

# МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ имени М.В.ЛОМОНОСОВА

Вариант\_

# ПИСЬМЕННАЯ РАБОТА

Олимпиада школьников \_\_\_\_\_\_ отото сов"

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фамилия, имя, отчество участника (в родительном падеже)

Дата

«15» Ologane 2015года

Подпись участника

27-85-24-64 (16.8)

МГУ имени М.В. Ломоносова Олимпиада для школьников «Ломоносов» Заключительный этап Английский язык 9-10 классы 2025 год

## Блок 1. Понимание устного текста.

Прослушайте описание картины. Вы услышите аудиогид дважды.

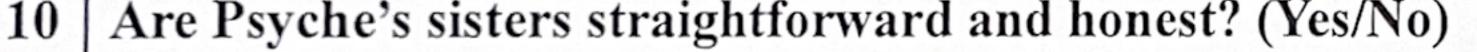
Заполните пропуски в утверждениях одним словом. Слова в задании используются в той же форме, что и в аудиогиде. Обращайте внимание на правописание. Затем ответьте на вопросы.

OTRETH

95

стр.

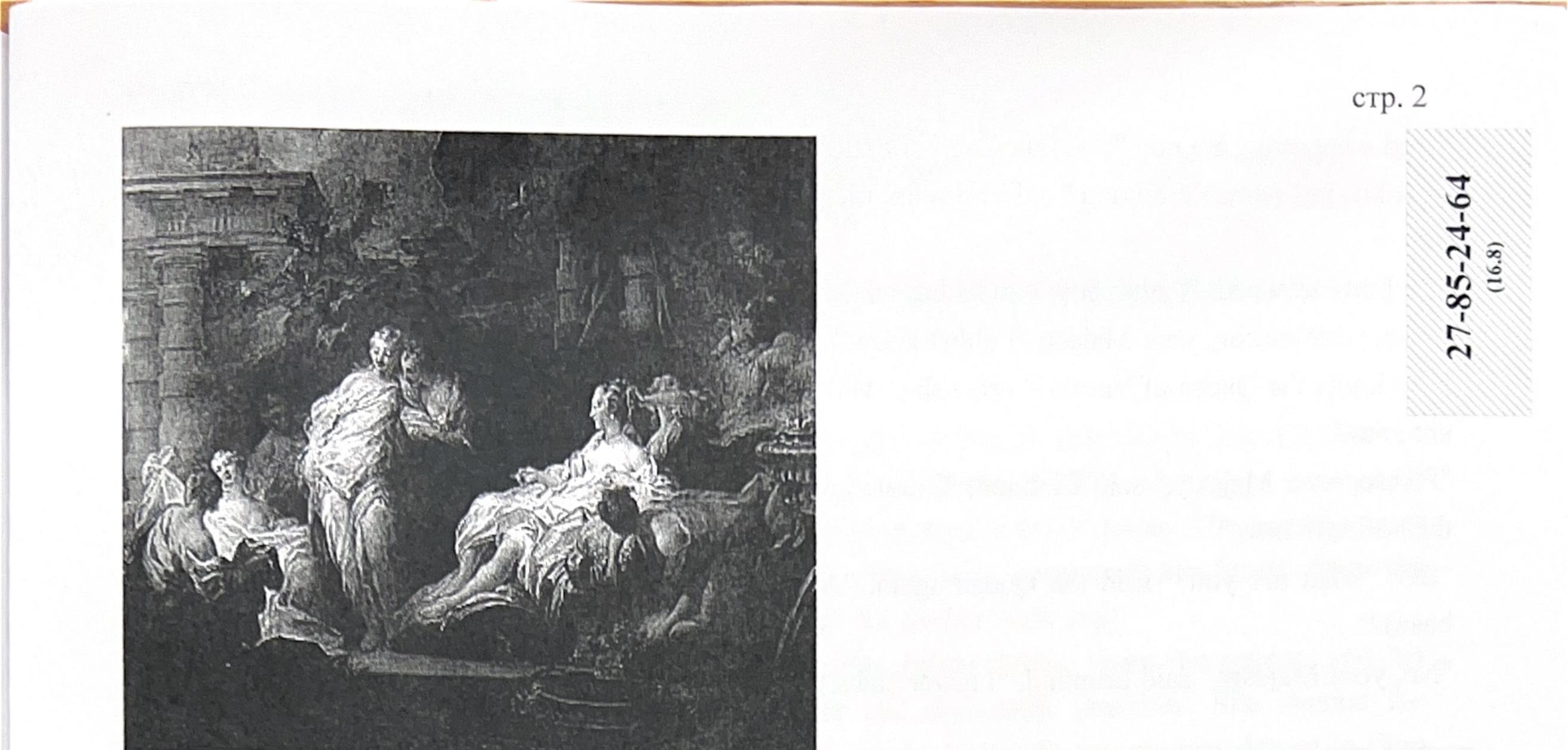
		ОТВЕТЫ
1	Psyche is surrounded by an amazing of presents.	array
2	The angels brought her and beads.	neuhlaces
3	The sisters are sitting in the soft	cushibus
4	Psyche is so with Cupid that she agrees to anything.	inlove
5	Her sisters do not of Cupid and his attitude to Psyche.	approve
6	Her sisters her to look at Cupid.	envouraged
7	Cupid after Psyche didn't keep her promise.	dis appeared
8	Which painting below matches the description you heard?	2
9	Does the painting depict a real historical event? (Yes/No)	No
10	Are Psyche's sisters straightforward and honest? (Yes/No)	Yes





