



**МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
имени М.В.ЛОМОНОСОВА**

Вариант 2

Место проведения Москва  
город

**ПИСЬМЕННАЯ РАБОТА**

Олимпиада школьников Ломоносов  
наименование олимпиады

по Английскому языку  
профиль олимпиады

Агафоновой Варвары Алексеевны  
фамилия, имя, отчество участника (в родительном падеже)

Дата  
«14» февраля 2026 года

Подпись участника  
[Signature]

ВАРИАНТ 2

88-11-98-16  
 (10.5)

Блок 1 Вариант 6

стр. 1

86  
 (восемьдесят шесть) ОАМ

**Блок 1. Listening.**

You are going to listen to a TED talk about love. For questions 1-10, complete the tasks.

Read the questions and be ready to listen. You will hear the text twice.

You have 10 minutes before the listening task starts. Fill in the answer boxes with your answers.

For question 1, choose one option.

1 What is the main focus of the TED talk?

A The text characterises love explained through character traits and attachment styles only.

B The text approaches love from a scientific, neurobiological perspective.

+ 

1	B
---	---

For questions 2 and 3, fill in the blanks with three words exactly the way they are used in the text. Articles, prepositions are also considered a word. DO NOT use contracted forms.

2 While this first stage of love can be ... .. of emotions and brain activity, it typically only lasts a few months.

3 As time goes on, these regions of the brain help you regain control and can ... .. on this distress and craving signaling.

2	an	intendicle	rollercoaster
3	pump	the	breaks

For question 4, choose ONE option which shows the meaning of the word in the context of the TED talk.

4 The word "draws" in this text was used in the following meaning:

- A attracts or elicits
- B makes, formulates, or derives
- C sucks or takes in (air, liquid, etc)
- D meanings A and B combined
- E meanings A and C combined

+ 

4	D
---	---

For questions 5-10, read the given information and fill in the blanks in the table with the terms/special purpose vocabulary from the list. Use only the ones that are used in the TED talk. One blank WILL NOT be filled in as the text does not provide the relevant information. Write N/A in this space.

Note: A **hormone** is a chemical messenger released into the **bloodstream** that travels to different parts of the body to **control or influence how organs and tissues work** over time. A **neurochemical** is a

an  
 En  
 of  
 Est  
 repro  
 Melan  
 know  
 Norad  
 respondi  
 Oxytocin  
 trusting w  
 Prolactin  
 caregiving.  
 Serotonin he  
 emotional bal  
 Testosterone  
 and sexual attra  
 Vasopressin fos  
 loyalty, and com

Stage of love	
	<u>Infatuation</u> (passionate love)
	<u>Attachment</u> (compassionate love)
9	N/A
	<u>Stress</u> Dopam

88-11-98-16  
 (10.5)

ВАРИАНТ 2

стр. 1

Блок 1 Вариант 6

**Блок 1. Listening.**

You are going to listen to a TED talk about love. For questions 1-10, complete the tasks.

Read the questions and be ready to listen. You will hear the text twice.

You have 10 minutes before the listening task starts. Fill in the answer boxes with your answers.

For question 1, choose one option.

1 What is the main focus of the TED talk?

A The text characterises love explained through character traits and attachment styles only.

B The text approaches love from a scientific, neurobiological perspective.

+ 

1	B
---	---

For questions 2 and 3, fill in the blanks with three words exactly the way they are used in the text. Articles, prepositions are also considered a word. DO NOT use contracted forms.

2 While this first stage of love can be ... .. of emotions and brain activity, it typically only lasts a few months.

3 As time goes on, these regions of the brain help you regain control and can ... .. on this distress and craving signaling.

2	An	intensity	rollercoaster
3	pump	the	breaks

For question 4, choose ONE option which shows the meaning of the word in the context of the TED talk.

4 The word "draws" in this text was used in the following meaning:

- A attracts or elicits
- B makes, formulates, or derives
- C sucks or takes in (air, liquid, etc)
- D meanings A and B combined
- E meanings A and C combined

+ 

4	D
---	---

For questions 5-10, read the given information and fill in the blanks in the table with the terms/special purpose vocabulary from the list. Use only the ones that are used in the TED talk. One blank WILL NOT be filled in as the text does not provide the relevant information. Write N/A in this space.

Note: A **hormone** is a chemical messenger released into the **bloodstream** that travels to different parts of the body to **control or influence how organs and tissues work** over time. A **neurochemical** is a

chemical messenger used by the **nervous system**, especially **cells** and influence thoughts, emotions, and behaviour.

Hormones/neurochemicals	
<b>Adrenaline</b> prepares the body for sudden action; increases heart rate and energy.	Amy
<b>Cortisol</b> helps the body manage pressure during long-term stress.	High
<b>Dopamine</b> makes you feel pleasure, motivation, and desire to repeat enjoyable experiences.	impu
<b>Endorphins</b> reduce pain and can create a feeling of happiness.	crav
<b>Estrogen</b> affects physical development and reproductive health.	Hyp
<b>Melatonin</b> controls sleep and helps the body know when it is time to rest.	and
<b>Noradrenaline</b> helps with alertness, focus, and responding to stress.	Insu
<b>Oxytocin</b> helps people feel close, safe, and trusting with others.	pain.
<b>Prolactin</b> involved in parenting behaviours and caregiving.	expe
<b>Serotonin</b> helps control mood, happiness, and emotional balance.	Nucl
<b>Testosterone</b> influences physical development and sexual attraction.	close
<b>Vasopressin</b> fosters long-term attachment, loyalty, and commitment.	Prof
	plan
	Vent
	rewa
	pleas

Stage of love	Hormones / neurochemicals	
<u>Infatuation</u> (passionate love)	5 Dopamine	6 Ven are Pref
<u>Attachment</u> (compassionate love)	7 Oxytocin + Vasopressin	8 Hy
9 N/A	<u>Stress hormones:</u> Dopamine	10 En High regi

TB1: 3

chemical messenger used by the **nervous system**, especially the brain, to **send signals between nerve cells** and influence thoughts, emotions, and behaviour.

