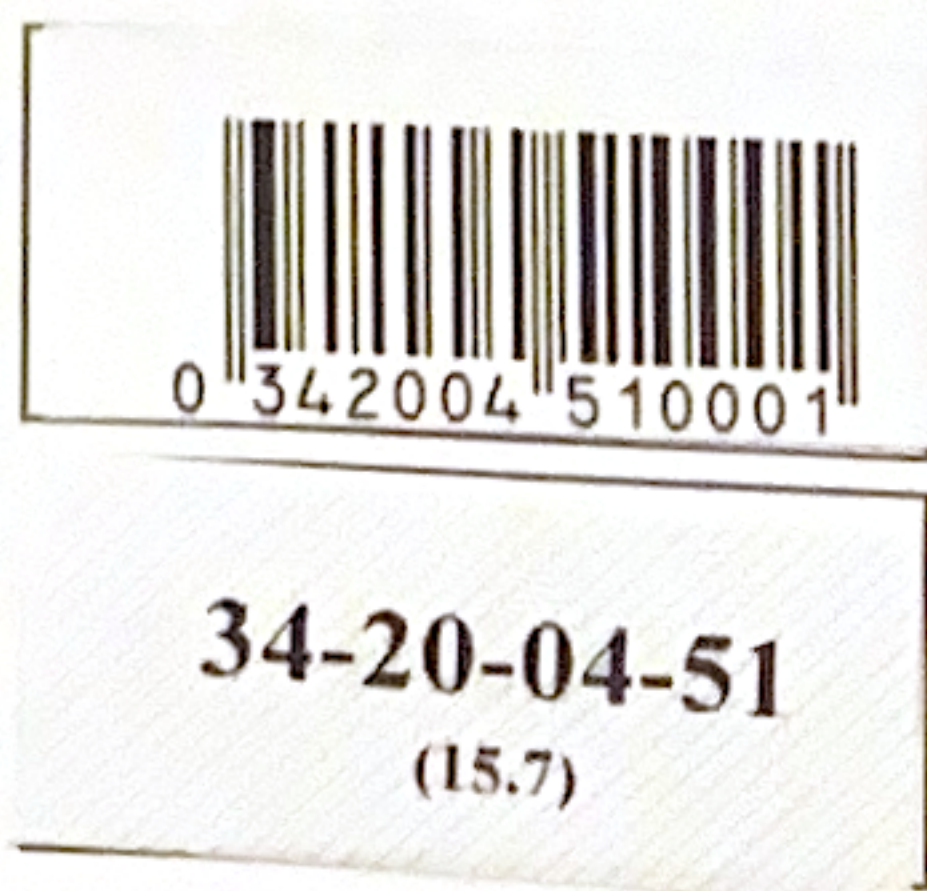




МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
имени М.В.ЛОМОНОСОВА

Вариант _____

Место проведения _____
город

ПИСЬМЕННАЯ РАБОТА

Олимпиада школьников Ломоносов
наименование олимпиады

по литературному знанию
профиль олимпиады

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Дата

«15» февраля 2025 года

Подпись участника

Ф-

Quest 1. Listening

- A. 1. evolution +
 2. thousands +
 3. Enlightenment -
 4. novel +
 5. exquisitely +

B. The idea contained in both of the texts is that misconceptions about science, namely ^{those regarding} evolution, have always existed.

The recording is focused on the misconceptions about the existence of evolution, like the article, and its driving force, while the latter elaborates on those regarding the existence of that notion.

To conclude, misconceptions are inevitable and it is something to keep in mind regarding any field of study.

Quest 2. Reading.

A. The following extracts show how that different aspects of grammar, namely the correct spelling and the style of the expressions used greatly contribute to the perception of the text and the person these words belong to. For example, in extract 2 the use of colloquial language can reveal the aspects of ~~person~~ people's relationships with each other, their education, upbringing etc. and help create the image of the character. Likewise, in extract 3 there are spelling mistakes which can either indicate the character's poor education or convey the way they pronounce certain words, contributing to the image of the character. Thus, the given extracts serve as examples showing that grammar can be a ~~tool~~ ^{tool} of ~~conveying~~ depicting a character and creating their image, hence the great importance of grammar.

B. The grammar patterns found in the speech of the characters in extract 2 can indicate that the speakers are most likely to be close to of the same age or social status for the language they use is colloquial. As for their background, the characters are most likely to ~~be not a part of~~ come from not upper-class families; the reasons behind such grammar patterns might be not receiving elite education or being of young age. By using such grammar, the author creates the image of people of young age who are close to each other.

and are most likely to be not perfectly educated. Учёмовици 2.