### Picture 1.





#### Picture 2.

### Блок 2. Понимание письменного текста.

Прочитайте отрывок из художественного произведения и выполните задания.

You are going to read an extract from "Narnia Chronicles". Read the text and fill in the blanks (A-E) with the words (F-K) from the list. One word is extra.

Then, read the text again and fill in the blanks (1-5) with the sentences (6-11) from the list. One sentence is extra.

"Just like a girl," said Edmund to himself, "(A) \_\_\_\_\_ somewhere, and won't accept an apology." (1) \_\_\_\_\_ He listened and the sound came nearer and nearer and at last there (B) \_\_\_\_\_ into sight a sledge drawn by

two reindeer.

The reindeer were about the size of Shetland ponies and their hair was so white that even the snow hardly looked white compared with them; their branching horns were (C)\_\_\_\_ and shone like something on fire when the sunrise (D)\_\_\_\_ them. (2)\_\_\_ On the sledge, driving the reindeer, sat a fat dwarf who would have been about three feet high if he had been standing. (3)\_\_\_\_ But behind him, on a much higher seat in the middle of the sledge sat a very different person – a great lady, taller than any woman that Edmund had ever seen. She also was covered in white fur up to her throat and held a long straight golden wand in her right hand and wore a golden crown on her head. Her face was white – not merely pale, but white like snow or paper or icing-sugar, except for her very red mouth. (4)\_\_\_\_



"And what, pray, are you?" said the Lady, looking hard at Edmund. "I'm-I'm-my name's Edmund," said Edmund rather awkwardly. He did not like the way she looked at The Lady frowned, "Is that how you address a Queen?" she asked, looking sterner than ever. "I beg your pardon, your Majesty, I didn't know," said Edmund: "Not know the Queen of Narnia?" cried she. "Ha! You shall know us better hereafter. But I repeat-what "Please, your Majesty," said Edmund, "I don't know what you mean. I'm at school - at least I was it's "BUT what are you?" said the Queen again. "Are you a great overgrown dwarf that has cut off its beard?"

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"No, your Majesty," said Edmund, "I never had a beard, I'm a boy."