Hormones/neurochemicals	Brain areas
<p><b>Adrenaline</b> prepares the body for sudden action; increases heart rate and energy.</p> <p><b>Cortisol</b> helps the body manage pressure during long-term stress.</p> <p><b>Dopamine</b> makes you feel pleasure, motivation, and desire to repeat enjoyable experiences.</p> <p><b>Endorphins</b> reduce pain and can create a feeling of happiness.</p> <p><b>Estrogen</b> affects physical development and reproductive health.</p> <p><b>Melatonin</b> controls sleep and helps the body know when it is time to rest.</p> <p><b>Noradrenaline</b> helps with alertness, focus, and responding to stress.</p> <p><b>Oxytocin</b> helps people feel close, safe, and trusting with others.</p> <p><b>Prolactin</b> involved in parenting behaviours and caregiving.</p> <p><b>Serotonin</b> helps control mood, happiness, and emotional balance.</p> <p><b>Testosterone</b> influences physical development and sexual attraction.</p> <p><b>Vasopressin</b> fosters long-term attachment, loyalty, and commitment.</p>	<p><b>Amygdala</b> becomes less reactive in secure attachment, reducing fear and emotional threat.</p> <p><b>Higher cortical regions</b> regulate reasoning and impulse control, gradually reducing distress and craving over time.</p> <p><b>Hypothalamus</b> produces and releases oxytocin and vasopressin, the core bonding hormones.</p> <p><b>Insular cortex</b> processes emotional and physical pain, including the distress and social pain experienced during heartbreak.</p> <p><b>Nucleus accumbens</b> helps turn repeated closeness into a stable, rewarding bond.</p> <p><b>Prefrontal cortex</b> supports trust, long-term planning, impulse control, and commitment.</p> <p><b>Ventral tegmental area</b> links attachment to reward and motivation, making closeness feel pleasurable and meaningful.</p> <div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p><b>88-11-98-16</b> (10.5)</p> </div>

Stage of love	Hormones / neurochemicals	Brain regions involved	Main effects described
<u>Infatuation</u> (passionate love)	5 Dopamine	6 Ventral tegmental area Prefrontal cortex	Euphoria, intense pleasure, motivation, craving, idealisation, reduced critical judgement
<u>Attachment</u> (compassionate love)	7 Oxytocin + Vasopressin	8 Hypothalamus	Bonding, trust, commitment, emotional security, relaxation, reduced stress
9 N/A	<u>Stress hormones:</u> Dopamine	10 Insular cortex Higher cortical regions	Emotional and social pain, distress, craving contact, stress response, gradual emotional regulation

TB1: 3

**Блок 2. Reading.**

You are going to read two synopses, A and B, of a play by William Shakespeare.

For questions 1-10 complete the tasks.

**A**  
Shakespeare sets the scene in Verona, Italy. Juliet and Romeo meet and fall instantly in love at a masked ball of the Capulets, and they profess their love when Romeo, unwilling to leave, climbs the wall into the orchard garden of her family's house and finds her alone at her window. Because their well-to-do families are enemies, the two are married secretly by Friar Laurence. When Tybalt, a Capulet, seeks out Romeo in revenge for the insult of Romeo's having dared to shower his attentions on Juliet, an ensuing scuffle ends in the death of Romeo's dearest friend, Mercutio and his famous words 'A plague o' both houses!' Impelled by a code of honour among men, Romeo kills Tybalt and is banished to Mantua by the Prince of Verona, who has been insistent that the family feuding cease. When Juliet's father, unaware that Juliet is already secretly married, arranges a marriage with the eminently eligible Count Paris, the young bride seeks out Friar Laurence for assistance in her desperate situation. He gives her a potion that will make her appear to be dead and proposes that she take it and that Romeo rescue her. She complies. Romeo, however, unaware of the friar's scheme because a letter has failed to reach him, returns to Verona on hearing of Juliet's apparent death. He encounters a grieving Paris at Juliet's tomb, reluctantly kills him when Paris attempts to prevent Romeo from entering the tomb, and finds Juliet in the burial vault. There he gives her a last kiss and kills himself with poison. Juliet awakens, sees the dead Romeo, and kills herself. The families learn what has happened and end their feud to the echo of Prince's words, 'For never was a story of more woe Than this of Juliet and her Romeo.'

**B**  
The prologue of *Romeo and Juliet* calls the title characters "star-crossed lovers"—and the stars do seem to conspire against these young lovers. Romeo is a Montague, and Juliet a Capulet. Their families are enmeshed in a feud. Yet Romeo and his friends attend a party at Juliet's house in disguise. The moment the two meet they fall in love. They urgently decide that they want to be married. A friar secretly marries them, hoping to end the feud. Romeo and his companions almost immediately encounter Juliet's cousin Tybalt, who challenges Romeo. However, Romeo refuses to fight. Romeo's friend Mercutio accepts the challenge and is killed. Romeo then kills Tybalt and is banished. He spends that night with Juliet and then leaves for Mantua. Juliet's father forces her into a marriage with Count Paris. To avoid this marriage, Juliet takes a potion, given her by the friar, that makes her appear dead. The friar will send Romeo word to be at her family tomb when she awakes. The plan goes awry, and Romeo learns instead that she is dead. In the tomb, Romeo kills himself. Juliet wakes, sees his body, and commits suicide. Their deaths appear finally to end the feud.

For questions 1 and 2, decide whether the statements are true or false. Fill in the blanks with **True or False**.

1. The friar provides Juliet with a substance that makes her seem lifeless.
2. Romeo remains in Verona after his exile.

1	True
2	False

William Shakespeare.

meet and fall instantly in love at a  
meo, unwilling to leave, climbs the  
lone at her window. Because their  
Friar Laurence. When Tybalt, a  
g dared to shower his attentions  
end, Mercutio and his famous  
men, Romeo kills Tybalt and  
that the family feuding cease.  
anges a marriage with the  
nce for assistance in her  
ead and proposes that she  
re of the friar's scheme  
et's apparent death. He  
s attempts to prevent  
es her a last kiss and  
f. The families learn  
as a story of more

nd the stars do  
Capulet. Their  
e in disguise.  
ried. A friar  
nmediately  
Romeo's  
shed. He  
age with  
appear  
awry,  
s his

th

For question 3, fill in the blank with the letter representing a character from a different play by Shakespeare, NOT Romeo and Juliet.

Character A Shows loyalty by stepping into a conflict not originally their own. Acts when another person refuses to fight. Becomes directly involved in violence. Loses their life during the confrontation. Their death triggers further consequences.

Character B Is closely connected to the central couple. Avoids involvement in violent disputes. Survives a public confrontation. Leaves the city voluntarily. Is present at the end of the story.

+ 3 B

For question 4, fill in the blank with the character who committed this action.

