



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

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Дата  
« 14 » февраля 2026 года

Подпись участника

89

восемьдесят девять

*[Signature]*

ВАРИАНТ 2

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	an	intense	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 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>

Stage of love	Hormones / neurochemicals	Brain regions involved	Main effects described
<u>Infatuation</u> (passionate love)	5 dopamine +	6 ventral tegmental area; higher cortical regions; prefrontal cortex +	Euphoria, intense pleasure, motivation, craving, idealisation, reduced critical judgement
<u>Attachment</u> (compassionate love)	7 oxytocin; vasopressin +	8 N/A +	Bonding, trust, commitment, emotional security, relaxation, reduced stress
9 heart break +	Stress hormones; Dopamine	10 insular cortex; ventral tegmental area; higher cortical regions +	Emotional and social pain, distress, craving contact, stress response, gradual emotional regulation

T51 = 8

Блок 2 Вариант 10

**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
---	---

+

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.*

The tradition of vendetta is only one of many coincidences in this story. The feud separates the lovers and stimulates Tybalt and Mercutio's fight, which, in turn, causes Romeo to leave and not get the message on time. Together with the tradition of marrying for great wealth, these factors comprise an intricate sequence of events, resulting in the characters' death.
55.
752 = 9

Блок 3 Вариант 7

**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

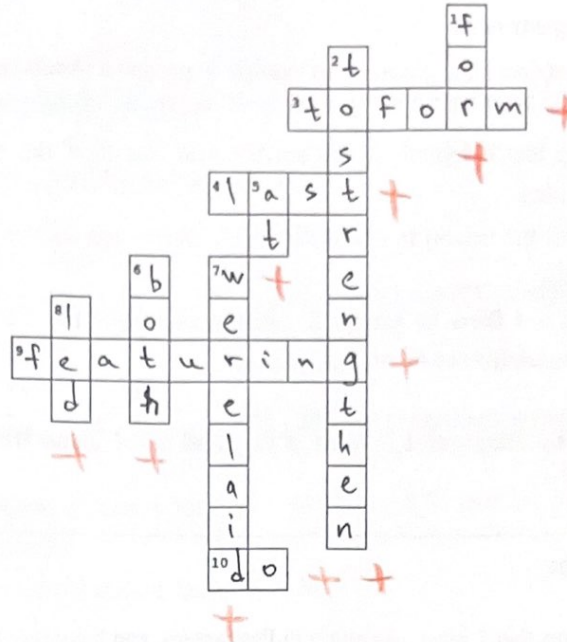
Complete the crossword with your answers. The gaps in the text are numbered according to the crossword (across and down).

**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

+ + + + +

TFS = 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 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 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

This speech could not have been delivered by Elizabeth I. Firstly, at the time of her rule, the United States had ~~were~~ not formed as an independent nation - this happened in the second half of the eighteenth century. Secondly, in the sixteenth century the United Kingdom was not an ally of the French. The language of the speech can be rather attributed to the nineteenth or twentieth century. Most probably, the speech was delivered by Winston Churchill, British Prime Minister.

754 = 8

### Ответ на задание Блока 5

The case of boredom and how to fight it

#### Introduction

Boredom is something each of ~~us~~ us has experienced now and then. Basically, it is a feeling of aimlessness, like there is nothing to do. In modern life you can witness it almost everywhere - from sitting in the subway to listening to your least favourite teacher. But what can we do about it?

#### Causes

Boredom usually arises, when you unexpectedly find out that you have a fair amount of free time and you don't know what to spend it on. The most common

causes include waiting for something or someone, having to be present at an event that does not interest you or simply being alone. In all of these cases, the surrounding reality fails to entertain us, and we feel the need to occupy our minds with something.

### Consequences

While for some the feeling of boredom stimulates some thoughts or ideas, most people just take their phone out of their pocket and begin scrolling. Our gadgets provide us with fresh content every second. However, this has a negative impact on our minds: we get used to always consuming and rarely creating or suggesting something of our own.

