

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ**  
**ETAPA LOCALĂ**  
**11 februarie 2023**

**CLASA A IX-A**  
**Secțiunea A**

**Varianta 1**

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

**USE OF ENGLISH**

**(40 de puncte)**

**I. Put the verbs in brackets in the correct form. (10 x1p= 10p)**

- After Jonathan .....(FINISH) his degree, he intends to work in an office.
- Unless you practise more, you.....( IMPROVE) your ability to speak English.
- My grandfather.....( FLY) in an airplane before, so this is his first time.
- While I .....( WATCH) TV last night a small mouse ran across the room.
- Before I started the car, all the passengers .....( BUCKLE) their seat belts.
- I .....( ANSWER ) all the questions correctly since I began the course.
- I'll be right with you as soon as I.....( FIND) my keys.
- If I had known the situation , I .....(TELL) you the truth.
- When ..... (YOU, SWITCH) on the light today ?
- What shall we do? The people .....( GET) very impatient.

**II. Complete the sentences with the correct form of the words written in capitals. (10x1p=10p)**

- The medicine was not.....enough, so he stopped taking it. (EFFECT)
- The 4th of July is America's .....Day. (DEPEND)
- I had to ask for..... to use my dad's car. (PERMIT)
- The ..... rate has gone up again because so many people are out of work. (EMPLOY)
- She spent most of her ..... in the countryside. (CHILD)
- They had to make a ..... because time was running out. (DECIDE)
- He needs more ....., otherwise he won't win the match.(CONFIDENT)
- My husband is an ..... in the army. (OFFICE)
- The airplane was able to make a safe ..... (LAND).
- The bank ..... took place on Friday afternoon. (ROB)

**III. Fill each of the numbered blanks in the following passage using ONE word only (10xp1=10p)**

Commuting to work

How do you get to work? By bus, perhaps (1) ..... train. Some people are lucky enough to be (2) .....to walk to the office and this is something that you just can't put a price on. 84% of workers complain (3) ..... commuting to work, they feel it is (4) ..... of time and they say that it is the (5)..... stressful part of their day. Though this may be true, many efficiency experts also claim (6) ..... many people do not use this time to their advantage. They should take this time to do something productive (7)..... read a book or answer emails. They can also use this time to reflect (8) ..... their lives and meditate through difficult decisions. (9) ..... commuters follow these simple pieces of advice, their lives will improve (10) ..... great deal.

**IV. Read the following text and decide which answer A, B, C or D fits best in each gap. (10x1p=10p)**

Although living in another country can be 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 (8) \_\_\_\_\_ sets in and can make you feel angry and impatient. Some people (9) \_\_\_\_\_ their new home for such feelings. Eventually, however, most newcomers settle (10) \_\_\_\_\_ and begin to adapt.

- |                 |             |             |             |
|-----------------|-------------|-------------|-------------|
| 1. A. excited   | B. exciting | C. pleasure | D. thrilled |
| 2. A. have been | B. be       | C. of being | D. to be    |
| 3. A. everyday  | B. daily    | C. average  | D. regular  |

- |                    |              |                |               |
|--------------------|--------------|----------------|---------------|
| 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. life         | B. certainty | C. reality     | D. truth      |
| 9. A. cause        | B. blame     | C. accuse      | D. hold       |
| 10. A. in          | B. off       | C. of          | D. back       |

**INTEGRATED SKILLS**

**(60 de puncte)**

**I. Read the text below and choose the best answer A, B, C or D (5x2p=10p)**

Do you enjoy watching comedy? Do all your friends at school think you tell great jokes? Then why not come and see what is happening at Comedy Kids? Comedy Kids own comedy clubs in several countries that are run just for young people aged 10-15. They are real clubs with real comedians, who are just as familiar with working in adult comedy clubs as they are with working with children. But don't take our word for it - come and see for yourself!

The Comedy Kids Company was set up by John Winterton, who says that no-one had thought of being a stand-up comedian for young people until he came along. In fact, his act quickly became so popular that he soon found lots of other comedians who wanted to join his company and perform for families and young people. And if you think, as many others do, that a young people's comedian leaps on stage in a brightly-coloured costume and big red nose - think again. John usually appears dressed in a cool black jacket and trousers - more like a Hollywood movie star than a circus clown!

If you're having a party at home, Comedy Kids can come and perform for you there at your party - just ask! Of course, it's not the same as performing on stage, so we always look for comedians in the clubs who are good at working with small numbers of young people - and we've discovered there aren't many of them about! But the ones we have found are brilliant. Your very own comedian will also help you to tell your guests some jokes and silly stories - and they can join in too, if they want! It'll be fun and very different from any party you've ever had before!

Here at Comedy Kids, it's not just about the adults telling the jokes. We also have very short "open spots" where young people get the chance to perform. But we've yet to find someone who can do that without preparation, so we've set up the world's first "Comedy Classes" to teach young people how to tell jokes on stage. At the moment our classes are only monthly, but we're planning to start a number of others over the coming year. So if you want to be a comedian but don't want to wait until you grow up, this is where you can do it. And if you're creative but feel you're lacking in the confidence to speak up, we can certainly help. We'll listen to what you want to do, and try to make it happen. So what are you waiting for? Come and join Comedy Kids!

- |  |  |
|--|--|
| 1. What kind of people do Comedy Kids employ?<br>A. professional actors<br>B. retired people<br>C. children aged 10-15<br>D. women only  | 4. If you have a party at home, then Comedy Kids<br>A. will come and join your party.<br>B. will provide you with amateur comedians.<br>C. will help you decorate the room.<br>D. will have your guests tell jokes, too. |
| 2. What do we find out about John Winterton?<br>A. He is a famous inventor.<br>B. He is a playwright.<br>C. He had a unique idea.<br>D. He is the only person working for Comedy Kids.             | 5. How often are "Comedy Classes" held?<br>A. every day<br>B. twice a week<br>C. once a month<br>D. weekly   |
| 3. The costume John wears on stage<br>A. is made by himself.<br>B. is black and meant to scare children.<br>C. imitates clowns from Hollywood.<br>D. contradicts a long-established misconception. |  |

**II. You are John Winterton. Write a narrative essay about a time when one of your performances went wrong. (180-200 words). (50 points)**

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ  
ETAPA LOCALĂ  
11 februarie 2023**

**CLASA A X -A  
Secțiunea B**

**Varianta 1**

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

**USE OF ENGLISH**

**(40 de puncte)**

- I. Read the text carefully and for each of the numbered gaps choose the most suitable answer from the four options marked A, B, C, or D to complete each of the numbered gaps. (10 p)**

**Keeping your distance**

Personal space is a term that refers (1) ..... the distance we like to keep between ourselves and other people. When (2) ..... we do not know well gets too close we usually begin to feel uncomfortable. If a business colleague comes closer than 1.2 meters, the (3) ..... common response is to move (4) ..... . Some interesting (5) ..... have been done in libraries. If strangers come too close, many people get up and leave the building; others use different methods such as turning their back on the intruder. Living in cities has (6) ..... people develop new skills for dealing with situations (7) ..... they are very close to strangers. (8) ..... people on crowded trains try not to look at strangers; they avoid skin contact, and apologize if hands touch by mistake. People use newspapers (9) ..... a barrier between themselves and other people, and if they do not have one, they stare into the distance, (10) ..... sure they are not looking into anyone's eyes.

- |                |             |           |              |
|----------------|-------------|-----------|--------------|
| 1. A. from     | B. to       | C. for    | D. about     |
| 2. A. anyone   | B. nobody   | C. people | D. someone   |
| 3. A. most     | B. best     | C. more   | D. first     |
| 4. A. on       | B. in       | C. up     | D. away      |
| 5. A. research | B. studies  | C. survey | D. questions |
| 6. A. done     | B. caused   | C. made   | D. allowed   |
| 7. A. that     | B. where    | C. which  | D. how       |
| 8. A. Most of  | B. The most | C. Almost | D. Most      |
| 9. A. like     | B. as much  | C. alike  | D. such as   |
| 10. A. making  | B. make     | C. be     | D. made      |

- II. For Questions 1-8, read the text below. Use the word given in capitals to form a word that fits in the gap. (10 p)**

### An Incredible Vegetable

Garlic, a member of the Liliaceae family which also includes onions, is (1) ..... (COMMON) used in cooking all around the world. China is currently the largest (2) ..... (PRODUCT) of garlic, which is particularly associated with the dishes of northern Africa and southern Europe. It is native to central Asia and has long had a history as a health-giving food, used both to prevent and cure (3) ..... (ILL). In ancient Egypt, workers building the pyramids were given garlic to keep them strong, while Olympic athletes in Greece ate it to increase their resistance to infection. The (4) ..... (FATHER) of antibiotic medicine, Louis Pasteur, claimed garlic was as (5) ..... (EFFECT) as penicillin in treating infections. Modern-day (6) ..... (SCIENCE) have proved that garlic can indeed kill bacteria and even some viruses, so it can be very useful for people who have coughs and colds. In (7) ..... (ADD), some doctors believe that garlic can reduce blood (8) ..... (PRESS) The only (9) ..... (ADVANTAGE) to this truly amazing food is that the strong and rather (10) ..... (SPICE) smell of garlic is not the most pleasant!

