



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

АЖАМГАРОВОЙ АНАНЫ СЕРГЕЕВНЫ
фамилия, имя, отчество участника (в родительном падеже)

Дата

«14» ФЕВРАЛЯ 2026 года

Подпись участника

ВАРИАНТ 1

Блок 1 Вариант 10

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 +

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	same	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 A +

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 behaviors 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
5 <u>Infatuation</u> (Passionate love)	6 <u>Dopamine</u>	6 <u>Ventral tegmental area, Higher cortical regions</u>	Euphoria, intense pleasure, motivation, craving, idealisation, reduced critical judgement
<u>Attachment</u> (compassionate love)	7 <u>Oxytocin, Vasopressin</u>	8 n/a	Bonding, trust, commitment, emotional security, relaxation, reduced stress
<u>Heartbreak</u>	9 <u>Dopamine</u>	10 <u>Insular cortex, Ventral tegmental area</u>	Emotional and social pain, distress, craving contact, stress response, gradual emotional regulation

101=6

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	F
2	T

+

+

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
---	---

+

71-75-70-38

(9.4)

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	Friar Laurence
---	----------------

+

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.

Juliet is to blame.

I disagree with the statement expressed in the task. I believe that Romeo and Juliet's parents are to blame because their hate towards each other forced the lovers to conspire ("...their well-to-do families are enemies"). Moreover, it was Juliet's father who promised her to Count Paris and left Juliet no choice but to take the potion ("...forces her into marriage").
50.

TAS 2 = 10

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).

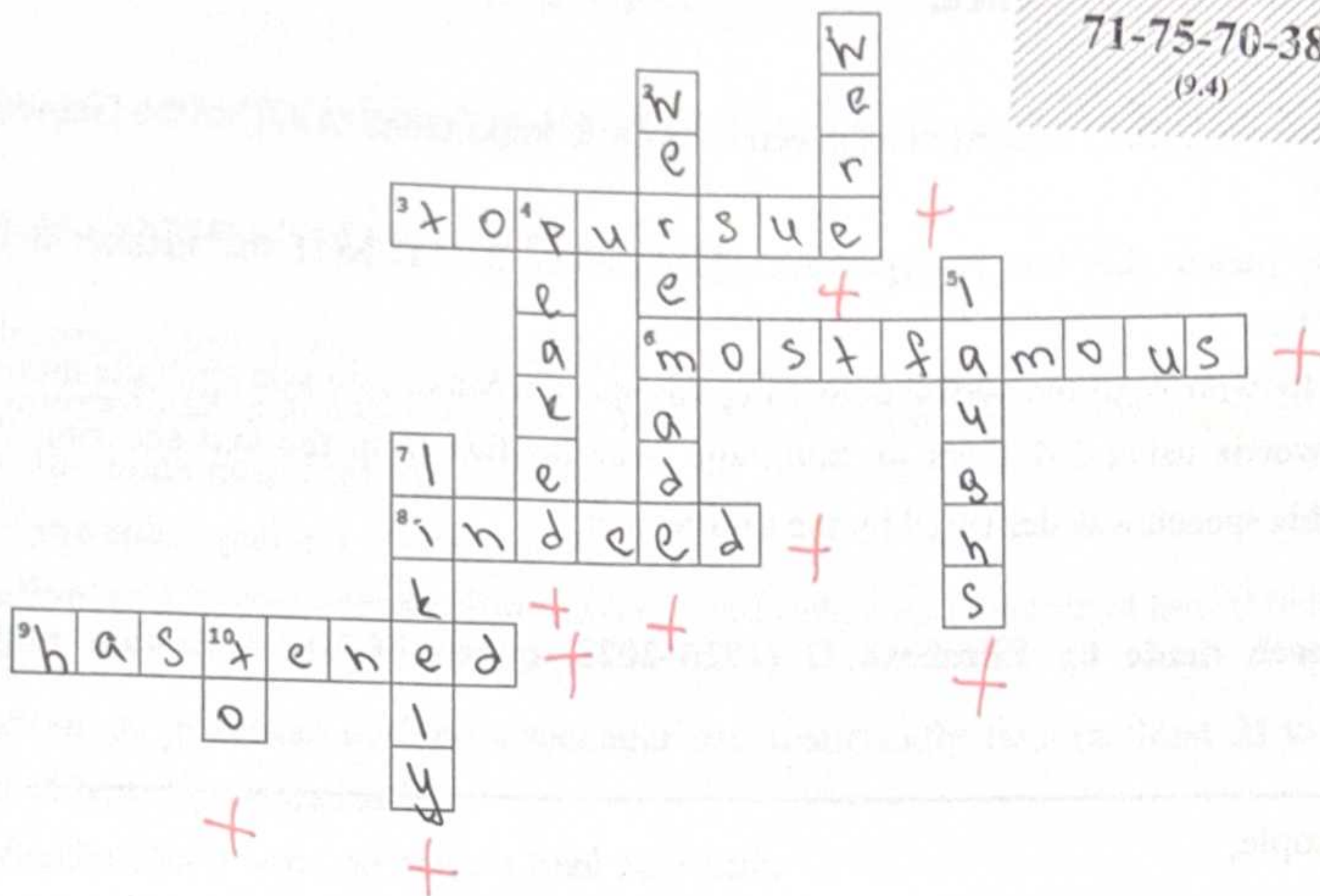
Under the Irish influence: 18th century theatre

