



**МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
ИМЕНИ М.В.ЛОМОНОСОВА**

Вариант 1

Место проведения Москва  
город

**ПИСЬМЕННАЯ РАБОТА**

Олимпиада школьников Ломоносов по английскому языку  
наименование олимпиады

ПО \_\_\_\_\_  
профиль олимпиады

Лафазовой Дианы Юратовны  
фамилия, имя, отчество участника (в родительном падеже)

Дата  
«14» февраля 2026 года

Подпись участника  
Лафазова

**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	their	tint
3	tame	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 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 behaviors 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
5 <u>Infatuation</u> +	<u>Dopamine</u>	6 <u>Higher cortical regions</u> <u>Prefrontal cortex</u> <u>Ventral tegmental area</u>	Euphoria, intense pleasure, motivation, craving, idealisation, reduced critical judgement
<u>Attachment</u> (compassionate love)	7 <u>Vasopressin</u> <u>Oxytocin</u>	8 <del>N/A</del> <u>Amygdala</u> <u>Hypothalamus</u>	Bonding, trust, commitment, emotional security, relaxation, reduced stress
<u>Heartbreak</u>	9 <del>Adrenaline</del> <del>Noradrenaline</del> <u>N/A</u>	10 <u>Insular cortex</u> <u>Ventral tegmental area</u> <u>Higher cortical regions</u>	Emotional and social pain, distress, craving contact, stress response, gradual emotional regulation

7+3

TB 1: 7

**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	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	A
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77-77-17-92  
(9.6)

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	
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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.

*Juliet is to blame.*

Juliet is to blame. I ~~completely~~ agree, because she is ~~to marry~~ <sup>destined</sup> ~~but~~ to marry Count Paris, as mentioned in ~~my~~ Synopses. Though being aware of the forbidden love, she creates an elaborate plan, thus, causing misunderstanding, resulting in Romeo's death. Their love is to develop in exile or on the run, so she'd ~~had~~ better pushed Romeo and saved his life, ~~if she loved him.~~

4

TB 2: 8 (4+4)

**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).**

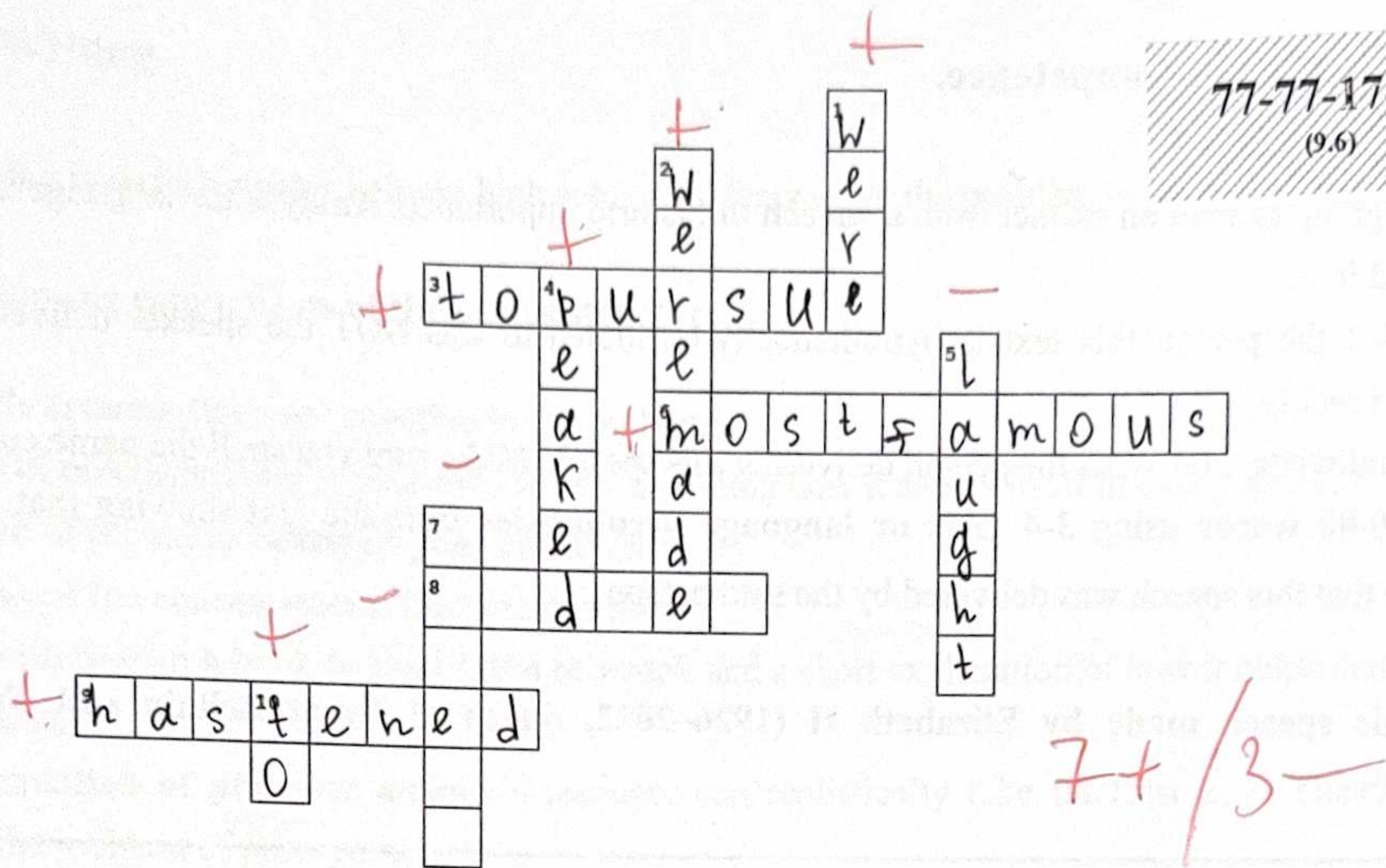
**Under the Irish influence: 18th century theatre**

