



МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
имени М.В.ЛОМОНОСОВА

Вариант 2

Место проведения Ульяновск
город

ПИСЬМЕННАЯ РАБОТА

Олимпиада школьников Ломоносов
наименование олимпиады

по Английскому языку
профиль олимпиады

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Подпись участника

[Signature]

ВАРИАНТ 2

67-03-20-67
 (6.1)

Блок 1 Вариант 6

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 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	is An	intent	roller coaster
3	pump	the	brakes

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 E

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>Adrenaline prepares the body for sudden action; increases heart rate and energy.</p> <p>Cortisol helps the body manage pressure during long-term stress.</p> <p>Dopamine makes you feel pleasure, motivation, and desire to repeat enjoyable experiences.</p> <p>Endorphins reduce pain and can create a feeling of happiness.</p> <p>Estrogen affects physical development and reproductive health.</p> <p>Melatonin controls sleep and helps the body know when it is time to rest.</p> <p>Noradrenaline helps with alertness, focus, and responding to stress.</p> <p>Oxytocin helps people feel close, safe, and trusting with others.</p> <p>Prolactin involved in parenting behaviours and caregiving.</p> <p>Serotonin helps control mood, happiness, and emotional balance.</p> <p>Testosterone influences physical development and sexual attraction.</p> <p>Vasopressin fosters long-term attachment, loyalty, and commitment.</p>	<p>Amygdala becomes less reactive in secure attachment, reducing fear and emotional threat.</p> <p>Higher cortical regions regulate reasoning and impulse control, gradually reducing distress and craving over time.</p> <p>Hypothalamus produces and releases oxytocin and vasopressin, the core bonding hormones.</p> <p>Insular cortex processes emotional and physical pain, including the distress and social pain experienced during heartbreak.</p> <p>Nucleus accumbens helps turn repeated closeness into a stable, rewarding bond.</p> <p>Prefrontal cortex supports trust, long-term planning, impulse control, and commitment.</p> <p>Ventral tegmental area 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><u>Infatuation</u> (passionate love)</p>	<p>5 Dopamine</p> <p>+</p>	<p>6 Ventral tegmental AREA Higher cortical regions</p> <p>-</p>	<p>Euphoria, intense pleasure, motivation, craving, idealisation, reduced critical judgement</p>
<p><u>Attachment</u> (compassionate love)</p>	<p>7 Oxytocin Vasopressin</p> <p>+</p>	<p>8 N/A</p> <p>+</p>	<p>Bonding, trust, commitment, emotional security, relaxation, reduced stress</p>
<p>9 Heartbreak Heartbreak</p> <p>+</p>	<p>Stress hormones: Dopamine</p>	<p>10 Insular cortex Ventral tegmen- tal area Higher cortical regions</p> <p>+</p>	<p>Emotional and social pain, distress, craving contact, stress response, gradual emotional regulation</p>

T51: (7+/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

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
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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	Juliet's father father
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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.

I can agree with the statement "the tradition of vendetta is to blame." The synopses make it clear that the Romeo and Juliet's tragedy is the result of the feud between the houses, which in itself is fuelled by acts of blame and revenge. Additionally, the murder of Tybalt is an act of revenge for Mercutio, the same the feud ends as soon as there is nobody left to blame, strengthening the statement.	
5	

TB2: 10 (5+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

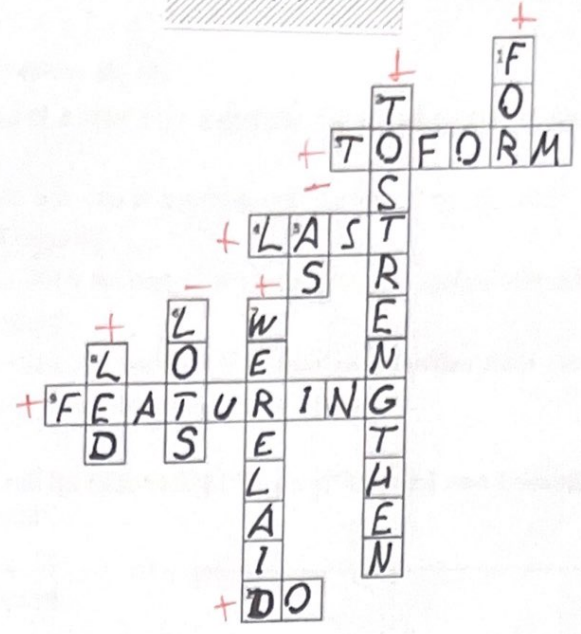
Complete the crossword with your answers. The gaps in the text are numbered according to the crossword (across and down).

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 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

8 + 5 = 13

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 Pekin 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 Pekin; 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 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

This speech could not have been delivered by Elizabeth I. Firstly, the speech tackles the figure's relationship with "the States of the North American Union", which could not have been formed ~~at~~ at the time of Elizabeth I's reign. Secondly, the speech mentions "engagements with the Chinese Army", of which Elizabethan era had seen none. Lastly, the ~~visit given to America~~ Prince of Wales' visit to America could not have ~~commenced~~ ^{reign.} during Elizabeth I's ~~that time~~.

