



41-27-91-88  
(128.1)



**МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
имени М.В.ЛОМОНОСОВА**

Вариант \_\_\_\_\_

Место проведения Москва  
город

**ПИСЬМЕННАЯ РАБОТА**

Олимпиада школьников \_\_\_\_\_  
наименование олимпиады

по иностранным языкам  
профиль олимпиады

Кондрашовой Екатерины Александровны  
фамилия, имя, отчество участника (в родительном падеже)

Дата  
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Подпись участника  
Кондр

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## TASK 1.

- 1) C
- 2) E
- 3) B
- 4) D
- 5) A

10

Умение  
 решать  
 задачи  
 быстро

99.

10/10  
 Каренкина

## TASK 2.

- 1) Which professions are thought to be unsuitable for robots?
- 2) What benefits do robots bring to the field of medicine?
- 3) Why the complete replacement of teachers by robots is considered to be unlikely?
- 4) In what conditions can robots make more effective workers than human beings?
- 5) What problems in the realm of education can be solved by robots?

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## TASK 3.

The article "Robot teachers?" by Ian Wright, published in the News, discusses possible roles robots can play in the educational sphere.

It's hard to deny that robots are invaluable assets in medicine and some other fields, but the question whether machines are able to substitute

teachers sparks debate. For example, British expert Anthony Seldon is convinced that robots have the potential to replace ~~people~~ humans in this profession, while most people adhere to the idea that this job entails special personal qualities that robots don't possess. However, we still can make use of the technology, since robots might complete some paper work or teach children in the remote areas where working conditions are harsh.

As for my stance on the issue, I wholeheartedly agree that human participation is vital in the teaching profession, but we shouldn't forget about the useful contribution robots can make to the educational process.

#### TASK 4.

#### A Dream that Determined my Life

All of a sudden, I turned into an air balloon floating high in the blue sky. Rivers, forests and fields were slowly passing under me. The sun was shining brightly. I felt so light and free! This feeling of freedom filled me with unadulterated joy. I was just savouring my life.

"It's high time you got up!" a rude voice violently intervened into the paradise. "John, are you going to the forest with me?" my elder sister Margaret continued to shout angrily. I had

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no choice but to give in and go to help her pick some strawberries. The following day was actually my birthday, and the strawberries were needed for a cake, but I had some faults to make up for, so I had to go. The dream I saw repeated each and every night. I couldn't help thinking about it. Our road to the local forest laid past a vast field. "Margaret, this land is idle, isn't it? I've never seen people using it," I began talking to my sister. She stopped for a moment and answered, "We've already discussed it, John. There's no way we can build our own air balloon and test it here. It's just impossible." Of course, she told me about it every time I asked her about the field. Margaret was never cruel to me, but she was always unwilling to listen to my often quixotic ideas. I was an impressionable child, and all adventure stories my parents familiarised me with were inevitably etched on my memory and caused me to ~~dec~~aspire to my own adventures on a huge air balloon. As I let my imagination run wild, this idea followed me everywhere, even in my sleep. It came in the form of a peculiar dream where I turned into an air balloon and floated over the nearby area. I had a craving for experiencing the sense of freedom I had in my dream in real life. This desire prompted me

to ~~create~~ make up fantastic plans of building my own air balloon, Margaret was so annoyed by. However, that day she was pleased with my aid and I didn't run into any trouble. When I woke up the next morning, my family gave me my birthday presents. As Margaret was saying some kind words to me, I caught sight of something gigantic appearing in the window behind her back. At first I didn't believe my ~~the~~ eyes. I thought that I was still sleeping. But when everyone turned their faces to the window and looked astounded, I understood that it wasn't my dream. It was a real air balloon, floating over the field. Without further ado, we ran into the field and watched the immense object. When its flight was finally over, two men responsible for it asked me whether I wanted to fly on it. It turned out that they would use the field as a launching pad for air balloons, ~~paragliding~~ and other types of such flying transport. With my parents' reluctant agreement, there I was on a real air balloon having the best time of my life.