	ОТВЕТЫ f-k	
Α	7	F caught
B	KK	G cracking
С	H	H gilded
D	F	I hissing
Ε	KI	J sulking
		K swept

	ОТВЕТЫ	
	6-11	
1	6	6. He looked round him again and decided he did not much like this place, and had almost made up his mind to go home, when he heard, very far off in the wood, a sound of bells.
2	lO	7. He turned around and left.
3	8	8. He was dressed in polar bear's fur and on his head he wore a red hood with a long gold tassel hanging down from its point; his huge beard covered his knees and served him instead of a rug.
4	9	9. It was a beautiful face in other respects, but proud and cold and stern.
5	11	<b>10.</b> Their harness was of scarlet leather and covered with bells.
		<b>11.</b> Then they recovered themselves and stood champing their bits and blowing. In the frosty air the breath coming out of their nostrils looked like smoke.



### Блок З. Лексико-грамматический аспект.

стр. 4

Прочитайте отрывок из энциклопедической статьи. Выполните задание на множественный выбор. Занесите ответы в таблицу.

You are going to read an article on a famous person. For questions 1-15, read the text below and decide which answer (A, B, C or D) best fits each gap.

George V, King of (1) \_\_\_\_\_ United Kingdom and the British Dominions, and Emperor of India, died early in 1936, and before the year ended David (Edward VIII) (2) \_\_\_\_\_. George VI became king, and his daughter Elizabeth became heiress presumptive to the throne. The family moved into Buckingham Palace, the royal residence, which was more like a museum than a house. From the princesses' rooms, in the front, it was a (3) \_\_\_\_\_ walk to the garden in the rear.

From this time, Elizabeth began (4) \_\_\_\_\_ for her future duties. From her parents and her grandmother, Queen Mary, she learned court etiquette and diplomatic practices. She studied the geography and history of the Commonwealth countries and the United States and was driven to Eton College for private lessons in constitutional law. She disliked arithmetic, and Queen Mary decided she would have (5) use for it. Elizabeth was 13 when World War II broke (6) \_\_\_\_\_ in 1939. The next year bombs began to fall on London and the princesses were sent for safety to the grim fortress of Windsor Castle. On Oct. 13, 1940, Elizabeth returned to London to make her first broadcast, from a room in Buckingham Palace. (7) \_\_\_\_\_ a clear confident voice she told children everywhere that the children of Britain were "full of cheerfulness and courage." Before the war ended, she joined the (8) \_\_\_\_\_ branch of the Army and took training as an automobile driver and mechanic. Elizabeth had the privilege, often (9) \_\_\_\_\_ to royalty, of (10) \_\_\_\_\_ a man she loved. During the war she met Prince Philip, an officer in the Royal Navy. Philip was born on June 10, 1921, on the Greek island of Corfu. (11) \_\_\_\_\_ a son of Prince Andrew of Greece, he was in line for the Greek throne; but he had (12) \_\_\_\_\_ Greek blood. Through his mother, Princess Alice, he was descended, like Elizabeth, from Queen Victoria of England. He (13) \_\_\_\_\_ in Scotland under the care of his uncle and guardian, Earl Mountbatten. (14) \_\_\_\_\_ the war ended, Philip became a frequent visitor at the palace. Before the king announced the betrothal of the young couple, Philip dropped his title of prince to become a British citizen and took his mother's family name, Mountbatten. The king then created him duke of Edinburgh. On Nov. 20, 1947, the couple were married at Westminster Abbey. A son, Prince Charles Philip Arthur George, was born on Nov. 14, 1948, and a daughter, Princess Anne Elizabeth Alice Louise, on Aug. 15, 1950. On Feb. 19, 1960, the queen had a third child, Prince Andrew Albert Christian Edward. Her fourth child, Prince Edward Antony Richard Louis, was born on March 10, 1964. All these children had the surname "of Windsor," but in 1960 the queen announced that a new surname, Mountbatten-Windsor, (15) \_\_\_\_\_ by the third generation of her family.