### III. Complete the second sentence with TWO to FIVE words using the word given, so that it has a similar meaning to the first sentence. (10 p)

- 1) A very friendly taxi driver drove us into town. (DRIVEN)  
We \_\_\_\_\_ a very friendly taxi driver.
- 2) He usually sleeps until noon. (USED)  
He \_\_\_\_\_ until noon.
- 3) Computers are cheaper than they were a few years ago. (USED)  
Computers \_\_\_\_\_ a few years ago.
- 4) I haven't received an answer yet. (STILL)  
I \_\_\_\_\_ an answer.
- 5) The teacher said he was sorry he was late for the lesson. (APOLOGISED)  
The teacher \_\_\_\_\_ for the lesson.
- 6) He didn't succeed in climbing to the top. (REACH)  
He \_\_\_\_\_ the top
- 7) My friend said, "You took my schoolbag away from me!" (ACCUSED)  
My friend \_\_\_\_\_ her schoolbag away from her.
- 8) I'm sure it was Ana I saw in town as I recognised her coat. (MUST)  
It \_\_\_\_\_ Ana I saw in town as I recognised her coat.
- 9) We have not sat in the garden house since last summer. (LAST)  
The \_\_\_\_\_ in the garden house was last summer.
- 10) Steve could only go on holiday because his best friend gave him the money. (ABLE)  
If Steve's best friend hadn't given him the money, he \_\_\_\_\_ to go on holiday.

### IV. Complete the text with ONE word that fits into each gap.

To survive in today's business world, it is essential for a company to stay up-to-date with all the (1) ..... technological developments. Nowadays, running a company (2) ..... computers is virtually impossible. Therefore, in order to lead their technology department, businesses (3) ..... hire the best people available. These employees must

be familiar with personal or desktop computers, even if this involves no more (4) ..... completing a basic computer course. Sceptical workers will only become comfortable with computers after they (5) ..... experienced using them in practice for some time. Computers (6) ..... people to run companies more efficiently and with (7) ..... difficulties than in the past. For example, computers have the capability (8) ..... organising huge amounts of data and speed up the preparation of documents and reports. In short, (9) ..... the average businessman does not have to be a technology expert, they are unlikely to get very far without at (10) ..... a basic knowledge of computer technology

## **INTEGRATED SKILLS**

**(60 de puncte)**

### **I. Read the text below and answer the questions that follow. (10 p)**

#### **Island of Hale**

We live on the island of Hale. It's about four kilometres long and two kilometres wide at its broadest point, and it's joined to the mainland by a causeway called the Stand – a narrow road built across the mouth of the river which separates us from the rest of the country. Most of the time you wouldn't know we're on an island because the river mouth between us and the mainland is just a vast stretch of tall grasses and brown mud. But when there's a high tide and the water rises a half a metre or so above the road and nothing can pass until the tide goes out again a few hours later, then you know it's an island.

We were on our way back from the mainland. My older brother, Dominic, had just finished his first year at university in a town 150 km away. Dominic's train was due in at five and he'd asked for a lift back from the station. Now, Dad normally hates being disturbed when he's writing (which is just about all the time), and he also hates having to go anywhere, but despite the typical sighs and moans – why can't he get a taxi? what's wrong with the bus? – I could tell by the sparkle in his eyes that he was really looking forward to seeing Dominic.

So, anyway, Dad and I had driven to the mainland and picked up Dominic from the station. He had been talking non-stop from the moment he'd slung his rucksack in the boot and got in the car. University this, university that, writers, books, parties, people, money, gigs.... And when I say talking, I don't mean talking as in having a conversation, I mean talking as in jabbering like a mad thing. I didn't like it .... the way he spoke and waved his hands around as if he was some kind of intellectual or something. It was embarrassing. It made me feel uncomfortable – that kind of discomfort you feel when someone you like, someone close to you, suddenly starts acting like a complete idiot. And I didn't like the way he was ignoring me, either. For all the attention I was getting I might as well not have been there. I felt a stranger in my own car.

As we approached the island on that Friday afternoon, the tide was low and the Stand welcomed us home, stretched out before us, clear and dry, beautifully hazy in the heat – a raised strip of grey concrete bound by white railings and a low footpath on either side, with rough cobbled banks leading down to the water. Beyond the railings, the water was glinting with that wonderful silver light we sometimes get here in the late afternoon which lazies through to the early evening.

We were about halfway across when I saw the boy. My first thought was how odd it was to see someone walking on the Stand. You don't often see people walking around here. Between Hale and Moulton (the nearest town about thirty kilometres away on the mainland), there's nothing but small cottages, farmland, heathland and a couple of hills. So islanders don't walk *because of that*. If they're going to Moulton they tend to take the bus. So the only pedestrians you're likely to see around here are walkers or bird-watchers. But even from a distance I could tell that the figure ahead didn't fit into either of these categories. I wasn't sure how I knew, I just did.

- 1) In the first paragraph, what is Caitlin's main point about the island?
  - A. It can be dangerous to try to cross from the mainland.
  - B. It is much smaller than it looks from the mainland.
  - C. It is only completely cut off at certain times.
  - D. It can be a difficult place for people to live in.
- 2) What does Caitlin suggest about her father?
  - A. His writing prevents him from doing things he wants to do with his family.
  - B. His initial reaction to his son's request is different from usual.
  - C. His true feelings are easily hidden from his daughter.
  - D. His son's arrival is one event he will take time off for.
- 3) Caitlin emphasises her feelings of discomfort because she
  - A. is embarrassed that she doesn't understand what her brother is talking about.
  - B. feels confused about why she can't relate to her brother any more.
  - C. is upset by the unexpected change in her brother's behaviour.
  - D. feels foolish that her brother's attention is so important to her.
- 4) In the fourth paragraph, what is Caitlin's purpose in describing the island?
  - A. to express her positive feelings about it.
  - B. to explain how the road was built.
  - C. to illustrate what kind of weather was usual.
  - D. to describe her journey home.
- 5) In '*because of that*' in the fourth paragraph, 'that' refers to the fact that
  - A. locals think it is odd to walk anywhere.
  - B. it is easier for people to take the bus than walk.
  - C. people have everything they need on the island.
  - D. there is nowhere in particular to walk to from the island.

**II. Think about a time you went to visit someone and they came to pick you from the train / bus station // airport. Write a *narrative-descriptive essay* about the road to their house. Write about 200-220 words. (50 points)**

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ  
ETAPA LOCALĂ  
11 februarie 2023**

**CLASA A XI-A  
Secțiunea A**

**Varianta 1**

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

**USE OF ENGLISH**

**(40 de puncte)**

**I. Read the text below and choose the correct answer A, B, C or D.**

**10 x 1 p = 10 p**

I had never been to Denmark before, and when I set out to catch the ferry in early May, I little (1) ... that by the end of the trip I'd have made such lasting friendships.

I wanted to (2) ... my time well, so I had planned a route which would (3) ... several small islands and various parts of the countryside. I arrived at Esbjerg, a (4) ... port for a cyclist's arrival, where tourist information can be obtained and money changed. A cycle track (5) ... out of town and down to Ribe, where I spent my first night.

In my (6) ..., a person travelling alone sometimes meets with unexpected hospitality, and this trip was no (7) ... . In Ribe, I got into conversation with a cheerful man who turned (8) ... to be the local baker. He insisted that I should (9) ... his family for lunch, and, while we were eating, he contacted his daughter in Odense. Within minutes, he had (10) ... for me to visit her and her family. Then I was sent on my way with a fresh loaf of bread to keep me going, and the feeling that this would turn out to be a wonderful holiday.