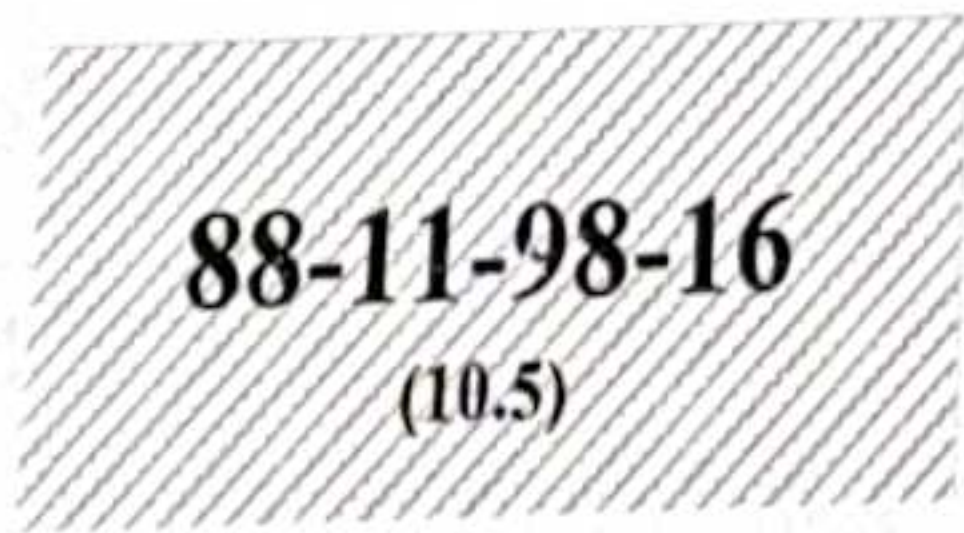
This character's ignorance of a prior commitment undermines the arrangements he later initiates.

- 4 Romeo

For question 5, match the synopses, A or B, with their descriptions.

- 1. This synopsis demonstrates fragmented narration, implicit linear chronology, sequential cause-effect structure, requires active reconstruction, and is light per sentence but cumulatively highly condensed.
- 2. This synopsis demonstrates continuous narrative, explicit and carefully staged chronology, incorporates cause-effect signals, guides interpretation and sequence, and is heavily cognitively loaded.

+ 5 1 B  
2 A



For question 6, reflect on the ultimate cause of Romeo and Juliet's tragedy. You can agree or disagree, partially or completely, with the following statement. Refer to the synopses to support your point of view. Write your answer in the style of Synopsis A. Write your answer in 50-60 words.

The tradition of vendetta is to blame.

Personally, I partially agree with the statement that the tradition of vendetta is to blame. From my perspective, the main cause of the tragedy is Romeo's unawareness of the friar's plan, but the situation with this scheme would not have happened if it was ~~not~~ <sup>not</sup> for the tradition of vendetta.

TB 2: 9(4+5)

Shakespeare.

and fall instantly in love at a unwilling to leave, climbs the her window. Because their Laurence. When Tybalt, a d to shower his attentions Mercutio and his famous Romeo kills Tybalt and e family feuding cease. s a marriage with the for assistance in her nd proposes that she the friar's scheme apparent death. He empts to prevent er a last kiss and e families learn story of more

the stars do ulet. Their n disguise. d. A friar mediately romeo's ed. He e with ppear wry, his

For question 3, fill in the blank with the letter representing a character from a different play by Shakespeare, NOT Romeo and Juliet.

Character A Shows loyalty by stepping into a conflict not originally their own. Acts when another person refuses to fight. Becomes directly involved in violence. Loses their life during the confrontation. Their death triggers further consequences.

Character B Is closely connected to the central couple. Avoids involvement in violent disputes. Survives a public confrontation. Leaves the city voluntarily. Is present at the end of the story.

+ 3 B

For question 4, fill in the blank with the character who committed this action.

This character's ignorance of a prior commitment undermines the arrangements he later initiates.

- 4 Romeo

For question 5, match the synopses, A or B, with their descriptions.

- 1. This synopsis demonstrates fragmented narration, implicit linear chronology, sequential cause-effect structure, requires active reconstruction, and is light per sentence but cumulatively highly condensed.
- 2. This synopsis demonstrates continuous narrative, explicit and carefully staged chronology, incorporates cause-effect signals, guides interpretation and sequence, and is heavily cognitively loaded.

+ 5 1 B 2 A

88-11-98-16 (10.5)

For question 6, reflect on the ultimate cause of Romeo and Juliet's tragedy. You can agree or disagree, partially or completely, with the following statement. Refer to the synopses to support your point of view. Write your answer in the style of Synopsis A. Write your answer in 50-60 words.

The tradition of vendetta is to blame.

Personally, I partially agree with the statement that the tradition of vendetta is to blame. From my perspective, the main cause of the tragedy is Romeo's unawareness of the Friar's plan, but the situation with this scheme would not have happened if it was ~~not~~ <sup>not</sup> for the tradition of vendetta.

TB 2: 9(4+5)

1 B, of a play by William Shakespeare.

Juliet and Romeo meet and fall instantly in love at a balcony. In their love when Romeo, unwilling to leave, climbs the wall and finds her alone at her window. Because their marriage is kept secretly by Friar Laurence. When Tybalt, a kinsman of Romeo's having dared to shower his attentions on Juliet, Romeo's dearest friend, Mercutio and his famous friend, kills Tybalt and Mercutio in a fit of honour among men, Romeo kills Tybalt and Mercutio. He has been insistent that the family feuding cease. Juliet, who is already married, arranges a marriage with Paris. She asks Friar Laurence for assistance in her plan. Paris appears to be dead and proposes that she marry him. However, unaware of the friar's scheme, Juliet awakes from her apparent death. He kills Paris when Paris attempts to prevent the marriage. There he gives her a last kiss and she kills herself. The families learn that their For never was a story of more

lovers"—and the stars do part. Juliet a Capulet. Their marriage is kept in Juliet's house in disguise. Paris is to be married. A friar almost immediately kills Paris to fight. Romeo's name is banished. He arranges a marriage with Juliet. She awakes from her apparent death. Paris goes awry, she kills Paris, sees his

s with

For question 3, fill in the blank with the letter representing a character from a different play by Shakespeare, NOT Romeo and Juliet.

Character A Shows loyalty by stepping into a conflict not originally their own. Acts when another person refuses to fight. Becomes directly involved in violence. Loses their life during the confrontation. Their death triggers further consequences.

Character B Is closely connected to the central couple. Avoids involvement in violent disputes. Survives a public confrontation. Leaves the city voluntarily. Is present at the end of the story.

+ 3 B

For question 4, fill in the blank with the character who committed this action.

This character's ignorance of a prior commitment undermines the arrangements he later initiates.

- 4 Romeo

For question 5, match the synopses, A or B, with their descriptions.

