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READING COMPREHENSION

Task 1: Read the text carefully. Complete two tasks on the next page.

Finding a New Way to Paint

In Paris in 1874, fifty-five artists, founders of a movement they called Impressionism, held the first independent group show. Most of them – including Cézanne, Renoir, Degas, Monet, Manet, and Morisot – had been rejected by the Salon, the annual French state-sponsored exhibition that offered the only real opportunity for artists to display and sell their work. Never mind, they told each other. At the Salon, paintings were stacked three or four high and crowded too closely together on the walls. At their independent exhibition, in what was formerly a photographer's studio, the artists could hang their works at eye level with space between them.

Although some people appreciated the new paintings, many did not. The critics and the public agreed the impressionists couldn't draw. Their compositions were strange. Their short, slapdash brushstrokes made their paintings practically illegible. Why didn't these artists take the time to finish their canvases, viewers wondered?

Indeed, impressionism broke every rule of the French Academy of Fine Arts, the conservative school that had dominated art training and taste since 1648. Impressionist scenes of modern urban and country life were very different from the Academic approach to art: to teach moral lessons through historic, mythological, and religious themes. This tradition, drawn from ancient Greek and Roman art, featured idealized images. Symmetrical compositions, hard outlines, and meticulously smooth paint surfaces characterized academic paintings.

These "Independents," as they preferred to be called, brought together a wide variety of influences, beliefs, and styles when they first exhibited and met in Paris cafés to discuss art. But what characterizes impressionistic art as a whole? The most significant thread that linked the impressionists together was an interest in the world around them. For subject matter, they looked to contemporary people at work and play. Most Impressionists were born in the bourgeoisie class, and this was the world they painted. In his essay "The Painter of Modern Life", the French poet Baudelaire inspired other artists to portray real-life themes. Degas found his subjects in the backstage scenes of the opera and the ballet. Monet immortalized Paris railroad stations. However, it was not just city life that intrigued the Impressionists. Country themes appealed to them, too. Railroads gave people a new mobility. They could hop on a train and be in the countryside in an hour. Commuters escaped from the crowded city to the suburbs that were beginning to appear around Paris.

Capturing the moment meant that Impressionists often depicted people in mid-task. Degas caught audience members at the opera watching each other instead of the stage and ballet dancers stretching and adjusting their costumes before a performance. A wish to capture nature's fleeting moments led many Impressionists to paint the same scene at different times and in different weather. They had to work fast to capture the moment or to finish an outdoor painting before the light changed. Impressionism was also characterized by its innovative use of colour. Advances in the fields of optics and colour theory fascinated these painters. Working outdoors, Impressionists rendered the play of sunlight and the hues of nature with a palette of bolder, lighter colours than Academy painters used.

Source: Creating Meaning (Advanced Reading and Writing), L. Blass, H. Friesen, K. Block, Oxford University Press 2008, ISBN 978 0 19 472300 8, pages 36-37, adapted

READING COMPREHENSION-TASKS

Task 1: Based on what you have read in the article, complete the statements below. You must fill in 1 word or 2 words (the number of missing words is indicated). The statements do not follow in the same order as the information appears in the article.

| 1. | After the appearan | ice of the impressionist movement, the public and critics viewed their to | chniques |
|-----|---------------------------------|--|-------------|
| | and paintings as | and | (2 words) |
| 2. | Besides new techn | iques and topics, impressionists were inventive in using | and |
| | | | (2words) |
| 3. | The new artists dec | cided to organise their own exhibition since they had been dismissed by | the |
| | | | (1 word) |
| 4. | Impressionists wer | e keen on capturing the | in |
| | different circumsta | ances. | (2 words) |
| | | | |
| | | er the following statements are true (T), false (F), or if the information | was not |
| _ | r en (NG). T / F / NG | Outlying parts of the city became popular with Impressionists. | |
| | | | |
| 6. | T / F / NG | Monet's depiction of the Paris railroad station became a symbol of the | |
| | | impressionist movement. | |
| 7. | T / F / NG | For the "Independents", current people and ordinary scenes from life v | were worth |
| | | capturing. | |
| 8. | T / F / NG | Impressionists were willing to accept at least some conventions prescri | ibed by the |
| | | French Academy of Fine Arts. | |
| 9 | T / F / NG | The new artists sought inspiration in Greek and Roman art. | |
| | | · | |
| 10. | T / F / NG | Impressionists often focused on moments which were not typical of or | ngoing |
| | | activity. | |
| | | •••• | / 10 pts |

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VOCABULARY

Task 1: In the following headlines, explain the underlined words by choosing one of the words from the appropriate box. Write the synonymous word in the gap provided.

