



**OLIMPIADA DE LIMBA ENGLEZĂ**  
**ETAPA LOCALĂ – 25 februarie 2023**  
**CLASA a VII-a (STANDARD) Varianta 1**

- Toate subiectele sunt obligatorii.
- Pentru rezolvarea corectă a tuturor subiectelor se acordă 100 de puncte.
- Nu se acordă puncte din oficiu.
- Timpul efectiv de lucru este de două ore.

**SUBIECTUL I – USE OF ENGLISH (50p)**

**I.1. Fill in the blanks with ONE suitable word in each space. (20p)**

**Charity bike ride**

**by Sarah Collins**

Every year, a charity bike ride is organised in our town (1).....a group of cyclists. It takes place on the last Saturday in April and it raises money for a different charity (2) .....year.

This year will be (3) ..... first time I take part in such a ride. (4) .....I complete the ride, my friends and family will give me the money for the charity. My friend Howard will be there, too, and he says that the ride will be easy for both of (5) ..... because we are both good (6) .....cycling.

More (7) .....one hundred people will take part in the bike ride. Ten kilometres is a long (8) .....to cycle and I will be tired at the end. I won't win, I'm sure, but (9) .....doesn't matter. I will feel proud that my effort will (10).....those in need.

**I.2. Choose the variant which best completes each space (20 p).**

1. Mr. Smith is .....old customer of mine.

- a) an      b) a      c) -      d) any

2. George is .....than Paul.

- a) harder-working      b) more hard-worker      c) more hard-working      d) the most hard-working

3. ....accept the gift with my love and kind regards!

- a) Can      b) Try      c) Go      d) Please

4. Jake, .....is my neighbour, owns an expensive car.

- a) who      b) which      c) how      d) than

5. I didn't .....the lesson yesterday.

- a) understand      b) understood      c) to understand      d) understanding

6. Look! There are dark clouds in the sky. It.....

- a) will rain      b) is going to rain      c) rains      d) rain

7. Kevin .....classes. He is a truant.

- a) often skips      b) skips often      c) doesn't never skip      d) always skip



- 8) If it ....., we won't go out tomorrow.  
a) will rain      b) rains      c) rain      d) rained
- 9) Can I have .....sugar in my coffee, please?  
a) any      b) a      c) some      d) a lot
- 10) I .....him since we were 5 years old.  
a) know      b) knew      c) am knowing      d) have known

**I.3. Find and correct the mistake in each sentence. (10p).**

1. Our English teacher doesn't give us a lot of homeworks.
2. I can ski when I was 5 years old.
3. We usually have a lot of free time in the weekend.
4. I may use your phone, Mr. Brown?
5. They usually are at home at 7 p.m.

**SUBIECTUL II – READING COMPREHENSION (25p)**

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

**Mobile phones**

Mobile phones are no longer a luxury item and they clearly have many advantages for those who use them. However, there are also some drawbacks, too.

On the positive side, they enable us to communicate with other people wherever they may be and at any time of the day. Teenagers who need help can contact their parents immediately and emergency services can be called to the scene of the accident without delay. Another advantage is that recent models are so light and compact that they fit easily into a pocket or in a handbag.

On the negative side, the mobile phone is thought to be a serious threat to health, particularly in the case of children. Moreover, drivers who use one while driving are a danger to others and fatal accidents have occurred. Finally, what for many people is a useful device, for others is a nuisance and they object to the constant ringing tones in public places.

In conclusion, cell phones have certainly improved many people's lives, but we need to be careful about when and where we use them.

(Source: *E-Journal USA*, 2013 – adapted)

**1. According to the text, cell phones .....**

- A. are still a luxury item.  
B. are cheap enough so that everyone can afford one.



C. have got only advantages for those who use them.

D. have no drawbacks.

**2. Mobile phones enable us to communicate with other people.....**

A. all over the world.

B. living close to us.

C. only during the day.

D. after midnight.

**3. The word *occurred* in the phrase *fatal accidents have occurred* is closest in meaning to.....**

A. have taken place.

B. have decided.

C. have agreed.

D. have responded.

**4. What do some people think about constant ringing tones?**

A. They have no opinion about that.

B. They should be replaced with others.

C. They consider them something pleasant.

D. They consider them something annoying.

**5. What would be the most suitable piece of advice about the way people use mobile phones?**

A. `USE THEM ALL THE TIME! THEY ARE GOOD FOR US!`

B. `STOP USING MOBILE PHONES! THEY ARE DANGEROUS!`

C. `PAY ATTENTION TO OTHERS, TOO, WHILE USING YOUR MOBILE PHONE!`

D. `USE THEM ONLY TO CALL EMERGENCY SERVICES!`

**SUBIECTUL III - WRITING (25p).**

**Write a composition that should start with the following sentence "*Everyone in the classroom looked at Zack*".**

Give your composition a title. (120 – 150 words). Pay attention to the following:

- You don't need to write long descriptions.
- Use dialogues only if they are relevant to your characters or events.
- Don't count the words given to start the essay.
- You should use this plan:
  - **Introduction** (paragraph 1 – set the scene)
  - **Main body** (paragraph(s) 2/3 – develop the story)
  - **Conclusion** (paragraph 4 – end the story)



**OLIMPIADA DE LIMBA ENGLEZĂ  
ETAPA LOCALĂ – 25 februarie 2023  
CLASA a VII-a (STANDARD) Varianta 1  
BAREM DE CORECTARE**

**SUBIECTUL I – USE OF ENGLISH - 50p**

**I.1. Fill in the blanks with ONE suitable word in each space. (20p)**

**Charity bike ride**

**by Sarah Collins**

Every year, a charity bike ride is organised in our town (1) **BY** a group of cyclists. It takes place on the last Saturday in April and it raises money for a different charity (2) **EACH / EVERY** year.

This year will be (3) **THE** first time I take part in such a ride. (4) **IF / WHEN** I complete the ride, my friends and family will give me the money for the charity. My friend Howard will be there, too, and he says that the ride will be easy for both of (5) **US** because we are both good (6) **AT** cycling.

More (7) **THAN** one hundred people will take part in the bike ride. Ten kilometres is a long (8) **WAY / DISTANCE** to cycle and I will be tired at the end. I won't win, I'm sure, but (9) **IT / THAT / THIS** doesn't matter. I will feel proud that my effort will (10) **HELP** those in need.

**I.2. Choose the variant which best completes each space (20 p).**

- |                         |                        |                   |
|-------------------------|------------------------|-------------------|
| 1. a) an                | 5. a) understand       | 9) c) some        |
| 2. c) more hard-working | 6. b) is going to rain | 10) d) have known |
| 3. d) Please            | 7. a) often skips      |                   |
| 4. a) who               | 8) b) rains            |                   |

**I.3. Find and correct the mistake in each sentence. (10p).**

1. Our English teacher doesn't give us a lot of **HOMEWORK**.
2. I **COULD** ski when I was 5 years old.
3. We usually have a lot of free time **AT / DURING** the weekend.
4. **MAY I** use your phone, Mr. Brown?
5. They **ARE USUALLY** at home at 7 pm.

**SUBIECTUL II - READING COMPREHENSION - (25p)**

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

**SUBIECTUL III – WRITING (25p).**

**Write a composition that should start with the following sentence "Everyone in the classroom looked at Zack". Give your composition a title. (120 – 150 words).**

MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 5p	Proficient 4p	Partially Proficient 3p	Weak 2p	Incomplete 1p	Points
<b>CONTENT</b>	The essay is completely relevant to topic, describing places/events /characters/atmosphere/ reaching climax, including the final reactions of the protagonist.	The essay is fairly completed with all the sequencing elements of a narrative.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is incomplete, the sequencing of the narrative moments being inconsistent.	
<b>ORGANIZATION AND COHESION</b>	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fair completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice / formation are possible; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse.	The range of vocabulary is adequately used in the essay; errors in word choice / formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice / formation predominate; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for this type writing.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make the text obscure at times.	
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The effect on the reader quite poor.	The effect on the reader non-relevant.	



**OLIMPIADA DE LIMBA ENGLEZĂ**  
**ETAPA LOCALĂ – 25 februarie 2023**  
**CLASA a VIII-a (STANDARD) Varianta 1**

- Toate subiectele sunt obligatorii.
- Pentru rezolvarea corectă a tuturor subiectelor se acordă 100 de puncte.
- Nu se acordă puncte din oficiu.
- Timpul efectiv de lucru este de două ore.

**SUBIECTUL I – USE OF ENGLISH (50 points)**

**I.1. Read the following text and fill in the blanks with the correct verb forms. (20 points)**

Dear Susan,

I can't go out tonight because I (1)..... (be) exhausted! Since Monday, this week, I (2)..... (be) very busy with my final exams and I haven't done anything else but studying! Tomorrow I (3)..... (finish) at last! I (4) .....(call) my cousin Martha last night and we (5) .....(decide) to spend the weekend together. I (6).....(look) forward to it!

She told me about the race she (7) .....(win) two weeks before. While she (8) .....(run), she almost (9) .....(give) up. But she didn't. I was really happy for her!

I have to go now! Mum (10) .....(call) me for dinner.

Bye,

Miriam

**I.2 Read the following text and decide which answer (A, B, C or D) best fits in each gap. (20 points)**

**Rice**

For a large part of the world's (1)....., rice is what is called the *staple* food. This means that rice is the main food in those people's diets and, as a result, it is (2) .....to these people's lives. Due to it being the staple food, rice is (3) .....to many cultures around the world.

Many countries have traditional rice (4) ....., such as *paella* in Spain. Many cultures have their own folk stories connected with rice. For example, Phosop is the (5) ..... rice goddess of Thailand. It is believed that Phosop makes sure lots of rice is (6) ....., and that everybody will have (7) .....to eat.

Many cultures also hold festivals to celebrate rice. The Rocket Festivals of Laos and Thailand celebrate the arrival of the rainy season, which is the time (8) .....rice is planted. The festivals involve music and dancing, and sending rockets (9).....the sky in (10) .....to encourage rain.

- |                 |                |              |              |
|-----------------|----------------|--------------|--------------|
| 1. A. audience  | B. population  | C. public    | D. man       |
| 2. A. essential | B. unimportant | C. serious   | D. lacking   |
| 3. A. vital     | B. uncommon    | C. expensive | D. poisonous |
| 4. A. flavour   | B. table       | C. drinks    | D. dishes    |
| 5. A. age       | B. out-of-date | C. ancient   | D. renew     |
| 6. A. gain      | B. plant       | C. grown     | D. destroyed |
| 7. A. little    | B. enough      | C. many      | D. few       |



- |             |         |          |         |
|-------------|---------|----------|---------|
| 8. A. when  | B. what | C. how   | D. why  |
| 9. A. down  | B. off  | C. under | D. into |
| 10. A. such | B. -    | C. order | D. for  |

**I.3. Use the word given in brackets to form a word that fits in each sentence. (10 points)**

- |   |        |
|---|--------|
| 1. Susan is a _____ person. She writes funny short stories.             | CREATE |
| 2. We watched a _____ the other night. It was quite dramatic and scary. | THRILL |
| 3. When someone has done something very well, you are _____ of them.    | PRIDE  |
| 4. _____ keeps you fit.   | JOG    |
| 5. Something is _____ when it is not neat or tidy.                      | MESS   |

**SUBIECTUL II – READING COMPREHENSION (25p)**

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

Since the earliest days of astronomy, since the time of Galileo, astronomers have shared a single goal – to see more, see farther, see deeper. The Hubble Space Telescope's launch in 1990 rushed humanity to one of its greatest advantages in that journey. Hubble is a telescope that orbits Earth. Its position above the atmosphere gives astronomers a view of the universe that surpasses that of other telescopes.

Hubble is one of NASA's most successful and long-lasting science missions. It has helped scientists determine the age of the universe and the existence of dark energy.