### How to fight boredom?

This question has been brought up in many books and films. One I definitely recommend watching is "Groundhog's day". This movie tells the story of a man who found himself living through the same day again and again, until he finally realised that he had been spending his time aimlessly, whereas so many good and meaningful things can be done every day. This movie makes you more attentive to how you spend your time, and which ~~settles~~<sup>deeds</sup> really have value.

Apart from such analysys, there are some practical actions that can be taken concerning the problem of boredom. A good idea is to take up a hobby or sport.

## Продолжение ответа на задание Блока 5

This will help you find use for your free time and open up a field of personal growth and development. Another helpful measure is the so-called "digital detox", which implies putting your phone away for quite a long period of time. This lessens your chance of getting addicted to your gadget, which is a common problem among teenagers nowadays. What's more, this would encourage you to find new ways of spending your time - such as talking to people around or educating yourself.

## Conclusion

All in all, boredom is not something bad: on the contrary, it's a sign that we need to seek for new ways of dealing with our time. Nevertheless, this does not mean another portion of social media content is a good idea: spend your time thoughtfully!

$$TR5 = 49$$

$$Q5TR = 8 + 9 + 15 + 8 + 49 = 89$$

Шифр

1. main focus - a) through character traits  
 b) scientific, neurobiological

2. while the first stage of love can be an intense rollercoaster of emotions & brain activity, it typically only lasts a few months

3. as time goes on, these regions of the brain help you regain control & can pump the brakes on this distress & craving signaling

4. word "draws"

- a) attracts / elicits
- b) makes / formulates / derives
- c) sucks / takes in (air, liquid)

- d) a + b
- e) a + c

draws you towards your new partner

5 - 10

1 blank - unfilled

N/A

draw feelings of warning

	hormones	brain regions	effects
infatuation (passionate love)	6 dopamine	6 VTA HCR PC	euphoria, intense pleasure, motivation, craving, idealization, reduced critical judgement
attachment (compassionate love)	7 oxytocin vasopressin	8 N/A?	bonding, trust, commitment, emotional security, relaxation, reduced stress
9 heartbreak	stress hormones, dopamine	10 insular cortex VTA HCR	emotional & social pain, distress, craving, central stress response, gradual emotional regulation



## Poster

"In praise of boredom?" <sup>help solve</sup> <sup>the problem,</sup> <sup>not praise</sup>

What is boredom?

Boredom is a state when <sup>one</sup> a person doesn't want or feel the need to do any actions, is out of ideas - basically, idle

What can be the causes?

Boredom can be caused by different situations - namely, having dealt with all of the planned tasks, bad weather, bad & lazy mood, or absence of a digital device which currently allows us never to stay bored  
consequences

So what does boredom lead to? For some, it can just become a cause for thinking over certain matters, whereas others simply entertain themselves with gadgets, which never allow us to be bored and just do nothing. However, the more we scroll through endless social media apps, the more we tend to lose our ability of thinking, creating and analysing by ourselves, since all we do is consume content.

How to fight boredom?

A good idea is to read a book or watch a film that highlights a thought-provoking questions. For me, the best option would be

"Tuck Everlasting" - a movie, which goes into the eternal question of life, death and everlasting youth. The main problem - immortality - is left unsolved, so there is plenty of food for thought leaving you engrossed even after watching.

Apart from watching films and reading books, there are some practical actions that can be taken concerning the problem of boredom. The first of these is turning on some music and doing a physical workout - not necessarily too hard. Physical activity will help you ease your body and give it a change from long-time stagnation that inevitably arises while studying. Another good thing to do is

So what can we do to eradicate the problem of boredom?

First of all, taking up a hobby <sup>or</sup> sport can help you find use for your extra time and also opens a field of personal growth in a particular sphere of your interest.

Secondly, it's quite beneficial to stay on a "digital detox" - putting away your phone for quite a long period of time. This will help get over the habit of always having ready-made content at hand and help you seek for new ways of spending your free time.

