

**Etapă județeană/sectoarelor municipiului București a olimpiadelor naționale școlare –  
2023**

**Probă scrisă**

**Limba engleză**

**CLASA a XI-a - SECȚIUNEA A**

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

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

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

They all looked really petrified. Poor Charles was bug-eyed and sweating. This was probably more than he (1)\_\_\_\_\_ (BARGAIN) for: bright lights, too tired, (2)\_\_\_\_\_ (HAVE) to deal with a hostile adult.

She looked at them. I wondered if she (3)\_\_\_\_\_ (KNOW). For a moment I thought she (4)\_\_\_\_\_ (SAY) something, but instead she reached out and grabbed hold of Brandon's arm. "Well, we all (5)\_\_\_\_\_ (GET) a move on," she said curtly, leaning down to run a hand through his mussed hair. "It's getting late and I (6)\_\_\_\_\_ (LEAD) to expect that there might be a little problem with the seating."

Only when they arrived (7)\_\_\_\_\_ (THEY/REALIZE) that the church (8)\_\_\_\_\_ (BUILD) in the seventeenth-something. The sanctuary was dim; upon (9)\_\_\_\_\_ (STEP) inside they (10)\_\_\_\_\_ (BLIND) by a dazzle of candles.

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

When a family moves to a new country, they need to think about how they will maintain their own language and encourage their children to learn a new one. Not (1)\_\_\_\_\_ (SURPRISE), the experience of being dropped into a group of people who do not speak their language can be (2)\_\_\_\_\_ (PUZZLE) for children - although there is plenty of (3)\_\_\_\_\_ (EVIDENT) to show that very young children seem to cope much more easily than their parents!

In a new country, there are moments when the children need (4)\_\_\_\_\_ (REASSURE) from their parents and when it may be more crucial than ever to maintain routines which are (5)\_\_\_\_\_ (EMOTION) important such as story-telling in the home language. These routines (6)\_\_\_\_\_ (SYMBOL) a shared history and the permanence of the (7)\_\_\_\_\_ (RELATION) between parent and child. It is (8)\_\_\_\_\_ (PREFER) not to start speaking the new language to your child when at home. The importance to the child of associating parental relations with one particular language should not be (9)\_\_\_\_\_ (ESTIMATE) and one can easily imagine how stress at school coupled with a sudden switch of language at home may be interpreted by the child as a kind of (10)\_\_\_\_\_ (DENY), particularly at a moment of general upheaval for the whole family.

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

**10 points**

**1. Outrage made him \_\_\_\_\_ so many things \_\_\_\_\_ .**

- A. tell/ he wouldn't normally have to say
- B. to tell/ he wouldn't normally say
- C. to tell/ he didn't normally say
- D. tell/ he wouldn't normally have said

**2. Rumour \_\_\_\_\_ that she was so tired after the match that she \_\_\_\_\_, fell asleep and woke up the next day.**

- A. says/ laid down
- B. is saying/ lied down
- C. has it/ lay down
- D. says it/ lain down

**3. The old German bike \_\_\_\_\_ in my family for years. My father \_\_\_\_\_ it first then my brother \_\_\_\_\_ for two years, and I \_\_\_\_\_ it for the last three.**

- A. has been/ rode/ used/ have had
- B. is/ has ridden/ used/ have had
- C. had been/ had ridden/ had used/ had
- D. was/ rode/ used/ had

**4. While in prison, the prince \_\_\_\_\_ from the Dutch soldiers who \_\_\_\_\_ him that some monks \_\_\_\_\_ them money to \_\_\_\_\_ .**

- A. had learned / had been guarding / had offered / poison him
- B. learned / were guarding / had offered / have him poisoned
- C. has learned / have them guarding / offered / having poisoned him
- D. learned / guarded / were offering / have poisoned him

**5. People believe that the play was written when its author was very young.**

- A. The play is believed to being written when its author was very young.
- B. The author was believed to have written the play when he was very young.
- C. The play is believed to have been written when the author was very young.
- D. It is believed the author to have written this play when he was very young.

**6. I'd rather you \_\_\_\_\_ her invitation. I know you always prefer \_\_\_\_\_ TV to \_\_\_\_\_ to parties but this time we had better \_\_\_\_\_ to the reception.**

- A. don't turn down / to watch / go / should go
- B. didn't turn down / watching / going / go
- C. shouldn't turn down / to watch / going / shall go
- D. won't turn down / watching / going / would go

**7. After carrying out a thorough \_\_\_\_\_, the insurance company decided that she was entitled to \_\_\_\_\_ .**

- A. analysis / damages.
- B. analyses / damages.
- C. analysis / damage.
- D. analyses / damage

**8. Not for the world \_\_\_\_ with what her cousin \_\_\_\_ about her husband.**

- A. she could agree/ was saying
- B. she should have agreed/ had said
- C. she might have agreed/said
- D. could she have agreed/said

**9. Our office is very busy and in your new position you will have to be able to think on your \_\_\_\_ !**

- A. toes
- B. legs
- C. feet
- D. knees

**10. Kate has a very \_\_\_\_ approach to her children. She never \_\_\_\_ them.**

- A. laid-back/ scolds
- B. open-minded/ encourages
- C. warm-hearted/ forgives
- D. quick-witted/ trusts