- 1. This synopsis demonstrates fragmented narration, implicit linear chronology, sequential cause-effect structure, requires active reconstruction, and is light per sentence but cumulatively highly condensed.
- 2. This synopsis demonstrates continuous narrative, explicit and carefully staged chronology, incorporates cause-effect signals, guides interpretation and sequence, and is heavily cognitively loaded.

+ 5 1 B  
2 A

88-11-98-16  
(10.5)

For question 6, reflect on the ultimate cause of Romeo and Juliet's tragedy. You can agree or disagree, partially or completely, with the following statement. Refer to the synopses to support your point of view. Write your answer in the style of Synopsis A. Write your answer in 50-60 words.

The tradition of vendetta is to blame.

Personally, I partially agree with the statement that the tradition of vendetta is to blame. From my perspective, the main cause of the tragedy is Romeo's unawareness of the friar's plan, but the situation with this scheme would not have happened if it was not for the tradition of vendetta.

TB 2: 9(4+5)

For question 3, fill in the blank with the letter representing a character from a different play by Shakespeare, NOT Romeo and Juliet.

Character A Shows loyalty by stepping into a conflict not originally their own. Acts when another person refuses to fight. Becomes directly involved in violence. Loses their life during the confrontation. Their death triggers further consequences.

Character B Is closely connected to the central couple. Avoids involvement in violent disputes. Survives a public confrontation. Leaves the city voluntarily. Is present at the end of the story.

3 B

For question 4, fill in the blank with the character who committed this action.

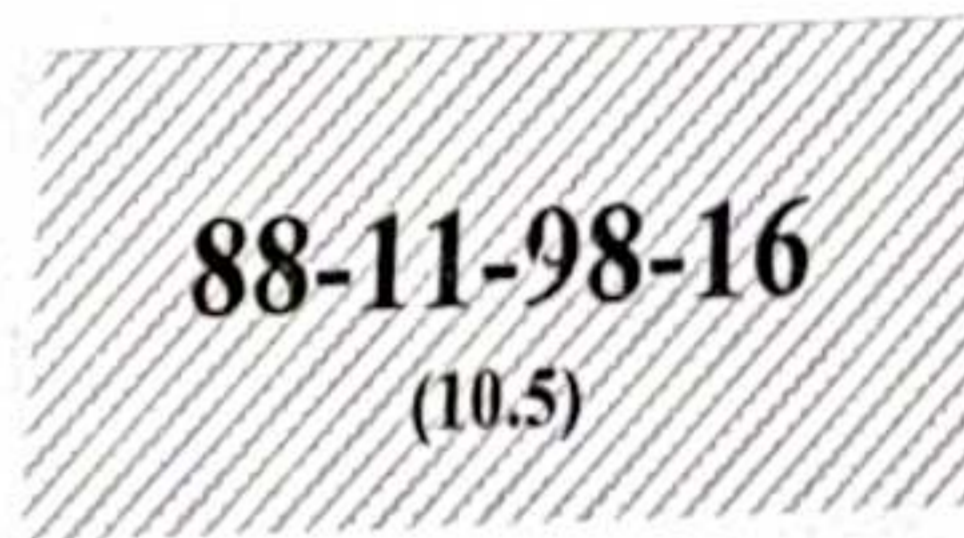
This character's ignorance of a prior commitment undermines the arrangements he later initiates.

4 Romeo

For question 5, match the synopses, A or B, with their descriptions.

- 1. This synopsis demonstrates fragmented narration, implicit linear chronology, sequential cause-effect structure, requires active reconstruction, and is light per sentence but cumulatively highly condensed.
- 2. This synopsis demonstrates continuous narrative, explicit and carefully staged chronology, incorporates cause-effect signals, guides interpretation and sequence, and is heavily cognitively loaded.

5 1 B  
2 A



For question 6, reflect on the ultimate cause of Romeo and Juliet's tragedy. You can agree or disagree, partially or completely, with the following statement. Refer to the synopses to support your point of view. Write your answer in the style of Synopsis A. Write your answer in 50-60 words.

The tradition of vendetta is to blame.

Personally, I partially agree with the statement that the tradition of vendetta is to blame. From my perspective, the main cause of the tragedy is Romeo's unawareness of the Friar's plan, but the situation with this scheme would not have happened if it was ~~not~~ <sup>not</sup> for the tradition of vendetta.

5

TB 2: 9(4+5)

of a play by William Shakespeare.

Juliet and Romeo meet and fall instantly in love at a balcony. Their love when Romeo, unwilling to leave, climbs the wall to see her and finds her alone at her window. Because their families are feuding, they marry secretly by Friar Laurence. When Tybalt, a kinsman of Romeo's, challenges Romeo for his attentions to Juliet, Romeo's dearest friend, Mercutio and his famous code of honour among men, Romeo kills Tybalt and is banished. Friar Laurence, who has been insistent that the family feuding cease, secretly arranges a marriage with Juliet. Juliet seeks out Friar Laurence for assistance in her escape. He will make her appear to be dead and proposes that she take a potion. Romeo, however, unaware of the friar's scheme, comes to Verona on hearing of Juliet's apparent death. He kills Tybalt when Paris attempts to prevent Juliet's burial in the vault. There he gives her a last kiss and dies. Juliet, seeing the dead Romeo, kills herself. The families learn of the prince's words, 'For never was a story of more

of such sad and unhappy kind'—and the stars do indeed seem to have conspired against Romeo. Romeo is a Montague, and Juliet a Capulet. Their families are feuding. His friends attend a party at Juliet's house in disguise. They decide that they want to be married. A friar helps them. Romeo and his companions almost immediately kill Tybalt. However, Romeo refuses to fight. Romeo is banished. He goes to Mantua. Juliet's father forces her into a marriage with Paris. A potion, given her by the friar, that makes her appear dead. She goes to her family tomb when she awakes. The plan goes awry, and she kills herself. Romeo kills himself. Juliet wakes, sees his body, and finally to end the feud.

statements are true or false. Fill in the blanks with

makes her seem lifeless.

For question 3, fill in the blank with the letter representing a character from a different play by Shakespeare, NOT *Romeo and Juliet*.

*Character A* Shows loyalty by stepping into a conflict not originally their own. Acts when another person refuses to fight. Becomes directly involved in violence. Loses their life during the confrontation. Their death triggers further consequences.

*Character B* Is closely connected to the central couple. Avoids involvement in violent disputes. Survives a public confrontation. Leaves the city voluntarily. Is present at the end of the story.

3 B

For question 4, fill in the blank with the character who committed this action.

This character's ignorance of a prior commitment undermines the arrangements he later initiates.

