



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

Вариант 1

Место проведения Москва  
город

**ПИСЬМЕННАЯ РАБОТА**

Олимпиада школьников Ломоносов  
наименование олимпиады

по английскому языку  
профиль олимпиады

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Дата  
«14» февраля 2026 года

Подпись участника  
ВУМ

Блок 1 Вариант 10

ВАРИАНТ 1  
90 (звёздочка)

стр. 1

**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 as a theme expressed through symbolism and metaphor.

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

+ 

1	B
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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 As your rose-colored glasses begin to ... .. , problems in your relationship may become more evident.

3 Activities like exercise, spending time with friends, or even listening to your favorite song can ... ..  
... stress response.

+ 

2	lose	their	tent
3	contain	this	heartbreak

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

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

A yearning

B waiting

C belonging

D meanings A and B combined

E meanings A and C combined

+ 

4	<del>B</del>	A
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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 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 behaviors 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>

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

9+1 - TB1: 9

## Блок 2 Вариант 2

**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**.

- Romeo and Juliet meet for the first time in the orchard garden.
- After both lovers die, the long-standing conflict between their families probably comes to an end.

+	1	False
+	2	True

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* Becomes emotionally attached after a first encounter. Pursues the relationship despite serious external obstacles. Avoids violence at first but later becomes involved in it. Is forced to leave their home as punishment for their actions. Dies believing the person they love is already dead.

*Character B* Falls in love quickly and secretly. Uses deception rather than secrecy to pursue the relationship. Pretends to be someone else for most of the story. Is eventually reunited happily with the loved one without having to die.

3 B

13-09-78-60  
(9.7)

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

By facilitating a covert union, they seek to confer legitimacy on a doomed relationship.

4 Hamlet

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 A  
2 B

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.

*Juliet is to blame.*

According to the original text of the Shakespeare's tragedy, it is rather easy to understand that Juliet can not be blamed. She fell in love with a man whose name is forbidden to announce, that was the main problem. Juliet can not be punished for anything as the issue is between their parent's kingdoms.

ТБ2: 9 (4+5)

**Блок 3. Vocabulary and Grammar.**

Read the following text on the evolution of theatre 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).

**Under the Irish influence: 18th century theatre**

When the rude 5. ... of Restoration Comedy slipped from fashion in the early 1700s (9. ... by moralising pamphleteers), British theatre entered a subdued century. Some advances 2. ... : London theatres increased in number and playhouses in towns like Lancaster, Bristol and Ipswich pushed drama out to the provinces; and in David Garrick, Britain found its 6. ... star (apparently the first 10. ... whom the word was applied) of the stage, the first actor 3. ... naturalism over elaborate declamation. But it wasn't a golden era.

Audiences were as 7. ... to watch Italian opera as they 1. ... a British play. 8. ... Italian opera helped generate one of the period's favourite genres, the 'ballad opera' of popular songs and satire that 4. ... with John Gay's *The Beggar's Opera* (1728).

Across	Down
3. to pursue	1. to be
6. famous	2. to make
8. insert an adverb expressing emphatic confirmation	4. to peak
9. to hasten	5. a laugh
	7. insert an adjective expressing a tendency
	10. insert a preposition



**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 speaker delivering this speech in reality.

**Guess and write** who WAS the person delivering this speech. 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 made by Elizabeth II (1926–2022, queen of Great Britain and Northern Ireland)?

My loving people,

We have been persuaded by some that are careful of our safety to take heed how we commit ourselves to armed multitudes, for fear of treachery. But I assure you, I do not desire to live to distrust my faithful and loving people.

Let tyrants fear. I have always so behaved myself that, under God, I have placed my chiefest strength and safeguard in the loyal hearts and good-will of my subjects; and therefore I am come amongst you, as you see, at this time, not for my recreation and disport, but being resolved, in the midst and heat of the battle, to live and die amongst you all; to lay down for my God, and for my kingdom, and my people, my honour and my blood, even in the dust.