- |                |             |               |               |
|----------------|-------------|---------------|---------------|
| 1 A wondered   | B suspected | C doubted     | D judged      |
| 2 A take       | B serve     | C exercise    | D use         |
| 3 A include    | B contain   | C enclose     | D consist     |
| 4 A capable    | B ready     | C favourable  | D convenient  |
| 5 A leads      | B rides     | C moves       | D connects    |
| 6 A experience | B knowledge | C observation | D information |
| 7 A difference | B change    | C exception   | D contrast    |
| 8 A up         | B out       | C in          | D over        |
| 9 A greet      | B see       | C join        | D approach    |
| 10 A arranged  | B fixed     | C settled     | D ordered     |

**II. Complete the text with ONE word that fits into each gap.**

**10 x 1 p = 10 p**

Many actors do not like working with children or animals. This is probably (1) ... they are afraid that the audience may become (2) ... interested in the children and animals than in them.

Actors can have problems (3) ... a different kind when they are required to eat or drink on stage. If they have (4) ... much food in their mouths, the words they say may not (5) ... clear, and they may even end up coughing or choking.

Other problems can occur with food (6) ... films are being made. In a recent film, during (7) ... a family was waiting to have a meal, one of the actors entered with a large roast chicken on a tray and started cutting some meat from it while he was speaking. Having cut off a whole chicken leg he completely forgot (8) ... his next words were. The scene had to be filmed (9) ... . This would not really have mattered (10) ... there had been another roast chicken in the studio, but there was not. At first nobody knew what to do, but eventually the problem was solved by putting a nail in the leg and attaching it back onto the chicken.

**III. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in bold. Use between three and five words, including the word given.**

**10 x 1p = 10 p**

- 1 The teacher postponed the theatre trip until the summer term. **OFF**  
The theatre trip ..... the teacher until the summer term.

2 It's all a matter of money in the end. It all ..... in the end.	<b>COMES</b>
3 George spent ages tidying up his room. It ..... up his room.	<b>TOOK</b>
4 A famous architect designed Dr Schneider's house for her. Dr Schneider ..... a famous architect.	<b>HAD</b>
5 'Peter, you've eaten all the ice cream!' said his mother. Peter's mother ..... all the ice cream.	<b>ACCUSED</b>
6 I haven't realized yet what winning this race means. It hasn't ..... won this race.	<b>SUNK</b>
7 The garden party won't take place if the weather stays bad. Unless ..... the garden party won't take place.	<b>PICKS</b>
8 It was wrong of you to borrow my jacket without asking. You ..... before you borrowed my jacket.	<b>OUGHT</b>
9 I always trust Carla's advice. Carla ..... advice I always trust.	<b>SOMEBODY</b>
10 We appear to have been given the wrong address. It ..... we have been given the wrong address.	<b>AS</b>

**IV. Read the text and write the correct form of the word in CAPITALS to complete the gaps.**

**10 x 1 p = 10 p**

A team of (1) ..., who have studied the subject of dreams, have come up with some interesting conclusions. First of all, everybody, without exception, has them. Secondly, dreams can be of practical value, acting as a (2) ... of things of importance that we need to do in our waking lives. If you dream of the punishment you may receive for not handing in your homework (3) ..., for example, this may help you to do it on time. Indeed, things we are (4) ... about in our daily lives often feature in our dreams.

But it is hard to make sense of your dreams if you lack the (5) ... to remember them in the first place. One (6) ... is that you should keep a diary and pen by your bed, so you can write down your dreams as soon as they occur. You should concentrate on three aspects. Firstly, record the strongest emotion in your dream, whether it is fear, (7) .... or whatever. Then write down anything strange or (8) ... that happened and the names of the people who made an (9) ... in your dream. This way, according to the experts, you will have a (10) ... and meaningful dream record, which will make for fascinating reading.

**SCIENCE**

**REMINDE**

**PUNCTUAL**

**ANXIETY**

**ABLE**

**RECOMMEND**

**ANGRY**

**USUAL**

**APPEAR**

**RELY**

**INTEGRATED SKILLS**

**(60 de puncte)**

**I. Read the text below and for each question choose the correct letter A, B, C or D** **5 x 2 p = 10 p**

Glancing down at the screen, I see that yet again my face is all over social media. This time eating a sandwich. In fact, wolfing down a sandwich as I'm starving after a football match. It's at that moment when I'm hot, sweaty and with mayonnaise all round my mouth that my mum takes a picture and posts it. Comments flood in about how I look, how greedy I must be, and even how I'm showing off. Me showing off? I wasn't ready for the picture, didn't ask for it and the last thing I wanted was for it to go online. But my mum went ahead anyway.

To be fair to her, we had in fact just won the match, so she wanted to spread the news of our success. Capturing some post-match action was in her mind just a bit of fun. And me with food round my mouth just reminded her of how cute I was as a little kid. A picture of a five-year-old relishing food is one thing, but when you're fifteen, it's not a great look. I know I should be happy that she felt proud of me, but I just wish she would pick her moments with the camera.

And it seems I'm not the only one. More and more young people are expressing anxiety at the amount their parents share about them online. There's even a word for it: 'sharenting': the constant posting by parents of content related to their children. And even for someone born into the so-called digital age, I was amazed by the facts and figures. The average child will have had a digital identity created by the age of six

months, many from the day they are born. A study found that typical parents will have done 1,500 picture shares by the time their child is five. This amounts to an average number of 300 online images a year.

I have to admit I don't look at my own digital picture history if I can avoid it. The one of me on the first day of school was enough. Skinny in an oversized uniform and with a haircut that was anything but trendy. But I had reckoned on a bit less sharenting now I'm in my teens. My online space is important to me. I want to be the one in control of my digital footprint, especially as content related to me is going to be around forever. If that post-match image makes me groan now, what's it going to like when I'm twenty-five? Or if a girlfriend sees it?

This is what gets me about the whole sharenting question. In a world where adults are telling us to respect others and think before we act, how does that fit with them taking pictures of their kids' every move? One of my friends has her social media accounts monitored twenty-four seven by her parents, but her family posts images of her online without a second thought. She doesn't seem to mind too much, but I can't help thinking that the relationship is a little one-sided. Of course, we all need to stay safe online, but we also want some control and privacy.

It might seem strange to talk about privacy in relation to global communication, but for some teenagers the internet is their personal space, the one opportunity to be themselves away from the boundaries of school and home life. No one's asking parents to stay behind the times and pretend the digital revolution never happened. But it really is a question of consent. If I'm not happy about a picture or other content related to me, I should have my say on whether it gets uploaded or not. If family life is about respecting each other, then on behalf of teenagers everywhere, parents please, no posts without permission. (And, mum, I really hope you're reading this...)

1 In the first paragraph we learn that the writer has just

- A posted a comment about a picture.
- B eaten a sandwich after a football match.
- C come across an image of himself.
- D taken and uploaded a picture online.

2 What does the writer want his mother to do?

- A Think before taking a picture.
- B Be more proud of him and his success.
- C Remind him what he was like when younger.
- D Have as much fun as he does at matches.

3 The writer is surprised by the amount of 'sharenting'

- A because it starts when children are very young.
- B although parents don't start until their child is five
- C because it makes young people feel anxious.
- D although he's been brought up with technology.

4 By the age he is now, the writer had expected to

- A be more in control of his own life.
- B have fewer images shared by his parents.
- C be able to remove images he doesn't like.
- D not see any images of him from the past.

5 In the fifth paragraph, the writer suggests that

- A rules set for children are not always followed by parents.
- B the family of the writer's friend doesn't post images of her.
- C parents need to monitor their children more closely online.
- D online safety is more important than control and privacy.

**II. Starting from the text above, write a for-and-against essay on the following topic: "Parents are responsible for controlling their children's social media activity". (200-250 words)**

**50 p**

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**CLASA A XII-A  
Secțiunea A**

**Varianta 1**

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

**USE OF ENGLISH**

**(40 de puncte)**

**I. Fill in the blanks with ONE suitable word: (1 p x 10 items = 10 p)**

People who are ... (1) extreme sports love the idea of a challenge. For some, it is escaping the monotony of everyday life and the planning ... (2) is more important than the actual sport, for example, raising money ... (3) charity. But adrenaline, too, plays a big part, with many saying they need a physical buzz that they cannot ... (4) from normal life.

... (5) can be a misconception to believe that these people are reckless; in fact, they are often the opposite of what we assume. They try their hardest not to leave things ... (6) chance and they don't do anything ... (7) they are ready. Some of these sports do not have established rules; the participants have to work them out ... (8) they go along. Crucial to this ... (9) a sense of trust in oneself and the environment, ... (10) something that is necessarily encouraged nowadays.

