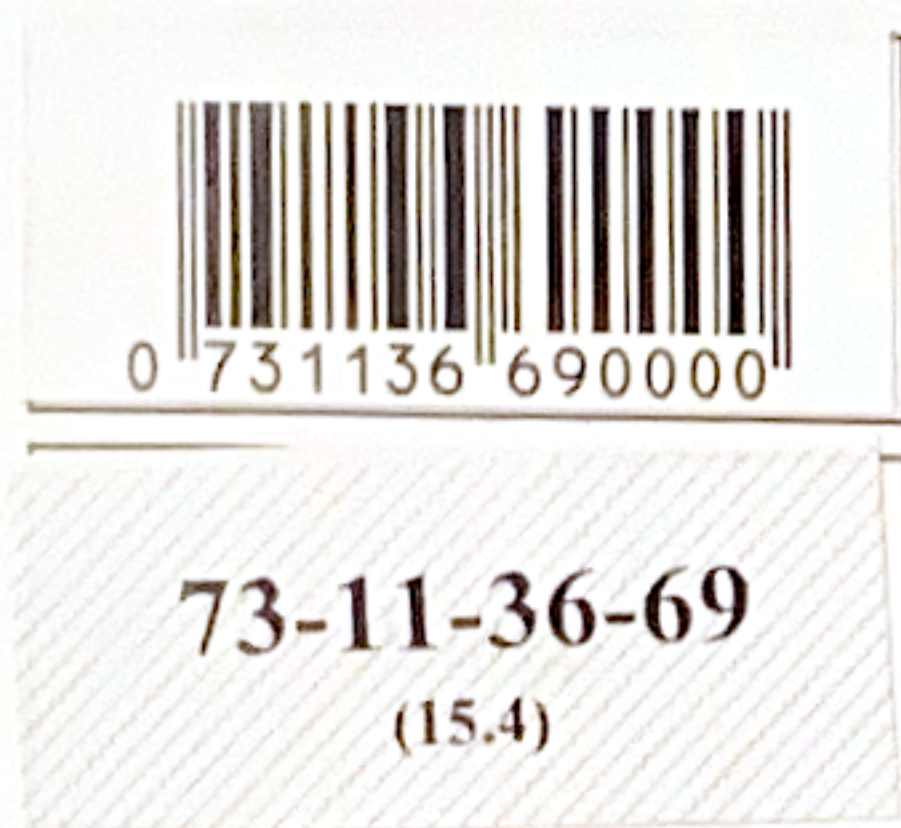




Время : 13:30

Принято : 13:36

Арс

МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
имени М.В.ЛОМОНОСОВА

Вариант 2

Место проведения _____
город

ПИСЬМЕННАЯ РАБОТА

Олимпиада школьников Ломоносов
наименование олимпиады

по английскому языку
профиль олимпиады

Загородникова Анна Владимировна
фамилия, имя, отчество участника (в родительном падеже)

Дата
« 15 » февраля 2025 года

Подпись участника
Анна

Задача 1

Listening (Энок 1)

- A
1. evolution +
 2. thousand —
 3. Enlightenment —
 4. novel +
 5. exclusively —

2

B

Both texts delve into the topic of evolution. However, if the written extract focuses on the common misconceptions, the speaker mostly talks about the history of this theory. Both of them highlight a frequent assumption that humans are the superior species, which is actually false. Understanding this might be applied to other disciplines like philosophy or Anthropology and to education in general. ~~as often this incorrect statement is considered as a default knowledge at schools.~~

5

Reading (Энок 2)

A) These two extracts illustrate Crystal's point about grammar by being hard to properly comprehend. ~~The~~ Extract 3, for instance, contains a lot of misspelt words, which ~~makes~~ ^{make} us ~~re-read~~ ^{re-read} the text several times until we finally make out its meaning. The extract 3, in its turn, includes a lot of slang and ~~grammar~~ mistakes in terms of grammar, though the spelling is okay. Nevertheless, if one is not familiar with the used slang expressions, they will not be able to understand it. Summing up, like Crystal implies, only by using words in sentences we can

~~we can~~ understand them, that is why it is easier
^{comprehend, perceive} to ~~understand~~ the extract 3 than ^{the} extract 2,
 because the former contains ~~no mistakes~~
 in ~~syntax~~.

