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МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ имени М.В.ЛОМОНОСОВА

Вариант 1

Место проведения Москва
город

ПИСЬМЕННАЯ РАБОТА

Олимпиада школьников Ломоносов по английскому
наименование олимпиады

по английскому языку
профиль олимпиады

Худяковой Елизаветы Алексеевны
фамилия, имя, отчество участника (в родительном падеже)

Дата
«14» 02 2026 года

Подпись участника
[Signature]

90

геброско

Чл

LOSE	THEIR	TINT
JAME	THIS	HEARTS PAK

Блок 1 Вариант 10

ВАРИАНТ 1

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	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

10-30-27-17
(9.4)

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)	Dopamine	6 <u>Ventral tegmental area</u>	Euphoria, intense pleasure, motivation, craving, idealisation, reduced critical judgement
<u>Attachment</u> (compassionate love)	7 <u>Oxytocin</u> <u>Vasopressin</u>	8 N/A	Bonding, trust, commitment, emotional security, relaxation, reduced stress
<u>Heartbreak</u>	9 <u>Dopamine</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

761=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	B
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10-30-27-17
(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 Lawrence
---	----------------

+

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.

~~In my opinion,~~ Juliet is not to blame. Being young and deeply in love, she falls victim to the blind family feuding, the ultimate cause of the tragedy. According to the synopses, the desperate girl has to avoid the second marriage, and taking the potion seems the only way for this young creature with little experience in life; she cannot be blamed for that.

58.

TB2 = 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. INFRONT OF

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

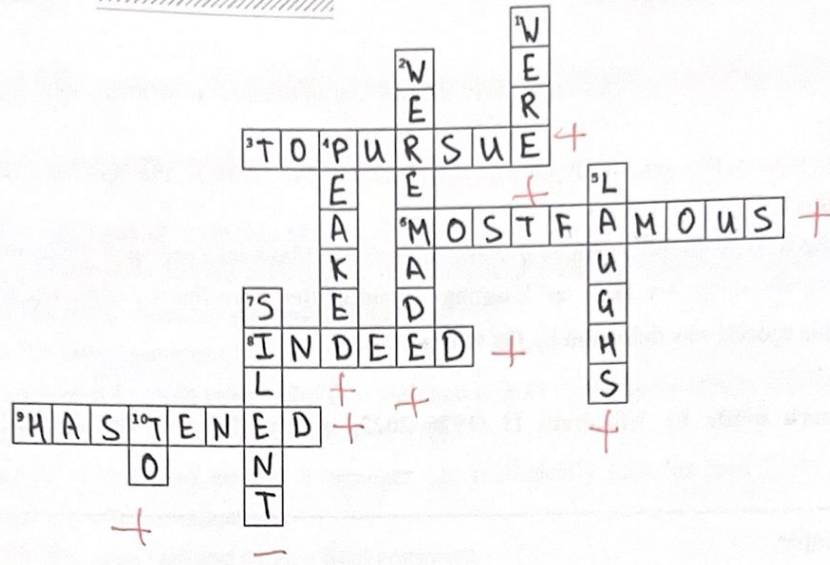
Under the Irish influence: 18th century theatre

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

10-30-27-17
(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
+ + + + +

083 = 14

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)?

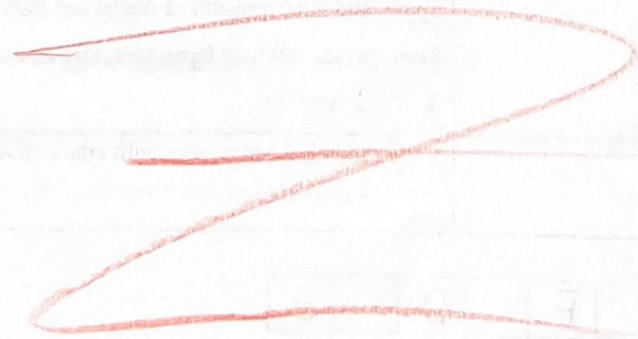
My loving people,

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**:

