

A N S W E R K E Y

GRAMMAR – 15pts

- | | |
|-----------------------|---------------------------|
| 1. C happened | 9. C passes |
| 2. B had just arrived | 10. B the |
| 3. C where | 11. A being |
| 4. D with | 12. D where it comes from |
| 5. B could not | 13. C experience |
| 6. A will often | 14. A than |
| 7. B lead | 15. B will suffer |
| 8. D does not | |

VOCABULARY – 10pts

- | | |
|----------------|----------------|
| 1. skilled | 6. dominant |
| 2. historian | 7. highly |
| 3. carefully | 8. religious |
| 4. complicated | 9. curious |
| 5. maker | 10. mysterious |

READING COMPREHENSION – 10pts

A

1 F 2 B 3 E 4 C 5 H

B

1 B 2 A 3 C 4 D 5 C

LISTENING COMPREHENSION – 5pts

1 T 2 F 3 T 4 NS 5 F 6 T 7 F 8 NS 9 NS 10 T

LISTENING TAPESCRIPT

(Please read twice.)

You will hear an article titled 'A Bot Might Have Written This'. Pay close attention and for each statement, decide whether it is true (T), false (F), or not stated in the article (NS). Circle the correct answer for each statement. You can score up to five points in this exercise.

A Bot Might Have Written This

When a colleague told me that ChatGPT could write a one-page response to a complex work of literature in under fifteen seconds, I thought it was impossible. A few days later, I created my own ChatGPT account, typed in an instruction that I had recently given to my ninth-grade students, and watched as ChatGPT produced a very good essay. In that one moment, I realised that everything about the secondary English classroom was about to change.

The U.S. Department of Defense began working on artificial intelligence (AI) in the 1950s. The goal of AI development was to create programming that would help the military with problem-solving and planning. Nowadays, people no longer recognise certain AI-powered devices and apps, such as smartphones, self-driving cars, and chat-bots, as AI because they have become part of our daily lives. ChatGPT, however, is different from Google Maps, for example. It can answer questions about deep topics, like the meaning of life, or it can revise a business letter. But ChatGPT is also problematic because it doesn't truly "think" by itself; it can only respond to very specific directions.

In the article "[Should Artificial Intelligence Be Regulated?](#)" Amitai and Oren Etzioni argue that the more complex the AI, the more rules it requires. They explain that keeping an eye on ChatGPT is difficult because its coding is too large and detailed for humans to fully understand. Is it even possible for ChatGPT's creators to regulate it?

Without clear rules, users can use ChatGPT however they see fit, which has already affected the world of education. Research carried out by the Walton Family Foundation showed that 33 percent of kids aged 12 to 17 use ChatGPT for schoolwork and 51 percent of teachers report using ChatGPT in lesson planning. In other words, both teachers and students are using ChatGPT without limits or specific instructions.

Ignoring this issue could lead to the misuse of a programme that society does not fully understand. Imagine a generation of students and professionals who depend on a machine to think for them. This could result in cheating on both ends: students will have ChatGPT write their essays, and teachers will use ChatGPT to grade them. ChatGPT can be incredibly useful and reliable, but individual users must be informed about when and how to use it responsibly. Some teachers have already started discussing this with their students, saying that while the technology is complex, it can be a valuable classroom resource if its use is recognized and discussed.

OpenAI, ChatGPT's parent company, is not going to slow down its development. So, teachers and their communities must work together to integrate this new technology into units and lessons. Otherwise, we risk creating a world in which machines truly do the thinking for both pupils and their instructors, which would likely mean the end for the types of critical and abstract thinking teachers try to encourage.

(Adapted from Vogt, M.: *A Bot Might Have Written This*, JSTOR Daily, May 3, 2023. [online]. Retrieved from: [A Bot Might Have Written This - JSTOR Daily](#))

S P E A K I N G – R O L E P L A Y

STUDENT: As an Erasmus student in Britain, you are a member of the student council planning a school event. Discuss with the teacher:

- a) The type of event you want to organize (e.g., sports day, talent show, cultural fair).
- b) Ideas for activities, decorations, and food.
- c) How to involve other students and teachers and promote the event.

S P E A K I N G – R O L E P L A Y

TEACHER: You are a teacher advising the student council at a British school. Provide suggestions and feedback on their plans. Ask questions about logistics, budget, and student participation.

SPEAKING – PICTURES

Discuss how technology impacts your daily life. Focus on the gadgets you use, how they help in your studies or hobbies, and your views on the role of technology in the future. Use the pictures to show the devices you use, apps or software you find useful, and any tech-related activities you enjoy.



PICTURES – REFERENCES

Picture 1.: Cunningham, S. How We Learn in the Digital Distraction Era. In: *INSIDEHOOK*, November 25, 2016. [online]. Retrieved from: <How We Learn in the Digital Distraction Era - InsideHook>

Picture 2.: Guzman, R. *Software Mind Map*. [online]. Retrieved from: <SOFTWARE - Mind Map (mindomo.com)>

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