



**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

Тясецкого Святослава Валерьевича
фамилия, имя, отчество участника (в родительном падеже)

Дата
«14» февраля 2026 года

Подпись участника
[Handwritten Signature]

86 *восемьдесят шесть*

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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
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+

For questions 2 and 3, fill in the blanks with three words exactly the way they are used in the text. Articles, prepositions are also considered a word. DO NOT use contracted forms.

2 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	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	D
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For questions 5-10, read the given information and fill in the blanks in the table with the terms/special purpose vocabulary from the list. Use only the ones that are used in the TED talk. One blank WILL NOT be filled in as the text does not provide the relevant information. Write N/A in this space.

Note: A **hormone** is a chemical messenger released into the **bloodstream** that travels to different parts of the body to **control or influence how organs and tissues work** over time. A **neurochemical** is a

chemical messenger used by the **nervous system**, especially the brain, to **send signals between nerve cells** and influence thoughts, emotions, and behaviour.

Hormones/neurochemicals	Brain areas
<p>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
<u>Infatuation</u> (passionate love)	5 Dopamine +	6 Ventral tegmental area; Higher cortical center +	Euphoria, intense pleasure, motivation, craving, idealisation, reduced critical judgement
<u>Attachment</u> (compassionate love)	7 Oxytocin +	8 N/A +	Bonding, trust, commitment, emotional security, relaxation, reduced stress
9 Break up +	Stress hormones; Dopamine	10 Insular cortex; Ventral tegmental area (VTA) +	Emotional and social pain, distress, craving contact, stress response, gradual emotional regulation

561; 9

Блок 2. Reading.

You are going to read two synopses, A and B, of a play by William Shakespeare.

45-26-22-87
(10.2)

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	A	—
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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	Friar Laurence	—
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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.

While a vendetta definitely has something to do with the tragedy of Romeo and Juliet, I do not believe believe it is that I can entirely agree. Despite the initial success of the first part of Laurence's plan, the second half ultimately fails, with the fault being his his own ignorance, which results in the deaths of both Romeo and Juliet.
5