This experience was unforgettable for me. The feelings I had during that flight were even more astute than in my dreams. Now that I'm a pilot, I always refer to this case to highlight

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the importance of a child's dream and the influence it can have on their later life. In my free time, I work in a museum dedicated to aviation and tell children about my lot. Whenever it's possible, I don't refuse to take those as inspired as I was on a test flight. Who knows what it may result in?

$$10 + 10 + 34 + 45 = 99$$

~~Yours truly,~~

- 1) C
- 2) E
- 3) B
- 4) D
- 5) A

1) ~~What~~ ~~are~~ ~~prof~~ ~~essions~~ ~~that~~ ~~can~~ ~~be~~ ~~done~~ ~~without~~ ~~further~~ ~~aid~~ ~~?~~ ~~What~~ ~~benefits~~ ~~can~~ ~~robots~~ ~~bring~~ ~~to~~ ~~the~~ ~~area~~ ~~field~~ ~~of~~ ~~an~~ ~~air~~ ~~pilot~~ ~~?~~ ~~I~~ ~~always~~ ~~rely~~ ~~on~~ ~~medicine~~ ~~?~~ ~~My~~ ~~family~~ ~~gave~~ ~~me~~ ~~this~~ ~~as~~ ~~the~~ ~~best~~ ~~gift~~ ~~at~~ ~~my~~ ~~birth~~ ~~day~~ ~~most~~ ~~oft~~ ~~en~~ ~~?~~

2) Why ~~is~~ ~~the~~ ~~opinion~~ ~~it~~ ~~is~~ ~~considered~~ ~~as~~ ~~the~~ ~~complete~~ ~~replacement~~ ~~of~~ ~~teacher~~ ~~by~~ ~~robots~~ ~~is~~ ~~considered~~ ~~to~~ ~~be~~ ~~unlikely~~ ~~?~~ ~~As~~ ~~Margaret~~ ~~says~~ ~~in~~ ~~my~~ ~~opinion~~ ~~it~~ ~~was~~ ~~very~~ ~~unlikely~~ ~~to~~ ~~be~~ ~~done~~ ~~in~~ ~~the~~ ~~past~~ ~~few~~ ~~years~~ ~~because~~ ~~of~~ ~~the~~ ~~complex~~ ~~nature~~ ~~of~~ ~~the~~ ~~task~~ ~~and~~ ~~the~~ ~~need~~ ~~for~~ ~~human~~ ~~judgment~~ ~~and~~ ~~creativity~~ ~~in~~ ~~education~~ ~~is~~ ~~crucial~~ ~~for~~ ~~the~~ ~~development~~ ~~of~~ ~~children~~ ~~and~~ ~~the~~ ~~future~~ ~~of~~ ~~society~~ ~~as~~ ~~a~~ ~~whole~~ ~~?~~

3) Can robots be of any use in the realm of education? ~~It~~ ~~is~~ ~~not~~ ~~clear~~ ~~if~~ ~~robots~~ ~~can~~ ~~be~~ ~~of~~ ~~any~~ ~~use~~ ~~in~~ ~~the~~ ~~realm~~ ~~of~~ ~~education~~ ~~?~~ ~~They~~ ~~can~~ ~~potentially~~ ~~provide~~ ~~personalized~~ ~~learning~~ ~~experiences~~ ~~and~~ ~~assist~~ ~~with~~ ~~grading~~ ~~and~~ ~~administrative~~ ~~tasks~~ ~~?~~ ~~However~~ ~~they~~ ~~may~~ ~~lack~~ ~~the~~ ~~ability~~ ~~to~~ ~~understand~~ ~~complex~~ ~~concepts~~ ~~and~~ ~~provide~~ ~~the~~ ~~emotional~~ ~~support~~ ~~and~~ ~~guidance~~ ~~that~~ ~~is~~ ~~often~~ ~~needed~~ ~~in~~ ~~education~~ ~~?~~

4) What problems in the realm of education can be solved by robots? ~~There~~ ~~are~~ ~~several~~ ~~problems~~ ~~in~~ ~~the~~ ~~realm~~ ~~of~~ ~~education~~ ~~that~~ ~~can~~ ~~be~~ ~~solved~~ ~~by~~ ~~robots~~ ~~?~~ ~~For~~ ~~example~~ ~~robots~~ ~~can~~ ~~assist~~ ~~with~~ ~~grading~~ ~~and~~ ~~administrative~~ ~~tasks~~ ~~?~~ ~~They~~ ~~can~~ ~~also~~ ~~provide~~ ~~personalized~~ ~~learning~~ ~~experiences~~ ~~and~~ ~~assist~~ ~~with~~ ~~the~~ ~~development~~ ~~of~~ ~~children~~ ~~with~~ ~~special~~ ~~needs~~ ~~?~~ ~~However~~ ~~robots~~ ~~cannot~~ ~~replace~~ ~~teachers~~ ~~and~~ ~~the~~ ~~human~~ ~~element~~ ~~is~~ ~~essential~~ ~~for~~ ~~education~~ ~~?~~