4 Romeo

For question 5, match the synopses, A or B, with their descriptions.

1. This synopsis demonstrates fragmented narration, implicit linear chronology, sequential cause-effect structure, requires active reconstruction, and is light per sentence but cumulatively highly condensed.
2. This synopsis demonstrates continuous narrative, explicit and carefully staged chronology, incorporates cause-effect signals, guides interpretation and sequence, and is heavily cognitively loaded.

5 1 B  
2 A

88-11-98-16  
(10.5)

For question 6, reflect on the ultimate cause of *Romeo and Juliet's* tragedy. You can agree or disagree, partially or completely, with the following statement. Refer to the synopses to support your point of view. Write your answer in the style of Synopsis A. Write your answer in 50-60 words.

*The tradition of vendetta is to blame.*

Personally, I partially agree with the statement that the tradition of vendetta is to blame. From my perspective, the main cause of the tragedy is Romeo's unawareness of the friar's plan, but the situation with this scheme would not have happened if it was not for the tradition of vendetta.

TB 2: 9(4+5)

**Блок 3. Vocabulary and Grammar.**

Read the following text on the evolution of dance in the UK. To complete the text, solve the crossword by making new forms of the words or inserting a word. If you got the crossword right, it means you completed the text accurately. Make sure the endings of the words and spelling are correct!

In the crossword, multiple word phrases are inserted as one word.

Example:

TO INVITE - a new form - 1. WEREINVITED

A MOUSE - a new form - 2. MICE

BEAUTIFUL - a new form - 3. MOREBEAUTIFUL

INSERT A PREPOSITION - 2. INFRONTOF

**Complete the crossword with your answers. The gaps in the text are numbered according to the crossword (across and down).**

**Movement for change: modern dance**

Modern dance thrives in Britain. It's lively, uninhibited and varied, 9. ... elements of tap, ballet, hip-hop, ballroom, Latin and the rest – there is no distinct 'national' style. The foundations 7. ... in the 1960s and 70s, guided by the *London Contemporary Dance Theatre* that produced choreographers like Richard Alston and Siobhan Davies, 6. ... of whom went on 3. ... their own progressive companies. The growth has continued over the 4. ... 20 years, with a number of interesting choreographers and companies at work.

Among them, Lea Anderson has built a reputation 1. ... converting everyday movement into dance, and Akram Khan is eulogised for blending Western contemporary dance with the Kathak dance form of south Asia. Khan has his own company, one of various progressive outfits that keep Britain 5. ... the forefront of the contemporary scene. *Random Dance*, resident company at Sadler's Wells, London, 8. ... by choreographer Wayne McGregor, has done much 2. ... the cause with emotive, beguiling moves that look as painful as they 10. ... radical. The *Rambert Dance Company* is another important force, its ballet origins redirected toward modern dance in the 1980s.

Across	Down
3. to form	1. insert a preposition
4. late	2. to strengthen
9. to feature	5. insert a preposition
10. to do	6. insert a determiner/quantifier/pronoun/adjective
	7. lay
	8. to lead

You are going to r  
two halves of the  
the sentences foll

- 1. Those who pr  
only low-status
- 2. They als  
economic
- 3. The liv  
"low-sta  
frequen  
and di
- 4. Co
- 5. 'S  
S  
T

**Блок 3. Vocabulary and Grammar.**

Read the following text on the evolution of dance in the UK. To complete the text, solve the crossword by making new forms of the words or inserting a word. If you got the crossword right, it means you completed the text accurately. Make sure the endings of the words and spelling are correct!

In the crossword, multiple word phrases are inserted as one word.

Example:

TO INVITE - a new form - 1. WEREINVITED

A MOUSE - a new form - 2. MICE

BEAUTIFUL - a new form - 3. MOREBEAUTIFUL

INSERT A PREPOSITION - 2. INFRONTOF

Complete the crossword with your answers. The gaps in the text are numbered according to the crossword (across and down).

**Movement for change: modern dance**

Modern dance thrives in Britain. It's lively, uninhibited and varied, 9. ... elements of tap, ballet, hip-hop, ballroom, Latin and the rest – there is no distinct 'national' style. The foundations 7. ... in the 1960s and 70s, guided by the *London Contemporary Dance Theatre* that produced choreographers like Richard Alston and Siobhan Davies, 6. ... of whom went on 3. ... their own progressive companies. The growth has continued over the 4. ... 20 years, with a number of interesting choreographers and companies at work.

Among them, Lea Anderson has built a reputation 1. ... converting everyday movement into dance, and Akram Khan is eulogised for blending Western contemporary dance with the Kathak dance form of south Asia. Khan has his own company, one of various progressive outfits that keep Britain 5. ... the forefront of the contemporary scene. *Random Dance*, resident company at Sadler's Wells, London, 8. ... by choreographer Wayne McGregor, has done much 2. ... the cause with emotive, beguiling moves that look as painful as they 10. ... radical. The *Rambert Dance Company* is another important force, its ballet origins redirected toward modern dance in the 1980s.

Across	Down
3. to form	1. insert a preposition
4. late	2. to strengthen
9. to feature	5. insert a preposition
10. to do	6. insert a determiner/quantifier/pronoun/adjective
	7. lay
	8. to lead

You are going to read two halves of the sentences follow

- 1. Those who pract only low-status jo
- 2. They also economically
- 3. The live "low-stat frequent and dis
- 4. Cor
- 5. L So U r

**Блок 3. Vocabulary and Grammar.**

Read the following text on the evolution of dance in the UK. To complete the text, solve the crossword by making new forms of the words or inserting a word. If you got the crossword right, it means you completed the text accurately. Make sure the endings of the words and spelling are correct!

In the crossword, multiple word phrases are inserted as one word.

