЧЕСКОЕ ЗАДАНИЕ (лист 1)

ВАРИАНТ № 1

The problem of world hunger is gaining more and more traction nowadays. In rural and remote areas the direct causes of this are distribution, as well as too low of a level of economy for the people to buy food. Governments provide aid for the starving, however, it is never enough. There are also regions under the threat of harsh military regimes, where natives are forced to be left with nothing.

When considering possible solutions to this issue, the public should obviously give <sup>the</sup> most attention to spreading awareness. A vast variety of voluntary organisations and charities accept support from all over the world and in my opinion, it should become normalised to help those in need on a regular basis. Furthermore, by concerning a larger number of wealthy and powerful individuals, the problem could further be addressed by more government officials. I would also suggest that, instead of wasting produce, big corporations develop a system of distributing it to smaller countries.

In conclusion, there are multiple ways in which regular citizens, public figures, and governments can contribute to ensuring populations being fed properly. It is certainly an issue that cannot be ignored and, hopefully, will cease to exist in the following years.

Евразийская лингвистическая олимпиада  
Заключительный тур 2024-2025

Бланк ответов 10-11 класс

Шифр Кз-АА-11-2

ТВОРЧЕСКОЕ ЗАДАНИЕ (лист 2)

ВАРИАНТ № 1

Евразийская лингвистическая олимпиада  
Заключительный тур 2024-2025

Бланк ответов 10-11 класс

Шифр K2-A811-2

ТЕСТ. БЛОК 1.  
Вариант № 1

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

Евразийская лингвистическая олимпиада  
Заключительный тур 2024-2025

Бланк ответов 10-11 класс

Шифр K2-AЯ11-2

**ТЕСТ. БЛОК 2.**

**10-11 классы**

Вариант № 1

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 16 | <p>1) The humidity throughout the long day had been exhausting and not even the air conditioning could cope entirely with the damp heat.</p> <p>2) ...with the constant demands of a fractious, unhappy woman; She knew that Adele would not appreciate such sentiments; Maybe her congenital weakness was to blame.</p> <p>3) Rebecca swam strongly out to where the water deepened to dappled green and turning on to her back floated for a while, her hair spread like seaweed around her.</p> |
| 17 | <p>1) Rebecca had been Adele's nurse for approximately two years.</p> <p>2) Adele was in her late twenties, as she had come there 10 years ago.</p> <p>3) She liked that no one bothered her there and enjoy her peace</p> <p>4) Adele suffered from a heart condition</p> <p>5) She related to Adele's willingness to escape a hard situation.</p>                                                                                                                                                |
| 18 | <p>1) light wind emerged</p> <p>2) something compulsory that people had to do for her</p> <p>3) acquired condition</p> <p>4) sacred place which is unique</p> <p>5) get on with work</p>                                                                                                                                                                                                                                                                                                           |
| 19 | <p>1) attempting</p> <p>2) different</p> <p>3) stubborn</p> <p>4) helpless</p> <p>5) frightening</p>                                                                                                                                                                                                                                                                                                                                                                                               |
| 20 | <p>I would entitle this story as "Island Life". There is a day in life of a nurse depicted in the text, but there is also background information on how and why the main character got to the island. We see the relationship between people who live in the same conditions and endure each other.</p>                                                                                                                                                                                            |