



OLIMPIADA DE LIMBA ENGLEZĂ – ETAPA JUDEȚEANĂ/PE MUNICIPIUL BUCUREȘTI,  
2018  
CLASA A X-A - SECȚIUNEA A

## 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. Read the following text and put the verbs in brackets into the correct tense. 10 points

Betty (1) \_\_\_\_\_ (HURRY) to school after she (2) \_\_\_\_\_ (SPEND) an hour waiting for Dana. "I'll be late for the English class if I (3) \_\_\_\_\_ (NOT/GET) the next bus". She looked at her watch and realised that she only (4) \_\_\_\_\_ (HAVE) 10 minutes more to get to school. "What am I going to do? I wish I (5) \_\_\_\_\_ (NOT/WAIT) for Dana for so long." That very moment she (6) \_\_\_\_\_ (HEAR) somebody calling her name. It was Dana, who (7) \_\_\_\_\_ (WAVE) at her from across the street. Then she shouted to Betty: "Come here, there's a taxi waiting for us". Betty crossed the street and they both got in the taxi. "Sorry for being so late, but I'd rather you (8) \_\_\_\_\_ (NOT/ASK) me now. I (9) \_\_\_\_\_ (TELL) you everything as soon as we (10) \_\_\_\_\_ (GET) to school.

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

1. He proved so stubborn that it seemed (POINT) \_\_\_\_\_ to me to insist.
2. It is (LOGICAL) \_\_\_\_\_ to assume that everyone thinks the same way as you do.
3. The witness gave (CONTRADICT) \_\_\_\_\_ opinions about the accident.
4. She showed great (PATIENT) \_\_\_\_\_ when she worked here as a nurse.
5. In that novel, the (NARRATE) \_\_\_\_\_ was the main character.
6. The arrival of Santa Claus caused great (EXCITE) \_\_\_\_\_ among the children.
7. He proved to be a very (ENERGY) \_\_\_\_\_ man as Chair of the committee.
8. You'll put on (WEIGH) \_\_\_\_\_ if you keep eating so many sweets.
9. Apart from being a great experience, travelling also (BROAD) \_\_\_\_\_ the mind.
10. Why are you driving so (CARE) \_\_\_\_\_? You might have an accident.

## III. Read the following text and decide which answer A, B, C or D best fits in each gap. 10 points

A noisy parrot called Peanut, who likes to imitate sounds, helped save Kenny Donovan and his four-year-old son from a house fire by mocking the (1) \_\_\_\_\_ of a smoke alarm. The two had (2) \_\_\_\_\_ asleep on the sofa in the living room of their semi-detached house in Birmingham (3) \_\_\_\_\_ watching a movie. After hearing Peanut (4) \_\_\_\_\_ the fire alarm they awoke to find their home on fire. 'He was really screaming his head off,' Kenny said. The smoke alarm had (5) \_\_\_\_\_, but it was the bird's call that had caught Kenny's attention. Grabbing his son and his bird, he safely got them out of the house. The fire, (6) \_\_\_\_\_ destroyed the kitchen and bedroom, (7) \_\_\_\_\_ under investigation. (8) \_\_\_\_\_ Peanut, it was the fact that they fell asleep downstairs on the sofa that helped save them. They may not (9) \_\_\_\_\_ the alarm or the bird if they (10) \_\_\_\_\_ asleep in their bedrooms, where an air conditioning system drowns out most of the noise around the house.