1. EU SPLIT OVER LIFTING OF TRAVEL CURBS

| 1. | demands | divisions | restrictions | arguments |
|---|---|---|--|-----------------------|
| 2. | punishment | investigation | cancellation | removal |
| | | | | / |
| Task 2: I | • | in the extract below wit treat Inventions Are the | h the correct form of the Key to a Better Future | word in capital lette |
| I think t | the world will be a be | tter place thanks to inno | ovation, science, engineeri | ing, |
| and radio | cal thinking. Some th | ings are clear: (3) | , sensi | ng ROBOT |
| echnolo | gy, and (4) | will pla | y an increasing role, redu | cing AUTOMATIC |
| (5) | | tasks and encouragi | ng healthier lives. Also, | REPETITION |
| | | | t of "doing more with loss | n |
| ather th | an accept compromis | se, the engineer's instinc | tor doing more with less |) |
| | • | _ | int – higher-performance | INCREASE |
| will beco | • | importa | _ | |
| will beco echnolo | me (6) gy while using fewer | importa | _ | INCREASE |
| will beco echnolo None o | me (6)gy while using fewer f this will happen wit | importa | nt – higher-performance | INCREASE |
| will beco echnolo None o solving a | me (6)gy while using fewer f this will happen wit | precious resources. hout the (7) | nt – higher-performance | INCREASE 1- FEAR |
| will beco sechnolo None o solving a successfu | me (6)gy while using fewer f this will happen wit nd experimentation out inventors are the st | precious resources. hout the (7) | nt – higher-performance problem cientists. The stories of, risk-takin | INCREASE 1- FEAR |
| will beco sechnolo None o solving a successfu | me (6)gy while using fewer f this will happen wit nd experimentation out inventors are the st | precious resources. hout the (7) of young engineers and some sories of (8) | nt – higher-performance problem cientists. The stories of, risk-takin | INCREASE - FEAR |
| will beco sechnolo None o solving a successfu and often | me (6)gy while using fewer f this will happen wit nd experimentation out inventors are the standard failure, proving, I su | precious resources. hout the (7) of young engineers and some sories of (8) | nt – higher-performance problem cientists. The stories of, risk-takin quires great | FEAR og, SET |
| will beco sechnolo None o solving a successfu and often (9) | me (6)gy while using fewer f this will happen wit nd experimentation out inventors are the standard failure, proving, I sure young engineers an | precious resources. hout the (7) of young engineers and some sories of (8) ppose, that invention reconded scientists from around | nt – higher-performance problem cientists. The stories of, risk-takin quires great | FEAR ng, SET |

GRAMMAR

Task 1: Fill each of the numbered blanks in the passage with one suitable word.

How overthinkers cope with change

| Ther | e is so (1) going on in your head, it leaves little space fo | or new ideas to really take |
|--------------|--|-----------------------------|
| root. | . If you're an overthinker (2) tends to analyse all your c | ptions, change will never |
| be a | simple process for you. You may think you're (3) response | onsible by thinking through |
| the p | potential consequences of every change, but if you're coming (4) | with worst-case |
| scen | arios, you're simply talking (5) into staying put. Som | e people with a deeply |
| estal | blished overthinking habit can find all their headspace is taken up with go | ing (6) |
| past | decisions or experiences. For (7), it's more about cata | strophising and imagining |
| (8) | detail what problems might lie (9) | Overthinking can also chip |
| (10) | at your confidence, so it feels safer not to make change | S. |
| | | / 10 pts |
| | | |
| | : 2: Complete the second sentence so that it has a similar meaning to the d given. | first sentence, using the |
| 11. | It may seem strange but I like stale biscuits! | as |
| 9 | Strange | , I like stale biscuits! |
| 12. E | By law, all rear-seat passengers are obliged to wear seat belts. | have |
| E | By law, seat belts | all rear-seat passengers. |
| 13. H | Henry smashed a window and damaged the computer too. | but |
| 1 | Not only | damaged the computer. |
| 14. 7 | Three weeks passed before the parcel arrived. | did |
| ſ | Not until | the parcel arrive. |
| 15. \ | You are not to leave this room under any circumstances. | are |
| ι | Under | leave this room. |
| | | |
| | | /5 pts |
| | | /15 pts |

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LISTENING

Female Writers Who Have Changed Our Reading Tastes

You will hear some information about four female writers. Decide if the following statements are related to Agatha Christie (A), Shirley Conran (S), Helen Fielding (H), or Bernardine Evaristo (B). Write one of the letters in the spaces provided. You will hear the information twice.

| 1. | She won a literary award under special circumstances. |
|----------------|--|
| 2. | Besides writing and editing, she has been appreciated as a monetary advisor. |
| 3. | Her heroine first appeared in a newspaper column. |
| 4. | Her whereabouts for a short period of time have remained a mystery until now. |
| 5. | The protagonist of her novel has had an impact on many other heroines of a similar type created later. |
| | |
| 6. | In her book, she supported female readers with her witty slogan about life. |
| | In her book, she supported female readers with her witty slogan about life. In her novels, she used the knowledge she had gained in a different profession. |
| 7. | |
| 7. 8. | In her novels, she used the knowledge she had gained in a different profession. |
| 7. 8. 9. | In her novels, she used the knowledge she had gained in a different profession. She was given a high position in a professional literary institution. |

..... / 5 pts

GRAMMAR - 15 pts

$$1-\sqrt{\ }$$
, $2-has$, $3-\sqrt{\ }$, $4-at$, $5-\sqrt{\ }$, $6-both$, $7-\sqrt{\ }$, $8-that$, $9-of$,

$$10 - an$$
, $11 - been$, $12 - \checkmark$, $13 - the$, $14 - \checkmark$, $15 - \checkmark$;

VOCABULARY - 10 pts

6 – outcome, 7 – eternal, 8 – greedily, 9 – reappear, 10 – ending.

READING COMPREHENSION - 10 pts

LISTENING COMPREHENSION - 5 pts

1B, 2B, 3C, 4A, 5A.

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