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

Вариант 1

Место проведения Москва
город

ПИСЬМЕННАЯ РАБОТА

Олимпиада школьников Ломоносов
наименование олимпиады

ПО английскому языку
профиль олимпиады

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Дата

«14» февраля 2026 года

Подпись участника

Шад

87
Воспитательский центр

ВАРИАНТ 1

Блок 1 Вариант 10

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 | fame | 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 A

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

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

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

| Hormones/neurochemicals | Brain areas |
|--|---|
| <p>Adrenaline prepares the body for sudden action; increases heart rate and energy.</p> <p>Cortisol helps the body manage pressure during long-term stress.</p> <p>Dopamine makes you feel pleasure, motivation, and desire to repeat enjoyable experiences.</p> <p>Endorphins reduce pain and can create a feeling of happiness.</p> <p>Estrogen affects physical development and reproductive health.</p> <p>Melatonin controls sleep and helps the body know when it is time to rest.</p> <p>Noradrenaline helps with alertness, focus, and responding to stress.</p> <p>Oxytocin helps people feel close, safe, and trusting with others.</p> <p>Prolactin involved in parenting behaviors and caregiving.</p> <p>Serotonin helps control mood, happiness, and emotional balance.</p> <p>Testosterone influences physical development and sexual attraction.</p> <p>Vasopressin fosters long-term attachment, loyalty, and commitment.</p> | <p>Amygdala becomes less reactive in secure attachment, reducing fear and emotional threat.</p> <p>Higher cortical regions regulate reasoning and impulse control, gradually reducing distress and craving over time.</p> <p>Hypothalamus produces and releases oxytocin and vasopressin, the core bonding hormones.</p> <p>Insular cortex processes emotional and physical pain, including the distress and social pain experienced during heartbreak.</p> <p>Nucleus accumbens helps turn repeated closeness into a stable, rewarding bond.</p> <p>Prefrontal cortex supports trust, long-term planning, impulse control, and commitment.</p> <p>Ventral tegmental area links attachment to reward and motivation, making closeness feel pleasurable and meaningful.</p> |

| Stage of love | Hormones / neurochemicals | Brain regions involved | Main effects described |
|--|-------------------------------|--|---|
| 5 <u>Infatuation</u> (passionate love) | Dopamine | 6 <u>Ventral tegmental area, Higher cortical regions, Prefrontal cortex</u> | Euphoria, intense pleasure, motivation, craving, idealisation, reduced critical judgement |
| <u>Attachment</u> (compassionate love) | 7 Oxytocin, Vasopressin | 8 Amygdala | Bonding, trust, commitment, emotional security, relaxation, reduced stress |
| <u>Heartbreak</u> | 9 N/A | 10 Insular cortex, Ventral tegmental area, Higher cortical regions | Emotional and social pain, distress, craving contact, stress response, gradual emotional regulation |

Блок 2. Reading.

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

For questions 1-10 complete the tasks.

A

Shakespeare sets the scene in Verona, Italy. Juliet and Romeo meet and fall instantly in love at a masked ball of the Capulets, and they profess their love when Romeo, unwilling to leave, climbs the wall into the orchard garden of her family's house and finds her alone at her window. Because their well-to-do families are enemies, the two are married secretly by Friar Laurence. When Tybalt, a Capulet, seeks out Romeo in revenge for the insult of Romeo's having dared to shower his attentions on Juliet, an ensuing scuffle ends in the death of Romeo's dearest friend, Mercutio and his famous words 'A plague o' both houses!' Impelled by a code of honour among men, Romeo kills Tybalt and is banished to Mantua by the Prince of Verona, who has been insistent that the family feuding cease. When Juliet's father, unaware that Juliet is already secretly married, arranges a marriage with the eminently eligible Count Paris, the young bride seeks out Friar Laurence for assistance in her desperate situation. He gives her a potion that will make her appear to be dead and proposes that she take it and that Romeo rescue her. She complies. Romeo, however, unaware of the friar's scheme because a letter has failed to reach him, returns to Verona on hearing of Juliet's apparent death. He encounters a grieving Paris at Juliet's tomb, reluctantly kills him when Paris attempts to prevent Romeo from entering the tomb, and finds Juliet in the burial vault. There he gives her a last kiss and kills himself with poison. Juliet awakens, sees the dead Romeo, and kills herself. The families learn what has happened and end their feud to the echo of Prince's words, 'For never was a story of more woe Than this of Juliet and her Romeo.'

