

## Задания для олимпиады по английскому языку (2 тур) 9-10 класс.

ВРЕМЯ ВЫПОЛНЕНИЯ – 150 МИН.

READING (45 minutes)

(15 POINTS)

*Task 1. Read the text 'Is Photography Art?' and answer questions 1-4 below.*

### Is Photography Art?

This may seem a pointless question today. Surrounded as we are by thousands of photographs, most of us take for granted that, in addition to supplying information and seducing customers, camera images also serve as decoration, afford spiritual enrichment, and provide significant insights into the passing scene.

But in the decades following the discovery of photography, this question reflected the search for ways to fit the mechanical medium into the traditional schemes of artistic expression.

Discussion of the role of photography in art was especially spirited in France, where the internal policies of the time had created a large pool of artists, but it was also taken up by important voices in England. In both countries, public interest in this topic was a reflection of the belief that national stature and achievement in the arts were related.

From the maze of conflicting statements and heated articles on the subject, three main positions about the potential of camera art emerged. The simplest, entertained by many painters and a section of the public, was that photographs should not be considered 'art' because they were made with a mechanical device and by physical and chemical phenomena instead of human hand and spirit; to some, camera images seemed to have more in common with fabric produced by machinery in a mill than with handmade creations fired by inspiration. The second widely held view, shared by painters, some photographers, and some critics, was that photographs would be useful to art but should not be considered equal in creativity to drawing and painting. Lastly, by assuming that the process was comparable to other techniques such as etching and lithography, a fair number of individuals realised that camera images were or could be as significant as handmade works of art and that they might have a positive influence on the arts and on culture in general.

Artists reacted to photography in various ways. Many portrait painters – miniaturists in particular became involved with paper photography in an effort to save their careers; some incorporated it with painting while others renounced painting altogether. Still other painters, the most prominent among them the French painter, Jean-August-Dominique Ingres, began almost immediately to use photography to make a record of their own output and also to provide themselves with source material for poses and backgrounds, vigorously denying at the same time its influence on their vision or its claims as art.

The view that photographs might be worthwhile to artists was formulated in considerable detail by Jacques Lacan and Francis Wey. The latter, an art and literary critic, who eventually recognised that camera images could be inspired as well as informative, suggested that they would lead to greater naturalness in the graphic depiction of anatomy, clothing, likeness,

expression, and landscape. By studying photographs, true artists, he claimed, would be relieved of mental tasks and become free to devote themselves to the more important spiritual aspects of their work. Wey left unstated what the incompetent artist might do as an alternative, but according to the influential French critic and poet Charles Baudelaire, writing in response to an exhibition of photography in 1859, lazy and untalented painters would become photographers. Fired by a belief in art as an imaginative embodiment of cultivated ideas and dreams, Baudelaire regarded photography as 'a very humble servant of art and science'; a medium largely unable to transcend 'external reality'. For this critic, photography was linked with 'the great industrial madness' of the time, which in his eyes exercised disastrous consequences on the spiritual qualities of life and art.

Eugene Delacroix was the most prominent of the French artists who welcomed photography as a help-mate but recognised its limitations. Regretting that 'such a wonderful invention' had arrived so late in his lifetime, he still took lessons in photography, and both commissioned and collected photographs.

Delacroix's enthusiasm for the medium can be sensed in a journal entry noting that if photographs were used as they should be, an artist might 'raise himself to heights that we do not yet know'.

The question of whether the photograph was document or art aroused interest in England also. The most important statement on this matter was an unsigned article that concluded that while photography had a role to play, it should not be 'constrained' into 'competition' with art; a more stringent viewpoint led critic Philip Gilbert Hamerton to dismiss camera images as 'narrow in range, emphatic in assertion, telling one truth for ten falsehoods'.

These writers reflected the opposition of a section of the cultural elite in England and France to the 'cheapening of art' which the growing acceptance and purchase of camera pictures by the middle class represented. Technology made photographic images a common sight in the shop windows of Regent Street and Piccadilly in London and the commercial boulevards of Paris.

#### Questions 1-4

Choose the correct letter, A, B, C or D.

*1 What is the writer's main point in the first paragraph?*

- A Photography is used for many different purposes.
- B Photographers and artists have the same principal aims.
- C Photography has not always been a readily accepted art form.
- D Photographers today are more creative than those of the past.

*2 What public view about artists was shared by the French and the English?*

- A that only artists could reflect a culture's true values
- B that only artists were qualified to judge photography
- C that artists could lose work as a result of photography
- D that artistic success raised a country's international profile

*3 What was the result of the widespread availability of photographs to the middle classes?*

- A The most educated worried about its impact on public taste.
- B It helped artists appreciate the merits of photography.
- C Improvements were made in photographic methods.
- D It led to a reduction in the price of photographs.

4 *Photographs appeared in shop windows in London and Paris due to*

- A industrial revolution.
- B commercial advertising.
- C development of technology.
- D competition between the two cities.

Questions 5-10

Look at the following statements 5-11 and the list of people, A-E, below.  
Match each statement with the correct person. You can use one letter more than once.

statements 5-11	people
5 He claimed that photography would make paintings more realistic.	
6 He highlighted the limitations and deceptions of the camera.	
7 He documented his production of artwork by photographing his works.	
8 He noted the potential for photography to enrich artistic talent.	
9 He based some of the scenes in his paintings on photographs.	
10 He considered photography to be inferior to art or science.	
11 He felt photography was part of the trend towards greater mechanisation of life.	

