



18-84-11-72

(9.6)



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

Блок 1 Вариант 10

ВАРИАНТ 1

93 (девятая группа)

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	tint
+ 3	same	this	hear & break

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	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 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>Enfascination</u> + (passionate love)	<u>Dopamine</u>	6 <u>ventral tegmental area, prefrontal cortex</u>	Euphoria, intense pleasure, motivation, craving, idealisation, reduced critical judgement
<u>Attachment</u> (compassionate love)	7 <u>Oxytocin, vasopressin</u> +	8 <u>N/A</u> +	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

7 + / 3 -

TG 1: 7

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.

1. Romeo and Juliet meet for the first time in the orchard garden.
2. 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

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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.

As the prolonging feud between the two families goes on, it is unsurprising that simply forwarding a message becomes extremely difficult, despite the apparent ease of it initially. A wholesome plan that guaranteed a happy coexistence to the lovers ever after leads to their deaths as a result of the dynasties' mutual generational ~~help~~ hate rather than the actions of Juliet herself.

5

ТБ2! 10 (5+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).

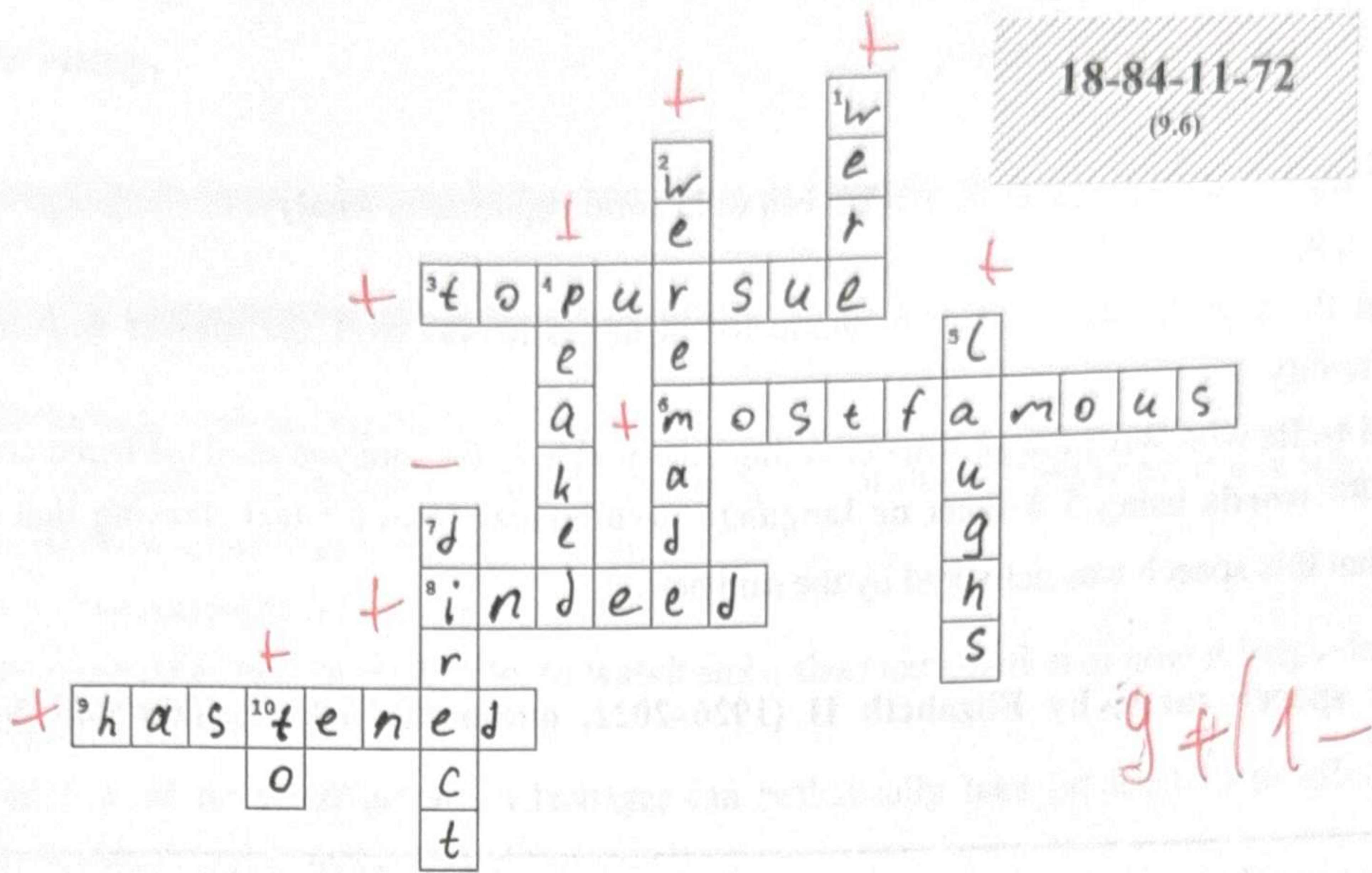
Under the Irish influence: 18th century theatre

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

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9+1-

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
+ + + - +

ТБЗ: 14 (9+5)

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

It couldn't have been Queen Elizabeth, II for several reasons.
~~First~~ First, the speech contains a lot of archaic words such as "amidst" and "amongst". Also it has some rare vocabulary used neither by the Queen herself, nor by her contemporaries such as "heed" and "treachery". The subject of the speech and thematic ~~phor~~ phrases are also not fitting for the historical context: "lay down for God ... my Kingdom, my people, my honour and my blood." This could actually be Queen Elizabeth, I.