B

The prologue of *Romeo and Juliet* calls the title characters "star-crossed lovers"—and the stars do seem to conspire against these young lovers. Romeo is a Montague, and Juliet a Capulet. Their families are enmeshed in a feud. Yet Romeo and his friends attend a party at Juliet's house in disguise. The moment the two meet they fall in love. They urgently decide that they want to be married. A friar secretly marries them, hoping to end the feud. Romeo and his companions almost immediately encounter Juliet's cousin Tybalt, who challenges Romeo. However, Romeo refuses to fight. Romeo's friend Mercutio accepts the challenge and is killed. Romeo then kills Tybalt and is banished. He spends that night with Juliet and then leaves for Mantua. Juliet's father forces her into a marriage with Count Paris. To avoid this marriage, Juliet takes a potion, given her by the friar, that makes her appear dead. The friar will send Romeo word to be at her family tomb when she awakes. The plan goes awry, and Romeo learns instead that she is dead. In the tomb, Romeo kills himself. Juliet wakes, sees his body, and commits suicide. Their deaths appear finally to end the feud.

For questions 1 and 2, decide whether the statements are true or false. Fill in the blanks with True or False.

1. Romeo and Juliet meet for the first time in the orchard garden.
2. After both lovers die, the long-standing conflict between their families probably comes to an end.

| | |
|---|-------|
| 1 | False |
| 2 | True |

For question 3, fill in the blank with the letter representing a character from a different play by Shakespeare, NOT *Romeo and Juliet*.

Character A Becomes emotionally attached after a first encounter. Pursues the relationship despite serious external obstacles. Avoids violence at first but later becomes involved in it. Is forced to leave their home as punishment for their actions. Dies believing the person they love is already dead.

Character B Falls in love quickly and secretly. Uses deception rather than secrecy to pursue the relationship. Pretends to be someone else for most of the story. Is eventually reunited happily with the loved one without having to die.

3 | B

For question 4, fill in the blank with the character who committed this action.

By facilitating a covert union, they seek to confer legitimacy on a doomed relationship.

4 | Friar Laurence

For question 5, match the synopses, A or B, with their descriptions.

1. This synopsis demonstrates fragmented narration, implicit linear chronology, sequential cause-effect structure, requires active reconstruction, and is light per sentence but cumulatively highly condensed.
2. This synopsis demonstrates continuous narrative, explicit and carefully staged chronology, incorporates cause-effect signals, guides interpretation and sequence, and is heavily cognitively loaded.

5 | 1 | B
2 | A

For question 6, reflect on the ultimate cause of *Romeo and Juliet*'s tragedy. You can agree or disagree, partially or completely, with the following statement. Refer to the synopses to support your point of view. Write your answer in the style of Synopsis A. Write your answer in 50-60 words.

Juliet is to blame.

I completely disagree with the opinion that Juliet is to blame for the tragic end of her and her lover. Their deaths could have easily been avoided if not for the long-lasting feud between their families. The unreasonable hostility between Montagues and Capulets is what didn't allow Romeo and Juliet to be happy and ultimately resulted in a tragedy.