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	ОТВЕТЫ	WR HIMMEN MARKEN		aniant (II)	
	a, b, c, d				D. –
1	C	A. a	B. an	C) the	D. had been abdicated
2	A	(A) abdicated	D. was abareare		D. five minutes'
3	B	A. five minute		C. five minutes	
4	C.	A. train	B.be trained	C. to be trained	D. having trained
5	A	Alittle	B. a little	C. few	D. a few
6	0	A. off	B. in	C. up	Dout
7	D	A. With	B. On	C. By	DIn
8	6	A. woman	(B) women's	C. womanly	D. woman's
9	A	A. denied	B. was denied	C. to deny	D. denying
10	6	A. married	B. marrying	C. marry	D. being married
11	A	A. As	B. Like	C. As if	D. As though
12	A	A. no	B. not	C. none	D. nothing
13	0	A. educated	B. was educating	C. had educated	D. had been educated
14	C	A. While	B. Until	C. As soon as	D. As long as
15	D	A. was born	B. was borne	C. will bear	D. would be borne

# Блок 4. Социокультурный компонент.

Прочитайте два письма и проанализируйте их содержание, оформление и язык. Ответьте на вопросы полными развернутыми предложениями, аргументируя свою точку зрения и апеллируя к доказательствам из текста писем.

### Letter 1.

My dear friend,

"If you are not so compassionate as to dine to-day with Louisa and me, we shall be in danger of hating each other for the rest of our lives; for a whole day's tête-à-tête between two women can never end without a quarrel. Come as soon as you can on the receipt of this. My brother and the gentlemen are to dine with the officers.

Yours ever,

CB"

#### Letter 2.

My dearest Lizzie,

"I find myself very unwell this morning, which, I suppose, is to be imputed to my getting wet through yesterday. My kind friends will not hear of my returning home till I am better. They insist also on my seeing Mr. Jones-therefore do not be alarmed if you should hear of his having been to me—and, excepting a sore throat and a headache, there is not much the matter with me.

27-85-24-64 (16.8)

"Yours, etc."

1. Compare the letter writing traditions. How different is the style of these letters from what you are taught at school in the course of your English exam preparation? Enumerate several aspects.

стр. 6

2. Compare the letters to each other. Are they different in their tone and in the emotions the authors had when they were writing them? Provide several arguments.

3. Describe the authors of the letters. Judging by their language and the content of the letters, what is/are their gender(s), age(s) and social status(es)? What is the cultural and historical context the letters and their authors belong in? Provide proof from the text.

4. Draw conclusions. Can you judge by these two letters whether the authors are relatives, friends or just acquaintances with the persons they are writing to, whether they like this person or not? If you

cannot, what is this set of letters lacking in to enable you to come to a definite conclusion?

5. What, in your opinion, is the occupation of Mr.Jones and his relationship with the author of the letter? What helped you understand that?

Ваши ответы в целом должны насчитывать 70-90 слов.

Укажите номер вопроса, не переписывайте вопрос.

of the letters is more formal: they contain formal and full verb forms. VINOLUNOUV letter's of playful bone: the writer's happy to see the receiver while the second one's of earing tone because the author her illness warns the first author's a middle-raged woman, a sister & a noble. man. The second writer's a young woman, following her careful wording. Both are limited in their vights, although the second woman can drowel freely. 4. Authors have good relationships with the receiver. The second writer's a relative of the receiver, judging by the special calling 5. Mr. Jones is a dodor. Their relationships is good because the author's friend trust Mr. Jones.





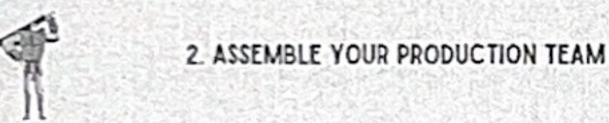
### Блок 5. Письменная речь.