*People*

- A Jean-Auguste-Dominique Ingres
- B Francis Wey
- C Charles Baudelaire
- D Eugene Delacroix
- E Philip Gilbert Hamerton

Questions 12-15

Complete the summary using the list of words, A-G, below.

In the early days of photography, opinions on its future were 12\_\_\_\_\_, but three clear views emerged. A large number of artists and ordinary people saw photographs as 13\_\_\_\_\_ to paintings because of the way they were produced.

Another popular view was that photographs could have a role to play in the art world, despite the photographer being less 14\_\_\_\_\_. Finally, a smaller number of people suspected that the impact of photography on art and society could be 15\_\_\_\_\_.

- A inventive
- B similar
- C beneficial

- D next
- E mixed
- F justified
- G inferior

USE OF ENGLISH (45 minutes)  
(15 POINTS)

*For items 16 - 30 fill in the gaps in the text choosing an appropriate word from the column on the right. Choose one word once only. There are two extra words in the right column which you don't have to choose. Write the correct word in your answer sheet.*

<p style="text-align: center;">Why you should never, ever wash your jeans (unless you really, really have to)</p> <p>What do winners smell like? Dirty jeans – or so say some manufacturers of raw denim who claim that not washing your jeans will make them last 16)_____. But what on earth do you do when nobody wants to come near you anymore?</p> <p>The point of not washing 17)_____ for as long as possible is to avoid breaking down the fibers of the denim, to 18)_____ the deep indigos and the stiff (you might say, uncomfortable) feel of the fabric that makes them so 19)_____ to start with. Over time, the fades build up in distinct patterns molded to you – “whiskers” on the front, “honeycomb” patterns behind the knees, lines where you keep your phone or wallet and so on. When you finally wash them for the first time, 20)_____ marks you’ve built up are left as some of the dye washes off. As Nudie Jeans put it, “The outcome depends on 21)_____ you travel. Sitting around in the office won’t grace the denim as 22)_____ as if used while repairing motorcycles.” It’s a weird contradiction in some 23)_____ – a kind of purist (or overly fussy) regime for a fabric that’s rooted in ideas of the hard-wearing, authenticity of cowboys and lumberjacks.</p> <p>Unlike jeans where the denim is prewashed or “sanforized” (so it doesn’t 24)_____), and treated (this is when distressing processes that basically make jeans look as if they’ve been 25)_____ for a year or stone/acid washes might be inserted into the process), raw or “dry” denim is often left in its earliest state – “unsanforized” (so it might shrink when washed) – basically, dyed cotton, that’s 26)_____ from chemical processes.</p> <p>To find out more, I spoke to Ash Black, an Australian denim aficionado (200 pairs and counting). He’d noticed the problem after buying denim from brands who 27)_____ the ethos of “telling us not to wash”, and had heard all the cleaning myths “put them in the freezer, walk in the ocean, I even heard one about snow peas ... I was big into the freezer</p>	<ul style="list-style-type: none"> <li>again</li> <li>appealing</li> <li>away</li> <li>free</li> <li>hiding</li> <li>how</li> <li>late</li> <li>longer</li> <li>much</li> <li>preserve</li> <li>promote</li> <li>shrink</li> <li>them</li> <li>those</li> <li>to</li> </ul>
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<p>thing – but soon as heat comes back, it’s there 28)_____! The freezer just holds the smell, does nothing with it. The ocean thing tripped me out – you want me to do what?!”</p> <p>His solution was to develop Mr Black’s Denim Refresh - an “anti-bacterial, odour neutraliser” (in a spray form) that takes 29)_____ “the smell and refreshes the denim” he says. If you’ve ever left your jeans for the recommended six months (or more) before washing, you might recognise what Mr Black describes as a kind of “oily” feel 30)_____ the surface – it’s a build-up of “bacteria, pollution, sweat, skin cells,” he laughs. “Spraythem inside out, leave it for five or 10 minutes and your jeans go dry again”.</p>	<p>ways</p> <p>worn</p>
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**WRITING (60 minutes)**  
**(20 POINTS)**

Computer Based Games for English Learners, produced by the ABC Company, were offered to the students of your school for a free trial in October 2023. Prepare a report on the results of the experiment to your school headmaster. Use the information from the table below.

Remember to:

- include a title and subtitles;
- use an appropriate style;
- organise the information logically and clearly;
- make a critical evaluation and analysis of the experiment;
- recommend what should be done.

Write 220 - 250 words.

**USE YOUR OWN WORDS AND EXPRESSIONS** in your report.

1	Participants from forms 10-11	40 students Form 10 (4 groups)	30 students Form 11 (3 groups)
2	Type of work	In class with the teacher	At home / Individually after classes without the teacher
3	Area of studies	Grammar: Sequence of Tenses; Indirect questions; Modal verbs; Articles	Vocabulary: Idioms; Phrasal verbs; Synonyms / Antonyms
4	Types of exercises	Filling in the gaps	Multiple choice
5	Test results (after the games)	Fewer mistakes	Fewer mistakes
6	Student evaluation of computer games tasks	Exciting	Boring