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

71-75-70-38
(9.4)



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. The ties that bind an ethnic group together include	A language, nationality, culture, perceived "racial" characteristics, and a shared history.
2. However, ethnicity has	B life in ghettos.
3. The nation-state, which strives for political unity, has	C long been a cause of rivalry, hostility, and discrimination.
4. Nation-states have	D often attempted to eliminate or expel certain ethnic groups.
5. Notable examples include	E the Nazi policy against Jews during World War II, the expulsion of Moors and Jews from 15th-century Spain, and the expulsion of Arabs and East Indians from several newly independent African countries in the 1960s and '70s.
	F traditionally been uneasy with ethnic diversity.

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

783 = 15

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.

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(9.4)

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.

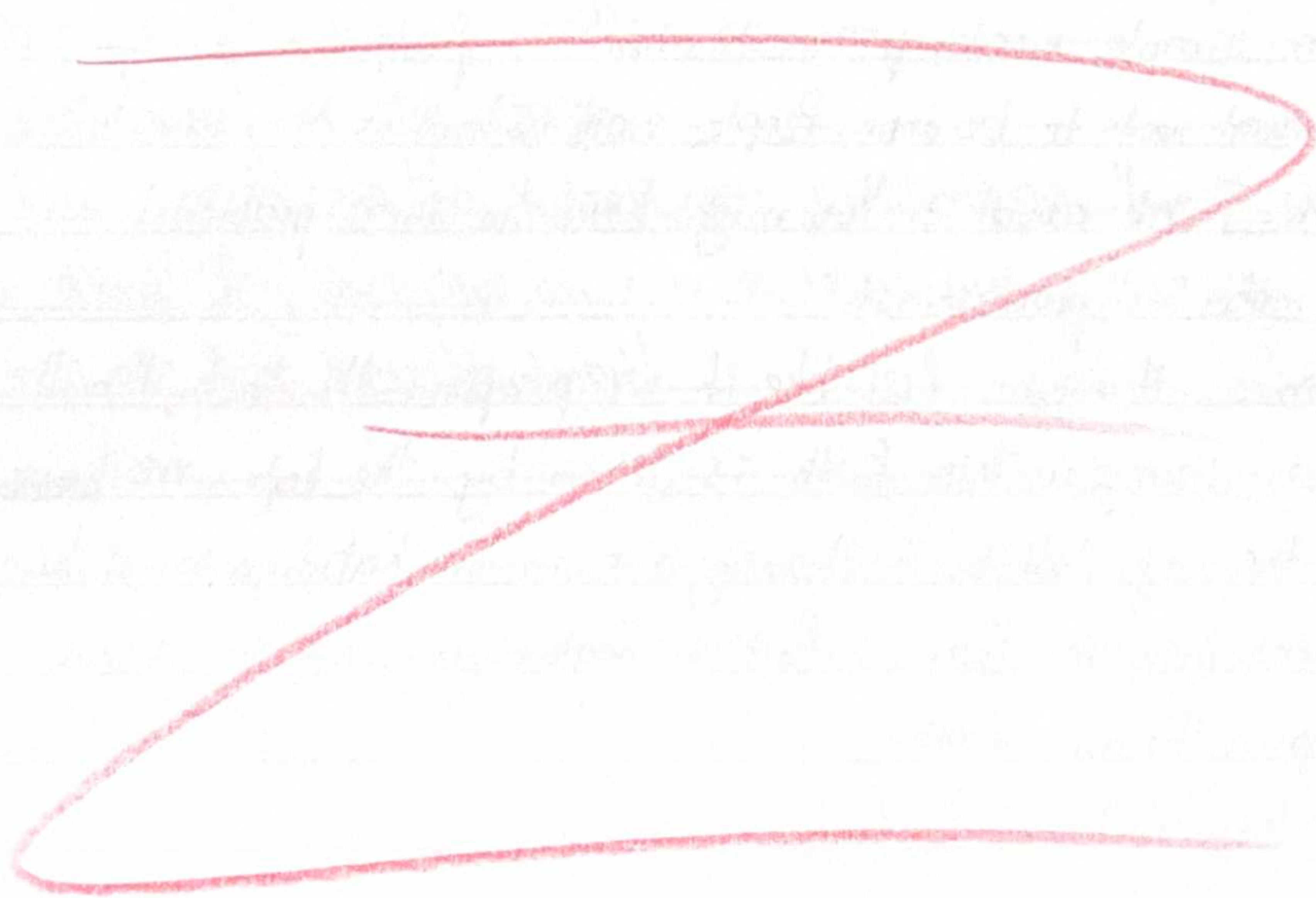
Summarise what has been said and make a final comment.