Hubble's discoveries have transformed the way scientists look at the universe. Among its many discoveries, Hubble has revealed the age of the universe to be 13 to 20 billion years, much more than it was thought (anywhere from 10 to 20 billion years). Hubble played a key role in the discovery of dark energy, a mysterious force that causes the expansion of the universe to accelerate. Hubble has shown scientists galaxies in all stages of evolution, helping them understand how galaxies form.  
(adapted from [http://hubblesite.org/the\\_telescope/hubble\\_essentials](http://hubblesite.org/the_telescope/hubble_essentials))

1. What has been the goal of all astronomers since the earliest days?
  - A. To build Hubble.
  - B. To fly into space.
  - C. To learn more about the universe.
  - D. To buy a telescope.
2. Which piece of information does not appear in the first paragraph?
  - A. Hubble is one of NASA's telescopes.
  - B. Hubble was launched in 1990.
  - C. Astronomers have always tried to find out more about the universe.
  - D. Hubble circles our planet.





3. ....is listed among Hubble's discoveries.
- A. White energy.  
B. The age of the universe.  
C. A force that slows down the expansion of the universe.  
D. The extinction of galaxies.
4. Hubble's discoveries have been.....
- A. uncertain.  
B. accidental.  
C. wrong.  
D. revolutionary.
5. What could be a suitable title for the article above?
- A. `HUBBLE HAS CHANGED THE WAY WE LOOK AT THE UNIVERSE` .  
B. ` GALILEO – THE FAMOUS ASTRONOMER` .  
C. ` THE AGE OF THE UNIVERSE ` .  
D. `HUBBLE – THE SPACESHIP THAT TAKES US BEYOND THE LIMITS OF THE UNIVERSE` .

### **SUBIECTUL III - WRITING (25p).**

Write a narrative essay ending like this: *I took a deep breath and closed the door behind me. I was happy with my decision.* Write your story in 150-180 words and give it an appropriate title.

Pay attention to the following:

- You don't need to write long descriptions.
- Use dialogues only if they are relevant to your characters or events.
- Don't count the words given to end the essay.
- You should use this plan:
  - **Introduction** (paragraph 1 – set the scene)
  - **Main body** (paragraph(s) 2/3 – develop the story)
  - **Conclusion** (paragraph 4 – end the story)





**OLIMPIADA DE LIMBA ENGLEZĂ**  
**ETAPA LOCALĂ – 25 februarie 2023**  
**CLASA a VIII-a (STANDARD) Varianta 1**  
**BAREM DE CORECTARE**

**SUBIECTUL I – USE OF ENGLISH – 50 p**

**I.1. Read the following text and fill in the blanks with the correct verb forms. – 20 points**

10 verbs x 2p = 20 points

1. am; 2. have been; 3. am going to finish / will finish; 4. called; 5. decided; 6. am looking; 7. had won; 8. was running;  
9. gave; 10. is calling.

**I.2. Read the following text and decide which answer A, B, C or D best fits in each gap. – 20 points**

10 x 2p = 20 points

1-B, 2-A, 3-A, 4-D, 5-C, 6-C, 7-B, 8-A, 9-D, 10-C.

**I.3. Use the word given in brackets to form a word that fits in each sentence. – 10 points**

5 words x 1p = 5 points

1-CREATIVE, 2-THRILLER, 3-PROUD, 4-JOGGING, 5-MESSY

**SUBIECTUL II - READING COMPREHENSION - (25p)**

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

**SUBIECTUL III – WRITING (25p).**

**Write a narrative essay ending like this: *I took a deep breath and closed the door behind me. I was happy with my decision.* Write your story in 150-180 words and give it an appropriate title.**

Pay attention to the following:

- You don't need to write long descriptions.
- Use dialogues only if they are relevant to your characters or events.
- Don't count the words given to end the essay.
- You should use this plan:
  - **Introduction** (paragraph 1 – set the scene)
  - **Main body** (paragraph(s) 2/3 – develop the story)
  - **Conclusion** (paragraph 4 – end the story)

MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 5p	Proficient 4p	Partially Proficient 3p	Weak 2p	Incomplete 1p	Points
<b>CONTENT</b>	The essay is completely relevant to topic, describing places/events /characters/atmosphere/ reaching climax, including the final reactions of the protagonist.	The essay is fairly completed with all the sequencing elements of a narrative.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is incomplete, the sequencing of the narrative moments being inconsistent.	
<b>ORGANIZATION AND COHESION</b>	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fair completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse.	The range of vocabulary is adequately used in the essay; errors in word choice / formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice / formation predominate; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for this type writing.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make the text obscure at times.	
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory	The effect on the reader quite poor.	The effect on the reader non-relevant.	

OLIMPIADA DE LIMBA ENGLEZA ETAPA LOCALĂ 25 februarie 2023  
Clasa a IX-a, SECȚIUNEA A- Standard Varianta 1

- Toate subiectele sunt obligatorii.
- Pentru rezolvarea corectă a tuturor subiectelor din Partea A și Partea B se acordă 100 de puncte.
- Timpul de lucru este 3 ore.
- Nu se acordă puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the following text and put the verbs in the brackets into the correct form. (10 points)**

Mary and Jane are twin sisters. When they (be born) \_\_\_\_\_(1) their mother died. They were separated. Mary (go) \_\_\_\_\_ (2) to live in France and Jane to England. They (be) \_\_\_\_\_ (3) 16 years old now and they (not see) \_\_\_\_\_ (4) each other since they were 3 years old. Nowadays they are in touch, they (write) \_\_\_\_\_ (5) letters twice a month. They (speak) \_\_\_\_\_ (6) different languages but Mary is learning English while Jane (learn) \_\_\_\_\_ (7) French for 3 years now to be able to communicate. They discovered they were sisters when they saw a picture at school while they (do) \_\_\_\_\_ (8) an international student exchange. Next summer they (visit) \_\_\_\_\_ (9) Germany together, they hope they (have) \_\_\_\_\_ (10) a great time.

**II. Use the word given in brackets to form a word that fits in each sentence. (10 points)**

1. We still didn't know the \_\_\_\_\_ of the refugees. (NATION)
2. We enjoyed the \_\_\_\_\_ of the ski hut at night. (WARM)
3. It was \_\_\_\_\_ to see anything in the thick fog. (POSSIBLE)
4. The test was \_\_\_\_\_ easy. We were finished in no time. (SURPRISE)
5. The \_\_\_\_\_ has decided not to raise income taxes this year. (GOVERN)
6. The doctor said that further treatment would be \_\_\_\_\_. He simply won't recover. (USE)
7. That pizza you made was very \_\_\_\_\_ indeed. (TASTE)
8. In most countries it is \_\_\_\_\_ to grow and sell marijuana. (LEGAL)
9. The man was still \_\_\_\_\_ and breathing when the rescuers found him. (LIVE)
10. This is quite a \_\_\_\_\_ neighbourhood. I wouldn't want to live here. (NOISE)

**III. Read the text about living in a new country. Decide which of the four words (A,B,C or D) best fits each space. (10 points)**

Although living in another country can be a/an (1) \_\_\_\_\_ adventure, it sometimes proves (2) \_\_\_\_\_ a difficult experience. Many things are new and different – not only the language and culture but also (3) \_\_\_\_\_ things like where to buy stamps or when banks are open. For a person who is used (4) \_\_\_\_\_ in control of their world these new experiences can make them feel helpless, (5) \_\_\_\_\_ and frustrated. Many of those who start a life somewhere else often go through certain (6) \_\_\_\_\_ before they feel at home in their new (7) \_\_\_\_\_. The first few weeks after arrival in another country is full of positive feelings and excitement. Then reality sets in and can make you feel angry and impatient. Some people (8) \_\_\_\_\_ their new home for such feelings. Eventually, however, most newcomers settle (9) \_\_\_\_\_ and begin to adapt. However, when a person

returns to their own culture, they may (10) \_\_\_\_\_ the same things in reverse. It takes them some time to get back to their former life in their home country.

1	A. excited	B. exciting	C. pleasure	D. thrilled
2	A. have been	B. be of	C. being	D. to be
3	A. everyday	B. daily	C. average	D. every day
4	A. been	B. to being	C. to be	D. being
5	A. confusing	B. confused	C. confuse	D. confusion
6	A. steps	B. times	C. eras	D. stages
7	A. surroundings	B. settings	C. atmospheres	D. situations
8	A. cause	B. blame	C. accuse	D. hold
9	A. in	B. off	C. of	D. back
10	A. bear	B. happen	C. suffer	D. experience

**IV. Read the text below and think of the word which best fits each space. Use only one word in each space. (10 points)**

***Ads Everywhere!***

Advertising has become a part of everyday culture. People are exposed (1) \_\_\_\_ hundreds of adverts every day whenever they switch (2) \_\_\_\_\_ the TV or radio or open a newspaper or magazine. This means that we know all (3) \_\_\_\_\_ the tricks that advertisers use to sell us their products and so they need to work harder (4) \_\_\_\_\_ ever to keep us interested. The latest trend designed to do this is known (5) \_\_\_\_\_ ambient advertising. This is the practice of putting ads in unusual places to make the product stick (6) \_\_\_\_\_ people's minds. It also allows the advertisers to (7) \_\_\_\_\_ flexible and to try all sorts of new approaches to advertising. Ambient ads started out on the sides of taxis and the backs of bus tickets but even these (8) \_\_\_\_ now become commonplace. One recent award-winning campaign advertised a modern art agency by putting stickers on everyday objects (9) \_\_\_\_\_ as lamp-posts and paving stones, describing them as (10) \_\_\_\_\_ they were works of art.

**SUBIECTUL B - INTEGRATED SKILLS (60 points)**

**Read the text below and do the tasks that follow:**

***Thanksgiving***

Thanksgiving is a holiday celebrated predominantly in North America, and it possesses a different meaning in each of the countries where it is acknowledged.

In the United States, Thanksgiving is a federal holiday (meaning all government employees and most private employees are given a day off of work), and always takes place on the Fourth Thursday in November, regardless of the date.

The holiday signifies the immense progress made by pilgrims, or some of the first travelers to North America, at Plymouth Plantation circa 1621. It was at this time that the hungry and weary Pilgrims were taught (by Native Americans) how to grow and produce food on North America's unique terrain. Once they had grown (and caught) an abundance of food, the Pilgrims were expectedly thankful, and they celebrated alongside the Native Americans

who provided them with such valuable assistance. President Abraham Lincoln initiated the contemporary practice of Thanksgiving by calling for a "day of Thanksgiving" during one of his Civil War addresses.

In America today, Thanksgiving remains firmly engrained in its historical roots, and is widely considered to be a day for giving thanks for good food, good times, and family. Thanksgiving dinner generally consists of turkey, mashed potatoes, stuffing, vegetables, gravy, and ample desserts. To be sure, indulging in abundance is a cornerstone of the holiday, as doing so could only be possible if one possesses abundance.

**I. For each question decide which answer (A, B, C or D) fits best according to the text. (10 points)**

1. When is Thanksgiving celebrated in the US?

- A. The Fourth Tuesday in November                      B. Four weeks before Christmas  
C. Throughout November                                      D. November 25

2. Which event(s) began the tradition of Thanksgiving?

- A. The pilgrims' food-creation success and large scale celebratory dinner                      B. Nobody is certain  
C. An address delivered by President Lincoln    D. A and C

3. Which food(s) is/are often prepared for Thanksgiving dinner?

- A. Turkey                                      B. Potatoes                                      C. Stuffing                                      D. All of the above

4. Where is Thanksgiving celebrated?

- A. Only in America  
B. Throughout North America and some other parts of the world, albeit in different forms and on different dates  
C. In English speaking countries  
D. Only in Canada

5. What is the meaning of Thanksgiving's federal holiday status?

- A. The federal government instructs all citizens to celebrate Thanksgiving  
B. Only federal government employees celebrate Thanksgiving  
C. All federal employees and many other workers are given a day off for Thanksgiving  
D. It is difficult to say for sure

II. Write a narrative essay beginning with "Last November my sister and I were invited to spend Thanksgiving in Plymouth..." (160-180 words) (50 points)

OLIMPIADA DE LIMBA ENGLEZA ETAPA LOCALĂ 25 februarie 2023

Clasa a IX-a, SECȚIUNEA A- Standard

Varianta 1

BAREM DE EVALUARE

- Toate subiectele sunt obligatorii.
- Pentru rezolvarea corectă a tuturor subiectelor din Partea A și Partea B se acordă 100 de puncte.
- Timpul de lucru este 3 ore.
- Nu se acordă puncte din oficiu.