Example:

TO INVITE - a new form - 1. WEREINVITED

A MOUSE - a new form - 2. MICE

BEAUTIFUL - a new form - 3. MOREBEAUTIFUL

INSERT A PREPOSITION - 2. INFRONTOF

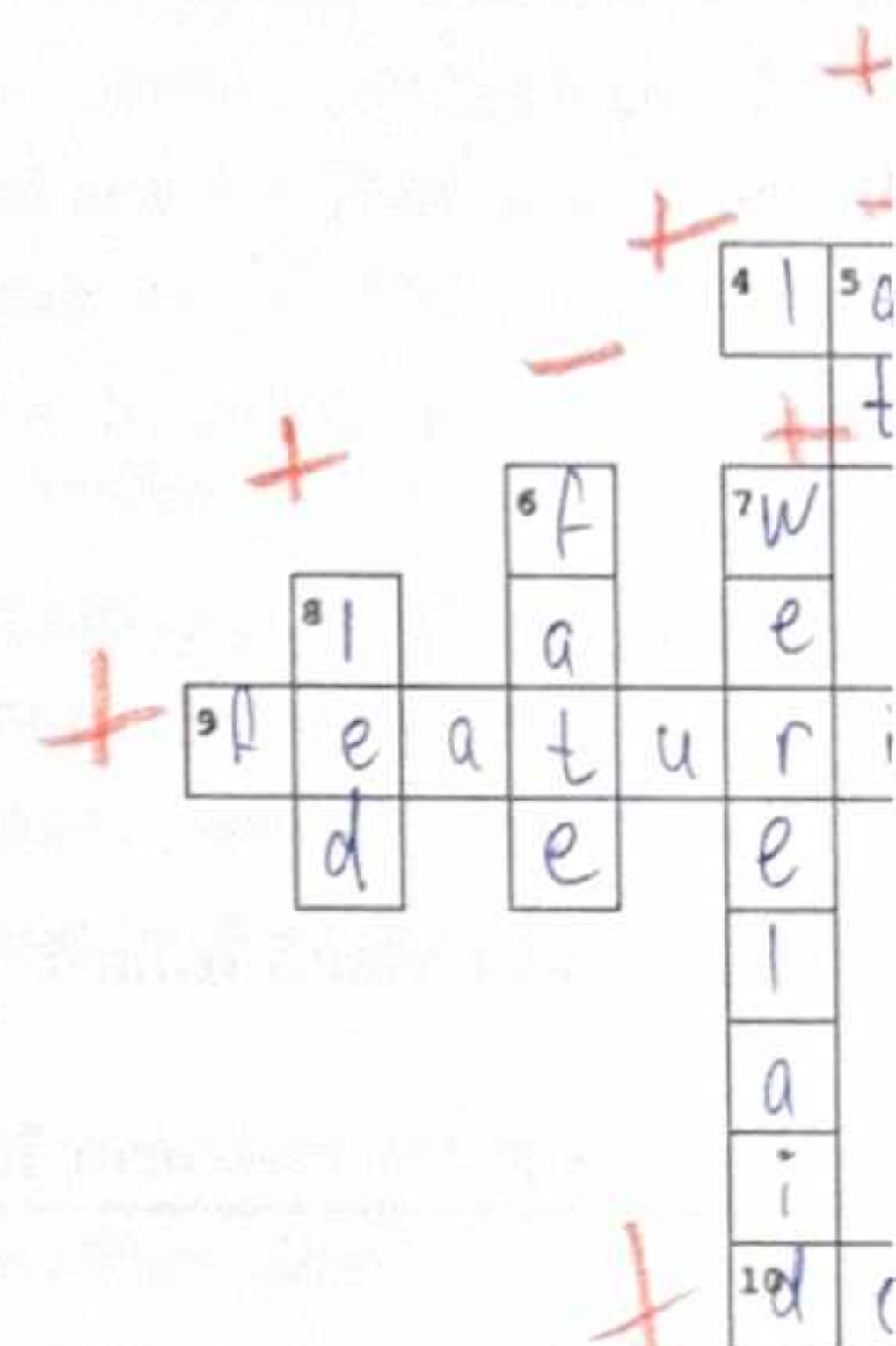
Complete the crossword with your answers. The gaps in the text are numbered according to the crossword (across and down).

**Movement for change: modern dance**

Modern dance thrives in Britain. It's lively, uninhibited and varied, 9. ... elements of tap, ballet, hip-hop, ballroom, Latin and the rest – there is no distinct 'national' style. The foundations 7. ... in the 1960s and 70s, guided by the *London Contemporary Dance Theatre* that produced choreographers like Richard Alston and Siobhan Davies, 6. ... of whom went on 3. ... their own progressive companies. The growth has continued over the 4. ... 20 years, with a number of interesting choreographers and companies at work.

Among them, Lea Anderson has built a reputation 1. ... converting everyday movement into dance, and Akram Khan is eulogised for blending Western contemporary dance with the Kathak dance form of south Asia. Khan has his own company, one of various progressive outfits that keep Britain 5. ... the forefront of the contemporary scene. *Random Dance*, resident company at Sadler's Wells, London, 8. ... by choreographer Wayne McGregor, has done much 2. ... the cause with emotive, beguiling moves that look as painful as they 10. ... radical. The *Rambert Dance Company* is another important force, its ballet origins redirected toward modern dance in the 1980s.

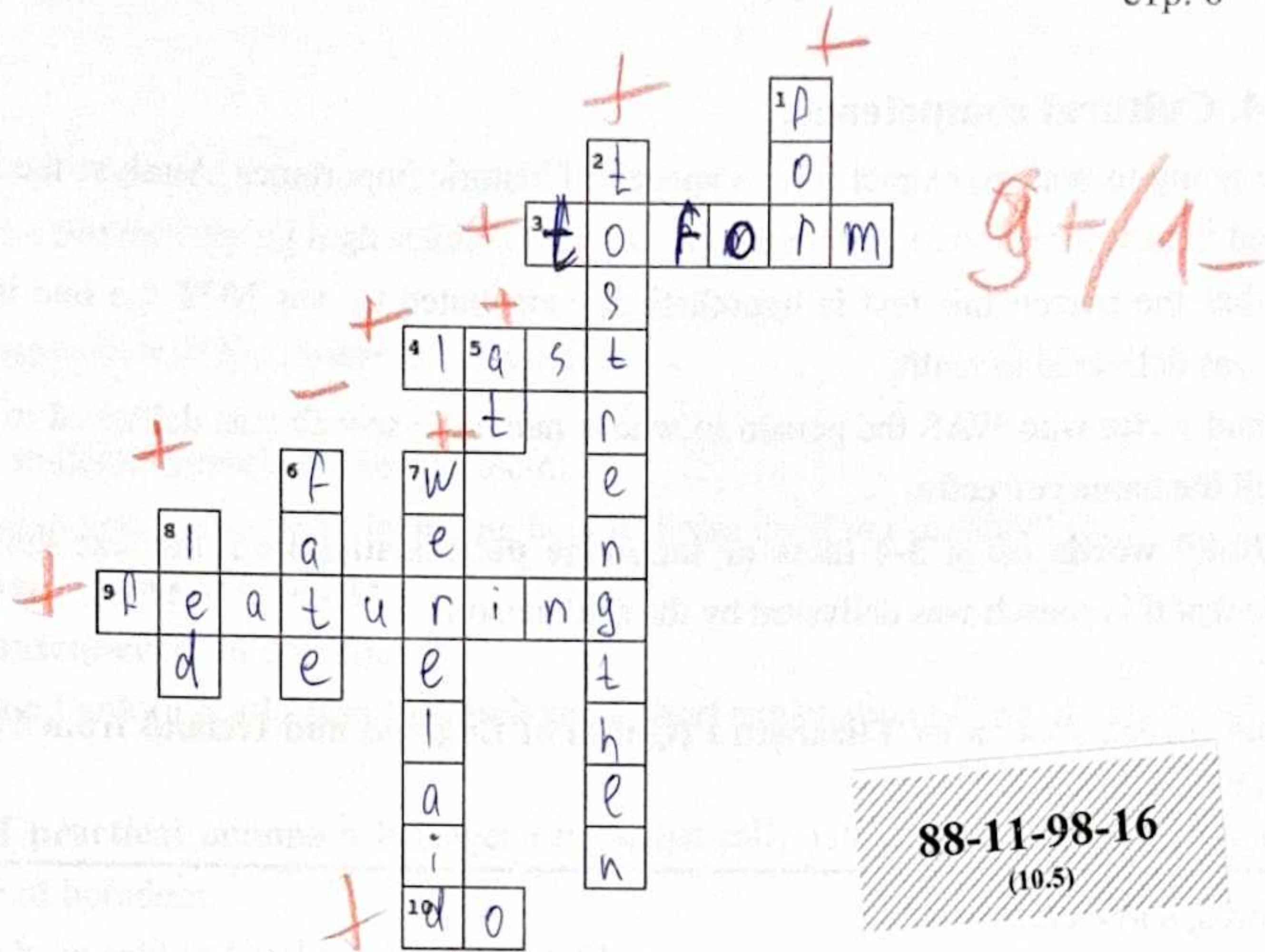
Across	Down
3. to form	1. insert a preposition
4. late	2. to strengthen
9. to feature	5. insert a preposition
10. to do	6. insert a determiner/quantifier/pronoun/adjective
	7. lay
	8. to lead