I believe the ~~speaker~~ speaker to be Queen Victoria.

ТВ4: 8

Boredom no ~~no~~ more!

Are you so bored outta ~~your~~ ^{your} mind you'd ~~rather~~ rather read a poster than try and find something worthwhile to do? Are you tired of wasting your days wandering out and about in search of entertainment? Well, under no more! ~~the~~ ~~This poster~~ ~~The~~ This poster will help you solve the there-isn't-really-anything-to-do crisis.

What's boredom?

We're all acquainted with boredom - ~~that feeling~~ when everything ^{feels} ~~seems~~ like a slog, minutes turn into hours and ~~usual~~ usual pastimes are unapproachable.

It can strike ~~wherever and whenever~~ wherever and whenever: A time period before right before an exam, ~~week days~~ weekends ^{when} ~~when~~ you're ~~sitting~~ at home ~~has~~ knee-deep in chores, in the middle of the class and etc.

How did we get here?

Boredom can ~~state~~ occur due to a number of reasons. Mainly, ~~it's~~ ^{it's} a lack of direction that is to blame. When playing videogames, ~~for~~ for example, you're rarely bored. There is always a dot on the map or a marker before you showing a place of interest. ~~In real life, there is~~ ~~no~~ ~~to~~ ~~marker~~ ~~to~~ ~~guide~~ ~~you~~. In real life, instead of following an ~~arrow~~ ^{arrow} on the floor, you find yourself yourself standing in one place sifting through potential activities to take on. This freedom of choice overwhelms us, and our brain decides that between choosing doing A or B, it'd rather do nothing at all.

~~But...~~ Why that's bad?

Boredom affects us in ways you'd never think it does. Apart from the obvious issue of wasted time, boredom makes us ~~more~~ prone to procrastination. It also erases the links in ~~our~~ ^{the} brain that tie our preferred pastimes and hobbies to happiness and feeling of success. Nothing to scoff at,

that's for sure.

~~Where to~~ What now?

A good ~~start~~ way to start fighting your boredom could be picking up a read or a flick. ~~I've~~ ~~found~~ ~~myself~~ ~~watching~~ an action movie like a ^{movie} ~~novel~~ by the name of "Everything, everywhere, ^{all at once} ~~at once~~" helped me to ask an important question of "what am I doing with my life?", which gave me much needed direction.

It's time to Act!

To ~~completely~~ There's a lot of ways to go about boredom, but they all start with doing something. Take up a hobby - something that you'd like doing on a regular basis and will look forward to. ~~To~~ Additionally, you can create a timetable to avoid wasting time and do something fruitful (remember the ~~chances~~ chores I've told you about?)

Again... what?

In summary, boredom is a dangerous state of mind that can lead to unforeseen consequences.

If you suffer from it regularly, it should be your topmost priority to fight it! The best thing is that there's so many ways to combat it, and they don't end with what's been ~~expressed~~ expressed in this poster!

ТБ5: 53 (21+32)

ОТБ: 7+10+13+8+53=91

This speech could not have been ~~made~~ ^{delivered} by Elizabeth I. Firstly, ~~it should be noted that~~ the speech tackles the ~~international~~ ^{national} relations with the States of the North American Union, which could not have been ~~already~~ ^{formed} at the time of Elizabeth I's reign. Secondly, the speech mentions 'engagement with the Chinese army', of which Elizabeth had even had seen none. Lastly, the visit ~~given to the court of Austria~~ ^{to America} given by the Prince of Wales also could not have happened at the ~~the~~ ^{of} James Elizabeth I's throne.

I believe the speaker to be...

"I can ~~partially~~ ^{partially} agree with the statement of the tradition of vendetta is to blame. Yes, the story of the houses of Montague and Capulet supports the statement completely, it should be noted that, ~~It may seem that the story of Romeo and Juliet, as expressed by the synopsis, supports the statement which completely, it should be noted that, in the form of Montague, the finale of the story, However, the example of a clash between Romeo and Count Paris shows that sometimes, however, it should be noted that a clash or tension between Romeo's murder of Count Paris was not fuelled by hate, it clear that the family feud between houses is fuelled by animosity by causes of the houses. Multiple tragedies expressed in synopsis (the killings of Mercutio and Tybalt) are fuelled entirely by blame acts of ~~vengeance~~ ^{vengeance}. The main tragedy of the story had begun because of a ~~disagreement~~ ^{disagreement} between the houses, fuelled by blame ~~for~~ ^{and} acts of revenge, give ~~rise to~~ ^{rise to} the ~~cause to~~ ^{cause to} results in the Romeo and Juliet's tragedy. The same conflict results in deaths of Mercutio and Tybalt.~~