



INSPECTORATUL ȘCOLAR JUDEȚEAN GALAȚI
OLIMPIADA DE LIMBA ENGLEZĂ- ETAPA LOCALĂ

CLASA a IX-a, SECȚIUNEA A

15 februarie 2025

NOTĂ: Toate subiectele sunt obligatorii.

Timp de lucru - 3 ore

SUBIECTUL I – USE OF ENGLISH (40 points)

I. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C, or D on your answer sheet. (10 points)

We would expect that, with the rise in popularity of TV (1)....., film would be less popular today. However, when asked to name their favourite forms of entertainment, there are still huge numbers of people who list the cinema. One of the things we notice from surveys is that specific film (2)..... appeal to different age groups. Statistically, most cinemagoers are young people, so film producers avoid extremely (3)..... scenes when they make films. Very young viewers typically watch animated films, fantasies and films (4)..... families. As audiences get older, comedies and action films take over. Of course, a box office (5).....can attract viewers of all ages. A famous actor in the leading (6).....can make a big difference too. One age group that shows a noticeable increase in going to the cinema is the over-55s. Factors that influence whether a film is popular with older people vary widely. They may look at the (7).....to see if they recognize any of the actors. Alternatively, they may watch a film because they have read positive (8)..... in the press. Strong themes and stories that (9) the mind are also more likely to appeal to this age group. That probably means they are not queuing (10).....to watch the latest Disney animated film.

- | | | | | | | | | |
|-----|---|----------|---|--------------|---|-------------|---|--------------|
| 1. | A | episodes | B | seasons | C | scenes | D | series |
| 2. | A | genres | B | effects | C | crews | D | auditions |
| 3. | A | amusing | B | entertaining | C | frightening | D | inspiring |
| 4. | A | made for | B | made into | C | made over | D | made towards |
| 5. | A | crash | B | smash | C | cash | D | flash |
| 6. | A | role | B | costume | C | show | D | action |
| 7. | A | plot | B | cast | C | soundtrack | D | performance |
| 8. | A | scripts | B | soundtracks | C | dialogues | D | reviews |
| 9. | A | confuse | B | frustrate | C | stimulate | D | release |
| 10. | A | for | B | in | C | up | D | back |

II. Fill in each gap in the following text with only ONE word which fits the meaning of the text. (10 points)



Wheelies (1) quickly become popular in schools up and down the UK. These shoes, (2) have a wheel at the back, allow kids to go from walking to rolling simply by moving their weight to the back of their foot. But *Wheelies* aren't popular with everybody. There have (3) a lot of accidents and the shoes (4) be particularly dangerous if kids have never used them (5) Steve Jones, (6) owns a shoe shop, says, 'These shoes might (7) dangerous in some situations, but after about two hours most kids (8) it easy to control them.' Steve (9) starting '*Wheelie* Classes' next month, which he hopes (10).....help children avoid accidents in the future.

III. Read the sentences and use the word given in brackets to form a word that fits in the gap. (10 points)

1. There were noto the plan so I went ahead and made all the necessary arrangements. (**OBJECT**)
2. Unfortunately, travelling by plane also has some.....
(**ADVANTAGE**)
3. There are several run-down districts in the city where..... is in a terrible state. (**HOUSE**).
4. In..... to many complaints by residents, we decided to make the area a no-parking zone. (**RESPOND**)
5. They won't let you into the club if you'redressed – that is, if you're not wearing a tie. (**APPROPRIATE**)
6. A limited..... of the author's works will be published next year. (**EDIT**)
7. The..... that banks charge for borrowing money has gone up. (**PERCENT**)
8. Many men believe that bringing up children is the..... of women. (**RESPONSIBLE**)
9. I always thought Ian was a sensible young man, so I was really surprised at the _____ of his views regarding the environment. (**MATURE**)
10. The young boy disagreed with our plan and wasto help us. (**WILL**)

IV. Complete the second sentence with TWO to FIVE words using the word given, so that it has a similar meaning to the first sentence. Do not change the word given. (10 points)

1. I couldn't understand the instructions for my new CD player. **SENSE**
The instructions for my new CD player didn't.....me.

2. He described the hotel to us in detail. **DETAILED**
He.....of the hotel.



3. The police are investigating the cause of the explosion. **LOOKED**
The cause of the explosion.....by the police.

4. We took more luggage than we needed. **TAKEN**
We.....so much luggage.

5. As we don't know when we might be able to visit Tunisia again, let's try to do as much as we can. **MOST**
As we don't know when we might be able to come again, let'sour visit to Tunisia.