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

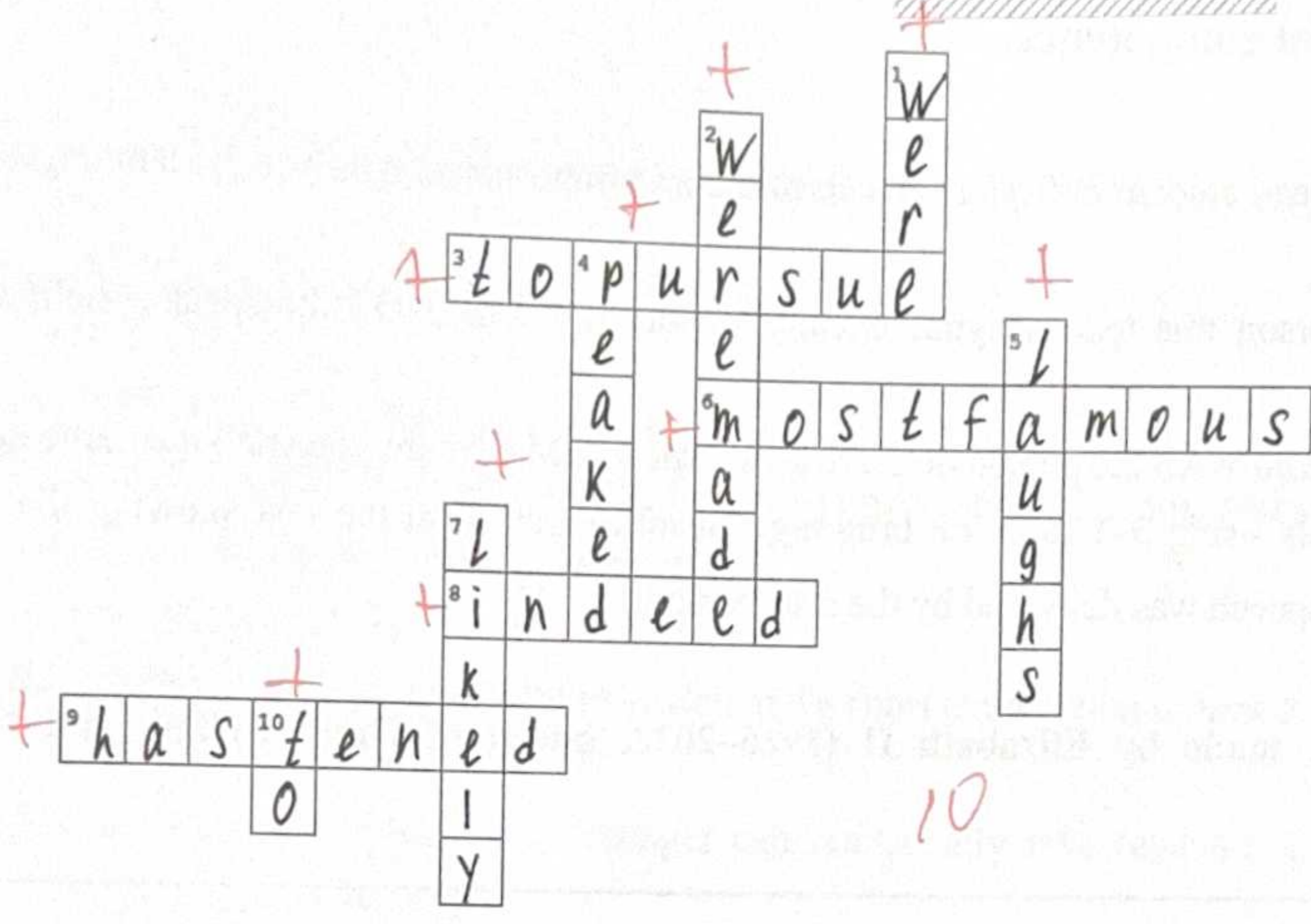
Complete the crossword with your answers. The gaps in the text are numbered according to the crossword (across and down).

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



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

VB-3 - 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 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 couldn't have been delivered by Queen Elizabeth II as it contains grammatical structures and vocabulary that were mostly out of use by the middle of the 20th century, such as "I have always so behaved myself...", "I am come amongst you", "think foul scorn that" and "dishonour shall grow by me". These language peculiarities and the mention of the speaker being a woman indicate that the speech was probably made by Queen Victoria.

754-4

4

Ответ на задание Блока 5

Why Can't You Do It?

Definition.

Nowadays many students can't solve the problem of procrastination. First of all, what does this strange word even mean?

Procrastination is a state of mind when you feel both too lazy and too careless to do anything at the moment. It is what tells us to postpone even minute tasks. You have probably delayed your homework or chores to play videogames at least once. That's procrastination. And it never ends well.

Causes.

Procrastination can be caused by a whole bunch of various factors: mental

and physical exhaustion, sleep deprivation, unhealthy ~~the~~ lifestyle and, most commonly, lack of motivation. Sometimes even an abundance of free time can lead to procrastination, if you don't know how to properly manage it.

Consequences.

Procrastination usually results in really bad stuff, such as poor academic results, a lot of academic debts and angry parents. It also ruins your daily routine and takes away your ability to focus and time management skills.

I'm sure you don't want any of that, do you?

Book recommendation.

One way to fight procrastination is reading. A book that ~~helped me~~ ^{helps} to win that ^{fight is} ~~is~~ "Martin Eden" by Jack London. Although the ending is quite tragic, throughout the rest of the book we see a shining example of a motivated person. The main character's perseverance is really something to look up to. This book helps ~~to deal~~ ^{dealing} with procrastination by giving hope and willpower to overcome this dreaded state of mind.

Practical actions recommendation.