5) What is the main advantage of robots? ~~The~~ ~~main~~ ~~advantage~~ ~~of~~ ~~robots~~ ~~is~~ ~~that~~ ~~they~~ ~~can~~ ~~work~~ ~~24~~ ~~hours~~ ~~a~~ ~~day~~ ~~and~~ ~~do~~ ~~not~~ ~~get~~ ~~tired~~ ~~?~~ ~~They~~ ~~can~~ ~~also~~ ~~perform~~ ~~tasks~~ ~~that~~ ~~are~~ ~~dangerous~~ ~~or~~ ~~time-consuming~~ ~~for~~ ~~humans~~ ~~?~~ ~~Additionally~~ ~~robots~~ ~~can~~ ~~provide~~ ~~personalized~~ ~~learning~~ ~~experiences~~ ~~and~~ ~~assist~~ ~~with~~ ~~grading~~ ~~and~~ ~~administrative~~ ~~tasks~~ ~~?~~

6) Which professions are thought to be unsuitable for robots? ~~There~~ ~~are~~ ~~several~~ ~~professions~~ ~~that~~ ~~are~~ ~~thought~~ ~~to~~ ~~be~~ ~~unsuitable~~ ~~for~~ ~~robots~~ ~~?~~ ~~For~~ ~~example~~ ~~teaching~~ ~~and~~ ~~counseling~~ ~~are~~ ~~professions~~ ~~that~~ ~~require~~ ~~human~~ ~~judgment~~ ~~and~~ ~~creativity~~ ~~?~~ ~~Other~~ ~~professions~~ ~~that~~ ~~are~~ ~~thought~~ ~~to~~ ~~be~~ ~~unsuitable~~ ~~for~~ ~~robots~~ ~~include~~ ~~art~~ ~~and~~ ~~music~~ ~~?~~

7) Why can robots be more effective workers than human beings in harsh working conditions? ~~Robots~~ ~~can~~ ~~be~~ ~~more~~ ~~effective~~ ~~workers~~ ~~than~~ ~~human~~ ~~beings~~ ~~in~~ ~~harsh~~ ~~working~~ ~~conditions~~ ~~because~~ ~~they~~ ~~do~~ ~~not~~ ~~get~~ ~~tired~~ ~~and~~ ~~are~~ ~~not~~ ~~affected~~ ~~by~~ ~~weather~~ ~~conditions~~ ~~?~~ ~~They~~ ~~can~~ ~~also~~ ~~perform~~ ~~tasks~~ ~~that~~ ~~are~~ ~~dangerous~~ ~~or~~ ~~time-consuming~~ ~~for~~ ~~humans~~ ~~?~~

8) In which respect are robots more effective workers than human beings in harsh working conditions? ~~Robots~~ ~~can~~ ~~be~~ ~~more~~ ~~effective~~ ~~workers~~ ~~than~~ ~~human~~ ~~beings~~ ~~in~~ ~~harsh~~ ~~working~~ ~~conditions~~ ~~because~~ ~~they~~ ~~do~~ ~~not~~ ~~get~~ ~~tired~~ ~~and~~ ~~are~~ ~~not~~ ~~affected~~ ~~by~~ ~~weather~~ ~~conditions~~ ~~?~~ ~~They~~ ~~can~~ ~~also~~ ~~perform~~ ~~tasks~~ ~~that~~ ~~are~~ ~~dangerous~~ ~~or~~ ~~time-consuming~~ ~~for~~ ~~humans~~ ~~?~~

9) Can robots make a significant impact on the environment? ~~Robots~~ ~~can~~ ~~make~~ ~~a~~ ~~significant~~ ~~impact~~ ~~on~~ ~~the~~ ~~environment~~ ~~because~~ ~~they~~ ~~can~~ ~~perform~~ ~~tasks~~ ~~that~~ ~~are~~ ~~time-consuming~~ ~~and~~ ~~energy-intensive~~ ~~?~~ ~~They~~ ~~can~~ ~~also~~ ~~produce~~ ~~waste~~ ~~and~~ ~~contribute~~ ~~to~~ ~~pollution~~ ~~?~~