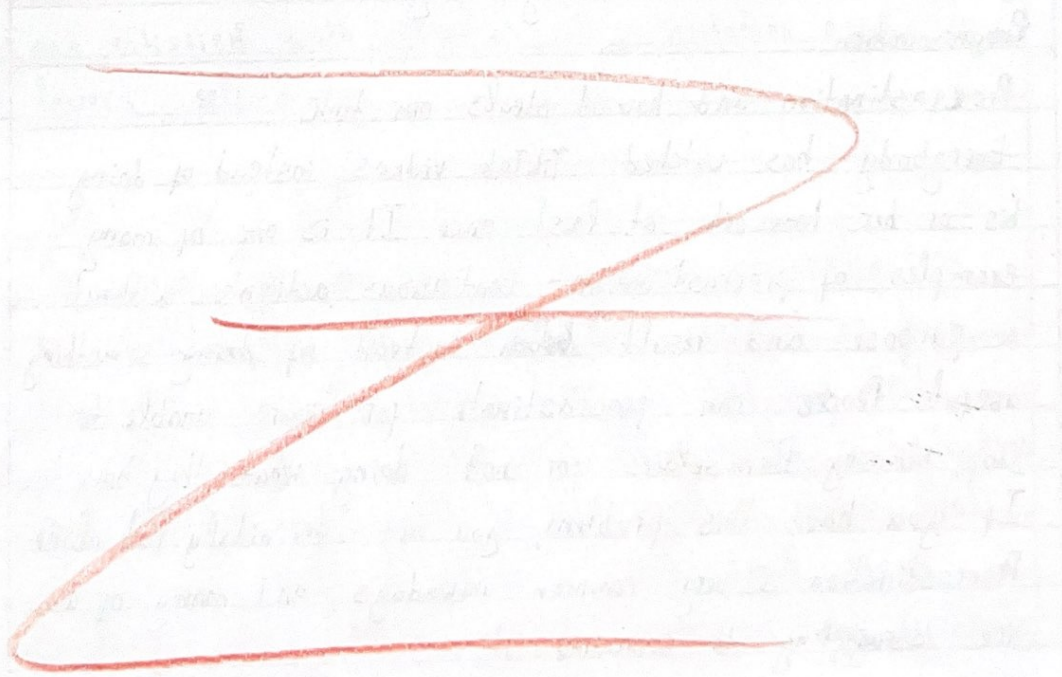
- Catchy title** drawing students' attention to the problem.
- Definition** of procrastination in your own words, including how it shows itself in everyday life.
- Breakdown of the main causes** of procrastination.
- Breakdown of the consequences** of procrastination.
- Recommendation on a book to read / 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



10-30-27-17
(9.4)

стр. 9

Ответ на задание Блока 4

It is the Tilbury speech by Elizabeth I which was delivered before the battle with the Spanish Armada. During the reign of Elizabeth II the country did not suffer from any invasions, she did not participate in any battles herself, so, "...should dare to invade the borders of my realm" and "I myself will take up arms..." could not be attributed to her. Moreover, the expressions "in the midst", "foul scorn" are the language peculiarities of the past centuries.

✓ 4 = 8

Ответ на задание Блока 5

Doomscrolling Again?

Procrastination

Procrastination and how it steals our time

Everybody has watched TikTok videos instead of doing his or her homework at least once. It is one of many examples of procrastination - continuous actions without a purpose and result ~~been~~ ^{done} instead of ~~doing~~ something useful. People can procrastinate for hours, unable to stop, blaming themselves for not doing what they have to. If you have this problem, you are definitely not alone. Procrastination is very common nowadays, and many of us are struggling to overcome it.

The brain is to blame

One of the main reasons for procrastination is that some obligatory task seems too hard for our brain, resulting in our resistance to do it. Also, we may not see the clear purpose of completing this task. That's why we keep avoiding it as long as we can, but the feeling of duty does not allow us to begin some other, more pleasant tasks, - that's how we end up procrastinating.

Problems to which it can lead

It is undeniable that procrastination results in the lack of productivity, but do you know that it also affects our mental well-being in a terrible way? Feelings of blame embrace us during procrastination, we are constantly not satisfied with ourselves; this irritation eventually lowers self-esteem.

What can I do?

Of course, there are ways to overcome procrastination. For example, try setting small goals instead of huge ones, give yourself enough time to rest and divide big tasks into smaller parts. Also, reading Jack London's book "Martin Eden" would be beneficial: it shows that every goal could be achieved with small steps; thinking about Martin Eden's experience can definitely

encourage you to stop procrastinating.

Be optimistic!

All in all, the problem of procrastination can seem daunting, but everybody is capable of fighting it. Taking small steps to overcome it every day will definitely make your life happier.

$$765 = 19 + 32 = 51$$

$$965 = 7 + 10 + 14 + 8 + 51 = 90$$

(10)

10-30-27-17
(9.4)

- 1) B
- 2) lose their tint
- 3) tame this heartbreak
- 4)
- 5) Passionate love · Intuition
- 6) Vta
- 7) OX Vasop
- 8) ~~Heart~~
- 9) Dopamine
- 10) Ins cor, vta, hcr

In my opinion, Juliet ^{is} should not be blamed. Being young and deeply in love, ~~the girl~~ ^{she} falls victim to the desperate ~~girl~~ ^{she} family feuding. According to the synopses, she has to seek ~~an~~ ^{any} find a ~~some way~~ ^{avoided} the second marriage, and taking the potion seems the only possible way for this young creature with little experience in life. That is why, taking the circumstances ^{thus}, ~~it is to consider~~ Juliet ~~cannot~~ ^{should not} be blamed. ~~One~~ ^{she} should blame the blind hatred between families, not Juliet. she cannot be blamed for that.

