

OLIMPIADA DE LIMBA ENGLEZĂ ETAPA LOCALĂ 25 februarie 2023
CLASA a XI-a, SECȚIUNEA B-Bilingv/intensiv Varianta 1

Toate subiectele sunt obligatorii.

- Pentru rezolvarea corectă a tuturor subiectelor din Partea A și Partea B se acordă 100 de puncte.
- Timpul de lucru este 3 ore.
- Nu se acordă puncte din oficiu.

SUBIECTUL A – USE OF ENGLISH

(40 points)

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

What's the Baader-Meinhof Phenomenon?

Welcome to the Baader-Meinhof (pronounced *badder minehoff*) phenomenon, otherwise known as the frequency illusion. This phenomenon occurs when the thing you've just noticed, experienced or been told about suddenly crops up constantly. It gives you the feeling that out of nowhere, pretty much everyone and their cousin are talking about the subject — or you're seeing it everywhere you turn. But the thing is, of course, it seems to be everywhere because you're noticing it more. The term "frequency illusion" was coined by Stanford linguistics professor Arnold Zwicky in 2005. He also took note of its cousin the recency illusion — "the belief that things YOU have noticed only recently are in fact recent," Zwicky wrote.

A couple of things happen when the Baader-Meinhof phenomenon kicks in. One, your brain seems to be excited by the fact that you've learned something new, and selective attention occurs. Your brain subconsciously thinks, "Hey, that's awesome! I'm going to look for that thing without actually thinking about it." So now that you're looking for it, you find it. To make it all the more powerful, confirmation bias occurs after seeing it even once or twice. In other words, you start agreeing with yourself that, yup, you're definitely seeing it more!

Now if you've done a cursory search online for Baader-Meinhof, you might be a little confused, because the phenomenon isn't named after anyone who researched it. Instead, it's named for a militant West German terrorist group, active in the 1970s. The St. Paul, Minnesota, Pioneer Press online commenting board was the unlikely source of the name. In 1994, a commenter dubbed the frequency illusion "the Baader-Meinhof phenomenon" after randomly hearing two references to Baader-Meinhof within 24 hours. The phenomenon has nothing to do with the gang, in other words. But don't be surprised if the name starts popping up everywhere you turn!

[sources: BBC, Pioneer Press]. Originally Published: Mar 20, 2015

A. Answer the following questions, according to the text.

(8 points)

1. What does Baader-Meinhof mean?
2. Why is it called the Baader-Meinhof Phenomenon?
3. How do you pronounce Baader?
4. What is it called when you see something and then see it everywhere?

B. Choose the synonym for the words given below, according to their meaning in the text. (6 points)

1. crops up: a. happens b. arises c. derives
2. coined: a. produced b. faked c. invented
3. popping up: a. arriving b. appearing c. jumping

C. Rephrase the following sentences so as to preserve the meaning. (6 points)

1. The term "frequency illusion" was coined by Stanford linguistics professor Arnold Zwicky in 2005.
Stanford linguistic professor
2. "Hey, that's awesome! I'm going to look for that thing without actually thinking about it."
The scientist exclaimed
3. It seems to be everywhere because you're noticing it more.
If you didn't notice it more,

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

Some users of Twitter have thousands of followers. Clearly, they are 1) _____ (FASCINATE) people. But some of their followers are pretty silent and 2) _____ (RESPOND); in fact, they don't seem remotely interested in the 3) _____ (CONTRIBUTE) of the person they are following. And there's a reason for this: they are 4) _____ (FABRICATE), added to the person's account by companies that sell fake social media 5) _____ (FOLLOW) to anyone hoping to boost their reputation. The number of followers a user has is often seen as an indicator of their social influence or 6) _____ (POPULAR). Therefore, people such as artists or aspiring musicians might not find the idea 7) _____ (APPEAL). Having thousands of followers could enhance their image as a 8) _____ (DESIRE) commodity and even lead to offers of work. Although it's not 9) _____ (LEGAL) to sell followers, and it can be lucrative, somehow it feels 10) _____ (ETHIC) and unsatisfying. If your followers are fake, they don't care about you – and certainly don't read your comments. So what's the point of tweeting at all?

III. Read the text below and think of the word which best fits each space. Use only one word in each space. (10 points)

DOODLING IS GOOD

The next time you are caught doodling, that is making unconscious or unfocused drawings (1) _____ you should be listening, declare that you are simply trying to boost your concentration.

Recent research suggests that, (2) _____ than something to be frowned on, doodling should be actively encouraged because it improves our ability to pay attention. A study which compared (3) _____ well people remembered details of a dull speech found that people (4) _____ doodled throughout retained much more information than those trying to concentrate on listening.

Doodling, however, is not the same as daydreaming. It is quite common (5) _____ people to start daydreaming when they are stuck in a boring lecture (6) _____ listening to a tedious discussion, and then to pay little attention to what is (7) _____ on around them. But the research suggests that doodling should no (8) _____

_____ be considered an unnecessary distraction. Not (9)_____ is doodling sufficient to stop daydreaming without affecting our task performance, it may actually help keep us (10)_____ track with a boring task.

SUBIECTUL B – INTEGRATED SKILLS

(60 points)

Read the text below and do the tasks that follow.

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

A working life: the guide dog trainer

As mobility instructor for Guide Dogs for the Blind, Gareth Evans has the rewarding job of matching dogs to their owners.

I'm blindfolded and frightened. Cars are roaring past as I stumble along busy Leamington Spa pavements, terrified I'll unwittingly stray into the path of a vehicle. But Spriggs, the black Labrador whose brown training harness I'm desperately clinging to, soon has me at ease, calmly steering me around hidden obstacles, pedestrians, workmen and parked cars with every wag of his tail. Spriggs is close to finishing his training with Guide Dogs for the Blind and will soon be partnered with a visually impaired person.