B
 From the extract 2 it can be concluded, that inter-
 locutors are likely to be ~~illiterate~~ ^{illiterate} ~~men living in~~
~~the city~~. This may be deduced ^{from} the use of word
 such as 'ain't', misuse of grammar: 'where he come
 from'. Similar examples may be found in some
 rap songs and movies about black people

From the extract 3 we may suppose that the
 narrator is either a child or a mentally ill person
 because while the grammar here remains
 relatively fine, a lot of words are misspelt.
 From the extract 2 it can be concluded that speakers are
 illiterate people who are likely to live in London as
 expressions 'ain't' and incorrect grammar might be
 characteristic of Cockney dialect

C
 Extract 3:
~~I was just like he~~ It was doing just the same
 things Bunt wanted me to do with the lines on
 the paper. I was laughing because I thought
 it was going to be a hard thing for a mouse
 to do. But then Algernon kept going all the
 way through that thing in all the right ways.
 till he came out where it said finished and it
 made a squeak. Bunt said that ~~in~~ it meant he
 was happy because he did the thing right

73-11-36-69
(15.4)

Extracts ^{список 3}
 - He cannot meddle with me, he cannot...
 - Let him say ^{problems} what he wants to. I don't want to have any ~~troubles~~ with him.
 - Yes: tell HIM where he came from if you want to go fortune-telling.

10

English (vocabulary and grammar)
 DOWN 1: WRITTEN +
 ACROSS 2: WERE DUBBED +
 DOWN 3: EXPLOITING + +
 DOWN 4: WHAT +
 ACROSS 5: TO BREAK +
 DOWN 6: EVEN +
 ACROSS 7: THAN +
 ACROSS 8: THE +
 ACROSS 9: CRITICISING +
 DOWN 10: IN +

10

1. A
2. C
3. E
4. D
5. F

5

Блок 4 (Cultural competence)

The given speech ^{was} delivered to the Parliament ~~of se~~ as "to the House" is mentioned. It was created in 20th century since photography ~~and~~ is mentioned. I could not be made by Elizabeth I as she lived earlier. Moreover, her contemporary Nelson is ~~not~~ mentioned in the context. As in Nelson's day, which implies that he is either old or dead.

The speech was ~~drafted~~ ^{presented} during the World War II as the tribute to the British airman points to the Battle of Britain. During that time Winston Churchill was the PM, so he either delivered or wrote the speech. Judging by his other speeches he is likely to be the author of the

~~This text is probably attributed to Elizabeth I~~

The speaker who delivered the speech is Winston Churchill. His style can ^{be} seen in vast use of ~~our~~ "our" pronoun and strong literary devices ("so much owned by so many to so few") in the aggressive ~~comparisons~~ metaphors ("in the teeth of"). The person who is thought to be the author is probably ~~Elizabeth~~ King George, who stuttered and was not able to give such an explicit speech due to his condition.

~~The speech was not made by Elizabeth I as it ~~speech~~ was written during the World War II as the Battle for Britain is mentioned (implied) and her contemporary Nelson is mentioned as if he was old or dead.~~

The speech was not written by Elizabeth I as her contemporary is ~~mentioned~~ Nelson is mentioned as if he is already dead. The "airman" mentioned suggest that it was during the World War II, which happened long after Elizabeth's death.

10

Book 5 (Writing) *memorize*
Good evening, my fellow students, my beloved teachers and the relatives and friends of the graduates. Today is one of the most important and memorable occasions ~~of~~ ^{of} your lives. I could not be more grateful for the opportunity to deliver a speech on such a ~~special~~ ^{special} day for all of us. Of course, if I had enough time, I would keep talking till the break of dawn because it is simply impossible ~~to~~ ^{to} compress everything we went through in a short talk. However, there is a limit, so I would like to focus on the most important part: the good moments we had together.

My path in this school was far from easy. I spent nights hitting the books figuratively and literally and days absorbing every bit of knowledge my dear teachers shared with me. It was so hard that sometimes I questioned myself ~~whether~~ ^{if} it was worth it. Now I am sure that it was. Because look where I am now! A valedictorian giving his speech to the greatest people on the planet ~~is~~! However, this would not be possible if it ~~was~~ ^{were} not for you, you were my support and my inspiration.

I remember when Mr. Green, the best History teacher ever, gave us an assignment to recreate the Battle of Hastings. To be honest, ~~we~~ ^{we} almost killed each other that day, but ended up acring ^{acring} our class. This story proves that all of us can achieve everything ~~that~~ ^{we} want, that we can do anything. And, of course, that Mr Green is the best.

Nevertheless, I can ^{описать} describe all of my teachers as the best. This expression is also suitable for my friends who helped me and always were around and for my family. Thank you. ~~All~~ ^{All} of you.

Next day ~~tomorrow~~ we will no longer be the pupils of this school and I know some of you are scared and confused. Yet, there is one thing I ~~have~~ learned well ~~here~~: evolution is better than stagnation, so do not be afraid of what comes next and I promise you ~~it~~ will be alright. Make the most of your life and do not forget "memento mori".

54.