The<sup>1</sup> article<sup>2</sup> "Robots<sup>3</sup> teachers<sup>4</sup>?" by Ian Wright,<sup>5</sup> published<sup>6</sup> in<sup>7</sup> the<sup>8</sup> News,<sup>9</sup> deals<sup>10</sup> with<sup>11</sup> an<sup>12</sup> issue<sup>13</sup> of robots<sup>14</sup> the<sup>15</sup> the<sup>16</sup> issue<sup>17</sup> the<sup>18</sup> the<sup>19</sup> of<sup>20</sup> the<sup>21</sup> possible<sup>22</sup> roles<sup>23</sup> robots<sup>24</sup> can<sup>25</sup> play<sup>26</sup> in<sup>27</sup> the<sup>28</sup> educational<sup>29</sup> sphere.<sup>30</sup>

~~Robots are ~~are~~ invaluable~~

~~It~~<sup>22</sup> is<sup>23</sup> hard<sup>24</sup> to<sup>25</sup> deny<sup>26</sup> that<sup>27</sup> robots<sup>28</sup> are<sup>29</sup> invaluable<sup>30</sup> assets<sup>31</sup> in<sup>32</sup> medicine<sup>33</sup> and<sup>34</sup> some<sup>35</sup> other<sup>36</sup> areas<sup>37</sup>, but<sup>38</sup> the<sup>39</sup> question<sup>40</sup> whether<sup>41</sup> machines<sup>42</sup> are<sup>43</sup> able<sup>44</sup> to<sup>45</sup> substitute<sup>46</sup> teachers<sup>47</sup> sparks<sup>48</sup> debate.<sup>49</sup> For<sup>50</sup> example<sup>51</sup>, British<sup>52</sup> expert<sup>53</sup> Anthony<sup>54</sup> seldom<sup>55</sup> believes<sup>56</sup> that<sup>57</sup> teachers<sup>58</sup> are<sup>59</sup> likely<sup>60</sup> to<sup>61</sup> be<sup>62</sup> robots<sup>63</sup> have<sup>64</sup> the<sup>65</sup> potential<sup>66</sup> to<sup>67</sup> replace<sup>68</sup> humans<sup>69</sup> in<sup>70</sup> this<sup>71</sup> profession.<sup>72</sup> However<sup>73</sup>, most<sup>74</sup> people<sup>75</sup> adhere<sup>76</sup> to<sup>77</sup> the<sup>78</sup> idea<sup>79</sup> that<sup>80</sup> this<sup>81</sup> job<sup>82</sup> requires<sup>83</sup> special<sup>84</sup> personal<sup>85</sup> qualities<sup>86</sup> that<sup>87</sup> robots<sup>88</sup> simply<sup>89</sup> cannot<sup>90</sup> possess.<sup>91</sup> But<sup>92</sup> we<sup>93</sup> still<sup>94</sup> can<sup>95</sup> make<sup>96</sup> use<sup>97</sup> of<sup>98</sup> the<sup>99</sup> technology<sup>100</sup>, since<sup>101</sup> robots<sup>102</sup> can<sup>103</sup> fulfil<sup>104</sup> some<sup>105</sup> paper<sup>106</sup> work<sup>107</sup> or<sup>108</sup> teach<sup>109</sup> children<sup>110</sup> in<sup>111</sup> the<sup>112</sup> remote<sup>113</sup> areas<sup>114</sup> where<sup>115</sup> working<sup>116</sup> conditions<sup>117</sup> are<sup>118</sup> hard.<sup>119</sup>