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

I suppose the person delivering the speech was Queen Victoria. It definitely was not Elizabeth II. Firstly, the speaker uses words which are not used now. Elizabeth II certainly would not have done that. Secondly, the speaker focuses on the topic of war. Elizabeth II was not crowned when any of the recent wars were in progress. Moreover, the text aims at persuading people to accept the speaker as their leader. Elizabeth II didn't do that.

16'9 = 8

Ответ на задание Блока 5

SAY NO TO PROCRASTINATION!

What is procrastination?

Well, in simple words, procrastination is postponing doing something that needs to be done. People wait as long as they can before they work. Think about it. You might have the same problem!

What makes us procrastinate?

Sometimes it might feel like if we postpone the task, it will mysteriously disappear. This faith is driven by the hate we have towards the duty itself, be it cleaning a room or handing in a huge assignment. Also, the fear of failure makes us want to avoid facing up with our work.

How does it harm us?

Well, firstly, you can't expect your problems to magically go away! Sooner or later, you will have to deal with them, but the trust people put in you will forever be lost. Secondly, the quality of your work is ~~likely~~ ^{likely} to be bad. Dreading the process, you will do the job poorly and without passion.

An ~~the~~ anti-procrastination film to watch

To fight procrastination, you need motivation. Try watching a film about an accomplished person! For example, "Roshima" is a great Russian film about a world-renowned figure ~~skater~~ skater. As you watch the ~~woman~~ woman overcome her problems and achieve her goals, you might feel motivated and full of energy.

Oh, what to do?

Well, you can change your working method. Try a new approach! Reward yourself after doing something you don't like. Drink tea in between study sessions, play outside after cleaning your room. Also, create a punishment system. Do 100 push-ups or run 15 km each time you miss a deadline!

The moral of the story

Don't be afraid to admit you procrastinate. You're clearly not alone! Try our tips on how to fight procrastination and get rid of this horrible habit!

$$TB5 = 19 + 32 = 51$$

$$OTB = 6 + 10 + 15 + 8 + 51 = 90$$

AD

71-75-70-38
(9.4)

~~Век~~

ЧЕРНОВИК

①

5. Crush?

Vent. teg. ar? Hypot s?

7. Vaso? Testo? Estro? Oxy? & Hypotal-s? Pr. cort.-?

9. Cortisol? ^{proly no}

10. Ins. cor.?

1. B?

2. lose their tent?

3. same this heart break

4. A

5. ~~Do~~ Intuition
(Passionate love)

7. Oxy. + Vaso

9. ~~ADP~~

Dopamine

6. Vent. teg. Ar.
Hypot cort. reg.

8. n/a

10. Ins. Cortex, VTA

1-N/A!!

②
1) 1F
2) 2T
3) B

4) Tybalt / Friar Laurence

~~conspire~~
~~conspire~~
~~conspire~~

5) 1B
2A

6) I disagree with the statement expressed in the task.

~~Personally~~, I believe that ~~they~~

-1-2-2-2-4 Romeo and Juliet's parents are to blame because their hate towards each other forced the lovers to ~~do everything~~ ^{conspire} secretly. ("... their well-to-do families are enemies")

Moreover, ~~it~~ ^{was} ~~after~~ all, Juliet's father who ~~made her marry~~ ^{promised her} to Count Paris ~~against her will~~ ^{and} ~~he~~ left Juliet no choice ^{but} to take ~~the~~ ^{preparation} and ~~try~~ ^{to} ~~escape~~ ("Juliet's father forces her into marriage").

