

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

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

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

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

**(10 points):**

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

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

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

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

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

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

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

**(10 points)**

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

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

(10points)

#### *Sandwiches*

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

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

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

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

## SUBIECTUL B - INTEGRATED SKILLS (60 points)

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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