SUBIECTUL A – USE OF ENGLISH (40 points)

**I. Read the following text and put the verbs in the brackets into the correct form. (10 points)**

1.were born, 2. went, 3. are, 4. haven't seen, 5. write, 6. speak, 7. has been learning, 8. were doing, 9. are going to visit/are visiting/will visit 10. will have.

**II. Use the word given in brackets to form a word that fits in each sentence. (10 points)**

1.NATIONALITY, 2. WARMTH, 3. IMPOSSIBLE 4. SURPRISINGLY, 5. GOVERNMENT, 6. USELESS, 7. TASTY, 8. ILLEGAL, 9. ALIVE, 10. NOISY

**III. Read the text about living in a new country. Decide which of the four words (A,B,C,D) best fits each space. (10 points)**

1.B (exciting), 2. D (to be), 3. A (everyday), 4. B (to being), 5. B (confused), 6. D. stages, 7. A (surroundings), 8. B (blame), 9. A (in), 10. D (experience)

**IV. Read the text below and think of the word which best fits each space. Use only one word in each space. (10 points)**

1. to, 2. on, 3. of/about, 4. than, 5. as, 6. in, 7. be, 8. have, 9. such, 10. if

SUBIECTUL B - INTEGRATED SKILLS (60 points)

1. A, 2. D, 3. D, 4. B, 5. C (10 points)



## MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	P o i n t s
<b>CONTENT</b>	The essay is completely relevant to topic, describing places/events/characters /atmosphere/ reaching climax, including the final reactions of the protagonist.	The essay is fairly completed with all the sequencing elements of a narrative.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is incomplete, the sequencing of the narrative moments being inconsistent.	
<b>ORGANIZATION AND COHESION</b>	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formatation are possible; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse	The range of vocabulary is adequately used in the essay; errors in word choice /formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles	A very narrow range of vocabulary is present; errors in word choice/formatation predominate; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for this type writing.	





<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make the text obscure at times.		
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader	The effect on the reader is satisfactory	The effect on the reader non-relevant	The effect on the reader non-relevant.		

OLIMPIADA DE LIMBA ENGLEZĂ ETAPA LOCALĂ 25 februarie 2023  
Clasa a IX-a, SECȚIUNEA B- Bilingv/intensiv Varianta 1

Toate subiectele sunt obligatorii.

Pentru rezolvarea corectă a tuturor subiectelor din Partea A și Partea B se acordă 100 de puncte.

Timpul de lucru este 3 ore.

Nu se acordă puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

I. Read the text below and do the tasks (20 points)

<p>The White Cliffs of Dover</p> <p>They are one of the most famous <u>landmarks</u> in the South of England and they have provided inspiration to artists, musicians, singers, poets and writers – even William Shakespeare!</p> <p>Let's visit the White Cliffs of Dover!</p> <p>The White Cliffs of Dover form part of the coast of Kent in the South East of England. They are directly opposite France at the point where the English Channel is narrowest. In fact, you can see the cliffs from the coast of France on a <u>clear</u> day! The Cliffs are composed mainly of soft white chalk, which gives them their incredible colour. The Cliffs have always been very important to England, and not just for their beauty and ecological significance! Because they represent the area of England which is closest to mainland Europe, they have been the arrival point for many travellers, both friends and enemies! Even Julius Caesar wrote about them in his journal! We think that the White Cliffs of Dover began forming under the sea around 13.6 million years ago!</p>	<p>Western Australia</p> <p>Western Australia is a vast state, bordering the Indian Ocean and covering 250 million hectares of land. Its landscapes are some of the most fascinating in the world and include thick forests; red, sun-burnt plains; <u>rugged</u> gorges; tropical reefs; white beaches with dunes; and 12,500 kilometres of coastline.</p> <p>In order to protect the diverse ecology, the government of the state turned some parts of Western Australia into national parks and nature reserves to allow visitors to admire its nature. The forests are also under the close supervision of the government and nothing can be done there without special consent from both Houses of Parliament.</p> <p>One favourite leisure activity along Western Australia's coast is whale-watching – popular both amongst tourists and local people <u>alike</u>. In the last few years, a lot of special agencies have been created which organize whale-watching cruises. It is said that the best time of day to see whales is at midday, when the sun is directly overhead.</p>
---	--

**A. Answer the following questions: (4x2p=8p)**

1. Why have The White Cliffs of Dover been important to England?
2. Where are the White Cliffs of Dover situated?
3. What are Western Australia's landscapes like?
4. Why are there so many nature reserves and national parks?

**B. Choose the right synonym for the words given below, according to their meaning in the text: (4px1p=4p)**

- |                |                        |                |                   |
|----------------|------------------------|----------------|-------------------|
| 1. Landmarks – | a) tourist attractions | b) milestones, | c) turning points |
| 2. Clear –     | a) understandable      | b) cloudless   | c) crystal        |
| 3. Rugged –    | a) sturdy              | b) jagged      | c) tough          |
| 4. Alike –     | a) together            | b) compatible  | c) similar        |

**C. Do the following tasks: (4x2p=8p)**

*Add the tag-question:*

1. Let's visit the White Cliffs of Dover!

Let's visit the White Cliffs of Dover, .....

*Rephrase the following sentences so as the meaning stays the same:*

2. It is said that the best time of day to see whales is at midday.  
..... that the best time of day to see whales is at midday.
3. We think that the White Cliffs of Dover began forming under the sea around 13.6 million years ago!  
The White Cliffs of Dover are thought .....
4. Nothing can be done there without special consent from both Houses of Parliament.  
Unless you get .....

**II. Complete the sentences by changing the form of the word in capitals. (10x1p=10p)**

1. Adam's room is ..... because he leaves his clothes everywhere. (MESS)
2. Bobby's jokes are .....; they make everyone laugh. (AMUSE)
3. It was an ..... performance. (IMPRESS)
4. The burning of fossil fuels is a ..... issue. (GLOBE)
5. The biologists lost their diving ..... in the storm. (EQUIP)
6. Most phobias are ..... . (RATIONAL)
7. The doctor gave him a ..... for some antibiotics. (PRESCRIBE)
8. That was ..... a night to remember. (DEFINITE)
9. The film's ..... special effects won it an Oscar. (CREDIBLE)
10. The job of a ..... guard is dangerous. (SECURE)

**III. Read the text below and think of the word which best fits each space. Use only one word in each space. (10 points)*****SOWING THE SEEDS FOR SURVIVAL***

When people mention endangered species the first things that come (1) \_\_\_\_\_ mind are probably whales, pandas or tigers. Not (2) \_\_\_\_\_ people would think of plants, but, in (3) \_\_\_\_\_, there are more threatened species of plants (4) \_\_\_\_\_ of threatened mammals, fish, birds and insects combined.

One of the major threats to the survival of many plants is industrialisation. This causes pollution and acid rain, (5) \_\_\_\_\_ destroy forests and harm many species of plant. Another threat is man! Many products that man uses (6) \_\_\_\_\_ from plants. For instance, many plants (7) \_\_\_\_\_ collected from the Amazon and are used to make medicines. Other plants, such as mahogany trees, are valued for their timber and are very popular building

materials. There are even plants that (8) \_\_\_\_\_ become desirable collectors' items. Luckily, (9) \_\_\_\_\_ and more people are becoming aware of the problem and change is on the way. (10) \_\_\_\_\_ are now a number of organisations that are working to protect endangered plants as well as animal species and preserve all living things for the future.

## SUBIECTUL B – INTEGRATED SKILLS (60 points)

### I. Read a text about home design and for questions 1 to 5, choose the correct answer. (10 puncte)

#### *Welcome to the home of the future*

The 2009 British Homes Awards challenged the industry to design a house that can adapt to different life stages. The participants were asked to rethink the construction and design of individual homes, so that they were easily adaptable to less mobile inhabitants, and also to create communities in which ageing occupants could continue to enjoy shared amenities. The top design also had to be attractive to its potential buyers, because the competition was put to the public vote. The winner, gaining 12,000 votes from Mail on Sunday readers, was the strikingly modern SunnySideUp, designed by Kosi Architects. Here are its three main features:

#### 1. Upside Down House

The architects took as a starting point the accepted norm for a house – rows of houses facing onto streets crammed with cars, with living rooms on the ground floor and bedrooms above. Then they scrapped it.

They ended up with the living room, dining room and kitchen on the top floor where they can benefit from the light and views, and maximise energy efficiency. And they put the bedrooms on the ground floor where the garden aspect gives inhabitants increased privacy, and a cool temperature is maintained throughout the day. The two floors are linked by wide, gentle gradient stairs, which are designed to allow for a stair lift to be fitted if necessary as owners age.

#### 2. Concealed Parking Spaces

But the feature that, according to Warren Rosing, one of the Kosi architects responsible for the design, was particularly popular with the public, is actually the parking.

In a SunnySideUp development no one has to look out onto a street full of cars, or worry about their kids being run over, because the terrace zone at the first floor level link all the homes and is a car-free zone.

Vehicles are tucked away on the lower floor, leaving safe and pleasant spaces outside the houses for people to meet, and kids to play.

A lift takes people directly from garage to living area, so that all residents, including the elderly and those with heavy shopping, can move comfortably between the floors. The idea is that not only would they look pretty, but they would be a talking point, encouraging interaction between residents on the terrace area outside.

#### 3. Flexible Spaces

But it is the fact that the space is designed to adapt to the changing needs, including the fluctuating income of its owners, that makes it a thought-provoking, as well as a winning, design.

The lower-floor bedrooms have separate outdoor access so they can be easily let. The idea is that owners can get some extra money to pay for their mortgages during the first years. And later in the future, those bedrooms can be used as a granny flat, or an office, and can easily be converted into a separate one-bed flat if your kids won't leave home.



And if more space is required, as well as the usual loft that can be converted, there is potential for a gallery floor to be inserted in the living room.

1. According to the article, The British Homes Awards challenged architects to design a house ...
  - a. for disabled people
  - b. for ageing inhabitants
  - c. that could adapt to all ages
  - d. for young families with children
2. According to the article, in the winning property, bedrooms are downstairs to ...
  - a. benefit from the view
  - b. have easier access to the house
  - c. have more privacy in the living room
  - d. keep the same pleasant atmosphere the whole day
3. According to the article, the parking spaces in this house design are ...
  - a. on the first floor
  - b. on the ground floor
  - c. in a separate building
  - d. in the street
4. According to the article, in the SunnySideUp house the ground floor ...
  - a. can be rented
  - b. can be sold separately
  - c. is only used to store cars
  - d. has a room for grandparents
5. According to the article, the house has been designed ...
  - a. to be rented
  - b. to be shared if necessary
  - c. for families with a small income
  - d. to be sold in the future

**II. Write a narrative essay with the title “*My first day in a SunnySideUp house* ” (180-200 words) (50 points)**

OLIMPIADA DE LIMBA ENGLEZĂ ETAPA LOCALĂ 25 februarie 2023  
Clasa a IX-a, SECȚIUNEA B- Bilingv/intensiv Varianta 1  
BAREM DE EVALUARE

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the text below and do the tasks (20 points)

**A. Answer the following questions: (4x2p=8p)**

1. They have provided inspiration to artists, musicians, singers, poets and writers – even William Shakespeare. They are the closest part of England to mainland Europe and the arrival point for many travellers. They are important for their beauty and ecological significance, as well.
2. In the South East of England. They are directly opposite France at the point where the English Channel is narrowest.
3. They belong to some of the most fascinating landscapes in the world and include thick forests; red, sun-burnt plains; rugged gorges; tropical reefs; white beaches with dunes; and 12,500 kilometres of coastline.
4. In order to protect the diverse ecology.

**B. Choose the right synonym for the words given below, according to their meaning in the text: (4px1p=4p)**

1. a) tourist attractions, 2. b) cloudless, 3. b) jagged, 4. a) together

**C.**

1. ..., shall we?
2. People say .... / They say.....
3. ...to begin/to have begun forming under the sea around 13.6 million years ago!
4. ... a special consent from both Houses of Parliament, nothing can be done there.