As<sup>120</sup> for<sup>121</sup> my<sup>122</sup> stance<sup>123</sup> on<sup>124</sup> the<sup>125</sup> problem<sup>126</sup>, I<sup>127</sup> wholeheartedly<sup>128</sup> agree<sup>129</sup> that<sup>130</sup> being<sup>131</sup> a<sup>132</sup> teacher<sup>133</sup> entails<sup>134</sup> that<sup>135</sup> humans<sup>136</sup> are<sup>137</sup> vital<sup>138</sup> for<sup>139</sup> participation<sup>140</sup> in<sup>141</sup> the<sup>142</sup> teaching<sup>143</sup> profession<sup>144</sup>, but<sup>145</sup> we<sup>146</sup> should<sup>147</sup> not<sup>148</sup> forget<sup>149</sup> about<sup>150</sup> the<sup>151</sup> advantages<sup>152</sup> robots<sup>153</sup> can<sup>154</sup> contribute<sup>155</sup> to<sup>156</sup> the<sup>157</sup> useful<sup>158</sup> contribution<sup>159</sup> robots<sup>160</sup> can<sup>161</sup> make<sup>162</sup> to<sup>163</sup> the<sup>164</sup> education<sup>165</sup> of<sup>166</sup> the<sup>167</sup> process.<sup>168</sup> ~~It~~ ~~is~~ ~~not~~ ~~like~~ ~~a~~ ~~balloon~~



~~There~~ I was <sup>full</sup> of an undiluted joy. <sup>she was</sup>  
~~she was~~ ~~wonder~~ of ~~a child's~~  
 I was ~~dream~~ ~~came~~ of a dream  
~~hand~~ ~~build~~ our <sup>we have already</sup>  
~~own~~ ~~air~~ ~~balloon~~ <sup>if discussed it, John, there's</sup>  
 I felt so <sup>light</sup> <sup>and</sup> <sup>free</sup> <sup>! I felt</sup>  
~~it~~ ~~didn't~~ ~~have~~ ~~a~~ ~~call~~ ~~in~~ ~~the~~ ~~world~~.  
~~It's~~ ~~nonsense!~~ ~~impossible~~ ~~no~~ ~~way~~ ~~we~~  
~~was~~ ~~this~~ ~~feeling~~ ~~of~~ ~~freedom~~ ~~filled~~  
<sup>Margaret was</sup> <sup>couldn't</sup> <sup>use</sup> <sup>it</sup> <sup>for</sup>  
 me with undiluted joy. Of course,  
<sup>never</sup> <sup>could</sup> <sup>to</sup>  
<sup>never</sup> <sup>listened</sup> <sup>to</sup>  
 "Come on!" It's ~~already~~ ~~the~~ ~~right~~ ~~time~~  
<sup>about</sup> <sup>it</sup> <sup>every</sup> <sup>she</sup> <sup>told</sup> <sup>me</sup>  
 you got up!" a rude voice <sup>interrupted</sup>  
 violently intervened into the paradise  
 my older sister <sup>she</sup> <sup>stopped</sup> <sup>for</sup> <sup>a</sup> <sup>moment</sup>  
 shout to me <sup>and</sup> <sup>answered</sup>,  
 "Are you going to the forest with me?"  
 "Are you going to the forest with me?"  
 "My sister <sup>is</sup> <sup>idle</sup>, <sup>isn't</sup> <sup>it</sup> <sup>and</sup> <sup>she</sup> <sup>never</sup> <sup>sees</sup> <sup>people</sup> <sup>using</sup> <sup>the</sup> <sup>forest</sup> <sup>for</sup> <sup>anything</sup> <sup>other</sup> <sup>than</sup> <sup>to</sup> <sup>gather</sup> <sup>strawberries</sup>."  
 I had no choice but to give in  
 and go to pick strawberries. <sup>and</sup> <sup>all</sup> <sup>adventure</sup> <sup>in</sup>  
 The following day <sup>was</sup> <sup>actually</sup> <sup>just</sup> <sup>so</sup>  
 and the strawberries were <sup>needed</sup> <sup>for</sup> <sup>the</sup> <sup>cake</sup>.  
 but ~~promise~~ but <sup>and</sup> <sup>caused</sup> <sup>me</sup> <sup>to</sup> <sup>go</sup>.  
 I had some faults to make

dream about my own adventures on a huge air balloon. This idea followed me even in my night sleep, ~~as~~ in my dreams I turned into an air balloon.

As I let my imagination run wild this idea without further ado, ~~I~~<sup>we</sup> ran into the field and watched the immense air balloon. When its flight ended, two men responsible for me

~~the fantastic experience couldn't leave me indifferent~~

~~This unforgettable experience couldn't leave me indifferent~~

This experience proved to be ~~to~~ was unforgettable for me. The feeling I had during the flight was even more acute and ~~pleasant~~ breath-taking than it was in my dreams.