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
<b>3.</b> to pursue	<b>1.</b> to be
<b>6.</b> famous	<b>2.</b> to make
<b>8.</b> insert an adverb expressing emphatic confirmation	<b>4.</b> to peak
<b>9.</b> to hasten	<b>5.</b> a laugh
	<b>7.</b> insert an adjective expressing a tendency
	<b>10.</b> insert a preposition

77-77-17-92  
(9.6)



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 D 4 F 5 E

7+ / 3- TB3! 10 (7+3)

**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

This speech was delivered not by Elizabeth II, but by Elizabeth I. Firstly, during the reign of Elizabeth II there were ~~no~~ <sup>invasions connected to</sup> treachery, so "For Fear of Treachery" and "had" isn't connected to 1926-2022. Secondly, language peculiarities "I am come", ~~at~~ "I have always so behaved" refer to the ancient language structures. Thirdly, during the reign of Elizabeth I there were Spanish wars. Fourthly, being ~~called~~ "Virgin Queen" and ruling alone, Elizabeth I took part in battles <sup>with</sup> ~~in~~ army "I myself will be your general!"

164! 10

### Ответ на задание Блока 5

Procrastination? Here Is Salvation!

What Is Procrastination?

Procrastination is a form of escapism which occurs when we have to do some boring or <sup>complicated</sup> ~~difficult~~ tasks. Imagine, you have to do a school project, but you detest it. Here comes a desire to grab a phone and start doomscrolling, as long as possible, avoiding the assignment. That is how procrastination works.

The Main Causes

Procrastination is caused <sup>not</sup> by ~~a~~ unwillingness to accomplish something, but by negative experiences connected to those activities. There can be mentioned high difficulty of tasks, lack of family and friends support, self-doubt, fatigue or poor-planned schedule.

## Consequences Of Procrastination

Procrastination can cause lower educational results, as students tend to avoid necessary assignments, or mental issues, while escaping social contacts which ~~could have been~~ <sup>can be</sup> created in the process of some activities. It also ~~can cause~~ <sup>leads to the development of</sup> bad habits, such as addiction to social media or junk food, providing people with instant gratification with <sup>the</sup> release of fast dopamine.

## The Book To Read

Procrastination is not as awful as it may seem. It is just a form of an unwanted habit that can be tamed. The book "Atomic Habits" ~~can~~ will be a guide in this process. The main idea of the book is to show the tools to deal with bad habits and create good ones with the help of 4 laws. Brick by brick the book enriches people's understanding of the brain work and provides readers with knowledge to implement new habits.

## Practical Actions

Let us consider practical ways of combating procrastination. The first one is creating work-mode rituals. It can be turning off your devices, organizing a desk, making favourite tea and turning on classical music. Thus, knowing that you are to perform tasks in a cozy atmosphere with tasty tea will make activities more attractive. The second ~~one~~ <sup>way</sup> is ensuring high quality breaks between studies. Keep a pair of dumbbells or a yoga mat near a desk to do push-ups, pump muscles or stretch. Physical activity will provoke <sup>the</sup> endorphin release, so you will feel recharged and ready to work hard ~~and start it~~.

## Conclusion

To sum up, I would like you to remember that procrastination can be overcome. Don't put off the book suggestion, go, check the author, get the book or try to implement practical actions, mentioned above. Start leading conscious lifestyle when you are in control, not your procrastination!

$$TББ: 51 (21 + 30)$$

$$OТБ: 7 + 8 + 10 + 10 + 51 = 86$$