You are going to read an extract of an article on s **two halves of the sentences** below. There is one e the sentences follow the same order as the full sente

- Those who practise racism often believe that only low-status jobs should go to people of
- They also often believe that members of the economically and culturally dominant
- The lived experience of racism for members of "low-status" races can include daily insults and frequent acts and verbal expressions of contempt and disrespect, all of which have serious effects
- Conflicts stemming
- Lingering racial divisions in post-apartheid South Africa, social inequality and unrest in the United States and other parts of the world, resentment in Great Britain directed

1 F 2 E 3 D 4 C



You are going to read an extract of an article on society. For questions 1-5, read the text and **match two halves of the sentences** below. There is one extra half you do not need to use. The beginnings of the sentences follow the same order as the full sentences in the original text.

1. Those who practise racism often believe that only low-status jobs should go to people of	A against immigrants from former colonies, and reluctance on the part of many nations in many areas to accept Southeast Asian refugees are just a few examples of the results of conflicts between racial and ethnic groups.
2. They also often believe that members of the economically and culturally dominant	B all races.
3. The lived experience of racism for members of "low-status" races can include daily insults and frequent acts and verbal expressions of contempt and disrespect, all of which have serious effects	C from racism and ethnocentrism remain a serious problem.
4. Conflicts stemming	D on social relationships.
5. Lingering racial divisions in post-apartheid South Africa, social inequality and unrest in the United States and other parts of the world, resentment in Great Britain directed	E race alone should have access to privileges, political power, economic resources, educational opportunities, and unrestricted civil rights.
	F races considered low-status.

1 F 2 E 3 D 4 C 5 A

4 + 1 + 1 + 1 + 1 + 1 TB 3 : (9+5) 14

**Блок 4. Cultural competence.**

You are going to read an extract from a **speech** of historic importance. **Analyse** the language and facts presented in it.

**Prove** that the person this text is hypothetically attributed to was NOT the one in whose name the speech was delivered in reality.

**Guess and write** who WAS the person in whose name the speech was delivered in reality. Make sure you spell the name correctly.

Write **70-80 words** using **3-4 facts or language peculiarities** from the text showing that it is not possible that this speech was delivered by the said person.

**Was this speech spoken by Elizabeth I (Queen of England and Ireland from 17 November 1558 until her death in 1603)?**

My Lords, and Gentlemen,

It is with great satisfaction that I meet you again in Parliament, and have recourse to your assistance and advice. My Relations with Foreign Powers continue to be friendly and satisfactory; and I trust that the moderation of the powers of Europe will prevent any interruption of the general peace. [...]

I announce to you also at the close of the last session of Parliament that the pacific overtures which my envoy in China had made to the Imperial Government at Peking having led to no satisfactory Result, my naval and military forces, and those of my ally The Emperor of the French, were to advance towards the Northern Provinces of China, for the purpose of supporting the just demands of the Allied Powers, and that the Earl of Elgin had been sent to China as Special Ambassador to treat with the Chinese Government.

I am glad to inform you that the operations of the Allied Forces have been attended with complete success. After the capture of the forts at the mouth of the Peiho, and several engagements with the Chinese Army, the Allied Forces became Masters of the Imperial City of Peking; and the Earl of Elgin and Baron Gros, the Ambassador of the Emperor of the French, were enabled to obtain an honourable and satisfactory settlement of all the matters in dispute. Throughout these operations, and the negotiations which followed them, the commanders and ambassadors of the Allied Powers acted with the most friendly concert. Papers on this subject will be laid before you. [...]

Serious differences have arisen among the States of the North American Union. It is impossible for me not to look with great concern upon any events which can affect the happiness and welfare of a people nearly allied to my subjects by descent, and closely connected with them by the most intimate and friendly relations. My heartfelt wish is, that these differences may be susceptible of a satisfactory adjustment.

The interest which I take in the well-being of the people of the United States cannot but be increased by the kind and cordial reception given by them to the Prince of Wales during his recent visit to the Continent of America.

I am glad to take this opportunity of expressing My warm appreciation of the loyalty and attachment to My Person and Throne manifested by my Canadian and other North American subjects on the occasion of the residence of the Prince of Wales among them. [...]

**Write your answer on page 9**

**Блок 5. Writing.**

You are going to write a **poster** helping high school

Use the following **components of the poster structure**

**Catchy title** drawing students' attention to the problem

**Definition** of boredom in your own words, including

**Breakdown of the main causes** of boredom.

**Breakdown of the consequences** of boredom.

**Recommendation on a book to read / film to watch** to overcome boredom.

**Recommendation of practical actions** a teenager can take to eradicate the problem of boredom.

**Summarise** what has been said and make a final conclusion.

Although this is a poster, write it as a structured text.