**II. Complete by changing the form of the words in capitals: (1 p x 10 items = 10 p)**

The idea of a lost but highly advanced (1) ... has captured the imagination of people for centuries. Perhaps the most (2) ... of these tales is the story of the lost island of Atlantis, which (3) ... with the Greek philosopher, Plato.

Plato wrote of an island located in the Atlantic Ocean, the home of a (4) ... race of people that became corrupted over time. According to ancient (5) ... , when the Gods saw this, they decided to bring the (6) ... of the island.

The very idea of Atlantis has remained (7) ... among romantics, and it has been the subject of movies. To this day, people still (8) ... about Atlantis and its possible existence. There is a (9) ... endless fascination for it.

Maybe we all want this (10) ... place to be real.

**CIVIL  
COMPEL  
ORIGIN  
POWER  
MYTH  
FALL  
CONTROVERSY  
FANTASY  
SEEM  
MYSTERY**

**III. Complete each second sentence using the word given, so that it has a similar meaning to the first sentence. Write between three and six words in each gap, including the word given:**

**(2 px 10 items = 20 p)**

1. My brother never considered the option of taking a year out, until I did it.

The option of taking a year out never ..... until I did it.

**MIND**

2. The manager admitted that debiting my account twice had been a mistake.

The manager admitted that my account should ..... twice.

**NOT**

3. "I don't want you driving at night," Anne told John.

Anne told John that she ..... at night.

**RATHER**

4. He promised me that he was one hundred per cent reliable.

He..... could rely on him.

**WORD**

5. Men outnumber women by two to one in this profession.

There are ..... in this profession.

**TWICE**

- |  |                 |
|--|-----------------|
| 6. Hannah was surprised when the company offered her a pay rise.<br>Much ..... a pay rise by the company.            | <b>SURPRISE</b> |
| 7. Harry didn't realise how late it had got and missed his bus.<br>Harry didn't ..... and missed his bus.            | <b>TRACK</b>    |
| 8. Alec went out of his way to introduce himself to his new neighbours.<br>Alec ..... himself to his new neighbours. | <b>POINT</b>    |
| 9. If the athlete hadn't fallen twice, he would have won.<br>But ....., the athlete would have won.                  | <b>COUPLE</b>   |
| 10. I don't get the impression that Gareth is particularly disorganised.<br>Gareth ..... particularly disorganised.  | <b>STRIKE</b>   |

**INTEGRATED SKILLS**

**(60 de puncte)**

**IV. You are going to read an article about using video games in education. For questions 1-5, choose the answer (A, B, C or D) which you think fits best according to the text. (5 items x 2 p = 10 p)**

It has become conventional wisdom that spending too much time playing video games has a detrimental effect on children's studies and their social development. However, some educationalists are now questioning this theory and are using video games as effective educational tools thus bridging the gap between recreational and educational activities.

Due to the sophisticated nature of today's games, teachers are able to justify the inclusion of video and online games for many pedagogical reasons. There may, for example, be sociological, psychological, and ethical implications built into the gameplay. Harvey Edwards, who teaches IT classes in London, was one such educator who decided to use video games in his lessons. To do this, he chose Minecraft, an online game in which players create and develop imaginary worlds. He was somewhat uneasy about attempting such an unconventional approach, not because of some students' unfamiliarity with the game but rather due to them not being able to make sense of what he was trying to do with it. He worried that it might interfere with his learners' focus, but he couldn't have been more surprised by the results.

Minecraft is an example of a 'sandbox game', in which gamers roam around and change a virtual world at will. Instead of having to pass through numbered levels to reach certain places, there's full access from start to finish. The original version can be adapted to control which characters and content are left in. Each student can then be allocated tasks – such as house-building, locating items or problem-solving – which they must complete within the game. Elements of more general skills can be subtly incorporated into the lessons, such as online politeness and safety, teamwork and resolving differences. Edwards feels that presenting such lessons in the context of a game students probably already know and enjoy enables him to connect with them at greater depth, and in more motivational ways.

Bolstered by his success, Edwards introduced his approach to another school nearby. He recalls that the first couple of sessions didn't live up to his expectations. Those who had played Minecraft before were keen for others to adopt their own style of play. Unsurprisingly, this assortment of styles and opinions as to how the game should proceed were far from harmonious. However, the sessions rapidly transformed into something more cohesive, with the learners driving the change. With minimal teacher input, they set about choosing leaders and established several teams, each with its own clearly-defined role. These teams, now party to clear common goals, willingly cooperated to ensure that their newborn world flourished, even when faced with the toughest of challenges.

'Human' inhabitants in a Minecraft 'society' are very primitive and wander around the imaginary world, waiting for guidance from players. This dynamic bears a resemblance to traditional education, an observation highlighted by Martina Williams, one of the leaders of the group. 'Through the game, we were no longer passive learners in the classroom, being told what and how to learn, but active participants in our own society.'

Each group member had ideas as to how their function should develop. The leaders, meanwhile, had a vision for their virtual world as a whole, encouraging everyone to play their part in achieving the group's goals. Through creating their own characters and using these to build their own 'world', students will have gained some experiential understanding of societal structure and how communities work.

But not everyone is convinced by video games' potential academic value. While many progressive commentators cite extensive evidence to maintain that video games encourage collaboration and build problem-solving skills, more traditional factions continue to insist they are a distraction that do not merit inclusion in any curriculum. Even less evangelical cynics, who may grudgingly acknowledge games have some educational benefit, assert that this is only the case in the hands of creative educators. However, the accusation most often levelled at video games is that they detract from the social aspect of the classroom, particularly taking part in discussions. Dr Helen Conway, an educational researcher, argues that video games can be used to promote social activities. 'Students become animated talking about the game and how to improve their game-playing and problem-solving skills,' she says. "I find it strange, this image that many people have,' Conway says. 'Children are often totally detached from their peers when undertaking more traditional activities, like reading books, but we never suggest that books are harmful because they're a solitary experience.'

1. The first time Edwards used a game in his classes, he was
  - A convinced that learners would realise why he wanted them to play it.
  - B convinced that learners would see the reasons for playing it.
  - C anxious that he had chosen the wrong one for learners to play.
  - D sure that his reasons for getting learners to play it were valid.
  
2. The writer suggests that Minecraft is a good choice of educational game because
  - A any number of learners can use it simultaneously.
  - B teachers can remove any inappropriate material.
  - C gamers can create educative tasks whilst playing it.
  - D players can develop their skills in a step-by-step way.
  
3. Which of the following words in the fourth paragraph is used to convey a feeling of approval?
  - A keen
  - B harmonious
  - C driving
  - D newborn
  
4. In the fifth paragraph, the writer draws a comparison between a Minecraft 'society' and
  - A relationships within the group as they played.
  - B the way in which countries organise themselves.
  - C typical students in a school environment.
  - D how leadership operates in different situations.
  
5. In the sixth paragraph, the writer feels that critics of video games in education
  - A are unwilling to admit that using them in class has benefits.
  - B make accurate observations about teachers who use them.
  - C use flawed research to support their objections to using them.
  - D acknowledge the drawbacks of more traditional teaching methods.

**V. Write an opinion essay on introducing video games in Romanian schools. (220-260 words) (50 p)**

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ  
ETAPA LOCALĂ  
11 februarie 2023**

**CLASA A IX-A  
Secțiunea B**

**Varianta 1**

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

**USE OF ENGLISH**

**(40 de puncte)**

**I. Read the text and think of ONE word that fits into each blank. (10p)**

Tea is one of the world's (1) .....popular beverages. According to a legend, it originated in China thousands of years (2) ....., when leaves from a tea bush fell (3) ..... a hot water pot of the Chinese emperor. At first, only wealthy British families were able to afford drinking tea, which was brought (4)..... India by merchants and traders. Some people even locked it up to prevent it from being stolen. There are (5) ..... ways to drink tea. While most people just drink their tea pure, others add milk (6) ..... lemon. The most common forms are black and green tea. Vanilla or fruit flavouring is often added (7) ..... tea to give it a special taste. Tea drinking (8) ..... a long tradition in Britain. Every Briton drinks (9) ..... 5 cups of tea per day, the largest per capita consumption in the (10)..... .

**II. Complete the second sentence so that it has a similar meaning to the first one, using the word given. You must use between two and five words including the word given. (5 p)**

1. Getting tickets for the concert is harder than I thought. (NOT)

Getting tickets for the concert \_\_\_\_\_ I thought.

2. We have not sat in the garden house since last summer. (LAST)

The \_\_\_\_\_ in the garden house was last summer.

3. Don't use more paper than you really need. (AVOID)

Try \_\_\_\_\_ more paper than you really need.

