

**OLIMPIADA DE LIMBA ENGLEZĂ
ETAPA LOCALĂ - 11 februarie 2024
CLASA a X-a, SECȚIUNEA A-Standard Varianta 1**

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

SUBIECTUL A – USE OF ENGLISH (40 points)

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

When Francis Lee was a boy he 1) _____ (want) to be an astronaut. He 2) _____ (watch) TV one day in 1969 when he 3) _____ (see) Neil Armstrong walk on the moon. Since then he 4) _____ (always/dream) of doing the same. Every night when there is a full moon, he stares up at it for hours and imagines himself walking around on it. At the moment, however, he 5) _____ (work) as a night-watchman at a meat factory. He 6) _____ (do) the same job since he left school fifteen years ago, but he still hopes that one day his dream 7) _____ (come) true. He 8) _____ (hear) that in the 21st century they 9) _____ (sell) tickets to fly to the moon. For this reason he 10) _____ (save) half of his wages every month for the past two years.

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. He never regained _____ and died a few weeks after the accident. (CONSCIOUS)
2. How can you be so _____ to her feelings? She's just lost her father. (SENSE)
3. She claimed her _____ and said she had never been at the scene of the crime. (INNOCENT)
4. The police got the necessary information from their _____. (INFORM)
5. Every student must take an _____ exam. (ENTER)
6. Most experts say that the painting is not a _____. (FORGE)
7. The law proved to be _____. Nobody cared about it. (EFFECT)
8. She was very _____ about her bad behaviour. (APOLOGY)
9. It was one of the many _____ they faced on the long journey. (HARD)
10. Trees are being cut down to provide _____ parking space. (ADD)

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

Choosing the best shades

Most of us buy a new pair 1) _____ fashionable sunglasses each year. To be honest, we probably 2) _____ more thought into looking cool than we do into ensuring that the glasses match our needs. It seems an obvious thing to say, 3) _____ the main role of sunglasses isn't actually to enhance your image. It is rather to protect

your eyes from the potentially harmful rays of the sun. What's 4) _____, price isn't necessarily the best guide 5) _____ the effectiveness of sunglasses. Indeed, expensive designer glasses may not provide the best defense against sun damage. 6) _____ you may still want to choose a pair of sunglasses that look good on you, it's also crucial to check out just how effective they will be in protecting your eyes.

There are three types of light 7) _____ can harm the human eye. They are known 8) _____ ultra-violet light, visible light and infra-red light. If you 9) _____ the choice of sunglasses seriously, then you will want to protect yourself 10) _____ all three.

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

The trend for children to multitask by juggling all sorts of electronic gadgets at the same time is (1) _____ damaging their levels of concentration, scientists have warned. The (2) _____ use of the Internet, iPods, mobile phones and DVDs (3) _____ behind that finding. Scientists have (4) _____ the belief of many parents that it is impossible to concentrate on more than one thing at the same time. They found that children (5) _____ homework while sending messages via the Internet can (6) _____ up spending 50% longer than if they had done each task (7) _____.

David E Meyer, Professor of Cognitive Psychology at the University of Michigan, said that true multitasking is only possible for simple activities such as ironing and listening to the radio. He (8) _____ experiments demonstrating that young adults who had to (9) _____ from one maths problem to another wasted significant amounts of time. Meyer said: 'For situations involving more complex tasks, especially those requiring language, the total time taken to get all the tasks done will increase greatly. Over long periods, this kind of multitasking can stress you out and (10) _____ to mental and physical exhaustion.'

1	A. Quite	B. seriously	C. curiously	D. insufficiently
2	A. ascending	B. heightening	C. leaping	D. rocketing
3	A. lies	B. rests	C. sits	D. stands
4	A. assured	B. authorised	C. confirmed	D. guaranteed
5	A. attending	B. engaging	C. tackling	D. undergoing
6	A. come	B. end	C. turn	D. use
7	A. apart	B. aside	C. distinctly	D. separately
8	A. put	B. ran	C. set	D. took
9	A. alter	B. exchange	C. interrupt	D. switch
10	A. bring	B. lead	C. proceed	D. result

SUBIECTUL B - INTEGRATED SKILLS (60 points)

Read the text below and do the tasks that follow:

Our Great Ocean Road adventure

by Donna Waverley

My family and I recently went to Australia, to see my grandparents. But before we visited them, we went sightseeing along the Great Ocean Road, on the Australian coast.