As for extract 3, some words are misspelled which can be a sign of the character's lacking education. However, if the text in the record of the character's inner dialog, spelling mistakes can be convey the peculiarities of the person's accent, thus, indicating the area one comes from. So, the reasons for such grammar patterns can be either the lack of education or one's accent. As for the image created, it is most likely a person who comes from a rural area or highly industrialised town, so the area where people are mainly focused on physical labour rather than education.

c: (2) - There is no call to settle with me, he did not.

- Let him say what he likes. I don't want to deal with him anymore

- Yes, tell him where he comes from if you want to go to home-telling.

(3) It was just like he was doing the same thing Bert wanted me to do with the lines on the paper. I was laughing because I thought it was going to be hard thing for a man to do. But then Agneren kept going all the way through that thing all the right ways till he came out where it said finish and he made a squeak. Bert says that meant he was happy because he did the thing right.

Question 3. Vocabulary and Grammar

Across:

2. were dubbed +

5. to break +

7. than +

8. the +

9. criticising +

Down:

1. written +

3. exploiting +

4. that -

6. even +

10. in +

1. Assimilation is a - A; absorbed into the

2. Forced assimilation was - C; imposed in early

3. The English conquerors - E; ~~legally made~~ suppressed the natives

4. Through considerably less - D; legally made to

5. In the United - F; willingly assimilated within

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(15.7)

Class 5. Writing.

Учеников 3

Greetings, everyone! I am immensely grateful for such a wonderful opportunity to talk to all of you one, but, hopefully, not last time. That is the day of our graduation and it feels surreal to even be saying that. As much as I am thankful, I, honestly, cannot help but feel sad it is over. We have finished this school, but not the school of life and we all still have a long way to go and I am saying that to all of you. And that brings us to the topic of motivation and life goals - a perennial problem for everyone regardless of age.

But let's go back in time for a little, shall we? Your path, probably, was not even close to being linear, was it? Speaking from experience, mine did not closely resemble a straight line; more of a doodle, if you will. I have definitely learned a lot about the world around me and even more of that inside of me. I overcame a lot of obstacles with the toughest one being myself only to realise that I am actually a never-ending row of obstacles I will have to face every day but I have managed to accept that and that has been the most important lesson school has taught me. To elaborate on that, my confidence has been a roller coaster for as long as I remember myself. At funny as it sounds, my biggest fear was actually simply raising my hand and speaking up. And look at me now: I think that is progress. The shortest story you have ever heard is the thing that has changed the game for me and now I am about to share the secret.

I need you to listen very closely to this. One day I just mustered up enough courage to raise my hand and I just spoke up. And that is it, as simple as that. If you have never had this struggle, congratulations, but the message remains the same: the hardest thing about anything is just taking the first step. The world is your oyster so come out of your shell and build the life you are excited about living.

Some say your school years are the best years of your life and while I do indeed think mine were wonderful, I am confident my life will be just as good or even better later on. But I firmly want everyone to feel that way. Recall all of the most precious moments you have experienced at school. Chances are, come

of them might appear quite mundane, but it does not make them any less special. And there comes another essential takeaway school has taught me: life is amazing even if it does not seem like it at times. Every day is a once in a lifetime opportunity and you will never get to live through another one like that. So take your time to find joy in the situation you are in right now and I promise you will feel the happiest you have ever been.

Happiness also comes from gratitude and I am immensely thankful for all of you, all of my teachers, classmates, their parents and, of course, my parents for the happy memories we have made and the love and support I have been gifted with. When I said all of you, I meant it: I am grateful for those whose names I do not even know, sadly, but I just wish you to know that your smile or the funny thing you said truly made my day. Once again, thank you all from the bottom of my heart.

A lot of us might drift apart. As sad as I seem, sometimes that is what your future requires. Speaking about the future, just know you are moving exactly where you need to. There always is light at the end of the tunnel, no matter how long. Approach everything with an open mind, persevere challenges as obstacles making you stronger and follow your heart.

Seize the day, as John Keating taught and you will surely achieve everything that it means for you. Don't be afraid of moving slow, be afraid of standing still. If you are trying your best, you are moving forward. To close this off, stay true to yourself and believe you can do everything you dream of. I believe in all of you too.

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Вопрос 4.

The hypothetical speaker was not the one delivering the speech because at the age of Elizabeth there was no Nelson's day, photography did not exist ~~not~~ and there were no airplanes.

The speech might belong to ~~Elizabeth~~ ^{Queen Victoria}.

Considering the grammar construction, used and the vocabulary, the speech could not belong to Elizabeth I.

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