4. London is a great city, but it's so expensive. (SUCH)

London is great, but it's \_\_\_\_\_ city.

5. I enjoyed myself at your birthday party. (FUN)

I \_\_\_\_\_ at your birthday party.

**III. Put the verb in brackets in the correct form. (5p)**

1. At the moment she \_\_\_\_\_ a hard time dealing with the children. They have become so difficult to handle recently. (HAVE)
2. You look worried. \_\_\_\_\_? (ANYTHING HAPPEN)
3. When she came home her two boys \_\_\_\_\_ football in the backyard. (PLAY)
4. We \_\_\_\_\_ enough money if everyone gives us €5. (HAVE)
5. When I got to the party last night, the other guests \_\_\_\_\_. (ALREADY ARRIVE)

**IV. Complete the gaps by changing the form of the word in capitals at the end of the line. (10p)**

1. The new cars are equipped with very ..... engines. (POWER)
2. It was at a very early age that she decided to become a ..... (MUSIC)
3. She deserved the ..... she was given by the headmistress. (PUNISH)
4. The refugees got ..... from the local police force. (PROTECT)
5. ...., a number of people died in the accident. (FORTUNATE)
6. There are ..... methods of succeeding. (VARY)
7. I ..... eating alone. I always have to have someone to talk to. (LIKE)
8. The police were looking for the .....of the car (OWN)
9. We ..... eat out. In most cases we get some takeaway food. (RARE)
10. The best man gave an excellent ..... at his friend's wedding. (SPEAK)

**V. For questions 1- 8, read the text below and decide which answer (A, B, C or D) best fits each gap. (10p)**

The Great Wall of China is the biggest object ... (1) made by humans. It ... (2) across mountains, deserts and grasslands for over 6,000 kilometres. The ancient Chinese built the wall to keep invaders from the west ... (3) of their country. Today tourists from all over the world come and see it. The Great Wall began as a series of many smaller walls that were not ... (4) with each other. The first sections of the wall were built as early as 600 B.C. As time ... (5) on Chinese emperors connected them together to keep Huns, Mongols and other ... (6) away.

Thousands of soldiers, criminals and peasants worked on building the wall. It was ... (7) completed during the Ming dynasty in the 17th century. The Chinese wall is ... (8) of dirt, mud, stone and brick. It is between 5 and 9 metres tall and ... (9) to 8 metres wide. A small road runs on the top of the wall. Towers every few hundred metres were built to ... (10) military supplies.

1	A. ever	B. forever	C. always	D. never
2	A. prolongs	B. enlarges	C. stretches	D. covers
3	A. out	B. for	C. down	D. up
4	A. stocked	B. married	C. connected	D. related
5	A. ran	B. flew	C. passed	D. went
6	A. crowds	B. races	C. sects	D. tribes
7	A. absolutely	B. finally	C. once	D. plainly
8	A. created	B. made	C. produced	D. prepared
9	A. within	B. up	C. at	D. in
10	A. apply	B. inhabit	C. store	D. give

**INTEGRATED SKILLS****(60 de puncte)****I. Read the following text and mention which of the statements below are true. (10p)**

The clock in the living room has just struck two, but I'm still awake. Wide awake. Usually I'm a good sleeper, but not tonight. I can't stop thinking about that girl. I've got to write down what happened.

It was this evening around seven thirty, as I was on my way home from college. I was waiting for the connection at Willesden Junction. As usual at that time of night, there was only one train to Watford every twenty minutes, and the platform was crowded. Most of the people looked pretty familiar, the kind of people who stand on the same platform at the same time every day; ordinary people going about their ordinary life.

Then, just near me, I noticed this girl. I reckon she was a bit younger than me, seventeen or eighteen maybe. She had on a thick denim jacket, and was carrying a bag which looked as if it contained books. She wasn't talking to anyone, just standing alone. There was nothing unusual about that, mind you; most of the people on the platform were standing alone, stabbing their phones or pads, staring at their feet, or looking anxiously down the railway track, as if by doing so they would make the next train come sooner. But the girl — she didn't seem to be looking at anything.

She was pretty, I thought. Very pretty, in fact. Shoulder-length brown hair, and a kind-looking face. From where I was standing, and under the poor light of the station platform, I couldn't make out the colour of her eyes.

Now I don't usually stare at girls on station platforms, but somehow I couldn't keep my eyes off the girl in the denim jacket. Perhaps she realized I was looking at her, for suddenly she turned in my direction and looked straight at me; straight in the eyes. Normally that would have been enough to

make me turn away and look in the other direction, and pretend I hadn't been looking at her, but this time I couldn't turn away. There was something in the way she looked that stopped me turning.

I imagined she would look away from me, or even move further down the platform to avoid me, but she didn't. To my surprise, a smile came to her lips, almost the sort of smile that you give when you meet an old friend again after a long absence — though I'm certain I had never seen her before.

At that moment, there was a rumbling behind my back, and an underground train rolled into the station. The mass of people waiting on the platform surged forward, to compete for standing room and something to hang on to in the already-crowded train.

Though the girl and I got into the same carriage, I lost sight of her in the crush inside. I was hedged in between two enormous fat businessmen, who were talking their heads off about banks and investment. She was somewhere in front of me.

However, from one station to the next the carriage slowly emptied, and when we got past Wembley, there was almost room for everyone to sit down. She was still standing though, about twenty feet from me, and looking in my direction.

Between us, I noticed two empty seats. Tired of standing, I moved over and sat down in one of them; hardly had I done so however than, to my surprise and secret pleasure, the girl moved up and sat down in the other.

For some reason I felt embarrassed. I managed to bring out a half-hearted "hello again", and smiled at her. As she smiled back at me, I could see that she was indeed very pretty. *There was a shine in her soft dark eyes, but at the same time she looked worried; strangely worried.*

1. The writer had never taken the train at Willesden junction before.
2. There were a lot of people waiting for the train.
3. The person telling the story is 17 or 18 years old.
4. The story takes place in summer time.
5. The person telling the story felt strangely attracted by the girl.
6. She smiled at him, as if she recognised him.
7. The writer and the girl were separated in the carriage by two businessmen
8. Quite a lot of people had got out of the train by Wembley.
9. The writer sat down beside the girl.
10. The writer spoke to the girl before she spoke to him.

**II. Imagine the way in which this story might have ended. Write your answer in about 150-180 words. (50p)**

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ  
ETAPA LOCALĂ  
11 februarie 2023**

**CLASA A X -A  
Secțiunea A**

**Varianta 1**

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

**USE OF ENGLISH**

**(40 de puncte)**

**I. Read the following text and put the verbs in brackets in the correct tense. (10x1p=10p)**

As Spenser Spender walked along the road outside the prison, he (1) \_\_\_\_\_ (recognize) someone who (2) \_\_\_\_\_ (hasten) towards him. His name was Pally, something like that. They (3) \_\_\_\_\_ (live) in adjoining streets and (4) \_\_\_\_\_ (go) to the same damp, melancholy school. But Pally probably (5) \_\_\_\_\_ (not recognize) Spenser even if he had seen him; he was simple – or so everybody (6) \_\_\_\_\_ (say) – and the apparent haste (7) \_\_\_\_\_ (come) from a nervous disjointedness in all of his movements. His face was too large for his head, and it seemed as though his eyes (8) \_\_\_\_\_ (go) out, as the wind might blow out two candles. Spenser (9) \_\_\_\_\_ (know) him for fifteen years – the first years of their lives – and now they (10) \_\_\_\_\_ (pass) each other as though a third person was walking between them.