**II. Complete the sentences by changing the form of the word in capitals. (10x1p=10p)**

1. MESSY 2. AMUSING 3. IMPRESSIVE 4. GLOBAL 5. EQUIPMENT 6. IRRATIONAL
7. PRESCRIPTION 8. DEFINITELY 9. INCREDIBLE 10. SECURITY

**III. Read the text below and think of the word which best fits each space. Use only one word in each space. (10 points)**

1. to 2. many 3. fact 4. than 5. which 6. come/derive 7. are 8. Have 9. more 10. There

**SUBIECTUL B – INTEGRATED SKILLS (60 points)**

**I. Read a text about home design and for questions 1 to 5, choose the correct answer. (10 puncte)**

1. c. that could adapt to all ages, 2. d. keep the same pleasant atmosphere the whole day, 3. b. on the ground floor, 4. a. can be rented, 5. to be shared if necessary

**MARKING SCHEME FOR THE NARRATIVE ESSAY**

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	P o i n t s
<b>CONTENT</b>	The essay is completely relevant to topic, describing places/events/characters/atmosphere/reaching climax, including the final reactions of the protagonist.	The essay is fairly completed with all the sequencing elements of a narrative.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is incomplete, the sequencing of the narrative moments being inconsistent.	
<b>ORGANIZATION AND COHESION</b>	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse	The range of vocabulary is adequately used in the essay; errors in word choice /formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for this type writing.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make the text obscure at times.	





<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout.		The text has a good effect on the reader		The effect on the reader is satisfactory		The effect on the reader non-relevant		The effect on the reader non-relevant.		
--------------------------------	---	--	--	--	--	--	---------------------------------------	--	--	--	--

**OLIMPIADA DE LIMBA ENGLEZĂ ETAPA LOCALĂ 25 februarie 2023**  
**CLASA a X-a, SECȚIUNEA A-Standard Varianta 1**

- Toate subiectele sunt obligatorii.
- Nu se acordă puncte din oficiu.
- Timpul efectiv de lucru este de 3 ore.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Put the verbs in brackets in the right tense and voice**

**(10 points):**

N: Hello! Dad! I 1) \_\_\_\_\_(look) at the top of your head at the moment! Reposition the camera so I can see your face.

D: Sorry, I just can't understand this technology. I 2) \_\_\_\_\_ (only just learn) how to text! Oh my! I can't believe it. I can see you on my computer screen, Nicola! I 3) \_\_\_\_\_ (call) your mum. Jackie, come here quick!

N: Dad, you're so funny! I 4) \_\_\_\_\_ (do) this for ages with my friends. It's so good to see your face. I 5) \_\_\_\_\_ (not see) you for so long!

D: How are your children? They look so grown up in those photos you 6) \_\_\_\_\_ (email) us.

N: They're fine. Ollie 7) \_\_\_\_\_ (study) for his Year 12 Certificate. He hopes he 8) \_\_\_\_\_(accept) at the University of Melbourne next year. Becky was chosen to play for her university netball team – she's so pleased. Anyway, how are you and Mum? Where is she? I want to speak to her.

D: She 9) \_\_\_\_\_ (get) a bit deaf. I will shout louder. Jacky, come here! It's Nicola. Anyway, where was I? we're both fine. We 10) \_\_\_\_\_ (go) on holiday last month.

**II. Read the sentences below and use the words given in capital on the right to form words that fit in the gaps.**

**(10 points)**

1. For their own \_\_\_\_\_the visitors of zoos are kept at a distance. **(SAFE)**
2. You should take the antibiotics for a whole week so that it is \_\_\_\_\_. **(EFFECT)**
3. Jane has been suffering from headaches\_\_\_\_\_. **(LATE)**
4. Most people believe that it is \_\_\_\_\_ that UFOs exist. **(PROBABLE)**
5. A limited \_\_\_\_\_of the author's works will be published next year. **(EDIT)**
6. The \_\_\_\_\_that banks charge for borrowing money has gone up. **(PERCENT)**
7. Many men believe that bringing up children is the \_\_\_\_\_of women. **(RESPONSIBLE)**
8. He turned out to be a big \_\_\_\_\_. I'll never believe him again. **(LIE)**
9. Divers went down to a \_\_\_\_\_of over 50 metres. **(DEEP)**
10. She was extremely intelligent and passed all her exams with \_\_\_\_\_. **(EASY)**

### III. Fill in the gaps with one word

(10points)

#### *Sandwiches*

The sandwich is 1) \_\_\_\_\_ of the 2) \_\_\_\_\_ popular ways of preparing a light meal 3) \_\_\_\_\_ snack. Its simplicity is the key, basically you need to put 4) \_\_\_\_\_ type of food stuff between two slices of bread and you are done. It is easy to transport and does not require cutlery or a lot of preparation. Its invention 5) \_\_\_\_\_ been attributed to the Earl of Sandwich in the 18th century, but this is 6) \_\_\_\_\_ a doubt, debatable to say the least as sandwiches have their equivalent 7) \_\_\_\_\_ over the world, including the taco and burritos. What is clear is 8) \_\_\_\_\_ popularity of this special way of preparing food. Sandwiches are eaten by just about every human on this planet and look as though they are here to stay. Their popularity is only being increased 9) \_\_\_\_\_ large chains, such as Subway, that offer high quality ingredients at a reasonable price 10) \_\_\_\_\_ the purpose of offering a healthy fast-food alternative.

### IV. Read the text below and decide which of the four words (A,B,C or D) best fits each space. (10 points)

Owls are nocturnal creatures. They're wide 0) *awake* at night and they sleep during the day. If this 1) ..... like bliss to you, then, like about 20 percent of the population 2) ..... find themselves most active at around 9 pm, you may fall into the same category 3) ..... our feathered friend. Night owls often have difficulty waking up in the morning, and like to be up late at night. 4) ..... of animal behaviour indicate that being a night owl may actually be 5) ..... into some people's genes. This would explain 6) ..... those late-to-bed, late-to-rise people find it so difficult to change their behaviour. The trouble for night owls is that they just 7) ..... to be at places such as work and school far 8) ..... early. This is when the alarm clock becomes the night owl's most important survival tool. Experts 9) ..... that one way for a night owl to beat their dependence 10) ..... their alarm clocks is to sleep with the curtains open. The theory is that if they do so, the morning sunlight will awaken them gently and naturally.

- |                  |                |             |           |
|------------------|----------------|-------------|-----------|
| 0. A aware       | B wakeful      | C awake     | D alert   |
| 1. A sounds      | B hears        | C listens   | D looks   |
| 2. A when        | B whose        | C which     | D who     |
| 3. A like        | B as           | C with      | D for     |
| 4. A Research    | B Examinations | C Enquiries | D Studies |
| 5. A constructed | B built        | C erected   | D made    |
| 6. A why         | B when         | C how       | D where   |
| 7. A ought       | B have         | C must      | D should  |
| 8. A too         | B enough       | C from      | D away    |
| 9. A tell        | B speak        | C inform    | D say     |
| 10. A in         | B on           | C to        | D for     |

## SUBIECTUL B - INTEGRATED SKILLS (60 points)

### Read the text below and do the tasks that follow:

This passage is about lobsters. American lobsters are marine animals that live in the waters off the eastern coast of North America. They are generally dark blue, green, or brown, although some American lobsters with peculiar coloring have been discovered. One of the most rare and interesting is the calico lobster. These lobsters have an orange and blue pattern all over, from their claws to their tails. It is estimated that only about one in thirty million lobsters are calico.

It is unclear why calico lobsters appear this way. Some scientists think it is caused by environmental factors. Others think it is genetic. One researcher thought he found a clue when he discovered a white paste under the shell of a calico lobster. The paste matched the calico pattern on the shell, and **it** appeared to be a type of bacteria. Bacteria can cause illness, and some lobster illnesses cause their shell color to change. However, calico lobsters are healthy and live as long as other lobsters.

Other lobster variations have been found, including blue, red, and yellow. Even more rare are split-colored lobsters, which have a different color on each side of the body. The rarest lobsters are albinos, which have no color at all. Some of these variations are known to be caused by genetic defects, but some are still a mystery.

Today, lobsters of all types are at risk. Increasing demand for lobsters as a luxury food means that conservation efforts, research, and public education are needed to protect the American lobster population.

### I. For each question decide which answer (A, B, C or D) fits best according to the text. (10 points)

1. What is the main purpose of the passage?
  - A. to provide information about rare types of lobsters
  - B. to compare lobsters with other ocean creatures
  - C. to encourage people to eat less lobster
  - D. to educate readers about lobster diseases
2. Where on lobsters does the calico pattern appear?
  - A. on the entire body
  - B. on just one side
  - C. only on the claws
  - D. under the shell
3. In the fifth sentence of paragraph 2, what does **it** refer to?
  - A. shell
  - B. disease
  - C. pattern
  - D. paste
4. Based on the information in the second paragraph, what can be concluded about lobsters' calico coloring?
  - A. It is becoming more common.
  - B. Its cause is not known.
  - C. It is a sign of disease.
  - D. It is connected to the lobster's genetics.
5. How does the author feel about the current status of American lobsters?

- A. American lobsters are not in danger.
- B. Additional research on lobster color is important.
- C. All American lobsters need protection.
- D. Calico lobsters deserve special protection

**II. Starting from the above text write a narrative-descriptive essay introducing the reader to the world of lobsters. (180-200 words) (50 points)**

**OLIMPIADA DE LIMBA ENGLEZĂ ETAPA LOCALĂ 25 februarie 2023**  
**CLASA a X-a, SECȚIUNEA A-Standard Varianta 1**  
**BAREM DE EVALUARE**

- Toate subiectele sunt obligatorii.
- Nu se acordă puncte din oficiu.
- Timpul efectiv de lucru este de 3 ore.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Put the verbs in brackets in the right tense and voice (10 points):**

1. am looking, 2. have only just learned, 3. will call, 4. have been doing, 5. haven't seen, 6. have emailed, 7. is studying, 8. will be accepted, 9. is getting, 10. went

**II. Read the sentences below and use the words given in capital on the right to form words that fit in the gaps. (10 points)**

1. SAFETY, 2. EFFECTIVE, 3. LATELY, 4. IMPROBABLE, 5. EDITION, 6. PERCENTAGE, 7. RESPONSIBILITY, 8. LIAR, 9. DEPTH, 10. EASE

**III. Fill in the gaps with one word (10 points)**

1. one, 2. most, 3. or, 4. any, 5. has, 6. without, 7. all, 8. the, 9. by, 10. with.

**IV. Read the text about living in a new country. Decide which of the four words (A,B,C or D) best fits each space. (10 points)**

1. A sounds, 2. D who, 3. B as, 4. D Studies, 5. B built, 6. A why, 7. B have, 8. A too, 9. D say, 10. B on

**SUBIECTUL B - INTEGRATED SKILLS (60 points)**

**I. For each question decide which answer (A, B, C or D) fits best according to the text. (10 points)**

1. A. to provide information about rare types of lobsters, 2. A. on the entire body, 3. D. paste, 4. B. Its cause is not known., 5. C. All American lobsters need protection.

**MARKING SCHEME FOR THE NARRATIVE-DESCRIPTIVE ESSAY**

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	P o i n t s
<b>CONTENT</b>	The essay is completely relevant to topic, describing people/places/events /atmosphere, having a clear development and including the final reactions of the protagonist	The essay is fairly completed with the description of people/places/ev ents/atmosphere, having a clear development	The essay is partially completed with slight logical impediments in the logical development of the description.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is wholly inadequate the quality of the description failing the requirements of the task.	
<b>ORGANIZATION AND COHESION</b>	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative-descriptive essay is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the narrative-descriptive essay is relevant to the task with slightly incongruent lapses within the discourse.	The range of vocabulary is adequately used in the essay; errors in word choice /formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative-descriptive essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative-descriptive essay is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the narrative-descriptive essay is inappropriate for this type of writing.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make the text obscure at times.	
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The effect on the reader non-relevant.	The text has a negative effect on the reader.	



**OLIMPIADA DE LIMBA ENGLEZĂ ETAPA LOCALĂ 25 februarie 2023**  
**CLASA A X-A – SECȚIUNEA B - Bilingv/Intensiv Varianta 1**

- Toate subiectele sunt obligatorii.
- Nu se acordă puncte din oficiu.
- Timpul efectiv de lucru este de 3 ore.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the text below and do the tasks that follow. (20 points)**

Why I prefer to stay at home

What was your last cinema experience like? I remember the expensive tickets, the long queues and the uncomfortable seats. Does this sound familiar? I love going out to see my friends, going to parties or clubs. I like having fun. However, I don't really enjoy going to the cinema any more.