**IV. Translate the following text into English.**

**10 points**

Hirtelen hahotázást hallottam túlról. Mi volt az? Vajon voltak vicces részek az esszémben? A nevetés abbamaradt. Jó alaposan megtöröltem magam a törölközővel, mintha valami rossz előérzetet akarnék kitörölni magamból, majd beléptem a szobába. - Miért nevetesz? - kérdeztem tőle (a lánytól) finoman. Visszalapozott egy oldalt, és elolvasott újra egy részt. Nevetésben tört ki. Igen, így volt, ráakadt egy sötét szarkazmussal teli szövegre. Lehetett nevetni is! Ha az eddig olvasottak miatt kedvezőtlen benyomások gyűltek volna fel benne, gondoltam, ezt a részt nem lehetett volna kiragadni a szövegkörnyezetből, hogy ennyire felvidítsa.

(Marin Preda – *Akit a legjobban szerettek a földiek közül*)

\*- a fordító megjegyzése

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

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

On Monday, 14<sup>th</sup> of November, it rained all day. 'Is this a bad sign?' I wondered as I asked a local person for directions to the venue for my course. As I was late, I was glad his instructions were brief and clear, but I thought he had a strange expression on his face. 'Danger of flooding. Check your brakes,' read the next sign. The sign after that read 'Arvon Foundation', where my course was. It also said 'Drive carefully.' I edged towards my destination. It was too late to turn back.

When I'd mentioned that I was going on a writing course my friends' reactions had varied from 'Are you running it?' to 'You must be mad.' The latter was right, I thought, as I walked into a 16<sup>th</sup> century farmhouse just before dinner. I was shown to a small room with three beds and a wash basin. The only bathroom was through another bedroom. For a journalist with wide experience of 5-star hotels, this was a shock.

I took my place at the dinner table and looked at my companions for the next five days; sixteen would-be fiction writers, aged 26-74. We had two teachers: Deborah, author of ten novels, and Stephen, whose latest work I had been unable to find in one of the biggest bookshops in

London. 'Hi, I'm Stephen,' he said amiably, sitting down next to me. Without thinking, I confessed to my failure in the bookshop, which added to the strain of the occasion for us both. After dinner, our course in fiction writing began. 'What do you want to get out of your course here?' Stephen enquired, and we each explained our plans. Mine had been a novel. When I'd booked the course, I'd left lots of free time to plot it out, identify the characters and write at least one chapter. But all this time was swallowed up by less demanding activities, like going to parties. 'Er, a short story ...' I heard myself saying weakly, but at least it sounded like something I could achieve.

It seemed less so the next day, when I was faced with the blank screen on the word processor I had brought with me. There was nothing between me and my fiction but writer's block. But professional journalists like me don't get writer's block, do they? Wrong. Fortunately, no one else could get started either.

Towards the end of the morning, I remembered that I had an ancient piece of fiction in my machine. This was a desperate idea but I had to have something to show the teachers before the afternoon's individual tutorials. Perhaps it could be turned into a short story. It didn't take more than a quick glance at it to convince me that it could.

Then it was tutorial time. We were due for our 20-minute individual session and nerves were frayed by the threat of cruel assessment. We had heard of idle tutors who refused to read the students' work at all and of frank ones who dared to tell the truth about it, but we were much luckier. Deborah and Stephen were thorough in their preparation. Stephen provided detailed analysis from handwritten notes; Deborah supplied brilliant solutions to tricky problems; both were heartwarming encouraging to everyone.

By Thursday evening, the brave were reading their own stories, which provided fascinating insights into their lives and personalities. Predictably standards varied from the truly talented to the deeply ungifted, but all were clapped and praised as they deserved to be. Most of the stories were autobiographical - so how come mine, which I was too cowardly to read - was about a world I know nothing about? And how come I got the distinct impression that Deborah and Stephen thought I'd better stick to journalism?

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

1. How did the writer feel as she made her way to the course?

- A. confused
- B. annoyed
- C. nervous
- D. determined

2. When the writer arrived for the course, she

- A. felt that some of her friends' reactions had been right.
- B. was disappointed that the building was such an old one.
- C. considered complaining about the lack of facilities.
- D. suspected that it was likely to be badly run.

3. Before she went on the course, the writer had
- A. managed to write a short story to take with her.
  - B. decided that writing a novel was going to take too long.
  - C. not had as much free time as she'd expected.
  - D. not succeeded in putting her plans into action.
4. What happened when she sat down to write on the first morning?
- A. She discovered that she could have the same problems as any other writer.
  - B. She realised that something she had written in the past was excellent.
  - C. She overcame a problem with the machine she had taken with her.
  - D. She decided that her first idea for a story was unlikely to work.
5. When people read their own stories to the others,
- A. different stories got different reactions.
  - B. there was no opportunity for the writer to read hers.
  - C. the stories revealed things about their writers.
  - D. the writer felt that they were better than hers.

**II. Starting from the text above, write a for-and-against essay on the following topic:  
*Imagination is more important than knowledge.* (220-250 words)**

**50 points**