**II. Use the word given in capitals at the end of each sentence to form a new word that fits in the gap. (10x1p=10p)**

1. His achievements in the study of superior algebra are \_\_\_\_\_. STAND
2. These two paintings bear no \_\_\_\_\_ whatsoever, although they belong to painters of the same school. RESEMBLE
3. Whether he chooses one college or another is of little \_\_\_\_\_, what matters is that he should be willing to continue studying. SIGNIFY
4. Reproductions of this famous painting are \_\_\_\_\_ and you can purchase one at a reasonable price. PLENTY
5. The museum manager doubts about the \_\_\_\_\_ of these newly-acquired exhibits. AUTHENTIC
6. There are some items of furniture which I would like to \_\_\_\_\_ as soon as possible. PLACE
7. I think you should go and ask a legal \_\_\_\_\_; he might elucidate the problem for you. ADVICE
8. If you want to learn a foreign language, the best method would be to deal systematically and \_\_\_\_\_, rather than try to assimilate large chunks of information in a short period of time. PROGRESS
9. The manager's decision to make half of the workers redundant met with strong \_\_\_\_\_ from the trade union's part. APPROVE
10. As a teacher, the best attitude to adopt in front of the students is a \_\_\_\_\_ of rigour and tolerance. COMBINE

**III. Read the text below and decide which answer (A, B, C or D) best fits in each gap. (10x1p=10p)**

The story of gold is an adventure involving kings, queens, pirates, explorers, conquerors, and the (1) ..... peoples they conquered. Throughout history, gold has (2) ..... a magic spell over those it touched. Gold is beautiful and rare; a soft shiny metal that can be moulded into many (3) ..... It has been used for money, jewellery, and to decorate special buildings such (4) .... palaces and places of worship. (5) .... the precious metal was discovered, prospectors rushed to mine it, starting new cities and countries as they went. Gold and

the people who love it have helped shape the world we live **(6)** .... today. Gold is one of many elements, or substances that cannot be changed by normal chemical means, that are found in the Earth's crust. Gold has a warm, sunny colour and **(7)** .... it does not react **(8)** ... air, water, and most chemicals, its shine never fades. In its natural **(9)** .... , gold is soft and easily shaped. When heated to 1,062 Celsius it melts and can be poured into moulds to form coins, gold bars, and other objects. Stories have been told, movies **(10)** ..... and legends born about the discovery of the world's great gold deposits. It is a saga of greed, ambition and exploration.

- |              |            |            |           |
|--------------|------------|------------|-----------|
| 1 A local    | B native   | C natural  | D endemic |
| 2 A sewn     | B made     | C created  | D woven   |
| 3 A shapes   | B outlines | C formats  | D lines   |
| 4 A like     | B many     | C as       | D to      |
| 5 A Whenever | B Wherever | C However  | D Forever |
| 6 A at       | B for      | C on       | D in      |
| 7 A yet      | B because  | C despite  | D so      |
| 8 A with     | B of       | C to       | D under   |
| 9 A stage    | B position | C state    | D estate  |
| 10 A done    | B made     | C composed | D shot    |

**IV. Complete the second sentence so that it has a similar meaning to the first one, using the word in bold. DO NOT CHANGE THE WORD GIVEN. You must use between 2 and 5 words, including the word given. (10x1p=10p)**

- You must do exactly what the manager tells you. **CARRY**  
You must ..... instructions exactly.
- We mended the fence to prevent passers-by from trespassing our private garden. **SO**  
We mended the fence ..... not trespass our private garden.
- The local council is enlarging the road by ten meters. **BEING**  
The road ..... ten meters.
- My daughter regrets lending all her savings to her friend. **SHE**  
My daughter wishes ..... all her savings to her friend.
- It was a mistake for the company to install the new air conditioning system. **SHOULD**  
The company ..... the new air conditioning system.
- I'd rather you made less noise – I'm trying to get some sleep. **MIND**  
Would ..... much noise – I'm trying to get some sleep.
- I'm afraid I haven't had the time to check my emails this morning. **TOO**  
I'm afraid ..... to check my emails this morning.
- „I'm sorry I didn't come earlier”, he said. **HAD**  
He said he was sorry ..... earlier.
- If we don't save some money, we won't be able to buy a car. **UNLESS**  
We won't be able to buy a car .....
- I cannot carry this trunk as it is too heavy. **FOR**  
This trunk is ..... to carry.

**INTEGRATED SKILLS****(60 de puncte)**

**I. Read the text below. For each question choose the correct letter A, B, C or D and write it on your answer sheet. (5x2p=10p)**

Everybody likes to feel special. Sadly, many of us grow up believing that we're not special at all. We wish that we could be more attractive or better at sports. We wish we had more money or more beautiful clothes. Like the Tin Man, the Scarecrow, or the Cowardly Lion from The Wizard of Oz, we think we're not good enough just as we are. In the film, The Tin Man wishes he had a heart. The Scarecrow wishes that he had a brain, and the Lion wants courage. Eventually, each of them realizes that he already has what he wants.

Nearly all parents want us to be the best we can be. They occasionally attempt to encourage us to do better by comparing us to others. They mean well, but the message we usually get is that we're not good enough. We start to believe that the only way we can be special is by being better than somebody else, but we are frequently disappointed. There will always be somebody out there that is better than we are at something. There are a lot of people around who may not be as intelligent as we are but who are better at sports. Or they may not be as handsome, but they have more money. It is unthinkable for us to be better than everybody else all the time. Like the Tin Man, the Scarecrow, and the Cowardly Lion, we all need what we believe will make us better people.

What we don't understand is that often we already have inside us the very things that we look for in life. Our parents often forget to tell us that we are special, that we are good enough just as we are. Perhaps no one told them when they were growing up, or maybe they just forgot. Either way, it's up to us to remind them sometimes that each of us, in our own way, is special. What we are is enough!

**1. What is the writer's main aim in writing the text?**

- A. to talk about your family problems
- B. to explain the importance of being yourself
- C. to describe how intelligent we are
- D. to suggest how people can change their way of life

**2. This essay was most likely written by ...**

- A. a young person
- B. a coach
- C. a teacher
- D. a parent

**3. What does the writer say about our parents?**

- A. They always tell us that we are good enough.
- B. They never forget to tell us that we are special.
- C. They always tell us that we are special.
- D. They frequently forget to tell us that we are special.

**4. The author of this essay believes that ...**

- A. we are all good enough just the way we are
- B. the richer you are, the better you are
- C. intelligent people are more special than others
- D. not everyone can be special

**5. Which of the following would be the best title for this passage?**

- A. What Makes You Laugh?
- B. What Makes You Happy?
- C. What Makes You Special?
- D. What Makes You Stronger?

**II. Write a narrative-descriptive essay about a situation when you felt special. Your writing should refer to what exactly happened, the atmosphere, the place(s), the events and your feelings. (200-220 words). (50 points).**

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ**  
**ETAPA LOCALĂ**  
**11 februarie 2023**

**CLASA A XI-A**  
**Secțiunea B**

**Varianta 1**

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

**USE OF ENGLISH**

**(40 de puncte)**

**I. For questions 1- 10, read the text below and decide which answer (A, B, C or D) best fits each gap. (10 x 1 p = 10 points)**

The internet has swiftly become an ... (1) tool for travellers, with the travel sector established as one of the mainstays of e-commerce. Much like an unfamiliar city, ... (2), the Web can be a daunting place to ... (3) on your own. Even if you have some idea of where you're heading, you can stumble into many blind ... (4) along the way. All you need to know is how to go online in the first ... (5); if you don't know that, buy our excellent companion ... (6), the Rough Guide to the Internet. The most obvious appeal of using the Net for travel arrangements is that if you know ... (7) what you want - a flight or ferry from A to B, the cheapest possible rental car, a cut-price all-inclusive ... (8) - there are great deals to be found. That's just one small part of the ... (9), however. The Net can help you to choose a ... (10) in the first place, using sites that cover the whole world as well as those focusing on particular countries or cities, and to decide where you want to stay and how you're going to spend your time.

- |                  |              |                 |               |
|------------------|--------------|-----------------|---------------|
| 1. A indignant   | B indisposed | C indispensable | D indicate    |
| 2. A moreover    | B likewise   | C however       | D despite     |
| 3. A investigate | B explore    | C analyse       | D inspect     |
| 4. A lanes       | B walks      | C paths         | D alleys      |
| 5. A place       | B spot       | C case          | D point       |
| 6. A chapter     | B volume     | C tome          | D total       |
| 7. A carefully   | B accurately | C entirely      | D exactly     |
| 8. A pack        | B package    | C case          | D packet      |
| 9. A progress    | B procedure  | C process       | D proceedings |
| 10. A fortune    | B intention  | C destiny       | D destination |

**II. Read the short text below and think of the word which fits each gap. Use only one word in each gap. (10 x 1 p = 10 points)**

Amber jewellery has always been much sought after and, through trade, amber pieces often ended (1) ... in areas distant from their source. The discovery of amber thought to (2) ... come from the Baltic but found in caches, excavations, and burial grounds throughout Europe and North Africa has led (3) ... the reconstruction of the ancient amber trade routes. These routes, the details of (4) ... are still somewhat controversial, varied depending upon the amber source and the period, but were active during the Greek and Roman periods.

(5) ... distant trade accounts for the finding of Baltic amber beads in Etruscan tombs as (6) ... as in excavations in Mycenae, Egypt, and Rome. Amber was also (7) ... demand by the Arabic and Oriental cultures, and worn Baltic amber beads (8) ... appear today in necklaces from Morocco, Iran, and Tibet.