The other problem for me is the audience at cinemas. Although many people say that seeing a film at a cinema is a good chance to go out and be sociable, I really hate listening to other people's comments. The last time I went to the cinema, there was a couple who commented loudly on everything in the film. They laughed at everything in the film, really loudly - even at things which weren't funny! I politely asked them to be quiet. Despite this, they continued as if they were watching their own TV. If I watch something at home, I can invite my friends and spend time with people I know and like rather than sitting near noisy strangers.

Another reason for staying at home is convenience. I like to watch films or TV shows when I want to watch them, not at specific times. In spite of my love of films and TV shows, I don't enjoy all of them. If I'm at home, I can stop the film and watch something else or I can fast-forward through the boring bits. For example, I was really disappointed with a film I saw last night - so I just switched it off!

While I watch a lot of films, I also watch a lot of TV shows online now. I really enjoy watching a whole series. It gives characters time to develop in interesting and unexpected ways. In fact, there are so many great TV shows to watch, I've hardly got time to go to the cinema.

So, these days, when my friends invite me to the cinema, I usually say, 'No thanks'. I really do prefer to watch films and TV series at home. I can choose what I want to watch, I can choose the time when I want to watch it and I can choose who I watch it with. The question really is: why should I go out?

**A. Answer the following questions. (8 points)**

1. What is her main point?
2. Why were the couple sitting behind her rude?
3. What does she do if she finds a film boring?
4. Why is the length of a TV series sometimes a good thing?

**B. Choose the right synonym for the words given below, according to their meaning in the text. (6 points)**

- |                |                 |                  |                  |                 |
|----------------|-----------------|------------------|------------------|-----------------|
| 1. Parties:    | a. celebrations | b. coalitions    | c. organizations | d. participants |
| 2. Convenience | a. satisfaction | b. accessibility | c. comfort       | d. ladies' room |
| 3. Series      | a. sequence     | b. pack          | c. set           | d. list         |

**C. Complete the second sentence so that it has a similar meaning to the first sentence. (6 points)**

- Does this sound familiar?  
She wondered whether .....
- I like having fun. However, I don't really enjoy going to the cinema any more.  
I don't really enjoy going to the cinema any more, .....
- I politely asked them to be quiet.  
“.....?”

**II. Use the word given in brackets to form a word that fits in each sentence.**

**10 points**

***Tennis then and now***

Tennis was first played in France in the 13th century, but its (0) popularity (POPULAR) slowly extended to other countries. It is (1) \_\_\_\_\_ (INTEREST) to consider that at first the game was played indoors with leather balls, and this situation remained (2) \_\_\_\_\_ (CHANGE) until the 19th century, when the leather balls were adapted for play outside. However, there is more to the game than meets the eye – or the racquet! (3) \_\_\_\_\_ (SURPRISE), nowadays it seems that it is not only a player's (4) \_\_\_\_\_ (ABLE) that has an effect on how well they play tennis. (5) \_\_\_\_\_ (APPARENT), it can also depend on the type of balls they use. The (6) \_\_\_\_\_ (EXPLAIN) for this is that the balls are now designed by scientists, who design them to meet all the different (7) \_\_\_\_\_ (REQUIRE) of today's (8) \_\_\_\_\_ (PROFESSION) players. This means that the balls are adapted for a game that is now played on a (9) \_\_\_\_\_ (VARY) of different surfaces, from clay to grass. It also means that the players can hit the balls (10) \_\_\_\_\_ (INCREDIBLE) hard, so that they go across the net extremely fast. It is certainly a very different game from the one played in the 13th century.

**III. Read the text below and think of the word which best fits each space. Use only one word in each space. (10 points)**

***Blanca Huertas: butterfly expert***

As a little girl growing (1) \_\_\_\_\_ in Colombia, Blanca Huertas was fascinated by wildlife, and especially by butterflies. In those days you couldn't buy butterfly nets locally, so her father made (2) \_\_\_\_\_ for her using the end of a broom. He also bought (3) \_\_\_\_\_ some books and took her to different places at the weekends so (4) \_\_\_\_\_ she could see different species and learn about different types of habitat. It was at this time that she started her butterfly collection.

(5) \_\_\_\_\_ she was sixteen, Blanca went to university to study biology. Her professor convinced her that the study of butterflies (6) \_\_\_\_\_ become a career, not just a hobby. What's more, he encouraged Blanca to apply (7) \_\_\_\_\_ a place on a field trip to the Cauca region of the Amazon, (8) \_\_\_\_\_ was being organised by students from Oxford and Cambridge.

The two-month trip was an incredible experience. Blanca rediscovered a butterfly that hadn't (9) \_\_\_\_\_ seen for thirty years and collected information about new species. (10) \_\_\_\_\_ a result of the trip, the region was turned into a national park.

## SUBIECTUL B – INTEGRATED SKILLS

(60 points)

Read the text below and do the tasks that follow.

### Khari Baoli – Spice Market

Visitors to Delhi, a major city in the north of India, should definitely pencil in a day at Khari Baoli Spice Market. Located in the historic district of the city, it is the largest and oldest market of its kind in Asia. It was built in 1650 by Fatehpuri Begum, wife of Emperor Shah Jahan, and has operated continuously since then. In fact, many of today's stallholders are descendants of the original spice sellers! The area used to have an old step well (a well with steps leading down to it) – and this is where the market got its name. “Baoli” means step well and “khari” is the hindi word for salty – describing the water that was there.

Some visitors find the noisy crowded streets of Khari Baoli quite nerve-wracking – so it's a good idea to go with a local. For one, you can join a tour group, but a better option is to hire a personal guide. Some guides even pick you up outside your hotel in their rickshaw! These small three-wheeled vehicles (usually with pedals for cycling or powered by an engine) are perfect for the heavy Delhi traffic. It's a thrilling experience to ride in the back of a rickshaw, as it cuts in and out of long lines of motorbikes and cars, all battling each other for space!

Rickshaws aren't allowed inside the market, though – some streets are barely wide enough to walk through! Many people have compared the market to a maze, with dozens of alleyways packed with shoppers, stallholders and their goods. You'll also see porters pulling trolleys with goods or carrying them over their heads – you have to be alert not to get in their way! One thing that will hit you when you enter the market, though, is the noise – stallholders sometimes scream at shoppers to get their attention! But it's all harmless and part of the market experience! Also, everywhere you turn you can smell exotic spices. Heaps of eye-catching spices such as bright red chilli and rich yellow turmeric are displayed on wide plates, while you'll also find rice, beans, dried fruit and nuts, sold loose out of giant sacks.

Stallholders in the Khari Baoli do business from 10 am to 9 pm – and although this market might appear chaotic, it is actually very well organized. Fresh produce is delivered every day to thousands of stallholders, who sell to millions of customers. Also, the prices in Khari Baoli are reasonable, and the stallholders are friendly and knowledgeable. They'll allow you to sample their goods, and give you advice on the exact spice you need for your next Indian meal! All in all, this fascinating market is a wonderful feast for the senses that shouldn't be missed!

**I. For each question, decide which answer (A, B, C or D) fits best according to the text. (10 points)**

1. What is the writer doing in the text?

- A. Giving cooking advice
- B. Describing a market history

- C. Narrating a personal experience
- D. Encouraging people to visit a place

2. What does the writer say about rickshaws in Delhi?

- A. They are dangerous
- B. They are uncomfortable

- C. They are popular with locals
- D. They are an effective way to get around

3. What is the writer's opinion about the noisy stallholders?
- A. Shoppers should ignore them
  - B. They shouldn't scream at foreigners
  - C. They don't mean to upset anyone
  - D. They don't have any other way to attract customers
4. Why does the writer believe the market is well organized?
- A. It stays open 24 hours a day
  - B. Lots of goods move in and out of it each day
  - C. Most stallholders see all the produce they have each day
  - D. It's easy for customers to find their way around the stalls
5. What could be another suitable title for the text?
- A. History comes alive at Khari Baoli
  - B. The shopper's guide to getting around Delhi
  - C. Khari Baoli – the market where you can find it all
  - D. The sights, smells and sounds of a historic market

**II. Starting from the text above, imagine you are visiting Khali Baoli Spice Market. Write a narrative-descriptive essay about your experience. (200-220 words) (50 puncte)**

**OLIMPIADA DE LIMBA ENGLEZĂ ETAPA LOCALĂ 25 februarie 2023**  
**CLASA A X-A – SECȚIUNEA B - Bilingv/Intensiv Varianta 1**

- Toate subiectele sunt obligatorii.
- Nu se acordă puncte din oficiu.
- Timpul efectiv de lucru este de 3 ore.

**BAREM**

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the text below and do the tasks that follow. (20 points)**

- A.
1. It's more comfortable and convenient to watch films and TV series at home
  2. They continued being noisy after she asked them to be quiet
  3. She stops the film and watches something else, or fast-forwards through the boring bits
  4. It gives characters time to develop in interesting and unexpected ways.
- B.
1. celebrations, 2. comfort, 3. Pack
- C.
1. that sounded familiar.
  2. ... although I like having fun.
  3. Can/Could/Will/Would you be quiet?

**II. Use the word given in brackets to form a word that fits in each sentence. 10 points**

1. INTERESTING, 2. UNCHANGED, 3. SURPRISINGLY, 4. ABILITY, 5. APPARENTLY, 6. EXPLANATION, 7. REQUIREMENTS, 8. PROFESSIONAL, 9. VARIETY, 10. INCREDIBLY

**III. Read the text below and think of the word which best fits each space. Use only one word in each space. (10 points)**

1. up, 2. one, 3. her, 4. that, 5. When, 6. could, 7. for, 8. which, 9. been, 10. As

**SUBIECTUL B – INTEGRATED SKILLS (60 points)**

**Read the text below and do the tasks that follow. (10 puncte)**

- I. 1. D, 2. D, 3. C, 4. B, 5. D

## MARKING SCHEME FOR THE NARRATIVE-DESCRIPTIVE ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	P o i n t s
<b>CONTENT</b>	The essay is completely relevant to topic, describing people/places/events /atmosphere, having a clear development and including the final reactions of the protagonist	The essay is fairly completed with the description of people/places/events/atmosphere, having a clear development	The essay is partially completed with slight logical impediments in the logical development of the description.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is wholly inadequate the quality of the description failing the requirements of the task.	
<b>ORGANIZATION AND COHESION</b>	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative-descriptive essay is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the narrative-descriptive essay is relevant to the task with slightly incongruent lapses within the discourse.	The range of vocabulary is adequately used in the essay; errors in word choice /formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative-descriptive essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative-descriptive essay is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the narrative-descriptive essay is inappropriate for this type of writing.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make the text obscure at times.	
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The effect on the reader non-relevant.	The text has a negative effect on the reader.	



## OLIMPIADA DE LIMBA ENGLEZĂ - ETAPA LOCALĂ

25 FEBRUARIE 2023

CLASA a XI-a SECȚIUNEA A -Standard

Varianta 1

### SUBIECTUL A - USE OF ENGLISH

(40 points)

#### I. Read the following text and put the verbs in brackets in the correct form. (10 x 1p = 10p)

Writing first (1) ..... (appear) in about 3,200 B.C. and was invented by the Sumerians of Mesopotamia. It (2) ..... (consist) of marks made with a reed on a clay tablet - we call this early form of writing 'cuneiform'. Most of these inscriptions (3) ..... (record) details of commercial transactions. Other systems (4)..... (develop) independently in both China and central America. A writing system (5) ..... (know) as Linear A was used in Ancient Greece but its meaning (6) ..... (remain) a mystery as experts (7) ..... (not decipher) it yet.

The materials used for writing (8) ..... (change) over the centuries. For a long time, the Ancient Egyptians (9) ..... (write) on papyrus, which was made from a kind of plant fibre. On the other hand, at that moment, the scribes of Ancient Greece and Rome (10) ..... (write) on long scrolls made from processed leather known as parchment.