Last, but not least,

This ~~presented~~ speech could not have been delivered ~~spoken~~ by ~~Queen~~ Elizabeth I. Firstly, at the time of her rule, the United States were not formed as an independent nation - this happened in the second half of the eighteenth century. Secondly, ~~at the time of Elizabeth's rule~~ <sup>in the sixteenth century</sup> the United Kingdom was not an ally of the French. ~~That is more~~ <sup>Moreover</sup>, the language of the speech can be <sup>rather</sup> attributed to the nineteenth or twentieth century, ~~rather than the sixteenth - the time of the Queen's reign.~~ It is most probable, ~~according to the facts listed above~~ <sup>that it was spoken by</sup> that the speech took place ~~during the First World War~~ <sup>by</sup> Winston Churchill, ~~Britain's prime minister~~

81

Boredom ~~In praise of boredom?~~

Tradition of vendetta - ultimate cause of tragedy

~~The tragedy of~~ Romeo and Juliet's is a result of many coincidences, and it is not just the tradition of vendetta which became the reason of their tragical end. The feud of the two families makes ~~it~~ ~~the~~ ~~love~~ it ~~almost~~ impossible for the young lovers to be together without hiding it and leads to the fight between Tybalt and Mercutio, which, in turn, causes Romeo to leave and not get the message on time. All these factors, as well as the tradition of marrying for wealth and not for love, comprise an intricate sequence of events that result in the death of the characters.

Romeo & Juliet's tragedy is ~~the~~ result of many coincidences, the tradition of vendetta is only ~~being~~ one of the <sup>many</sup> coincidences <sup>in this story</sup>; the ~~unhappy~~ ~~family~~ feud <sup>separated</sup> the ~~lovers~~ ~~lovers~~ for the young lovers to be together and leads to the fight between Tybalt and Mercutio's ~~fight~~ which, in turn, causes Romeo to leave and ~~to~~ <sup>not</sup> ~~cannot~~ get the message on time. Together with the tradition of marrying for wealth rather than love, these factors comprise an intricate sequence of events, resulting in the character's death.

Edi 66, 68

Boredom and how to fight it	Time is money	
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What is boredom?

Boredom is something each of us has experienced.

~~Imagine yourself lying on a sofa ~~at a desk~~ and having nothing to do; it's dull outside and there is no one to chat with.~~

Basically, it is a feeling that there is nothing to do. In modern life you can see it almost everywhere. ~~What causes it?~~ everyday <sup>from</sup> sitting in the subway to listening to your least favourite teacher.

What causes it? Boredom is usually caused by an unplanned chunk of free time

There can be many reasons: having to wait for something to end, being alone <sup>or</sup>

All of these suggest that we are not interested in what is going on around, as well as simply bad weather or mood. When we are bored, the surrounding reality fails to entertain us; we are out of ideas and, thus, out of action.

What does it lead to?

While for some the feeling of boredom stimulates some ideas, required to keep our brain busy with something, most ~~of the~~ people simply take their phone out of their pocket and begin scrolling. Our gadgets provide us with fresh content every single second, ~~and all we do is consume~~. However, this has a negative impact on our mind: we get used to always consuming and ~~rarely~~ <sup>rarely</sup> ~~never~~ <sup>create</sup> or suggesting ideas of our own.

How to fight boredom?

This question has been brought up ~~by~~ <sup>in</sup> many books and films, and one worth taking a look at is "Groundhog's Day". This movie tells the story of a man who found himself living through the same day again and again, until he finally realized that he'd been spending his time aimlessly, while so many good and meaningful things can be done every day. This movie makes you more attentive to how you spend your time, and which actions really have value.

Apart from this ~~analysis~~ <sup>analysis</sup>, there are some practical actions that can be taken. A good idea is to take up a hobby or sport. This will help you to find use for your free time and open a field of personal growth and development. Another helpful measure is the so-called "digital detox", which implies putting your phone away for quite a long period of time. This ~~can play a big role~~ <sup>lessens</sup> your chance of getting addicted to your gadget, which is a common problem among

teenagers nowadays. What's more, this would encourage you to find new ways of spending your time - such as ~~making new friends~~ <sup>talking to people around</sup> or educating yourself.

### Conclusion

All in all, boredom is not something bad: on the contrary, it's a sign that we need to seek for new ways of dealing with our time. Nevertheless this does not mean that another portion of social media content is a good idea: use your time thoughtfully!