If you are not a big fan of reading, there's ~~more advice~~ still something you can do to stop procrastinating once and for all. For example, find a hobby. Diving into an activity like gardening or drawing will make you feel motivated and alive again. You can also alleviate this problem by making time schedules. They make you more likely to meet your goals and feel proud ~~at~~ about it. There are many apps on the internet that help students with managing their time, so even if you are ^{too} lazy to have

Продолжение ответа на задание Блока 5

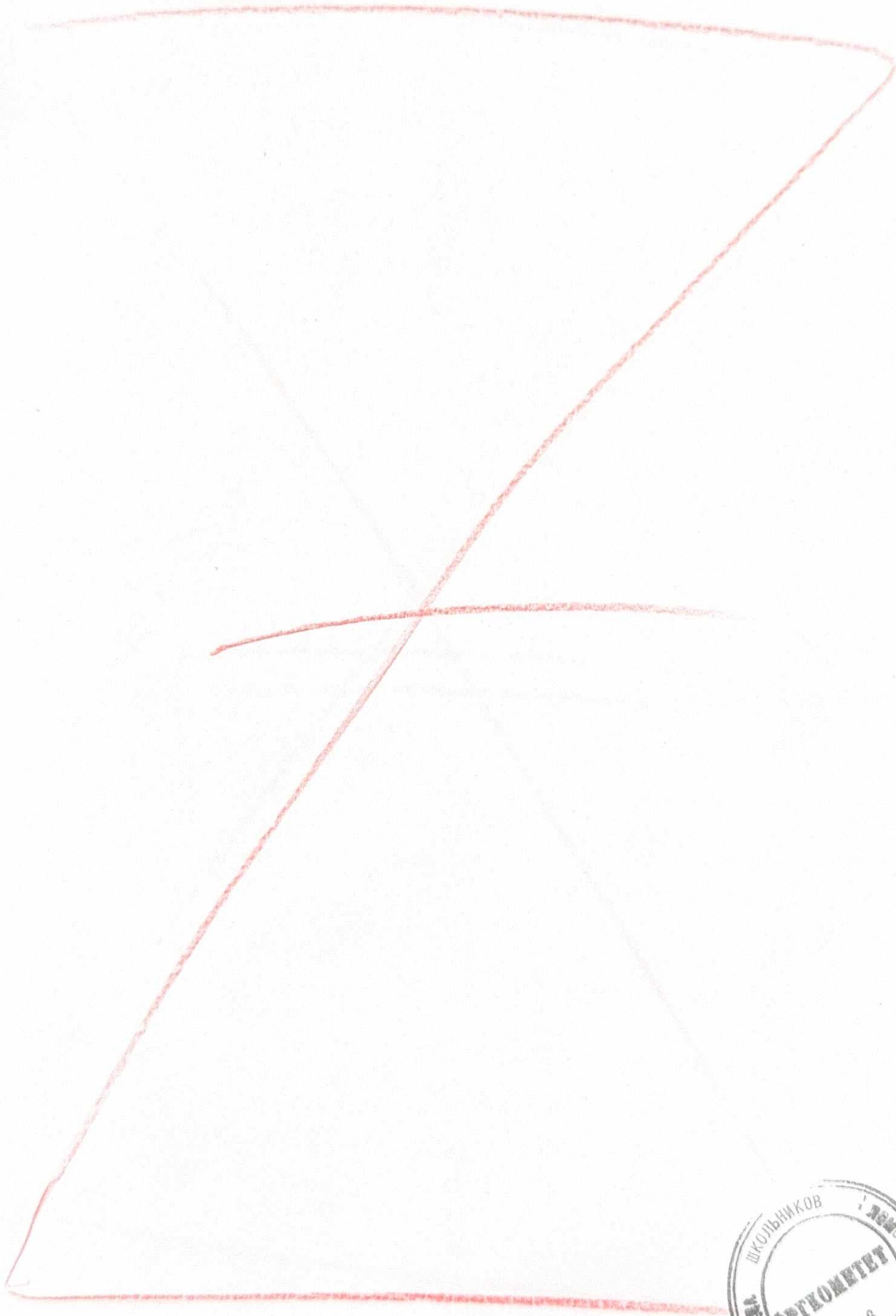
a diary, there is a chance for you.

Summary.

We all know how bad procrastination is. It stems from exhaustion and lack of motivation and results in bad grades. However, it is quite hard to overcome procrastination. But it's still possible. Read "Martin Eden", find a hobby, make a timetable - get rid of procrastination once and for all!