#### II. Use the word given in brackets to form a word that fits in each sentence. (10 x 1p = 10p)

##### *A new start?*

While (1) ..... (URBAN) was characteristic of an (2) ..... (EARLY) era, many young people are choosing to do exactly the opposite of their forebears. As a result of financial (3) ..... (STABLE) in the city and worries about (4) ..... (ADEQUATE) public services, numerous educated, young individuals, either alone or with their families, are willingly moving back to smaller towns and villages in search of a better and more (5) ..... (AFFORD) way of life.

When families are (6) ..... (ROOT) from their homes, there are a lot of negative repercussions; educated graduates may face (7) ..... (COMPETE) from skilled workers, who, while having no formal (8) ..... (QUALIFY), having been working the land for years, and city children may find themselves (9) ..... (MARGIN) at school. However, life in the country tends to be far less (10) ..... (STRESS) and there are more opportunities for families to spend quality time together.

#### III. Choose the correct answer A, B, C or D. (10 x 1p = 10p)

1. All those in favour of the motion, please .... your hands.

- a. rise            b. raise            c. rose            d. arouse

2. What time .... dinner this evening, Sir?



- a. you are having      b. will you have had      c. will you be having      d. you are to have

3. Please answer all the questions ....

- a. truthfully      b. truthful      c. true      d. truly

4. 'Can I speak to Alice, please?'

'She isn't here, I'm afraid. She .... to the post office.'

- a. has been      b. has gone      c. will go      d. has been going

5. .... we get to the station, the train will have left!

- a. As soon as      b. By the time      c. So far      d. For the time being

6. Although she is .... work, she doesn't hold out much hope that she will find a job.

- a. searching      b. seeking      c. cultivating      d. investigating

7. The woman .... with shoplifting pleaded 'not guilty'.

- a. they charged her      b. who charged      c. who she charged      d. charged

8. Meryl Streep is the actress ..... I owe my passion for cinema.

- a. to which      b. who      c. that      d. to whom

9. If he .... a better painter, he might have sold some of his work by now.

- a. is      b. be      c. were      d. would be

10. My colleague asked ..... finished the project.

- a. had I      b. whether I had      c. have I      d. what I had

**IV. Read the text below and think of the word that best fits each space. Use only ONE word in each space. (10p)**

### **The Brain**

It wasn't so long ago that scientists thought that adult brain was unable to change and we all could (1) ..... forward to was a slow decline. This is not completely true, however. Although the brain does indeed slow (2) ..... with age, it remains remarkably adaptable. The brain loses volume from about the age (3) ..... forty, but it will improve (4) ..... long as you exercise and challenge it. Research has shown that not (5) ..... can we change the way we think and feel, but (6) ..... those thoughts and feelings can change the physical workings of the brain.

What you need to do is take (7) ..... a new and challenging activity, such as learning a new language, playing chess, learning to draw or learning to play a musical instrument. The more mentally active you stay, the (8) .....

Of course, exercise and diet (9) ..... their part too, as does a good night's sleep. In (10) ....., sleep improves memory if you sleep within a few hours of learning something new.

## SUBIECTUL B – INTEGRATED SKILLS

(60 points)

Read the text below and do the tasks that follow.

A few weeks ago, my friend Isabel met her husband for a romantic lunch in a favourite London restaurant. They were there to celebrate their fourth wedding anniversary and her husband, a publishing director, had even booked the afternoon off work so they could share the day together, just the two of them. Except it wasn't just the two of them at all.

'As soon as I saw his iPhone on the table, I felt resentful', she says. 'He's on Twitter, for work he says.' They'd barely got beyond their aperitif when a row started. 'I refuse to have a three-way conversation. If you talk to me, I expect eye contact. Meanwhile, you are typing some meaningless observation into the ether.'

Isabel is increasingly resentful of her partner's reliance on mobile technology, promising, as it does, a gateway to a new virtual world of communication and socialising, music downloads, video clips, football scores, and the rest of the ephemera of the cyber dimension. We've long known about the compulsive allure of the 'Crackberry', as well as its younger upstart the iPhone, but with the advent of Facebook, and particularly Twitter, a new level of distractedness is developing.

According to research carried out last year by Professor Nada Kakabadse at Northampton University, a growing number of people are becoming overdependent on their Black Berries, mobile phones and other digital devices. 'Overdependence certainly created friction in some of the relationships of the people I spoke to. In some cases it led to divorce when one partner felt the other wasn't paying enough attention to normal human interaction.

'Relationship counsellors have also noticed this phenomenon. 'I see more and more of it', says Denise Knowles, a Relate therapist. 'People feel they're not being shown enough consideration, that they're being excluded if their partner is spending a lot of time using phones for socializing, playing games or working. It is the ubiquity of these super-phones that makes them so pernicious.

D-Day for many people's relationships came in 2008 when the iPhone relaunched, sleeker and faster than ever before. Such technology, it seems, is designed to hook the user in, leaving a partner feeling even more irritated and excluded. I'm painfully aware of this as a BlackBerry user myself and, shamefully, have to admit to ignoring small children's pleas and my husband's protestations, to reflexively reach for the device whenever the green turns to red - meaning mail's in.

'There is something quite compelling about contemporary gadgetry', says Martin Lloyd-Elliot, a relationships psychologist. 'These new designs seem to activate part of the brain that wants to be absolutely absorbed and, like computer games, they can create a strange altered state in the user, in which he or she is with you but not available to you. ' Lloyd-Elliot's patients frequently report a strange dislocated feeling when a partner is immersed in another virtual hemisphere.

'Sometimes it's an almost tragic scene. The couple are on holiday with their children and dad's eyes are glued to a bit of electronic gadgetry. He's present but he's absent at the same time. The very technology that is meant to bring together is increasingly separating us from those we need to attend to most.'

Phillip, 34, a software designer, used to be in thrall to his latest iPhone until he struck a compromise with his long-suffering spouse: 'I've agreed that it's fine to use at work but as soon as I'm in the home putting the kids to bed and being with my family, I switch it off. At weekends, I've agreed reluctantly that I can 'check in' for an hour a day but not in the evenings or when we're out. My wife was getting so annoyed, I knew I had to curb my habit. I still miss it, though.'

Ring-fencing, as Lloyd-Elliot refers to it- when a 'gadgetholic' limits his or her usage to certain times places in negotiation with his or her partner- is a method that he encourages with his patients.

However, the only way a new etiquette can really work is through increased self-awareness on the part of the user. For starters, users have to realise how their behaviour can affect others. As Lloyd-Elliot says: 'There is something arrogant about the mindset that goes with this trend -the sense of always thinking that what you've got to say is so important it can't wait. There's also an absence of thoughtful empathy; how you are making those around you feel.'

Dr Emma Short, a senior lecturer in psychology, agrees. It's about being mindful about the choices you make. Whenever you take a call or reply to a message in front of someone, you are prioritizing what is an absent presence.' In terms of your relationship and how your partner feels, she says, think about who you are promoting above whom when you hear that beep or see that flashing light. Take heed- turnoff that green flashing light now.

**I. For each question decide which answer (A, B, C or D) fits best according to the text. (10 p)**

**1. What was the issue that Isabel faced during her romantic lunch with her husband?**

- a. The restaurant was overbooked
- b. Isabel's husband had to leave early for work
- c. Their table was located near a loud group of people
- d. Her husband was distracted by technology during their time together.

**2. What is the main issue in relationships that is being observed by Professor Nada Kakabadse and Denise Knowles, due to the growing use of digital devices?**

- a. Increased frustration due to lack of attention from partners
- b. Difficulty in adjusting to the use of technology in relationships
- c. Difficulty in balancing work and personal life
- d. Decreased social skills due to overreliance on technology.

**3. Who is *you* in the seventh paragraph?**

- a. the person Martin Lloyd-Elliot is talking to
- b. Martin Lloyd-Elliot's patients
- c. Martin Lloyd-Elliot's patients' partners
- d. the partner of a person addicted to gadgets

**4. What is the effect of contemporary gadgetry on a person's ability to connect with others, according to Martin Lloyd-Elliot?**

- a. Improves connection
- b. Has no effect on connection
- c. Decreases connection
- d. Creates a strange altered state and hinders connection

**5. Which word in the eighth paragraph is used to indicate addiction to electronic gadgets?**

- a. tragic
- b. glued
- c. absent
- d. separating

**II. Starting from the text above, write a for & against essay about the excessive use of gadgets .  
(200-220 words) ( 50 p)**

**Notă: Toate subiectele sunt obligatorii. Timp de lucru 180 de minute. Nu se acordă puncte din oficiu.**

## OLIMPIADA DE LIMBA ENGLEZĂ - ETAPA LOCALĂ

25 FEBRUARIE 2023

CLASA a XI-a SECȚIUNEA A -Standard

Varianta 1

### BAREM DE EVALUARE

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.

#### SUBIECTUL A - USE OF ENGLISH

##### I. 10p = 10 x 1p

- |                       |                         |
|-----------------------|-------------------------|
| 1 – appeared          | 6 – remains             |
| 2 – consisted         | 7 – have not deciphered |
| 3 – record / recorded | 8 – have changed        |
| 4 – developed         | 9 – had been writing    |
| 5 – known             | 10 – were writing       |

##### II. 10p = 10 x 1p

- |                  |                      |
|------------------|----------------------|
| 1 – urbanisation | 6 – uprooted         |
| 2 – earlier      | 7 – competition      |
| 3 – instability  | 8 – qualification(s) |
| 4 – inadequate   | 9 – marginalised     |
| 5 – affordable   | 10 – stressful       |

##### III. 10p = 10 x 1p

- |       |        |
|-------|--------|
| 1 – b | 6 – b  |
| 2 – c | 7 – d  |
| 3 – a | 8 – d  |
| 4 – b | 9 – c  |
| 5 – b | 10 – b |

##### IV. 10p = 10 x 1p

- 1 – LOOK
- 2 – DOWN
- 3 – OF
- 4 – AS
- 5 – ONLY
- 6 – THAT
- 7 – UP
- 8 – BETTER
- 9 – PLAY
- 10 – FACT



## SUBIECTUL B – INTEGRATED SKILLS

### I. 5 x 2p = 10p

- 1 – D
- 2 – A
- 3 – D
- 4 – D
- 5 – B

**II. FOR-AND-AGAINST ESSAY MARKING SCHEME - (200-220 words)**
**50p**

See the marking scheme

**MARKING SCHEME FOR THE FOR AND AGAINST ESSAY**

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Po in ts
<b>CONTENT</b>	The essay is completely relevant to topic, all arguments are well-rounded, well-grounded, and balanced, developing the thesis of the introduction and leading to a balanced consideration and/or personal opinion.	The essay is fairly completed, the thesis in the introduction being further developed with balanced arguments and relevant ideas.	The essay is partially relevant to topic, there is no thesis formulated in the first paragraph, which leads to inconsistencies in the logical development of arguments.	The essay is faulty, including serious logical impediments in the sequencing of ideas / arguments.	The essay is wholly inadequate, there is no thesis in the first paragraph, while the arguments lack logical development.	
<b>ORGANIZATION AND COHESION</b>	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the for and against essay is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the for and against essay is relevant to the task with slightly incongruent lapses within the discourse	The range of vocabulary is adequately used in the essay; errors in word choice / formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the for and against essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the essay is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the for and against essay is inappropriate for the type of functional writing.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make the text obscure at times.	
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The effect on the reader non-relevant.	The text has a negative effect on the reader.	





**OLIMPIADA DE LIMBA ENGLEZĂ, ETAPA LOCALĂ**

**25 FEBRUARIE 2023**

**CLASA a XII-a - SECȚIUNEA A -Standard**

**Varianta 1**

**SUBIECTUL A-USE OF ENGLISH (40points)**

**I. Read the following letter and put the verbs in brackets into the correct form. 10 points**

Hi Angie,

'Royston School Recycle' (1) ..... (**GO**) for six months now and I think it's about time we (2) ..... (**DO**) something to boost our public image. I found this fantastic website called 'easyfundraising' which I (3) ..... (**HOPE**) can help us to raise the money we need for our recycling project. I wish I (4) ..... (**FIND**) it earlier, but anyway...

The idea of 'easyfundraising' is that when you (5) ..... (**BUY**) something online, a donation is made to a charity of your choice. Well, this could work to our advantage. Most people generally (6) ..... (**PREFER**) shopping to doing anything else, right? By making a purchase online, people feel as if they (7) ..... (**MAKE**) a difference, do you see?