- | | |
|----------------|-----------------------|
| 5) laughs | 3) pursuing to pursue |
| 9) hastened | 4) peaked |
| 2) were made | 1) were |
| 6) most famous | 8) indeed |
| 10) to | |

m - d - e -
- - d - e - y

10-30-27-17
(10-3)

~~This speech was not made by Elizabeth II. It is the Tilbury speech by Elizabeth I which was delivered before the battle with the Invincible Spanish Armada. During Elizabeth II's the reign of Elizabeth II the country did not suffer from any invasions, she could not say, "any and think you scorn without should dare to invade the borders of my realm". she Also, Elizabeth II did not participate in any battles herself, so, "I myself will take up arms,..." could not be attributed to her. Moreover, expressions "in the midst", "foul scorn" are rarely used in the modern are the language peculiarities of the past centuries. (91)~~

It is the Tilbury speech by Elizabeth I which was delivered before the battle with the Spanish Armada. During the reign of Elizabeth II the country did not suffer from any invasions, she did not participate in any battles herself, so, "... should dare to invade the borders of my realm" and "I myself will take up arms..." could not be attributed to her. Moreover, the expressions "in the midst", an "foul scorn" are the language peculiarities of the past centuries.

Doomscrolling Again?

~~What is Procrastination? Procrastination and how it steals the~~

~~Procrastination Everybody has ever~~ Everybody has experienced an ~~uncontrolled~~ ^{uncontrollable} will be watched TikTok videos for instead of doing homework at least once. It is one of many examples of procrastination - actions without a purpose, often taken instead of doing something useful. A person can procrastinate for hours, ^{unable to stop,} and blaming himself for not doing what he ought to.

If you have this problem, you are definitely not alone. Procrastination is incredibly common nowadays, resulting in the lack of productivity and ~~but~~ ^{and} most people don't understand how to overcome it. Why does it happen? ~~to overcome it.~~

~~Procrastination can be caused by different things. One of the main reasons for procrastination is that our brain is unwilling to complete a long and difficult task which it doesn't understand completely. Also, long and some obligatory task seems too hard for our brain, resulting in our unwilling resistance to do it. Also, we often don't see the clear purpose of completing the task. That is why we keep avoiding it as long as we can, but the feeling of duty does not allow us to us to begin doing other, more ^{difficult} ~~chores~~ ^{chores}. that's how we end procrastinating.~~

~~Why it is a huge that it can lead to~~
problems to which it can lead

It is undeniable that procrastination results in the lack of productivity, but ~~it can lead to more serious problems~~ do you know that it affects our mental well-being? Feelings of ~~guilt~~ ^{in a terrible way} ~~blame~~ embrace us during procrastination, and ~~the constant~~ we ~~are~~ are not satisfied with ourselves which can lead to the ~~low self-esteem~~ constant dissatisfaction, ~~which~~ ^{it} ~~lowers your self esteem.~~
What can I ~~do~~ ^{do}?

Of course, there are ways to overcome constant procrastination. Try setting small goals instead of big ones, give yourself time to rest and divide tasks in small parts. Also, ~~it would~~ reading the book "Martin Eden" by Jack London would be really beneficial. ~~It~~ ^{it} encourages to stay ~~prod~~ ^{prod} it.

10-30-27-17

(9.4)

Shows how every goal could be achieved with small steps, ~~Remembering~~ ^{thinking about} ~~yourself~~ ^{yourself} about Martin Eden's experience can definitely encourage ~~you~~ to stop procrastinating.

Be optimistic!

All in all, procrastination can seem ~~to be~~ daunting, but everybody can fight it. Taking small steps to overcome it every day will definitely lead to happier life.

SILENCE
timely

Doomscrolling Again?

Procrastination and how it steals our time

Everybody has watched Tiktok videos instead of doing his homework at least once. It is one of many examples of procrastination - continuous actions without ~~any~~ purpose and result taken instead of doing something useful. A ~~person~~ ^{people} can procrastinate for hours, unable to stop, blaming ~~himself or herself~~ themselves for not doing what they ~~ought~~ have to do. If you have this problem, you are definitely not alone. Procrastination is very common nowadays, and many of us are struggling to overcome it.

Why does it happen?

One of the main reasons for procrastination is that some obligatory task seems too hard for our brain, resulting in our resistance to do it. Also, we don't see the clear purpose of completing this task. That's why we keep avoiding it as long as we can, but the feeling of duty does not allow us to begin other, more pleasant tasks, - that's how we end up procrastinating.