51

$$OTB : 7+10+15+4+51=87$$



Listening

- 1) B ✓
- 2) lose their tint ✓
- 3) tame this heartbreak ✓
- 4) A & J
- 5) passionate love ✓
- 6) VTA; HCR; PC; ✓
- 7) Oxy + Vas ✓
- 8) Amygdala ✓
- 9) ~~Septum~~? NA ✓
- 10) Insular cortex; VTA; HCR ✓

Attention words:

- rose-colored glasses
- stress response
- longing
- dopamine
- attachment
- heartbreak

passionate love?

infatuation?

reasonable

reasonably

Reading

I disagree with the opinion that Juliet is to blame for the tragic end of her and her lover. Such an unfortunate finale could have been easily avoided if the friar's letter had reached Romeo. Juliet couldn't have affected it. The ultimate cause of Romeo and Juliet's ^{simply} tragedy was ~~the hostility between~~ ... ~~as it didn't allow the two to be happy in the first place.~~
 an unfortunate mishap that

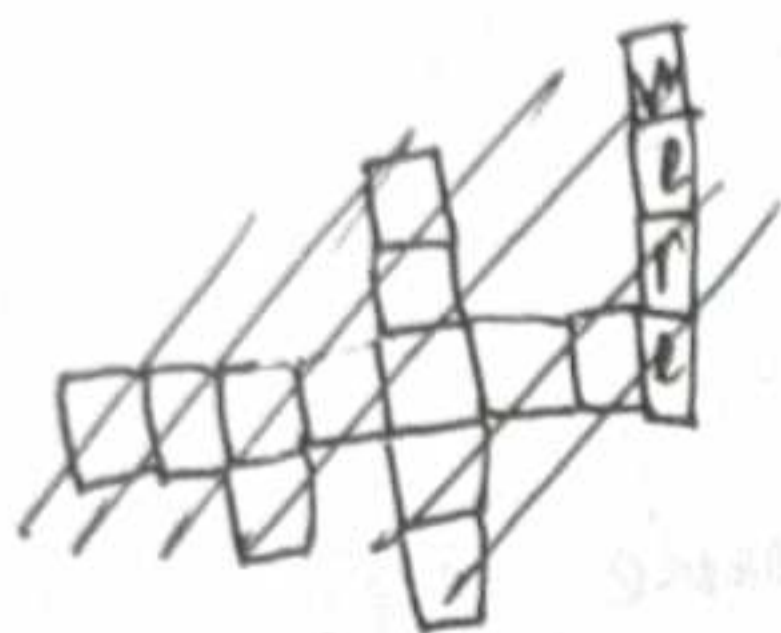
~~Such a finale~~ could have been easily avoided if not for the long-lasting ~~both~~ their deaths feud between their families. The unreasonably hostility between ... is what couldn't allow R and J to be happy ~~in the first~~ and ~~what~~ ultimately resulted in a tragedy.

~~ultimately~~
ultimately

~~trailing~~
zingling

- 1) were ✓
- 2) were made ✓
- 3) to pursue ✓
- 4) peaked ✓
- 5) laughs ✓
- 6) most famous ✓
- 7) inactive? likely ✓
- 8) indeed? ✓
- 9) hastened ✓
- 10) to ✓

10
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W
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to pursue
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- 1) A
- 2) C
- 3) F
- 4) D
- 5) E

u

- i - e - -

L i k e l y

couldn't have been

This speech ~~was not~~ delivered by

Queen Elizabeth as it contains grammatical structures ~~commonly attributed to 20th century~~ ~~not~~

~~to 19th century~~ and vocabulary that were mostly out of use by the middle of ^{the} 20th century,

Such as "I have always so behaved myself"; "I am come amongst you";

prominant?
prominent?

"think foul scorn that" and ~~to which rather than~~ ~~the use of the word shall~~

Those "dishonour shall grow by me"
This languages perculianities can

~~be attributed to another prominent~~
British monarch, Queen Victoria.

These

and the mention of the speaker being a woman indicate that the speech was made by Q.V.

~~catchy~~ Writing

Plan:

- 1) catchy title ✓
- 2) Definition ✓
- 3) Causes ✓
- 4) consequences ✓ *156*
- 5) book/film ✓
- 6) practice ✓
- 7) summary ✓

~~I Know What You ~~are~~ are~~
~~are~~

Just Do It Already

Definition

Nowadays many students can't solve the problem of procrastination. But what does this strange word mean?

When you feel both
 lazy and careless

Procrastination is a state of mind. ~~that~~ it tells us to postpone even minute tasks. You have probably delayed your homework or chores to play videogames at least ~~once~~ ^{once}. That's procrastination. And it never ends well.

perseverance

~~Pro~~ can be caused by:
 - ~~the~~ Lack of
 Causes.

Pro can be caused by a variety of factors: mental and physical exhaustion, sleep deprivation, unhealthy lifestyle, and, most importantly, by lack of motivation

~83

Martin Eden

by Jack London

~~Although~~ although the ending is quite tragic,

Abundance

throughout the rest of the book

Why Can't You Do It?