71-75-70-38
(5.4)

BEAT YOUR PROCRA-N!

SAY NO TO pr-n!

What is pr-n?

Well, in simple words, proc-n is ~~postponing~~ ^{to} your ~~deadlines~~ ^{to} postponing doing something that needs to be done ~~as long as possible~~. People wait as long as they can ~~before finally~~ ^{before finally} ~~start~~ ^{start} work.

~~It's sure you have the same problem!~~
 What makes us procrastinate? Think about it. You might have the same problem!

~~Actually~~ Sometimes ^{it} might feel like if we postpone the task, it ^{will} mysteriously disappear, ^{right?}

~~That's not true~~ That ~~isn't~~ ^{is} driven by the ~~hate~~ ^{hate} we have towards the duty itself, be it cleaning your room, or handing in a huge assignment. Also, the ~~pro~~ ^{pro} fear of failure makes us want to avoid facing up with ~~our~~ ^{our} work.

How does it harm us?

~~When~~ ~~logically~~, you ~~might~~ ~~not~~ like what's

~~Unfortunately~~, there ~~are~~ ^{are} some ~~cons~~ ^{cons} you might ~~not~~ like. ~~For example~~, ~~procr~~ ^{procr} lowers your level of responsibility.

Firstly, you can't expect your problems to magically go away! It also makes you appear unreliable among your friends.

~~People just won't trust you!~~

Sooner or later, you will have to deal with them, but the ~~trust~~ ^{trust} people put in you will ~~be~~ ^{forever} be lost.

~~130~~ ~~140~~ ~~150~~ ~~160~~ ~~170~~ ~~180~~ ~~190~~ ~~200~~ ~~210~~ ~~220~~ ~~230~~ ~~240~~ ~~250~~ ~~260~~ ~~270~~ ~~280~~ ~~290~~ ~~300~~ ~~310~~ ~~320~~ ~~330~~ ~~340~~ ~~350~~ ~~360~~ ~~370~~ ~~380~~ ~~390~~ ~~400~~ ~~410~~ ~~420~~ ~~430~~ ~~440~~ ~~450~~ ~~460~~ ~~470~~ ~~480~~ ~~490~~ ~~500~~ ~~510~~ ~~520~~ ~~530~~ ~~540~~ ~~550~~ ~~560~~ ~~570~~ ~~580~~ ~~590~~ ~~600~~ ~~610~~ ~~620~~ ~~630~~ ~~640~~ ~~650~~ ~~660~~ ~~670~~ ~~680~~ ~~690~~ ~~700~~ ~~710~~ ~~720~~ ~~730~~ ~~740~~ ~~750~~ ~~760~~ ~~770~~ ~~780~~ ~~790~~ ~~800~~ ~~810~~ ~~820~~ ~~830~~ ~~840~~ ~~850~~ ~~860~~ ~~870~~ ~~880~~ ~~890~~ ~~900~~ ~~910~~ ~~920~~ ~~930~~ ~~940~~ ~~950~~ ~~960~~ ~~970~~ ~~980~~ ~~990~~ ~~1000~~ ~~1010~~ ~~1020~~ ~~1030~~ ~~1040~~ ~~1050~~ ~~1060~~ ~~1070~~ ~~1080~~ ~~1090~~ ~~1100~~ ~~1110~~ ~~1120~~ ~~1130~~ ~~1140~~ ~~1150~~ ~~1160~~ ~~1170~~ ~~1180~~ ~~1190~~ ~~1200~~ ~~1210~~ ~~1220~~ ~~1230~~ ~~1240~~ ~~1250~~ ~~1260~~ ~~1270~~ ~~1280~~ ~~1290~~ ~~1300~~ ~~1310~~ ~~1320~~ 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horrible habit!

I suppose the person delivering the speech was Queen Victoria. It definitely wasn't Elizabeth II. ~~Firstly, the speaker~~ ~~was~~ focused on the topic of war, which firstly, the speaker uses ~~it's~~ ^{no} words which are not ^{commonly} used now. ~~Elizabeth II~~ ~~couldn't~~ ~~have~~ ~~done~~ ^{no} that for the sake of being understood ^{by her} ^{sub 5.} Secondly, she focuses on the topic of war. Queen Elizabeth II ^{so} was not crowned when any of the recent wars ^{so} were in process.

Moreover, the text aims at persuading people to accept the speaker as their leader ^{and} raise their legitimacy. Elizabeth II ^{so} ~~can't~~ do that. $1 - 10 = 7 \ 3 \ 1 \ 7 \ 3$

~~Elizabeth II~~

✓