

OLIMPIADA DE LIMBA ENGLEZĂ - ETAPA LOCALĂ
11 FEBRUARIE 2024
CLASA a XI-a, SECȚIUNEA A - Standard Varianta 1

SUBIECTUL A - USE OF ENGLISH**(40 points)****I. Read the following text and put the verbs in brackets in the correct tense and voice. (10 x 1p = 10p)**

"Timon of Athens" is one of the gloomiest of Shakespeare's tragedies. The action of the play takes place in Athens. The main character is a rich and noble Athenian, Timon. He had a great many friends He 1..... (RUIN) himself by his generosity to his so-called friends, who were nothing else but flatterers and parasites. When all his fortunes 2..... (SPEND) on pleasure and feasting, his former friends turned away from him and 3..... (ACT) as if they had never known him before. Thus, Timon had a very bitter experience. He was deeply disappointed by the attitude of his dearest friends, to whom he 4..... (BE) most kind and who 5..... (NOT HELP) him in need. He turned to the richest of his friends for assistance in his difficulties but 6..... (DENY) it and was deserted by all who had previously often been with him. It 7..... (BE) too late now to change things. His false friends 8..... (TEACH) him a very instructive lesson. He 9..... (UNDERSTAND) too late that his so-called friends 10..... (LOVE) only his money and not himself. It was only now that Timon understood the terrible and destructive power of gold, with the help of which one could buy anything: pleasure, love, friendship – and spoil the best and noblest human feelings.

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

The day before yesterday, I found a very 1..... (INTEREST) English book containing a number of 2..... (HISTORY) stories about the 3..... (GLORY) past of Scotland. It is about William Wallace who lived from 1270 to 1305 and is regarded as the national hero of Scotland. He became the leader of the Scottish fight for 4..... (DEPENDENT) and drove the English from the Scotland. In 1298 he was defeated by Edward I at Falkirk. In 1305 he was 5..... (TREACHERY) handed over to the English king, who had him executed. Since his death, William Wallace has 6..... (DOUBT) become an 7..... (ICON) figure for Scotland. He is noted for his remarkable strength in fighting to defend his country, as well as his 8..... (BRAVE), which gave him the famous nickname, Braveheart. There have been many tributes and landmarks dedicated to his memory, most 9..... (SPECIFY) the Wallace Monument. This building was completed in 1869 and is found in Stirling. At 246 steps, and 67 metres tall, it is 10..... (NOTICE) from far and wide. Its great height also means it overlooks the land where the Battle of Stirling Bridge happened.

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

- Many telephones in Warsaw have been _____ for months.
A. Out of order; B. out of line; C. out of touch; D. out of place.
- I phoned him this morning, but when I said who I was he _____.
A. Shut up; B. rang up; C. hung up; D. shut down.
- Jane never buys a dress without first trying it _____ in the shop.
A. on; B. out; C. over; D. up
- She turned _____ to be a very intelligent girl although no one had expected it.
A. on; B. into; C. about; D. Out

5. Alison _____ her studies because of her father's financial support.
A. could complete; B. could have completed; C. was able to complete; D. enabled to complete
6. There is no need to worry, I _____ the picture by the time you come to collect it.
A. will paint; B. will have painted; C. have painted; D. would paint
7. The train will be leaving in five minutes so you _____ better hurry up.
A. have; B. would; C. had; D. should
8. Will you lend me the book as soon as you _____ it?
A. are reading; B. have read; C. will read; D. will have read.
9. He couldn't have known what was in the letter _____ he had written it himself.
A. unless; B. if; C. until; D. if only
10. In 1901, Queen Victoria _____ for over 60 years.
A. would reign; B. would have reigned; C. had reigned; D. had been reigning

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

The stranger whispered something(1) the beggar's ear. At the stranger's words, the beggar(2) on his knee and told him he would be happy to give him his stick and coat. Dressed like a beggar, the stranger entered(3) hall of the inn where the fifteen English lords were eating and drinking merrily.

The stranger asked(4) of the lords to give him a penny.

The lord laughed at him and said he would not give anything(5) a beggar. Another lord laughed and told the stranger they (6) give him fifty silver pounds if he could help them catch William Wallace, the traitor. The stranger said: "I know William Wallace (7) I know myself and I'll show him to you. Give me(8) money and William Wallace will be your prisoner."

The lords brought a bag of silver and gave the stranger fifty pounds(9) silver.

"You have kept your promise", said the stranger. "Look (10) me carefully as I am William Wallace myself."

SUBIECTUL B – INTEGRATED SKILLS

(60 points)

Read the text below and do the tasks that follow.

New York

New York is not a very old city. It was founded some 410 years ago, in 1610, after Henry Hudson, an English explorer hired by the Dutch, on board his ship "The Discovery", had entered the place known at present as Hudson Bay.

The explorer and his men were searching for a passage to the Indies. The new places were inhabited by Red Indians who were by no means hostile to the new colonists. The first colonists came from Holland. The Dutch named their American colony New Amsterdam and lived a comfortable and prosperous life there. In 1664, an English fleet under the command of the Duke of York sailed into the harbour and captured the city without any fight. At that time England was at war with Holland. When the war between the two countries was over, the English refused to give back the colony (which they had renamed New York after the Duke of York).