On the other hand, had we known how poor the people's interest was going to be, we (8) ..... (**NOT MAKE**) the announcement about the project. Therefore, I would sooner you (9) ..... (**NOT SAY**) anything to the others yet. This is the first time we (10) ..... (**DECIDE**) to raise some money for our recycling project.

So, let me know if you have any useful ideas and get back to me as soon as you can.

Bye for now,

Natasha

**II. Use the word given in brackets to form a word that fits in each gap. 10 points**

**The farmer and his environment**

For thousands of years, farming was part of an integrated process where a balance between human (1) ..... (**ACTIVE**) and the ecosystem was respected. However, modern (2) ..... (**INTENSE**) farming methods are causing the (3) ..... (**DEGRADE**) of both agricultural land and the environment. Farmers use (4) ..... (**PEST**) and other sprays to wipe out weeds and to kill insects and fungi. Cultivation of huge monoculture fields leads to a (5) ..... (**DEplete**) of the soil's fertility.

In order to maintain its (6) ..... (**NUTRITION**) value, farmers are then obliged to use chemical (7) ..... (**FERTILE**) to enrich the soil. These substances are essentially (8) ..... (**POLLUTE**) which seep into the water table and (9) ..... (**ULTIMATE**) into the food chain. Under pressure from activists and environmentalists, farmers are increasingly turning to more (10) ..... (**SUSTAIN**) methods of cultivation in order to try and redress the balance. They are beginning to reintroduce the use of traditional manure and organic means of keeping pest populations in check.

**III. Choose the correct answer A, B, C or D. 10x1p=10 points**

**1. The children love to sail their toy boats on the .... in the park.**

A. reservoir    B. pond    C. shore    D. bay

2. I hope the weather .... a bit later today – I’m fed up with sitting inside looking at the rain.

- A. breaks through      B. holds off      C. brightens up      D. blows over

3. The king ruled for a thirty-year period, .... there was peace in the kingdom.

- A. in which event      B. during which      C. in which case      D. during that time

4. Peter .... for an exam all night, so he was very tired in the morning.

- A. would study      B. was studied      C. had studied      D. had been studying

5. “I’ll bring my invention in on Monday.”

“Great! I’m looking forward to .... it!”

- A. that you see      B. seeing      C. see      D. be seeing

6. Although not everyone is a fan of Justin Bieber, most people agree he is worthy of his .... success.

- A. influential      B. aspiring      C. phenomenal      D. resourceful

7. How odd that she .... not to know us!

- A. will pretend      B. is supposed to pretend      C. could be pretending      D. should pretend

8. You .... before you borrow my shoes! What if I want to wear them myself?

- A. can ask      B. shall ask      C. might ask      D. would ask

9. It’s no use .... with her – she won’t listen.

- A. arguing      B. to argue      C. that you argue      D. to be arguing

10. I wish I could .... take the history exam for me – he’s brilliant at remembering dates!

- A. get my brother      B. getting my brother      C. have my brother to      D. have my brother

IV. Read the text below and think of the word which best fits in each gap. Use only one word in each gap.  
**10 points**

## The role of antibiotics in our life

Although there are many strains of antibiotic bacteria now present in hospital wards, antibiotics have effectively served their original purpose over the course of the past eighty years. They have been able to treat the infections of countless individuals and saved millions of lives.

Antibiotics have changed the way in (1) ..... many common diseases are viewed.

(2) ..... infected with bacterial pneumonia, for instance, is no longer considered fatal. Rather, it is viewed as a mundane infection which can be cured (3) ..... a simple course of antibiotics. The number of antibiotics available for use has also affected their impact on society. Even if one antibiotic is ineffective at treating a disease, there are, for most common infections, a host of (4) ..... drugs that can be used to effectively cure the disease.

The development of antibiotics over the past eighty years has changed the relationship between humans and disease. Antibiotics have given humans the power to fight back effectively against microorganisms in a way that (5) ..... have been considered impossible just a century ago.

### SUBIECTUL B - INTEGRATED SKILLS (60 points)

#### I. Read the text below and do the tasks that follow.

##### The Great Wall of China

Walls and wall building have played a very important role in Chinese culture. These people, from the dim mists of prehistory have been wall-conscious; from the Neolithic period – when ramparts of pounded earth were used - to the Communist Revolution, walls were an essential part of any village. Not only towns and villages; the houses and the temples within them were somehow walled, and the houses also had no windows overlooking the street, thus giving the feeling of wandering around a huge maze. The name for “city” in Chinese (ch’eng) means wall, and over these walled cities, villages, houses and temples presides the god of walls and mounts, whose duties were, and still are, to protect and be responsible for the welfare of the inhabitants. Thus a great and extremely laborious task such as constructing a wall, which was supposed to run throughout the country, must not have seemed such an absurdity.

However, it is indeed a common mistake to perceive the Great Wall as a single architectural structure, and it would also be erroneous to assume that it was built during a single dynasty. For the building of the wall spanned the various dynasties, and each of these dynasties somehow contributed to the refurbishing and the construction of a wall, whose foundations had been laid many centuries ago. It was during the fourth and third century B.C. that each warring state started building walls to protect their kingdoms, both against one another and against the northern nomads. Especially three of these states: the Ch’in, the Chao and the Yen, corresponding respectively to the modern provinces of Shensi, Shanzi and Hopei, over and above building walls that surrounded their kingdoms, also laid the foundations on which Ch’in Shih Huang Di would build his first continuous Great Wall.

The role that the Great Wall played in the growth of Chinese economy was an important one. Throughout the centuries many settlements were established along the new border. The garrison troops were instructed to reclaim wasteland and to plant crops on it, roads and canals were built, to mention just a few of the works carried out. All these undertakings greatly helped to increase the country’s trade and cultural exchanges with many remote areas and also with the southern, central and western parts of Asia – the formation of the Silk Route. Builders, garrisons, artisans, farmers and peasants left behind a trail of objects, including inscribed tablets, household articles, and written work, which have become extremely valuable archaeological evidence to the study of defense institutions of the Great Wall and the everyday life of these people who lived and died along the wall.

#### 1. Chinese cities resembled a maze ....

- A. because they were walled.
- B. because the houses have no external windows.

- C. because the name for cities means 'wall'.
- D. because walls have always been important there.

**2. Constructing a wall that ran the length of the country ....**

- A. honoured the god of walls and mounts.
- B. was an absurdly laborious task.
- C. may have made sense within Chinese culture.
- D. made the country look like a huge maze.

**3. The Great Wall of China ....**

- A. was built in a single dynasty.
- B. was refurbished in the fourth and third centuries BC.
- C. used existing foundations.
- D. was built by the Ch'in, the Chao and the Yen.

**4. Crops were planted ....**

- A. on wasteland.
- B. to reclaim wasteland.
- C. on reclaimed wasteland.
- D. along the canals.

**5. The Great Wall ....**

- A. helped build trade only inside China.
- B. helped build trade in China and abroad.
- C. helped build trade only abroad.
- D. helped build trade only to remote areas.

**II. Many people believe that China has a reputation for producing cheap and low-quality products. Write a 220-250-word opinion essay to enlarge upon your position. (50 points)**

**Notă: Toate subiectele sunt obligatorii. Nu se acordă puncte din oficiu. Timpul efectiv de lucru este de 3 ore.**

**OLIMPIADA DE LIMBA ENGLEZĂ, ETAPA LOCALĂ**

**25 FEBRUARIE 2023**

**CLASA a XII-a SECȚIUNEA A -Standard**

**Varianta 1**

**BAREM DE EVALUARE**

**SUBIECTUL A - USE OF ENGLISH (40 POINTS)**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.

**I. Read the following text and put the verbs in brackets into the correct form. 10 points**

**10x1p=10 points**

**1 – HAS BEEN GOING**

**2 – DID**

**3 – HOPE**

**4 – HAD FOUND**

**5 – BUY**

**6 – PREFER**

**7 – ARE MAKING**

**8 – WOULDN'T HAVE MADE**

**9 – DIDN'T SAY**

**10 – HAVE DECIDED**

**II. Use the word given in brackets to form a word that fits in each gap. 10 points**

**10x1p=10 points**

**1 – ACTIVITY**

**2 – INTENSIVE**

**3 – DEGRADATION**

**4 – PESTICIDES**

**5 – DEPLETION**

**6 – NUTRITIONAL**

**7 – FERTILISERS**

**8 – POLLUTANT**

**9 – ULTIMATELY**

**10 – SUSTAINABLE**

**III. Choose the correct answer A, B, C or D. 10 points**

**10x1p=10 points**

**1 – B**

**2 – C**

**3 – B**

**4 – D**

**5 – B**

**6 – C**

**7 – D**

**8 – C**

**9 – A**

**10 – D**

**IV. Read the text below and think of the word which best fits in each gap. Use only one word in each gap.**
**5x2p=10 points**
**1 – which; 2 – Being; 3 – with; 4 – other; 5 – would.**
**SUBIECTUL B - INTEGRATED SKILLS (60 points)**
**I. For each question decide which answer (A, B, or C) fits best according to the text. 10 points**
**5x2p=10 points**
**1. B; 2. C; 3. C; 4. C; 5. B.**
**II. ESSAY WRITING; OPINION ESSAY (220-250) (50 POINTS)**
**MARKING SCHEME FOR THE OPINION ESSAY**

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Po int s
<b>CONTENT</b>	The essay is completely relevant to topic, the introduction clearly stating opinion, whilst the contents offer arguments to support it, followed by a counterargument, leading to a conclusion in which the opinion is restated.	The essay is fairly completed, the opinion in the introduction being further developed with arguments and relevant ideas, the counterargument is present but could be better substantiated, the conclusion is present but the restated opinion might be missing	The essay is partially relevant to topic, there is no opinion formulated in the first paragraph, which leads to inconsistencies in the logical development of arguments.	The essay is faulty, including serious logical impediments in the sequencing of arguments / ideas.	The essay is wholly inadequate, there is no opinion in the first paragraph, while the arguments offered lack logical development.	
<b>ORGANIZATI ON AND COHESION</b>	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the opinion essay is totally	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The	The range of vocabulary is adequately used in the essay; errors in word choice / formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the essay	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used	





	relevant to the task, being organically integrated all along the discourse.		register of the opinion essay is relevant to the task with slightly incongruent lapses within the discourse	times The register of the opinion essay is partially relevant to the task with a narrow inconsistency of style.	is inconsistent due to the mixture of styles	in the opinion essay is inappropriate for this type of writing.		
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.		A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make the text obscure at times.		
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout.		The text has a good effect on the reader.	The effect on the reader is satisfactory.	The effect on the reader non-relevant.	The text has a negative effect on the reader.		

## OLIMPIADA DE LIMBA ENGLEZĂ ETAPA LOCALĂ, 25 februarie 2023

### CLASA A XII-A, SECȚIUNEA B-Bilingv/Intensiv Varianta 1

Toate subiectele sunt obligatorii.

- Pentru rezolvarea corectă a tuturor subiectelor din Partea A și Partea B se acordă 100 de puncte.
- Timpul de lucru este 3 ore.
- Nu se acordă puncte din oficiu.

#### SUBIECTUL A – USE OF ENGLISH

(40 points)

##### I. Read the text below and do the tasks that follow.

(20 points)

##### *Why long-distance runners should take barefoot running seriously*

To many long-distance runners, the idea of running with no sneakers on sounds preposterous. Understandably, perhaps, these runners recoil from the thought of venturing out onto the streets barefoot and letting the tender flesh of their soles come into painful contact with a hard, rough, uneven, and often filthy concrete surface. Why would anyone in their right mind willingly subject their feet to such punishment?

Before long-distance running enthusiasts rush to dismiss the idea of barefoot running, however, they should consider the arguments in favor of this practice. Barefoot running is as old as running itself. Our hunter-gatherer ancestors would run in pursuit of small prey, such as a young pig, and keep up the high-speed chase until the poor creature *collapsed* from exhaustion. The first humans obviously performed these feats of long distance endurance with no sneakers on their feet. It is therefore reasonable to suggest that the human body has naturally evolved to run barefoot.