Dad had intended to drive, but even though he was used to driving miles without getting exhausted, he then read on the website that the road wouldn't be an easy drive, with a number of sharp bends. Anyway, we thought he deserved to enjoy the fantastic views too, which he couldn't do as our driver. So instead, we persuaded him to book discount bus tickets and off we went.

Our first stop was where wild kangaroos lived – and Dad and I were taking a walk when a big one appeared! For a moment, it seemed to consider coming towards us, which made me slightly nervous – but then it went off along the road, stopping to check if we were following. Although it was with us for a while, I was so excited I didn't even manage to pull out my camera. Then it looked back once more, and went off into the bushes.

That wasn't the only wildlife we saw. I thought it unlikely we'd see Australia's famous koala bears during our short visit, as I'd heard they were rare – but we weren't disappointed at our next stop. In fact, we discovered there were roughly six million in that area! Sadly, some gum trees they were in had very few leaves left, which people told us was because of the koalas, although I'd read that lack of water is actually the problem. Still, I guess that looked cute, and were easy to find – we just followed the tourists looking up into the trees!

Dad had booked a campsite for the night, with ready-made tents – for an adventure! I wasn't sure about that, but they were actually luxury tents, within walking distance of some famous rocks and other places we hoped to visit. However, Dad also said the sounds of wild creatures would help us sleep. That sounded worrying – until the 'wild creatures' turned out to be frogs! So I was embarrassed by my fears – and kept awake by the frogs! But we had fun making meals together – we'd brought food, as we knew there'd be nowhere to eat.

In fact, this whole trip was fantastic!

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

1 Donna's Dad decided not to drive the Great Ocean Road himself because

- A he realised he wouldn't enjoy the views as much.
- B he thought it would be too tiring for him.
- C he discovered the bus would be a cheaper option.
- D he found out the route was very challenging.

2 When Donna saw a kangaroo along the route, she was

- A worried that it might approach her.
- B amazed at the size of it.
- C sad that it didn't stay with them long.
- D disappointed that she had forgotten her camera.

- 3 Donna says that the koala bears they saw were
- A responsible for damage to the trees.
 - B even more attractive than people had told her.
 - C more common than she'd expected.
 - D very skilled at hiding away from tourists.
- 4 What was Donna's opinion of the place where they stayed?
- A She found it was less comfortable than she'd hoped.
 - B She liked the fact that it was convenient for sightseeing.
 - C She enjoyed hearing the sounds of nature as she slept.
 - D She was disappointed there was no restaurant nearby.
- 5 What might Donna write in her blog during the trip?
- A The bus we're travelling on is pretty comfortable, with great views from the window. Grandma and Granddad are enjoying it, too!
 - B We can see quite a lot as we drive along. I just wish we could stop and get out to explore properly.
 - C Yesterday we went to see some huge rocks near our campsite – and we were really impressed! I'm surprised they're not well known.
 - D I wasn't looking forward to camping, in case there were wild animals, but we haven't seen anything at all dangerous, so I feel silly now!

II. Starting from the above text, write a narrative-descriptive essay introducing the reader to a road trip you took with your family. (180-200 words) (50 points)

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BAREM DE EVALUARE**

- Toate subiectele sunt obligatorii.
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- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.

SUBIECTUL A – USE OF ENGLISH (40 points)

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

1. wanted, 2. was watching, 3. saw, 4. has always dreamt, 5. is working, 6. has been doing, 7. will come, 8. has heard, 9. will sell / will be selling, 10. has been saving

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. CONSCIOUSNESS, 2. INSENSITIVE, 3. INNOCENCE, 4. INFORMANT, 5. ENTRANCE, 6. FORGERY, 7. INEFFECTIVE, 8. APOLOGETIC, 9. HARDSHIPS, 10. ADDITIONAL

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

1. of, 2. put, 3. but, 4. more, 5. to, 6. Although/ Though/ While, 7. which, 8. as, 9. take, 10. against.

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

1. B seriously, 2. D rocketing, 3. A lies, 4. C confirmed, 5. C tackling, 6. B end, 7. D separately, 8. B ran, 9. D switch, 10. B lead

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. D, 2. A, 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
CONTENT	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.	
ORGANIZATION AND COHESION	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.	
VOCABULARY	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.	
STRUCTURES	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.	
EFFECT ON TARGET READER	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.	