ТБЧ! 8

Ответ на задание Блока 5

DO NOT STOP WHAT YOU ARE DOING TO READ THIS!

Well, if you already have, than I am sure you will be eager to learn how to fight procrastination. But what is it in the first place?

Procrastination is a nasty habit of avoiding doing what you have to by all costs. Procrastinators put the difficult work aside to do whatever else they might want to, which obviously kills any productivity. It is usually caused by laziness as well as a lack of motivation for one's job. It comes as no surprise that in order to do something well you should be determined and willing to act respectively. Though despite seeming harmless, procrastination may have serious, major repercussions on people around you and especially on your own mental health. The dread and anxiety

about obligations you dodge from day to day could be relevant ^{to} ~~for~~ you, and if so, that ~~it~~ is not a good sign.

There are some simple treatments for it though. First of all, try reading a book like The Anne Frank's Diaries, as an example. The book is written by an existent Jewish girl who lived a short agonizing life during a Nazi occupation of Holland in the WWII. It tells a grave yet incredible story of getting by, coping and ~~gas~~ grasping for life from the perspective of a regular teen. Not only is this book extremely tragic, but also inspiring, motivating, and therapeutic. When I read it ^{for the} first time, it both shocked and strengthened me, gifting me the yearning to live and ^{experience} ~~experiencing~~ things, thus increasing my ~~productivity in~~ ~~studying~~ efficiency at studying. ‡

The next thing you might want to do is start scheduling and planning out every day from now on in advance. In this you will always find a ~~goal~~ goal to ~~save~~ achieve. The last piece of advice to eradicate procrastination from my side ~~will be~~ is try thinking what you live for. Asking yourself such deep and global questions and answering them will truly give you a clear reason to work harder and to get better every day, evaporating your mundane lust for doing nothing.

To conclude, working is hard and living is a no easy task, too. However, we need to teach ourselves not to stop the hustle and never to give up neither in front of dull routine work, nor in front of small discouragements.

ТБ5: 54(20+34)

$$ТБ5: 7 + 10 + 14 + 8 + 54 = 93$$

Шифр

2.2 Shatter | purpose? | Longing? [Smithereens]

2.3, exact / cause

7. oxytocin / vasopressin

8. ~~last~~ hypothalamus / ~~perultimate~~ prefrontal cortex

6. ventral tegmental area

5. (

9. serotonin / dopamine / endorphins

10. insular cortex

1. B M

3. tame this heart break (?)

5. infatuation (passionate love)

6. continue
continue

goes on, it ~~is~~ ^{is} unsurprising

As the prolonging feud between the two families ~~as no surprise~~ that simply forwarding a message becomes really difficult, despite ~~it seemingly being easy initially~~ the apparent ease of ~~it~~ it initially. The great plan that ~~could have~~ guaranteed a happy coexistence ~~of~~ ^{to} the lovers ever after ~~kills them~~ leads to their deaths by the will of ~~wretched families~~ ^{as a result} because of the dynasties' mutual hate rather than the actions of ~~the heroes themselves~~ Juliet herself.

indeed
Queen Elizabeth, I
heed, treachery, amongst,
Lay down for God..., kingdom, my
people, my honour and my blood

389/250
11
10 + 27 + 117 + 111 + 82 + 42

DO NOT STOP WHAT YOU ARE DOING TO READ THIS!

Well, if you already have, than ~~I think~~ I am sure you will be eager to learn how to fight procrastination. But what is procrastination?

First of all, procrastination is a ~~mean~~ ^{nasty} habit of avoiding doing what you have to by all costs. Procrastinators put the difficult work aside to whatever else they might want to do, which ~~obv~~ kills any productivity. It is usually caused by laziness as well as a lack of motivation to do one's job. ^{*} And despite seeming harmless, procrastination may have major repercussions on ~~your~~ ~~mental~~ people around you and your own mental health. ~~It~~ ^{It} ^{*} - It comes as no

Surprise that to do something well you should be determined and willing ~~to~~ about it.

~~You might~~ The dread and anxiety about ~~the~~ obligations you ~~dodge~~ ^{dodge} from day to day might be ~~so~~ relevant to you, and if so, than it is a no good sign. ~ 156 Anne Frank ^{First of all}

There are some simple treatments for it though. The first thing you might want to do is ~~watch a movie~~ ^{read a book like} like ~~The Truman Show~~, for example. The ~~book~~ ^{book} is written by the real Jewish girl who lived a short and painful life during the ~~the~~ German ^{German} occupation of Netherlands in the WWII. It tells an incredible story of getting by and coping. Not only is this book ~~really~~ ^{extremely} tragic, but also serves both as a therapist and as a motivator. Reading it ~~enhanced~~ ^{strengthened me and} my thirst for life, thus increasing my own efficiency ~~and~~ at studying. In addition, you can try planning ^{or} out your day in advance. This will give you a clear goal that you will want to achieve, ^{and scheduling} The last piece of advice from my side to eradicate procrastination is try thinking what you live for. ^{Asking} Such deep questions to yourself and answering them will no doubt help you choose what you actually want from life and give you power to achieve it no matter what.