The lore and study of amber has always been an integral (9) ... of the Baltic cultures, and from time immemorial (10) ... the present, amber has been collected from the shores of the Baltic Sea.

**III. Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. (10 x 1 p = 10 points)**

The best thing about a digital photo is that you can manipulate it to the extent of your (1) ... . This manipulation can be achieved thanks to (2) ... software packages available on the market, varying in (3) ... from the feature packed Adobe Photoshop to Paint Shop Pro. Still, there is magic when a digital photo is modified by experienced hands and eyes, allowing that (4) ... moment to be captured in such a way as to never be forgotten, but even then they can be refined further. It is the story or the (5) ... behind that moment that keeps the viewer (6) ... with the photo for a longer period of time. It takes time to become a perfect photographer and one needs to grow through (7) ... and experiences. However, a basic (8) ... of the techniques of photographing is a must. A digital camera is not all that is required to make a good photographer.

(9) ... , know your camera well. Read the manual top to bottom, and then go out to play with the machine. Now come back to the basics and learn about other things like exposure, shutter speed, aperture etc. that help you to (10) ... your digital photo in real time.

**IMAGINE**  
**VARY**  
**COMPLEX**  
  
**BELIEVE**  
  
**IMPRESS**  
**AMOUR**  
**EXPERIMENT**  
**KNOW**  
  
**PRIMARY**  
**CUSTOM**

**IV. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between 3 and 6 words. (5 x 2 p = 10 points)**

1. If you hadn't explained it to me, I'd have never managed to complete the task. **EXPLANATION**  
 If it ....., I'd have never managed to complete the task.
2. Scientists have made an unexpected discovery in the treatment of cancer. **BREAKTHROUGH**  
 There ..... in the treatment of cancer.
3. I thought very hard but couldn't remember the answer. **RACKED**  
 I ..... to remember the answer.
4. We had no idea how much work the house needed when we moved in. **LITTLE**  
 ..... how much work the house needed when we moved in.
5. The irate customer refused to speak to anyone other than the store manager. **ON**  
 The irate customer ..... to the store manager and no one else.

**INTEGRATED SKILLS (60 de puncte)**

**I. Read the text below and for each question, choose the correct option A, B, C or D, which fits best according to the text. (5 x 2 p = 10 points)**

You need only look at a professional cyclist to appreciate the potential effects of cycling on the body. But what about the mind? It's a question that has long challenged psychologists, neurologists and anyone who has wondered how, sometimes, riding a bike can induce what feels close to a state of meditation.

I'm usually incapable of emptying my mind but there have been occasions on my bike when I realise I have no recollection of the preceding kilometres. Whether riding along country lanes in spring, or doing city commutes, time can pass unnoticed in a blissful blur of rhythm and rolling, and I'm not alone in feeling this.

But what do we really know about how cycling affects us? Danish scientists who set out to measure the benefits of breakfast and lunch for academic achievement among children found diet helped, but that the way pupils travelled to school was far more significant. Those who cycled or walked did better than those who travelled by car or public transport. Another study by the University of California showed that old people who were most active, including those who cycled, had five per cent more grey matter than those who were least active.

But what is it about cycling that makes us believe it has a special effect? Psychiatrist John Ratey thinks cycling increases 'the chemistry in your brain that makes you feel calm,' but also that carrying out multiple operations, like negotiating a junction or jostling for space in a race, can be an effective therapy. He is currently leading a study in which more than 20 pupils with attention deficit hyperactivity disorder (ADHD), a condition affecting the ability to apply one's mind to something, are expected to show improved symptoms after a course of cycling. The link between cycling and ADHD is well-established. It's 'like taking a little bit of Ritalin,' Dr Ratey says, Ritalin being a stimulant commonly used to treat ADHD. Exercise can achieve the same effect as prescribed medicine, but not all exercise is equal, as shown in a German study involving 115 students, half of whom did activities as cycling that involved complex coordinated movements, while the rest performed more straightforward exercises with the same aerobic demands. Both groups did better than they previously had in concentration tests, but the complex group did a lot better.

There have been other interesting findings too. In 2003, neuroscientist Dr Jay Alberts rode a tandem bicycle across the American state of Ohio with a friend who has Parkinson's disease (a condition affecting the nervous system). The idea was to raise awareness of the disease, but to the surprise of both riders, the patient showed significant improvements. Dr Alberts then scanned the brains of 26 Parkinson's patients during and after an eight-week exercise programme using stationary bikes. Half the patients were allowed to ride at their own pace, while the others were pushed incrementally harder, just as the scientist's tandem companion had been. All patients improved, and the 'tandem' group showed particularly significant increases in connectivity between areas of grey matter responsible for functions such as walking and picking things up. Cycling, and cycling harder, was helping to heal their brains.

We don't know how this happens, but there is more startling evidence of the link between Parkinson's and cycling. A video on the internet features a 58-year-old Dutchman with severe Parkinson's. At first, we watch the patient trying to walk along a hospital ward. He can barely stand and his hands shake uncontrollably. Cut to the car park, where we find the man on a bicycle being supported by staff. With a push, he's off, cycling past cars with perfect balance and coordination. After a loop, he comes to a stop and hops to the ground, where he is immediately immobile again. Doctors don't fully understand this discrepancy either, but say the bicycle's rotating pedals may act as some sort of visual cue that aided the patient's brain.

The science of cycling is evidently incomplete, but perhaps the most remarkable thing about it for the everyday rider, its effects on hyperactive children notwithstanding, is that it can require no conscious focus at all. The apparent mindlessness of pedalling can not only make us happier, but also leave room for other thoughts. On the seat of my bike, I've solved problems at work, made life decisions and reflected usefully on emotional troubles, as, I'm sure, have countless others.

1. What is the writer's main intention in the second paragraph?
  - A. to give some personal information
  - B. to introduce a new subject
  - C. to express his opinion
  - D. to illustrate a point
2. According to the third paragraph, what do certain studies show?

- A. Cyclists tend to live longer than non-cyclists.
  - B. Cycling seems to be the healthiest form of exercise.
  - C. Intellectual performance appears to be boosted by cycling.
  - D. Older people appreciate the value of exercise more than young people do.
3. What do the studies described in the fourth paragraph suggest?
- A. Cycling has as much impact on physical fitness as simpler physical activities.
  - B. The variety of tasks involved in cycling can be hard for some children to cope with.
  - C. Children suffer from ADHD because they are deprived of physical exercise like cycling.
  - D. The act of cycling can improve the ability to focus attention on a task.
4. Studies of people with Parkinson's disease reveal that
- A. cycling on ordinary bikes is better than cycling on stationary bikes.
  - B. the social aspects of cycling are important for people with Parkinson's.
  - C. the more effort Parkinson's sufferers put into cycling, the more good it does them.
  - D. not every person who suffers from Parkinson's will benefit from cycling.
5. With the phrase 'its effects on hyperactive children notwithstanding', the writer is referring to the fact that cycling
- A. is more life-enhancing to adults than younger people.
  - B. enables people to think more effectively.
  - C. can be both complex and mindless.
  - D. is not yet fully understood.

**II. Starting from the text above, write a for and against essay on the following topic: *Cycling is better than medication, cheaper than therapy.* (220-250 words) (50 points)**

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ  
ETAPA LOCALĂ  
11 februarie 2023**

**CLASA A XII-A  
Secțiunea B**

**Varianta 1**

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

**USE OF ENGLISH**

**(40 de puncte)**

**1. Read the text below and decide which answer (A, B, C or D) best fits each gap. (10p)**

Promoting children`s self-esteem seems to be one of the aims of modern childcare and education. It goes hand in hand with a culture in which children are (1)\_\_\_\_\_ praised for the most (2)\_\_\_\_\_ achievements. This promotion of self-esteem seems to be (3)\_\_\_\_\_ by a fear of how failure will affect children: a fear that if they don`t succeed at a task, they will somehow be damaged.

However, the opposite may well be true. Many scientists spend years experiencing (4)\_\_\_\_\_ failure in the lab until they make a (5)\_\_\_\_\_. They know that (6) \_\_\_\_\_ this process advances scientific knowledge. In the same way, if children have been praised for everything they have done, (7)\_\_\_\_\_ how good it is, then failure in adult life will be all the more painful.

Life is full of (8) \_\_\_\_\_ and there is no point in trying to protect children from the disappointments that (9) \_\_\_\_\_ them. Consequently, children need to learn how to cope with failure and (10) \_\_\_\_\_ it to their advantage.

