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МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
имени М.В.ЛОМОНОСОВА

Вариант _____

ПИСЬМЕННАЯ РАБОТА

Олимпиада школьников «Ломоносов»

по иностранному языку (английский язык)

Айёмкиной Веры Дмитриевны

фамилия, имя, отчество участника (в родительном падеже)

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

88 Тарел

Блок 1. Понимание устного текста.

стр. 1

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.

		ОТВЕТЫ
1	Psyche is surrounded by an amazing ... of presents.	array +
2	The angels brought her ... and beads.	necklaces +
3	The sisters are sitting in the soft ...	cushions -
4	Psyche is so ... with Cupid that she agrees to anything.	deserted
5	Her sisters do not ... of Cupid and his attitude to Psyche.	approve +
6	Her sisters ... her to look at Cupid.	persuade +
7	Cupid ... after Psyche didn't keep her promise.	disappears +
8	Which painting below matches the description you heard?	picture 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)___

The sledge was a fine sight as it came sweeping towards Edmund with the bells jingling and the dwarf (E)___ his whip and the snow flying up on each side of it.

"Stop!" said the Lady, and the dwarf pulled the reindeer up so sharp that they almost sat down. (5)___

"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 him.
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 are you?"
"Please, your Majesty," said Edmund, "I don't know what you mean. I'm at school - at least I was it's the holidays now."
"BUT what are you?" said the Queen again. "Are you a great overgrown dwarf that has cut off its beard?"
"No, your Majesty," said Edmund, "I never had a beard. I'm a boy."

	OTBETH	fk	
A		J	F caught
B		F	G cracking
C	I	K	H gilded
D		K	I hissing
E		G	J sulking
			K swept

	OTBETH	
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	10 10	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 11	10. Their harness was of scarlet leather and covered with bells.
		11. 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.

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.

	ОТВЕТЫ a, b, c, d				
	C +	A. a	B. an	C. the	D. —
	B	A. abdicated	B. was abdicated	C. was abdicating	D. had been abdicated
3	B A	A. five minute	B. five-minute	C. five minutes	D. five minutes'
4	C +	A. train	B. be trained	C. to be trained	D. having trained
5	A +	A. little	B. a little	C. few	D. a few
6	D +	A. off	B. in	C. up	D. out
7	D A +	A. With	B. On	C. By	D. In
8	B +	A. woman	B. women's	C. womanly	D. woman's
9	A +	A. denied	B. was denied	C. to deny	D. denying
10	B +	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	D +	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.

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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.

"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.
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.

1. These letters seem more old-fashioned than those we are taught taught at school. It's is seen through words like "shall", "tête-à-tête" and complicated sentences. structures .	2
2. The letters are similar to each other, because ^{they} both of them express concern and warn the receivers about something.	2
3. The authors of the letters are probably wealthy women of nineteenth or twentieth 20-th century, because they mention "gentlemen" and "imputed", words that aren't aren't so popular today.	1
4. By the letters we can tell that the authors are	

likely friends with the receivers.	0
5. I believe Mr. Jones is a doctor and a friend of the writer, because he is visited while sick.	1

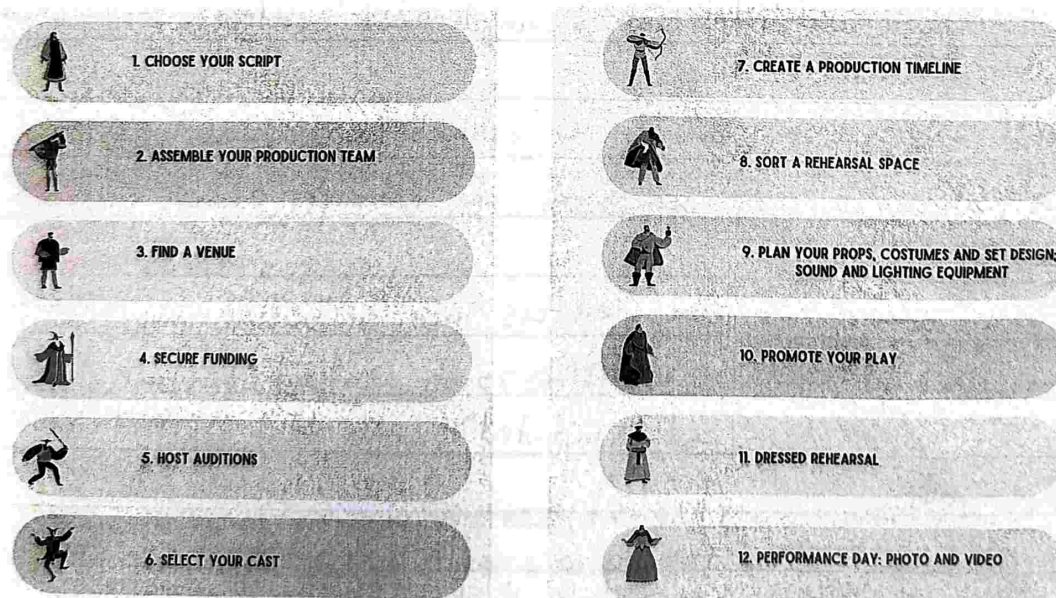
Блок 5. Письменная речь.

6

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



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?

2. Teacher: Which script/play/story would best suit our class – both to show all our talents and still be manageable?

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.

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 we are best at. Volunteers?

1. I think it's a good idea, because Shakespeare is very recognisable and famous. These qualities are going to attract a lot of attention.

2. I suggest that the students choose characters they love the most out of different books by Shakespeare, and we combine those characters in a new plot.

3. I believe that costumes are going to be the most expensive, as we are doing a historical play. However, we can economise greatly by sewing some pieces of them at home. Anybody who can sew will help us greatly by offering their help.

4. The idea of voting for the person most suitable for the role is good, but not perfect, because the public's favoritism may intervene here. I suggest we ask a few experienced ~~the~~ teachers and students to be the judges on our casting.

5. I support this offer! If you know that you are great at drawing, sewing, playing certain types of characters and so on, tell the class leader and you will be the first ones to try it.

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