1	A -sound	B -noise	C - shout	D - call
2	A -fall	B – felt	C - fallen	D - feel
3	A -during	B – from	C - while	D - as
4	A -imitating	B - to imitate	C - imitated	D - has imitated
5	A - set off	B - turned off	C - went off	D - gone off
6	A -what	B – which	C - however	D - that
7	A -stays	B - remains	C - stands	D - returns
8	A -Beside	B - Apart from	C - Out of	D - Next to
9	A -heard	B – hear	C - had heard	D - have heard
10	A -were	B - would be	C - had been	D - have been

**IV. Read the text below and think of the word which best fits in each gap. Use only one word in each gap. 10 points**

Then he turned philosophical, trying to make them understand that due **(1)** \_\_\_\_\_ the personnel shortage caused by the murder of Officer Magnella, they were being given a special opportunity to show their stuff. He could not remember, he told them (honestly) any other time when two untrained officers **(2)** \_\_\_\_\_ been sent out by themselves in a Highway car. If they performed well, he told them, it certainly would reflect well on the report Sergeant DeBenedito would ultimately write on them. And he **(3)** \_\_\_\_\_ the point that they should feel **(4)** \_\_\_\_\_ embarrassment, or reluctance, to call **(5)** \_\_\_\_\_ assistance or advice anytime they encountered a situation they weren't quite sure how to handle.

(adapted from W.E.B.Griffin, *The Victim*)

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

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

How well do you take criticism? In “The Perfect Essay,” John Kaag writes about how critique helped him become a better writer.

Looking back on too many years of education, I can identify one truly impossible teacher. She cared about me, and my intellectual life, even when I didn't. Her expectations were high - impossibly so. She was an English teacher. She was also my mother.

When good students turn in an essay, they dream of their instructor returning it to them in exactly the same condition, **save for** a single word added in the margin of the final page: “Flawless.” This dream came true for me one afternoon in the ninth grade. Of course, I'd heard that genius could show itself at an early age, so I was only slightly taken aback that I had achieved perfection at the tender age of 14. Obviously, I did what any professional writer would do: I hurried off to spread the good news. I didn't get very far. The first person I told was my mother.

My mother, who is just shy of five feet tall, is normally incredibly soft-spoken, but on the rare occasions when she got angry, she was terrifying. I'm not sure if she was more upset by my hybris or by the fact that my English teacher had let my ego get so out of hand. In any event, my mother and her red pen showed me how deeply flawed a flawless essay could be. At the time, I'm sure she thought she was teaching me about mechanics, transitions, structure, style and voice. But what I learned, and what stuck with me through my time teaching writing at Harvard, was a deeper lesson about the nature of creative criticism.



First off, it hurts. Genuine criticism, the type that leaves an indelible mark on you as a writer, also leaves an existential imprint on you as a person. I've heard people say that a writer should never take criticism personally. I say that we should never listen to these people.

Criticism, at its best, is deeply personal, and gets to the heart of why we write the way we do. Perhaps you're a narcissist who secretly resents your audience. Or an elitist who expects herculean feats of your reader. Or a know-it-all who can't admit that stylistic repetition is sometimes annoying redundancy. Or a wallflower who hides behind sparkingly meaningless modifiers. Or an affirmation junkie who's the first to brag about a flawless essay.

Unfortunately, as my mother explained, you can be all of these things at once. Her red pen had made something painfully clear. To become a better writer, I first had to become a better person.

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

1. A synonym for **save for** in the second paragraph is
  - A. without.
  - B. irrespective of.
  - C. except for.
  - D. notwithstanding.
  
2. When he received his first "flawless" remark on an essay, the author was slightly
  - A. taken in by it.
  - B. intimidated by it.
  - C. taken by surprise by it.
  - D. confused by it.
  
3. We can understand from the text that, at some point in his life, the author was
  - A. a university professor.
  - B. a mechanic engineer.
  - C. a Harvard student.
  - D. a theatre critic.
  
4. In the author's opinion,
  - A. we should never accept the criticism of others.
  - B. we should assume the criticism we receive.
  - C. only envious people criticize others.
  - D. critics never listen to pertinent arguments.
  
5. A flawless essay is something anyone can
  - A. be in doubts about.
  - B. boast about.
  - C. settle up with.
  - D. come to terms with.

**II. Write a narrative-descriptive essay about a situation when creative and constructive criticism taught you a valuable lesson. (200-220 words) 50 points**