Ваш учитель предложил классу поставить спектакль в школе в конце апреля. Для подготовки спектакля был создан специальный чат, в который помимо учителя вошли ученики класса и представители родительского комитета.

Ознакомьтесь со списком компонентов организации типичного школьного спектакля.

# THE 12 STAGES OF SCHOOL PLAY PRODUCTION

1. CHOOSE YOUR SCRIPT



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N.T

8. SORT A REHEARSAL SPACE

7. CREATE A PRODUCTION TIMELINE



#### 3. FIND A VENUE

#### 4. SECURE FUNDING



#### 5. HOST AUDITIONS



#### 6. SELECT YOUR CAST



#### 9. PLAN YOUR PROPS, COSTUMES AND SET DESIGN; SOUND AND LIGHTING EQUIPMENT

#### 10. PROMOTE YOUR PLAY

## 11. DRESSED REHEARSAL

### 12. PERFORMANCE DAY: PHOTO AND VIDEO



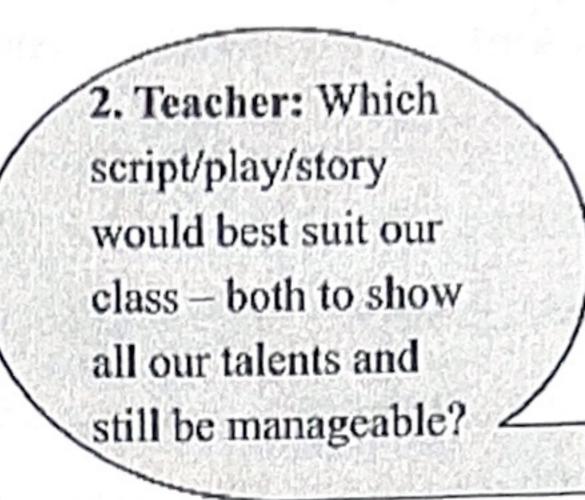
стр. 8 Проанализируйте данные компоненты и выскажите свое мнение в ответ на предложения и вопросы в чате, приводя аргументы общего характера и/или ссылаясь на особенности учеников Вашего класса.

реагируя на предложения, давая ответ на вопрос, укажите номер поста. Переписывать текст поста не нужно.

В своих ответах придерживайтесь одного стиля, учитывая ситуацию общения и поддерживая атмосферу позитивного настроя и взаимного уважения.

Напишите в целом от 150 слов и выше.

1. Teacher: Let's stage a play by William Shakespeare. What do you think?



3. Parent: Which expenses are going to be the biggest? Are they really so necessary? How can we economise?

4. Student: When we audition for the parts, who will decide who to cast? I say we all come and try, then we all vote for the best person for each part.

1.52.6

5. Class leader: Guys, let's see what each one can do at the planning stage and at the rehearsal stage. We all know what best at. are we Volunteers?

q. I don't really think that it's a good idea. Shaleespearers plays are psychologically deep and protound, so ifill be hard for students to depict the characters. Also, most of the his writings are suitable for an older audience. That's why star ging his plays will be boring for the students. a. In my opinion, staging a children's stary with magical domente will be genteet! For example, we could perform the Tot

le of the Fisherman and the Golden Fish. In this way students will show their artistic skills, gracefulness, and the ability to find the tare meaning of ostensibly simple writing The Golden Fish can be shown in 3 different stages: gratefor kindness annoyance, and revenge. The other 2 drawaeters, the fisherman and his wife, can be shown in the same MON. 3. I suggess that we'll spend the same amount of money on costumes and decorations. They're actually essential to in order to immerse the spectators in the story. Nowever, we can ask aus studen art-stilled students to help with the decorations. . that's exactly what we'll do! It will have do arrange The toles and not to offend anyone. All be better to arrange our cast at the planning stage instead of the rehearsal one because the actors actors should learn their scripts before the represed. and worder blac and spectral should be the

стр. 9