- 1 A immensely B enthusiastically C throughly D devotedly  
2 A minor B inferior C miniature D light  
3 A developed B evolved C caused D originated  
4 A concurrent B consequent C consecutive D continual  
5 A success B breakthrough C progress D breakout  
6 A ultimately B lastly C conclusively D latterly  
7 A according to B regardless of C consistent with D depending on  
8 A faults B checks C delays D setbacks  
9 A expect B anticipate C await D approach  
10 A move B turn C make D take

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

If you have difficulty knowing what to serve for a mixed (1) \_\_\_\_\_ (GATHER) of vegetarians and non-vegetarians, *Vegetarian Dishes for All* is a definite must-have. Its (2) \_\_\_\_\_ (IMAGINE) range of mouth-watering soups, starters, salads, pasta dishes and desserts provides ample (3) \_\_\_\_\_ (PROVE) to the most sceptical of meat- eaters that vegetarian food is not automatically dull in flavour or (4) \_\_\_\_\_ (ATTRACT) in appearance. The recipes, which are (5) \_\_\_\_\_ (REFRESH) straightforward, will teach both the novice and the expert how to cook vegetables (6) \_\_\_\_\_

(**CREATE**) and with spectacular results. Easy-to-find ingredients are used in a wide range of inspiring (7) \_\_\_\_\_ (**COMBINE**) which will delight every one of your guests, and elevate your cooking skills to new (8) \_\_\_\_\_ (**HIGH**). There is also a special chapter for parents, with an impressive selection of recipes aimed at (9) \_\_\_\_\_ (**COURAGE**) even the (10) \_\_\_\_\_ (**FUSS**) of young eaters to meet their daily requirement of vegetables.

**3. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between 3 and 6 words, including the word given. (5p)**

1. Pete finds it very satisfying to play the violin. **LOT**

Pete gets \_\_\_\_\_ the violin.

2. For a long time, Maria found it strange to drive on the left in Britain. **USED**

It took Maria a long time \_\_\_\_\_ on the left in Britain.

3. We have had reports that the Prime Minister will make a surprise visit to France. **BEEN**

The Prime Minister \_\_\_\_\_ a surprise visit to France.

4. Dad decided to pay a mechanic to look at the car when he couldn't find the problem. **LOOKED**

Dad decided to \_\_\_\_\_ by a mechanic when he couldn't find the problem.

5. It only took us a couple of days to get to Oslo. **MATTER**

We got to Oslo \_\_\_\_\_ days.

**4. Read the text and fill the gaps with appropriate words. Use one word in each gap. (15p)**

Psychologists say the desire to experience danger is normal and healthy, imprinted by the lifestyle of our prehistoric ancestors. (1) \_\_\_\_\_ to a researcher at Sheffield University, when we faced real dangers almost daily (2) \_\_\_\_\_ satisfy the basic needs of hunger and thirst, there were challenges which required (3) \_\_\_\_\_ to stretch ourselves or we would not have survived.

Although now we live in a world that is far (4) \_\_\_\_\_ advanced, we feel compelled to seek new challenges in (5) \_\_\_\_\_ to feel good about ourselves. But the impulse to take risks has to do (6) \_\_\_\_\_ the fact that some people are both biologically and psychologically endowed with a constitution that leads (7) \_\_\_\_\_ to seek very high levels of stimulation.

High-sensation seekers invariably set (8) \_\_\_\_\_ for exotic holiday locations or try foreign foods. It is believed that many people will consider taking a short-term risk, (9) \_\_\_\_\_ as a bungee-jump. (10) \_\_\_\_\_ gives a positive buzz and you have the feeling that you have cheated death. But you wouldn't bungee-jump (11) \_\_\_\_\_ hour. Extreme risk-takers say they experience (12) \_\_\_\_\_ certain after-glow of euphoria that lasts for days, especially when they have had to overcome (13) \_\_\_\_\_ own fears. They forget all (14) \_\_\_\_\_ unpleasantness of the experience and cannot wait to repeat it. The effect can change people's lives (15) \_\_\_\_\_ good.

**INTEGRATED SKILLS****(60 de puncte)**

1. *Read the text below and for each question, choose the correct option A, B, C or D, which fits best according to the text. (5x2p = 10p)*

***Back to the nest***

When stand-up comedian Nat Luurtsema hit the ripe old age of 28, she found herself living back in her parents' house in the Hertfordshire town of Watford. For six long months she languished amid the boy-band posters of her childhood bedroom, and traipsed round, like a reluctant toddler, after her mum in the supermarket." When I moved back, I really felt I had messed up", she says. I was so lonely I started blogging about it. That turned out to be my saving grace. Loads of people started getting in touch saying they were in the same position. I even had emails from high-flying corporate managers saying they were back with mum. Luurtsema, it soon became clear, was part of a "boomerang generation"- the group of young adults who have found themselves returning to the family nest.

There is something of a preoccupation with the living arrangements of these boomerangers right now. Currently one of the biggest shows in the States is *Girls*, written by 25-year-old Lena Dunham, about four twentysomethings adrift in a sea of unpaid internships and sofa-surfing in New York. Dunham, incidentally, wrote most of it while living at home with her mum and dad. It is not surprising, then, that Luurtsema's blog was swiftly picked up by publishing company Hodder and turned into a book entitled *Cuckoo in the Nest*. The figures speak for themselves. A US report published last month found that as many as three in ten are returning to the family nest – the highest proportion since the 1950s.

According to parenting expert Sue Atkins, the nature of the experience is dictated by how well a set of boundaries is established. "Given the chance, these young adults will revert back to being teenagers again", she claims. In order to stop any regression, Atkins proposes that parents say "This is a new phase of your life now and it's going to be different". "They have to sit down and have a conversation about them paying their way and what is acceptable and what is not."

It's interesting that, whatever the circumstances, everyone Nat talked to, had a firm moving out date set – usually within a year and a half – both for their own sanity and to avoid imposing on their parents. For Luurtsema, it was around the six – month mark that she knew her time in Watford had come to an end. There is a moment in the book that says it all: she had just finished a gig and was hanging out backstage with comedians Richard Herring and Stephen Merchant when, absent-mindedly, she pulled from her bag a box containing a packed lunch made by her mum. "A heavy silence broke out, with undertones of pity", she writes. Shortly after, she was gone.

Actress Gemma Swead, 27, moved back in with her parents after she'd been working in Los Angeles for three years. Having now been with them for a year and a half, she says, "There was no question about me going back. In fact, it was just kind of assumed I would. I am very, very close to both my parents". She concedes, however, that "the fact they want to know everything – not in a controlling way – means they can get a little bit on top of me. If I'm down, they will want to know if everything is all right. And they repeat things just to make sure I've heard. So now, if one of them asks me the same question more than once, I just pretend I didn't hear it. But at the same time, I wouldn't change any of it. Right now, I am totally focused on my career. I wouldn't be able to do what I'm trying to do without them."

It does make you wonder what impact this might have in the future. Are we heading for an era where adolescence stretches right through the twenties? Or will it create a new, modern family structure with stronger, more adult bonds between generations?

**1. When Nat Luurtsema began to blog about her experience of living at home, she**

- A felt humiliated by some of the comments she received.  
 B was relieved to discover that others were in a similar position.  
 C was surprised to be contacted by people she knew from work.

D felt reluctant about revealing all her personal details.

**2. What does the writer suggest about Nat Luurtsema`s book in the second paragraph?**

- A The story it tells is more convincing than others on the same theme.
- B The US public may be unreceptive to a British writer`s experience.
- C There are elements of it which come across as slightly clichéd.
- D Its subject matter seems to be growing in popularity at the moment.

**3. Parenting expert Sue Atkins maintains that adults who move back in with their parents**

- A tend to behave immaturely.
- B need to set out their expectations.
- C have to expect a degree of conflict.
- D must recognize it is a temporary situation.

**4. The writer refers to Nat`s meeting with other comedians in order to**

- A make the point that children will always take their parents for granted.
- B show how adults` attitudes towards living with parents can vary.
- C support the idea that the time spent living with parents must be limited.
- D illustrate a particular benefit of returning briefly to the parental home.

**5. What are we told about the actress Gemma Swead?**

- A She can be frustrated by the way that her parents express their concern.
- B She resents the way her parents attempt to restrict her personal freedom.
- C She intends to move out as soon as she has secured new employment.
- D She had never expected to live with her parents again once she had left home.

**2. Starting from the text above, write an essay giving your opinion about the idea of having several generations in a family living together under the same roof. (220 – 260 words). (50p)**