Write your poster in an **informal** style.

Write your poster in at least **250 words**.

**Write your answer on page 9**

## Блок 5. Writing.

You are going to write a **poster** helping high school students solve the problem of **boredom**.

Use the following **components of the poster structure**:

**Catchy title** drawing students' attention to the problem.

**Definition** of boredom in your own words, including how it shows itself in everyday life.

**Breakdown of the main causes** of boredom.

**Breakdown of the consequences** of boredom.

**Recommendation on a book to read / film to watch** and a short explanation of how it helps deal with boredom.

**Recommendation of practical actions** a teenager can realistically take (at least 2) to alleviate or eradicate the problem of boredom.

**Summarise** what has been said and make a final comment.

Although this is a poster, write it as a structured text with relevant subheadings and short paragraphs.

Write your poster in an **informal** style.

Write your poster in at least **250 words**.

**Write your answer on page 9**

## Ответ на задание Блока 4

Judging by the fact, that the United States were mentioned in the document, the speech must have been given after the reign of Elizabeth I. Furthermore, it is stated that the relations with foreign powers remain friendly and that the capture of the Azores at the mouth of the Pacific happened not long before the speech, which doesn't go with the given timeline as well. From my observation, it may be possible that Victoria I was the monarch giving the speech.

108

## Ответ на задание Блока 5

Doomscroller? Me too.

Have you ever caught yourself watching silly videos or AI-generated junk for hours non-stop? Or, perhaps, you spend all your free time watching TV and doing nothing beneficial? Then you probably are familiar with the problem of boredom.

What is boredom?

It is a stage of feeling when your brain kind of "switches off" and when you cannot make yourself do something important. Bored people lose the concentration of

## Продолжение ответа на задание Блока 5

easily and waste their time on unimportant activities.

But why do people get bored? Boredom often appears when you were previously overconcerned with many hard tasks, such as studying, so it "gets tired" after you want to rest a bit. This "bit" may last for a long time of ineffective time spent, so you feel bored when they pass time but not make any progress. All this time with.

Why is boredom bad? It can lead to long-term inactivity, which obviously doesn't help your academic performance. Furthermore, it lowers your motivation, which makes good work harder to achieve. How do I get more out of my time more effectively? Watch a film or read a book, which shows the world in a different main currency. You probably underestimated the value of

that the United States were  
 not, the speech must have  
 of Elizabeth I Furthermore  
 lions with foreign  
 that the capture of  
 the Peiho happened  
 which doesn't go  
 well. From my  
 side that  
 ng the speech.

105

aching  
 ours  
 free  
 little!

easily and waste their time doing some  
 unimportant activities.

But why do people get bored?

Boredom often appears when the brain  
 was previously overconcentrated on one or  
 many hard tasks, such as exam preparations,  
 so it "gets tired" afterwards and makes  
 you want to rest a bit. However, this  
 "bit" may last for hours or even days  
 of ineffective time spending. Also, people usually  
 feel bored when they have too much free  
 time but not enough activities to  
 fill this time with.

Why is boredom bad for me?

It can lead to long-lasting procrastination,  
 which obviously doesn't help you with  
 your academic performance. Furthermore,  
~~your brain activity~~ your brain activity  
 lowers, which makes catching up doing  
 good work harder.

How do I get motivation to spend  
 my time more effectively?

Watch a film called "Time" that  
 shows the world where time is the  
 main currency. You probably will start to  
 understand the value of the time, given to you

fact, that the United States were  
document, the speech must have  
reign of Elizabeth I. Furthermore  
relations with foreign  
and that the capture of  
of the pike happened  
ch, which doesn't go  
as well. From my  
possible that  
giving the speech.

105

watching  
hours  
free  
beneficial?

easily and waste their time doing some  
unimportant activities.

But why do people get bored?

The boredom often appears when the brain  
was previously overconcentrated on one or  
many hard tasks, such as exam preparations,  
so it "gets tired" afterwards and makes  
you want to rest a bit. However, this  
"bit" may last for hours or even days  
of ineffective time spending. Also, people usually  
feel bored when they have too much free  
time but not ~~man~~ enough activities to  
fill this time with.

Why is boredom bad for me?

It can lead to long-lasting procrastination,  
which obviously doesn't help you with  
your academic performance. ~~and overall~~  
~~performance~~. Furthermore, your brain activity  
lowers, which makes catching up doing  
good work ~~harder~~ harder.

How do I get motivation to spend  
my time more effectively?

Watch a film called "Time", that  
shows the world where time is the  
main currency. You probably will start to  
understand the value of the time, given to you

## Продолжение ответа на задание Блока 5

easily and waste their time doing some unimportant activities.

But why do people get bored?

~~The~~ Boredom often appears when the brain was previously overconcentrated on one or many hard tasks, such as ~~an~~ exam preparations, so it "gets tired" afterwards and makes you want to rest a bit. However, this "bit" may last for hours or even days of ineffective time spending. Also, people usually feel bored when they have too much free time but not ~~man~~ enough activities to fill this time with.

Why is boredom bad for me?

It can lead to long-lasting procrastination, which obviously doesn't help you with your academic performance. ~~and overall~~ ~~Furthermore~~. Furthermore, your brain activity lowers, which makes catching up doing good work ~~harder~~ harder.

How do I get motivation to spend my time more effectively?

Watch a film called "Time", that shows the world where time is the main currency. You probably will start to understand the value of the time, given to you

## Продолжение ответа на задание Блока 5

to live ~~more~~, ~~then you do~~ ~~now~~, as you probably take it for granted <sup>now. The film will make you</sup> try to spend it more effectively, not leaving any space for boredom.

What can I do not to feel that bored?

Find a new hobby, make new friends, that will encourage you to do some significant things in your life. You can also set a maximum amount of time that you can spend daily on social media to limit it. ~~understand how much time you really spend~~ ~~there~~. Start solving crosswords, sudoku or any other puzzles when you get bored to <sup>keep</sup> get your mind sharp instead of doomscrolling.

Your plan and motivation:

Please, keep in mind that being bored is normal and a lot of people our age deal with the problem of boredom every single day. Try to make tiny steps towards your goal and ~~make yourself free of boredom!~~ <sup>escape from</sup> So, start working, thinking, chatting and smiling and boredom will disappear soon. Good luck, my friend!

~~Th. 5: 50~~

~~Log: 21~~

~~lf: 29~~

$$075 = 3 + 9 + 14 + 10 + 50 = 86$$

all  
Dabyshe 24