ТБ 2:8

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

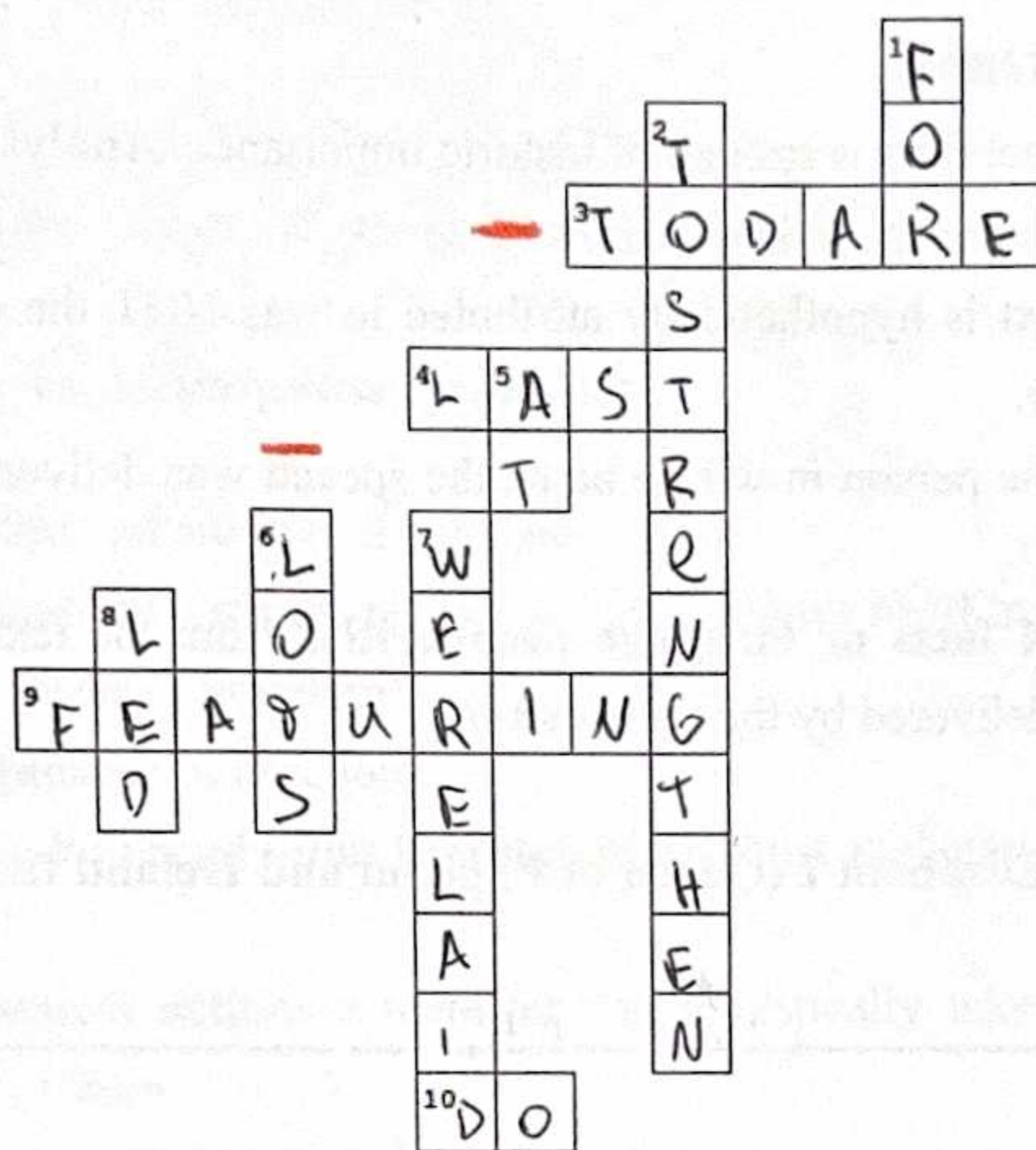
Complete the crossword with your answers. The gaps in the text are numbered according to the crossword (across and down).

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

T63: 13

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(10.2)

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

First of all, the speech mentions Canada, which was non-existent in the times of Elizabeth the I, obviously because the American revolution happened some 200 years later. The mentioned "Allied powers" ^{are} ~~is~~ either about WW1 or WW2, plus the ~~King~~ Scotland wasn't mentioned in the end, allowing us to assume that the speaker was a Scottish royal. The ~~to~~ aforementioned ideas make us confident in the fact that the speech was delivered by Elizabeth the II.

764:7

Ответ на задание Блока 5

Hey! Fancy a fight?
 boredom's something we've all been through, right?
 First you scroll, then you bedrot, then you fall into a depression, think that your life is miserable, listen to XXXTENTACION and think you're not fixable, and boy let me tell you something: no you ain't!
 First of all, the fault is entirely yours. Come on, we all know you're simply ~~not~~ not doing ~~fun~~ stuff. Or you just worry too much, another valid cause. If you do nothing with #this, then it's gonna hit the fan, potentially making you ~~an~~ antisocial and a little crazy.

Продолжение ответа на задание Блока 5

Boredom, if I define, is the lack of action. Well, you can start with something light and read a book, just like you'd do at school. One particularly nice title is "Fight Club", go for that.

Not interested? Okay, you got me there, but what about an actual fight club? ~~Get~~ You're gonna get some action in your life, which ~~is~~ also comes with new friends, lots of useful exercise and a very and I repeat, very good purpose.

What to think of all I've just said? Nothing, just don't bore yourself. The primary problem is ~~you~~ not you not wanting to do things, but it is you not having the opportunity to do them. Go on then, grab Chuck's book or, even better, join the actual fight club and get on with your life! Cheers, for friend.

P.S. And don't forget our rules: the school gym, every Thursday and Saturday, before in the morning

$$18 + 31 = 49$$

$$OTB: 9 + 8 + 13 + 7 + 49 = 86$$