The development of the city began at the end of the 18th century, more rapidly after the construction of the Erie Canal in the 19th century. But the city we know today has however come into being within its last 100 years. The New Yorker of 1890 would hardly recognize his native town if he saw it now.

At the turn of the 20th century, millions of people driven by poverty emigrated to the New World from various European countries. They entered the American continent through New York and a great number settled down in the city. Over three quarters of the New York's inhabitants were named "foreigners" in the sense that they cannot say they have ancestors who were born in the U.S.A. That is why New York has been called "The New Babylon". Statistics show that at present more Irish people live in New York than in Dublin, more Icelanders than in Reykjavik, more Italians than in Rome. In

New York one can find many quarters inhabited almost entirely by Chinese, Italians and black people. Thus, in Chinatown, one hears more Chinese than English spoken. Harlem is a district inhabited by half a million black people. Little Italy is a district inhabited by Italians. They are the most densely populated sections of the city and the houses are in worst conditions than anywhere else. Nevertheless, the rents are extremely high. Over 15,000,000 inhabitants live in the city and its suburbs.

In New York, one can see the famous Empire State Building. Manhattan and the other islands are connected with one another by tunnels and bridges, e.g. the Brooklyn Bridge, the George Washington Bridge, the Hudson Bridge. The great sky-scrapers are complete cities in themselves, containing restaurants, banks and post-offices. Greenwich Village, the quarter for popular artists, fairs, bazaars and shows of any kind, is one of the most picturesque districts of the city. New York is the seat of many well-known banks, commercial insurance and shipping companies, big industrial trusts, etc., around the famous Wall Street financial district. It is also an important cultural centre, with many institutions of high education, libraries and theatres.

There are also many contradictions in New York. There are great number of unemployed people and one of the greatest public calamities in the development of crime alongside trade in drugs.

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

1. What were the first explorers looking for when they arrived to the New World?

- a. They were looking for a place to settle down.
- b. They were searching for a rich land.
- c. They were looking for the Red Indians.
- d. They were searching for a passage to the Indies

2. Who named the city New York?

- a. The English explorer Henry Hudson
- b. The Dutch colonists
- c. The English Duke of York
- d. The Chinese and the Italians.

3. Why did so many people emigrate to the New World at the turn of the 20th century?

- a. Because their ancestors were born in the U.S.A.
- b. Because of poor conditions in their own countries
- c. Because they could find better housing in the foreigners` districts
- d. Because of the extensive trade in drugs

4. How are the islands connected to one another?

- a. By roads and bridges
- b. By water and bridges
- c. By bridges and tunnels
- d. By trains and buses

5. Why are there many contradictions in New York?

- a. There are high rents in poor districts.
- b. Unemployment and drug trades are a harsh reality.
- c. Many artists and bankers live there.
- d. Manhattan is populated only by immigrants.

**II. Starting from the text above, write a for & against essay on immigration. (200-220 words)
(50 p)**

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



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BAREM DE EVALUARE

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

SUBIECTUL A - USE OF ENGLISH

I. 10p = 10 x 1p

1 – ruined 2- had been spent 3 – acted 4 - had been 5 - would not help/did not help
6 – was denied 7 – was 8 – had taught 9 – understood 10 – had loved/loved

II. 10p = 10 x 1p

1 – interesting 2- historical 3 – glorious 4 – independence
5 – treacherously 6- undoubtedly 7 – iconic 8 - bravery
9 – specifically 10 - noticeable

III. 10p = 10 x 1p

1 – A 2 – C 3 – A 4 – D 5 – C 6 – B 7 – C 8 – B 9 – A 10 – D

IV. 10p = 10 x 1p

1 – in/into 2 – fell 3 – the 4 – one 5 – to
6 – would 7 – as 8 – your/the 9- in 10 - at

SUBIECTUL B – INTEGRATED SKILLS

I. 5 x 2p = 10p

1 – d 2 – c 3 – b 4 – c 5 – b

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

50p

MARKING SCHEME FOR THE FOR AND AGAINST ESSAY

| Analytical criteria | Exemplary 10p | Proficient 8p | Partially Proficient 6p | Weak 4p | Incomplete 2p | Po in ts |
|----------------------------------|--|--|---|---|---|----------------|
| CONTENT | The essay is completely relevant to topic, all arguments are well-rounded, well-grounded, and balanced, developing the thesis of the introduction and leading to a balanced consideration and/or personal opinion. | The essay is fairly completed, the thesis in the introduction being further developed with balanced arguments and relevant ideas. | The essay is partially relevant to topic, there is no thesis formulated in the first paragraph, which leads to inconsistencies in the logical development of arguments. | The essay is faulty, including serious logical impediments in the sequencing of ideas / arguments. | The essay is wholly inadequate, there is no thesis in the first paragraph, while the arguments lack logical development. | |
| 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 for and against essay is totally relevant to the task, being organically integrated all along the discourse. | A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the for and against essay is relevant to the task with slightly incongruent lapses within the discourse | The range of vocabulary is adequately used in the essay; errors in word choice / formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the for and against essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas | A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the essay is inconsistent due to the mixture of styles. | A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the for and against essay is inappropriate for the type of functional writing. | |
| 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. | |