This hypothesis seems to be confirmed in places like Kenya, where some of the best runners in the world can be found. There, running is a principal means of transportation, and runners cover large distances daily, without wearing shoes. Yet foot, ankle and knee injuries are practically unheard of. This is explained by simple anatomical mechanics. Barefoot runners land on the ground with the front part of the foot, called ‘the ball of the foot’. This provides natural shock absorption. By contrast, runners wearing sneakers run in such a way that it is the heel of the foot that lands on the ground first, sending a sharp shock through the joints. Because running shoes have soft *soles*, wearers do not feel this nasty *jolt*, and they therefore feel no need to adjust their stride so that the ball of the foot lands first.

But what about new designs of running sneakers that supposedly encourage the wearer to naturally switch to a new running style? Don’t these new sneakers make actual barefoot running unnecessary? In these designs, the sole is slightly lower at the front than at the heel, to encourage the runner to land with the ball of the foot first. It was while wearing such a design that the Kenyan athlete Eliud Kipchoge completed the first sub-2-hour marathon, thereby lending further weight to the claim that this new generation of running shoes is not only safe but conducive to optimum performance as well.

**A. Answer the following questions, according to the text. (8 points)**

1. What hypothesis does the writer make about barefoot running?
2. What is the new design of running shoes, described in paragraph 4, meant to do?
3. In sentence 3 of paragraph 2, what does the phrase “the poor creature” refer to?
4. In sentence 4 of paragraph 3, what does the word “This” refer to?

**B. Choose the synonym for the words given below, according to their meaning in the text. (6 points)**

- |              |             |           |              |
|--------------|-------------|-----------|--------------|
| 1. jolt:     | a) surprise | b) shock  | c) collision |
| 2. soles:    | a) pelma    | b) paw    | c) shoe-pad  |
| 3. collapsed | a) slumped  | b) failed | c) lost      |

**C. Rephrase the following sentences so as to preserve the meaning. (6 points)**

1. Our hunter-gatherer ancestors would run in pursuit of small prey.

Our hunter-gatherer ancestors .....

2. This new generation of running shoes is not only safe but conducive to optimum performance as well.

Not only .....

3. This is explained by simple anatomical mechanics.

Simple .....

**II. Use the word given in brackets to form a word that fits in each gap. (10 points)**

1. The noise above was scarcely \_\_\_\_\_ and he left home. **TOLERATE**
2. It has been discovered that there was an Iron Age \_\_\_\_\_ in this area. **SETTLE**
3. \_\_\_\_\_ behaviour is to be put down to lack of education as well. **SOCIAL**
4. The government promised to \_\_\_\_\_ the public transport next year. **SUBSIDY**
5. She is not exactly \_\_\_\_\_, but she is not very good at counting. **NUMERATE**
6. That school was known for its discipline and \_\_\_\_\_. **SEVERE**
7. We were shocked by the \_\_\_\_\_ damage. **EXTEND**
8. A few \_\_\_\_\_ of furniture and household goods were given away. **REMAIN**
9. We can admire century-old \_\_\_\_\_ in this museum. **POTTER**
10. My uncle left the army and became a \_\_\_\_\_ again. **CIVIL**

**III. Read the text below and think of the word which best fits each space. Use only one word in each space. (10 points)**

***AN ECONOMIC PROBLEM***

Inflation is not a new phenomenon, (0) *but* one that has existed at various times in various places. In (1) \_\_\_\_\_ severest form, (2) \_\_\_\_\_, hyperinflation can destroy a nation’s economy. (3) \_\_\_\_\_ happened in revolutionary France and Weimar Germany, (4) \_\_\_\_\_ bundles of notes were needed to pay for a loaf of bread. But what is inflation? Briefly, it may be defined (5) \_\_\_\_\_ a continual increase in prices affecting the economy. The rate of

inflation is determined (6) \_\_\_\_\_ changes in the price level which is an average of all prices. When (7) \_\_\_\_\_ prices rise while others fall, this will not necessarily affect the price level, as inflation occurs (8) \_\_\_\_\_ if most major prices increase. The problem with inflation is that it reduces the value of purchasing power of money, as well as eroding people's savings. Wage increases which are below or equal (9) \_\_\_\_\_ the level of inflation will result in a declining or static (10) \_\_\_\_\_ of living for workers, while wage increases above the rate of inflation will merely stoke the fire for further inflation.

## **SUBIECTUL B – INTEGRATED SKILLS**

**(60 points)**

**Read the text below and do the tasks that follow.**

How the human brain reacts to criticism

Everyone knows what it is like to receive praise, just as everyone knows what it is like to be on the receiving end of criticism. Yet it is usually the latter experience that leaves a more lasting impression. Childhood memories of being reprimanded by a teacher tend to be particularly vivid, and this highlights the long-term psychological impact of criticism. Even in adulthood, negative comments have surprising power, with people deeply affected by the criticism they hear from others.

While constructive criticism and balanced feedback can be as motivating as admiration and praise, the influence of overly severe criticism should be of concern, especially in the online age. Social media users expose themselves to unwelcome criticism, whether this is explicit and deliberate, such as a sarcastic reply in an online dispute, or implicit and probably accidental, such as the 'friend request' that receives no response. Therefore, it is worth considering the psychological reasons why human beings are naturally oversensitive to criticism in order to better manage our natural tendency to magnify critical comments from others.

The first thing to understand is that criticism is often seen as a negative stimulus, and humans have specifically evolved to respond strongly to negative stimuli. A part of the brain called the amygdala permanently stores memories of traumatic experiences, and it triggers immediate fear responses. From an evolutionary point of view, this makes perfect sense: the more the brain pays attention to negative stimuli, the less likely it is that we will fall victim to a sudden danger. However, this important survival mechanism for our prehistoric ancestors can result in creating difficulties for modern humans. Chronic stress and anxiety disorders have been attributed to hyperactivity in the amygdala. This may also be the reason why the human mind becomes fixated on the experience of being criticized.

Modern culture intensifies the problem, by making politeness the norm and criticism the exception. Behavioral psychologists describe polite comments, such as 'Have a nice day!' and 'Good job!', as repeated stimuli that have become overly familiar or 'habituated'. According to the theory of habituation, we stop devoting attention to these kinds of unthreatening stimuli, and instead we react strongly to stimuli that are unfamiliar and might pose an imminent threat. Here again, this mechanism makes perfect evolutionary sense: by reducing the demands on the brain, habituation allowed our ancestors to save their mental energy so they could respond to potentially dangerous changes in their environment. Yet this survival mechanism has become disadvantageous in the modern age, making people desensitized to politeness and praise, and overly sensitive to the occasional harsh comment.

A further factor to consider is that the codes of politeness used in a culture may cause people to question the sincerity of praise they receive. People are aware that they frequently offer compliments only out of politeness, and not because they really mean it. Because humans are self-centered by nature, they automatically perceive in others the same motives and tendencies that they have themselves, and they therefore assume that any praise they receive must be as insincere as much of the praise they offer others. The opposite is true, however, when it comes to criticism. Because criticizing someone involves breaching the accepted social code of politeness, people generally avoid doing so unless they sincerely mean it. From this, it is thus easy for people to conclude that other people's criticism must be equally genuine.

When facing criticism, it is important for a person to remember the brain's natural mechanisms – the amygdala's sensitivity to negative stimuli, the habituation of politeness, and the assumption that praise is less sincere than criticism – and how it is these that give negative comments their sting, not the validity or otherwise of the comments themselves. This simple understanding makes it easier to distinguish between constructive criticism, which should be welcomed, and malicious criticism, which should be dismissed.

**I. For each question decide which answer (A, B, C or D) fits best according to the text. (10 points)**

1. What is the writer's main purpose?
  - A. to advise the reader how to react to negative criticism
  - B. to warn the reader about the risks of being too sensitive
  - C. to convince the reader that all feedback is important
  - D. to inform the reader about the evolution of the brain
2. According to the writer, what is the difference between praise and criticism?
  - A. Most criticism is encountered during childhood.
  - B. Praise is given more often by teachers than criticism.
  - C. Criticism seems to have a longer-lasting effect.
  - D. Adults are less affected by criticism than by praise.
3. What does the writer say about social media?
  - A. There are numerous online debates about criticism.
  - B. Many users are at risk of being unfairly criticized.
  - C. Social media sites give advice on handling criticism.
  - D. Using social media sites can be highly motivating.
4. According to the text, what is the function of the amygdala?
  - A. to produce chronic stress
  - B. to help avoid danger
  - C. to deal with criticism
  - D. to reduce negative stimuli
5. According to the writer, why has praise become a 'habituated' stimulus?
  - A. Praise does not serve any evolutionary purpose.
  - B. Praise causes increased demands on the brain.
  - C. Praise is considered polite in modern society.
  - D. Praise is not perceived as dangerous by the brain.

**II. Starting from the text above, write an essay giving your opinion on the following statement: *Praise should be given more often by teachers than criticism.* (250-280 words)**

**(50 points)**

**OLIMPIADA DE LIMBA ENGLEZĂ ETAPA LOCALĂ, 25 februarie 2023**

**CLASA A XII-A, SECȚIUNEA B-Bilingv/Intensiv Varianta 1**

Toate subiectele sunt obligatorii.

- Pentru rezolvarea corectă a tuturor subiectelor din Partea A și Partea B se acordă 100 de puncte.
- Timpul de lucru este 3 ore.
- Nu se acordă puncte din oficiu.

**BAREM**

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the text below and do the tasks that follow. (20 points)**

**A. Answer the following questions, according to the text. (8 points)**

1. Evolution has shaped the human body to run barefoot.
2. Encourage the runner to land with the ball of the foot first.
3. An animal being hunted, for instance a pig.
4. The fact that Kenyan barefoot runners rarely suffer injuries

**B. Choose the synonym for the words given below, according to their meaning in the text. (6 points)**

1. 1. b, 2. c, 3. a

**C. Rephrase the following sentences so as to preserve the meaning. (6 points)**

1. ... used to run in pursuit of small prey.
2. ... is this new generation of running shoes safe, but also conducive to optimum performance.
3. ... anatomical mechanics explains this.

**II. Use the word given in brackets to form a word that fits in each gap. (10 points)**

1. TOLERABLE, 2. SETTLEMENT, 3. ANTISOCIAL, 4. SUBSIDIZE, 5. INNUMERATE, 6. SEVERITY, 7. EXTENSIVE, 8. REMNANTS, 9. POTTERY, 10. CIVILIAN

**III. Read the text below and think of the word which best fits each space. Use only one word in each space. (10 points)**

1. its, 2. however, 3. This, 4. where, 5. as, 6. by, 7. some, 8. only, 9. to, 10. standard.

**I. For each question decide which answer (A, B, C or D) fits best according to the text. (10 points)**

- 1) A, 2. C, 3. B, 4. B, 5.D



### MARKING SCHEME FOR THE OPINION ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
<b>CONTENT</b>	The essay is completely relevant to topic, the introduction clearly stating opinion, whilst the contents offer arguments to support it, followed by a counterargument, leading to a conclusion in which the opinion is restated.	The essay is fairly completed, the opinion in the introduction being further developed with arguments and relevant ideas, the counterargument is present but could be better substantiated, the conclusion is present but the restated opinion might be missing	The essay is partially relevant to topic, there is no opinion formulated in the first paragraph, which leads to inconsistencies in the logical development of arguments.	The essay is faulty, including serious logical impediments in the sequencing of arguments / ideas.	The essay is wholly inadequate, there is no opinion in the first paragraph, while the arguments offered lack logical development.	
<b>ORGANIZATION AND COHESION</b>	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the opinion essay is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the opinion essay is relevant to the task with slightly incongruent lapses within the discourse	The range of vocabulary is adequately used in the essay; errors in word choice / formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times The register of the opinion essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the essay is inconsistent due to the mixture of styles	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the opinion essay is inappropriate for this type of writing.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare;	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible;	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when	A limited range of grammatical structures is present along the essay; complex language is rare and may be often faulty;	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make the text obscure at times.	





	punctuation is very well controlled.	punctuation is well controlled with occasional slips.	complex language is attempted; punctuation can be faulty at times.	punctuation errors can make text understanding difficult.			
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The effect on the reader non-relevant.	The text has a negative effect on the reader.		