І ЕТАП ВСЕУКРАЇНСЬКОЇ УЧНІВСЬКОЇ ОЛІМПІАДИ З АНГЛІЙСЬКОЇ МОВИ

ЧИТАННЯ
10 клас
Text 1

Read the text and decide whether the statements are TRUE or FALSE.

Graffiti: Art on the Edge of the Law

For decades, graffiti has occupied an uncomfortable position between artistic expression and vandalism. What began in many cities as an underground form of communication, often associated with marginalised communities and youth movements, has gradually developed into a worldwide urban art phenomenon. Some graffiti artists have gained international recognition, exhibited their work in prestigious galleries and received commissions from local authorities. Yet the question of whether graffiti should be considered art or an act of damage remains surprisingly controversial.

Supporters argue that graffiti gives a voice to people whose opinions and experiences are often overlooked. A brightly coloured mural can transform a neglected neighbourhood, challenge social stereotypes or draw attention to issues such as inequality, war and environmental destruction. In some cases, street art has even become a means of preserving local identity, reflecting the history and struggles of a particular community. Nevertheless, not everyone welcomes this development. Residents may feel that painting on the walls of their homes without permission is an invasion of their personal space, regardless of the artist's intentions. Moreover, when street art becomes a tourist attraction, there is a risk that its original rebellious message will be replaced by commercial interests.

Interestingly, some cities have attempted to resolve this conflict by providing designated spaces where artists can work legally. These initiatives have produced mixed results. While they offer young artists an opportunity to develop their skills without facing criminal charges, critics claim that restricting graffiti to designated spaces may deprive it of its most important feature: its ability to challenge established rules and make people uncomfortable.

Ultimately, the debate over graffiti reflects a wider question about who has the right to shape public spaces. Artists want the freedom to express themselves, while residents and local authorities have their own ideas about how their surroundings should look. Finding a balance between these interests is not easy.

Statements	TRUE	FALSE
1. The growing international recognition of some graffiti artists has put an end to disagreements about whether graffiti is a legitimate art form.		
2. According to the supporters of graffiti, its value may lie not only in its visual appeal but also in its ability to draw attention to social and political problems.		
3. The author suggests that residents who object to unauthorised graffiti necessarily fail to appreciate its artistic or cultural significance.		
4. The increasing popularity of street art among tourists may result in a situation where its original purpose becomes less important than its commercial value.		
5. The author presents designated graffiti spaces as an entirely satisfactory solution because they allow artists to express themselves without restricting their freedom.		

Text 2

Read the text and choose the correct answer (A, B, C or D).

Are We Losing the Ability to Remember?

Imagine trying to remember a friend's phone number, the directions to a place, or even the title of a song you heard yesterday. Many people no longer make the effort. Instead, they immediately reach for their phones. Modern technology has made information incredibly easy to access, but some researchers suggest that this convenience may be changing the way our memory works. When we know that

information is stored somewhere online, we may pay less attention to remembering it ourselves. This phenomenon is sometimes called digital amnesia.

However, forgetting information does not necessarily mean that our brains are becoming less capable. Human memory has never worked like a computer hard drive: we do not store every detail of every experience. We tend to remember information that seems meaningful, emotionally important or useful. Technology can actually support this process. Taking photographs, recording voice messages or using digital notes can help us preserve experiences and organise our thoughts. The problem arises when we depend on these tools so completely that we stop concentrating on the information in front of us.

Some teachers have noticed that students who frequently switch between online activities may find it harder to focus on a single task for a long period. This does not mean that smartphones should be banned from schools. Instead, students need to learn when technology is useful and when it becomes a distraction. For example, using an online dictionary to check an unfamiliar word can be helpful, but immediately translating an entire text may prevent a learner from developing reading skills. Perhaps the real challenge is not to remember everything without technology, but to remain active thinkers rather than passive consumers of information.

Another important point is that remembering information plays a key role in learning. When students make an effort to recall facts, ideas or new vocabulary, they strengthen their understanding and make it easier to use that knowledge later. If they always rely on search engines or digital notes, they may find the information quickly but remember less of it afterwards. This is why activities such as discussing a topic from memory, summarising a text without looking at it or trying to explain a new idea in their own words can be valuable.

At the same time, there is no need to reject digital tools in order to protect our memory. The aim should be to find a balance between using technology and exercising our own mental abilities. People can decide which information is worth remembering and which details can safely be stored in a digital device. By making these choices consciously, they can benefit from the convenience of technology without allowing it to replace their own thinking and learning.

Questions

Choose the correct answer (A, B, C or D).

1. What is the main idea of the first paragraph?

A. People are gradually forgetting how to use modern smartphones.

B. Easy access to information may influence how much effort people make to remember it.

C. Researchers believe that online information is usually unreliable.

D. Most people cannot remember information unless they write it down.

2. According to the second paragraph, why do people remember certain experiences better than others?

A. They usually repeat these experiences several times.

B. They record them using digital devices.

C. These experiences seem meaningful or important to them.

D. Their brains automatically store everything connected with emotions.

3. What does the writer suggest about the use of technology?

A. It is harmful because it prevents people from developing their memory.

B. It should be avoided whenever people need to concentrate.

C. It can be beneficial, provided that people do not become completely dependent on it.

D. It is more effective for learning than traditional methods in every situation.

4. Why does the writer mention using an online dictionary and translating an entire text?

A. To demonstrate that digital tools can be used in different ways, with different effects on learning.

B. To prove that online dictionaries are more accurate than translators.

C. To suggest that students should translate every unfamiliar word.

D. To explain why teachers should prohibit smartphones during lessons.

5. Which statement best expresses the writer's conclusion?

A. Students should memorise as much information as possible before using digital devices.

B. Schools should focus on teaching students how to use technology responsibly and think independently.

C. Digital technology will eventually replace the need for human memory.

D. The best way to improve concentration is to stop using the Internet altogether.

Vocabulary in Context

Choose the word or phrase that is closest in meaning to the bold word or phrase as used in the text.

6. This **phenomenon** is sometimes called digital amnesia.

A. assumption
C. consequence
B. occurrence
D. tendency

7. Taking photographs, recording voice messages or using digital notes can help us **preserve** experiences and organise our thoughts.

A. retrieve
C. retain
B. reproduce
D. restore

8. Students need to learn when technology is useful and when it becomes a **distraction**.

A. diversion
C. restriction
B. distortion
D. substitution

9. When students make an effort to **recall** facts, ideas or new vocabulary, they strengthen their understanding.

A. recognise
C. reconsider
B. retrieve
D. review

10. By making these choices **consciously**, people can benefit from the convenience of technology without allowing it to replace their own thinking.

A. instinctively
B. reluctantly
C. deliberately
D. retrospectively