I know I have the body of a weak and feeble woman; but I have the heart and stomach of a king, [...] and think foul scorn that [*anyone*] should dare to invade the borders of my realm: to which rather than any dishonour shall grow by me, I myself will take up arms, I myself will be your general, judge, and rewarder of every one of your virtues in the field.

**Write your answer on page 9**

**Блок 5. Writing.**

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

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

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

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

**Breakdown of the main causes** of procrastination.

**Breakdown of the consequences** of procrastination.

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

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

**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

The speech that is presented was made by Janne Dark, French soldier. It can be seen through the way she speaks with the people. First of all, the woman proves that she will be among the ordinary warriors. Secondly, it is said that she has the heart of a king that represents her as a strong person. Last but not least, she promises to be a general in the field, which means she will guide the whole process.

ТБ4:7

## Ответ на задание Блока 5

What can be done with ~~a~~ procrastination?  
 Procrastination is a problem that stops people from doing things they have to do, studying and working because of the laziness and having not enough motivation. People <sup>are</sup> just stuck in the middle of nowhere and have powers only for scrolling or doing something very simple. Having this issue, one can struggle with ~~a~~ <sup>the</sup> disability of doing ~~a~~ homework, reading a book or even cooking a meal.

The causes may be too various. For someone the source of the problem is the social media or

films. It helps to escape the reality and forget about everything that surrounds a person. Also, the lack of the needed rest can stimulate this kind of a syndrome.

It's worth mentioning that there are some consequences of the procrastination. One of them is the problems with the grades at school. Another important is a worse concentration comparing to how it was before. All of this can put a lot of pressure on a student and can become a cause of an anxiety or even a depression.

It's uneasy to overcome it and get rid of this, but there is a recommendation of a film called "Chorists". This film is about a genius teacher that helped children from poor families to learn singing. He gave them an opportunity to represent themselves and show their skills. This story can help teenagers to be thankful for what they have and teach them that everything is possible.

Of course, watching a film isn't enough to become "healthy" again. Every teenager has to analyse the root of the problem obstacle and find out what can be done for its disappearing. They have to understand their priorities and plans for the future to create the right destination. It's also essential to find new hobbies to replace scrolling and do surfing on the Net and doing nothing.

## Продолжение ответа на задание Блока 5

Well, ~~the~~ procrastination can become the biggest enemy for a teenager's success and be the source of the irrational spending time. Everyone should remember that it's not critical or even fatal, and all problems can be solved.

$$ТБ5 : 20 + 30 = 50$$

$$ОТБ : 9 + 9 + 15 + 7 + 50 = 90$$

Черновик

Stage of love - N/A

As your rose-colored glasses begin to \_\_\_\_\_  
 \_\_\_\_\_, problems...

Your favourite song can lose their tent

- |      |                      |                 |
|------|----------------------|-----------------|
| 1. B | 1) Prefrontal cortex | Passionate love |
| 2.   | 2) Oxytocin,         | Hamlet          |
|      | 3) Insular cortex    | stress          |

contain this heartbreak

5. Passionate love

6. Prefrontal cortex

7. Oxytocin

8. .

9. Dopamine

10. Insular cortex

1. Laughter

2. were made

10. of

It's uneasy to overcome ~~everything~~ it and get rid of this, but there is a recommendation of the film called "Choirists". This film is about a genius teacher that helped the children from poor families to learn singing. He gave them an ability to represent themselves and show their skills. Of course, reading a book is not enough to become "healthy" again. Every teenager has to analyse the root of the problem and find out what could be done for its disappearance. They have to ~~priority~~ understand their priorities and plans for the future to create the right destination. It's also essential to find new hobbies to replace scrolling and doing nothing.

Well, the procrastination can become the biggest enemy for the teenagers' success and be the source of the irrational spending time. Everyone should remember that it's not critical or even fatal and everything can be figured out.

This story can help teenagers to be thankful for what they have and teach them that everything is possible. even if it doesn't seem like that.

Шифр

A -  
B -  
C -  
D -  
E -

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

*hastently*