At some point Spriggs will have been tutored by Gareth Evans, a local man who has worked with the charity for close to sixteen years. 'It has to be a partnership when you take on a guide dog,' he explains. 'We can only get the dogs to a certain level and then the owners have to take over and they will get out of that partnership what they put in.' Evans grew up in nearby Warwick surrounded by puppies – his family were regular 'puppy walkers' for the charity, the name given to families that look after a puppy for its first 12-14 months before handing it back for training, as well as breeders. 'Guide dogs have always been in my life and I'd always wanted to work for the charity.'

He achieved that ambition when he was nineteen, spending five years working in the kennels before a broken wrist led him to shadow the organisation's rehab workers, who provide training and guidance to help people live independently. 'What impressed me most was how you could give someone the smallest piece of advice, some of it not even related to dogs, that would make a huge difference to their lives, such as how to make the text on their television screen bigger,' he remembers. 'So I retrained as a rehab worker and did that for eight years.' Four years ago he became a mobility instructor for the charity, which means that as well as finishing off the dogs' tuition with advanced training, he helps match dogs to owners, provides support while they get to know each other and makes annual aftercare visits.

Evans thinks there are many myths about the role of guide dogs. 'A lot of people think they take their owners for a walk, that the owner says, "Right, off to the fish and chips shop, please," and the dog takes them there,' he says. 'The owners are the ones in control and who need to know where they are going. The dog is only helping them look out for roads and obstacles, it's not actually taking them anywhere – although if it learns a route, it might pop into a shop if the owner visits frequently.' He talks of the occasional embarrassment suffered by owners whose guide dogs betray their love of takeaways by padding into the kebab shop even if the owner wishes to walk past.

When I am blindfolded and partnered with Spriggs for my walk, I immediately realise how big a jump it is from trusting your own eyesight to trusting that a dog will guide you safely around town. For the first five minutes I am genuinely scared that my life is held in the paws of a canine I've never met but I slowly become attuned to Spriggs's subtle movements when he pulls me to the left or right to avoid obstacles or as he prepares to stop at a kerb. I marvel as he obeys my command to turn right at one pavement edge. All the while Evans is telling me what to do, how to give the dog feedback, to pat him affectionately when he has done well, along with numerous other instructions.

1. Why does the writer start to feel more relaxed in the first paragraph?
 - A. He knows he will shortly regain his sight.
 - B. He has survived a difficult experience.
 - C. He begins to have faith in his guide.
 - D. He is approaching the end of the journey.
2. Gareth believes that a successful guide dog is ultimately the result of
 - A. the breeding and quality of the dog.
 - B. the level of training the dog is given.
 - C. the early stages of care when they are young.
 - D. the interaction between owner and dog.
3. When working in rehabilitation, Gareth was
 - A. encouraged by the degree of independence the blind people had.
 - B. surprised by the value of his own contributions.
 - C. confident that he could learn from the experience.
 - D. undeterred by his physical problems.
4. The writer mentions the 'fish and chips shop' to
 - A. illustrate the talents of a good guide dog.
 - B. correct a common illusion.
 - C. explain a difficult procedure.
 - D. emphasise the importance of training done by owners.
5. When taking part in the experiment, the writer believes that
 - A. being in control of the dog is a very powerful feeling.
 - B. knowing how to direct the dog takes time.
 - C. relying on the dog takes considerable courage.
 - D. reacting to the dog's affection is important.

II. Starting from the text above, write a *for and against* essay on using animals for humans benefit. (220-250 words)

(50 points)

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BAREM

SUBIECTUL A – USE OF ENGLISH

(40 points)

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

(20 points)

A) Answer the following questions, according to the text.

(8 points)

- 1) The Baader Meinhof phenomenon is a cognitive bias in which people tend to see a particular thing everywhere after noticing it for the first time.
- 2) It all started in the comments section of a newspaper called the Minnesota St. Pauls Pioneer Press. During the 90s, one commenter talked about the Baader-Meinhof group, which was a West German terrorist organization, and within hours, he saw another reference to the group 70 years after the organization was disbanded. Hence, the term was coined as the Baader-Meinhof phenomenon.
- 3) It's pronounced *badder minehoff*
- 4) This is what you call the Baader-Meinhof phenomenon. However, it is also known as frequency illusion and frequency bias. It is the phenomenon in which something you saw for the first time starts to “appear” everywhere.

B. Choose the synonym for the words given below, according to their meaning in the text. (6 points)

1. a. happens. 2. c. invented, 3. b. appearing

C. Rephrase the following sentences so as to preserve the meaning.

(6 points)

1. , Arnold Zwicky, coined the term "frequency illusion" in 2005.
2. ... (that) that was awesome and he was going to look for that thing without actually thinking about it.
3. it wouldn't seem to be everywhere

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

1. FASCINATING, 2. UNRESPONSIVE, 3. CONTRIBUTIONS, 4. FABRICATIONS, 5. FOLLOWERS, 6. POPULARITY, 7. UNAPPEALING, 8. DESIRABLE, 9. ILLEGAL, 10. UNETHICAL

III. Read the text below and think of the word which best fits each space. Use only one word in each space. (10 points)

1. when, 2. rather, 3. how, 4. who, 5. for, 6. or, 7. going, 8. longer, 9. only, 10. 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. C, 2. D, 3. B, 4. B, 5. C

MARKING SCHEME FOR THE FOR AND AGAINST ESSAY

| Analytical criteria | Exemplary 10p | Proficient 8p | Partially Proficient 6p | Weak 4p | Incomplete 2p | Points |
|----------------------------------|--|--|---|---|---|--------|
| 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. | | |
|--------------------------------|---|---|---|--|---|--|--|