SUBIECTUL II – INTEGRATED SKILLS (60 points)

I. Read the text below. For each question, choose the correct answer: A, B, C or D (5 x 2p = 10 points)

A hop, skip and a jump away

'I want you warming up. Do some bouncing on the grass while you wait to sign in.' It was Paula, our coach. I wasn't too keen on this idea, knowing it would only tire me. My eyes met those of my three fellow triple-jumpers. We all sighed in agreement, all wanting to conserve our energy. Nobody moved. What's more, I needed to qualify for the state championships. It was all I could think about. I had to jump twenty-nine feet, six inches to do this.

The sun was bright in the cloudless sky as I looked down the runway to the sand-filled triple-jump pit. Sounds of feet pounding on the track and cheers filled the air. I closed my eyes and tried to imagine it; the perfect jump. I'd only recently taken up this event and wished I'd had more practice. It's so much more than a hop, skip and a jump. It's a take-off. The announcer's voice boomed, 'All triple-jump girls please sign in now.' About nine of us meandered down to the pit where he was holding a clipboard and measuring tape.

Waiting for my turn, I checked out the competition, seeing who had the longest legs or greatest muscle tone. My legs were still aching a little from the hundred-metre hurdles. I stretched them out, feeling the lump in my left one, the remnants of a pulled muscle. When I heard my name called, I began to feel nervous. What if I didn't make it? This was the last chance to qualify and I had three jumps to do it. I bounced on my toes as I watched the girls before me jump. Analysing their form, you could see those who didn't have enough momentum from the board.

Finally, my turn came. I stepped onto the runway and found my chalk mark. Steadying myself, I narrowed my eyes and took a deep breath. Pushing off my back foot, I lunged forward into a sprint. One, two, three, four, five and by six strides I was on the board. The actual jump is hard to remember; a one-legged hop, a skip and a long jump into the hot sandy pit. A long breath escaped me as I stepped out of the pit and waited to hear my measurement. 'Twenty-eight feet, five-and-a-half inches' called the clipboard guy.

I walked down the runway to be met by Paula, and was thankful for her kind face. 'I want you to try something. Alright? Where's a relaxing place for you?' 'In the water, I guess. Swimming.' It was the first thing that came to mind and I didn't realise how silly it must sound. 'Perfect', she responded. 'Right before you jump, I want you to imagine you're in the water, just floating, OK?' I agreed, smiling to show my appreciation. I paced until my name was called again.



‘Pirog, you’re up!’ I closed my eyes and imagined the water running over me, soothing me. My muscles relaxed and I exhaled as I pushed into take-off. This sprint felt loose and free. When I took off from the second board, I was sure my first phase was too high, that my second was chopped, and my landing wasn’t quite what it should have been. I stood up, shaking off the sand as the officials drew out the long measuring tape. The suspense was killing me.

‘Twenty-nine feet, ten inches.’ I couldn’t stop myself from screaming and jumping into the air. My team-mates rushed to me, I was encircled and soon my hand stung from the force of all the customary high-fives. It was a relief finally to have made it and my success couldn’t be put down to sheer luck. My face ached from smiling but I knew I wouldn’t stop. I found Paula and ran to hug her. ‘That was all thanks to you.’ She smiled in return: ‘Thank the water.’

1. From the first paragraph we understand that Audrey

- A. was already feeling very tired.
- B. needed to beat the other jumpers.
- C. had a specific aim in mind that day.
- D. felt guilty about ignoring her coach.

2. The word ‘it’ underlined in paragraph two refers to

- A. background noise at the event.
- B. the place where this event is held.
- C. the amount of practice needed for the event.
- D. a technically good performance in the event.

3. In the third paragraph, Audrey reveals that

- A. she once suffered a leg injury.
- B. she had already won another event that day.
- C. she felt confident in her ability to achieve her goal.
- D. she was impressed by the performance of the other jumpers.

4. When she was talking to Paula, she felt

- A. embarrassed by a question her coach asked her.
- B. amused by a suggestion her coach made.
- C. sad that she’d let her coach down.
- D. grateful for her coach’s support.

5. During her second jump, Audrey

- A. was still feeling very tense.
- B. felt unhappy with one aspect of her jump.
- C. was rather self-critical of her performance.
- D. felt that everything was going better than last time.

II. Writing..... (50 points)



INSPECTORATUL ȘCOLAR JUDEȚEAN GALAȚI
Str. Portului Nr.55 B ☎ 0372362000; ☎ 0236319396
E-mail: secretariat@isjgalati.ro site: www.isjgledu.ro



MINISTERUL EDUCAȚIEI ȘI CERCETĂRII

Operator de date cu caracter personal nr. 18028

Imagine you are Audrey Pirog, and you are applying for a position as a junior athletics coach at your local sports centre. Using your experience from the text, write a formal **letter of application** to the sports centre manager. **(180-200 words)- 50points**



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CLASA a IX-a, SECȚIUNEA B
15 februarie 2025

**Notă: Toate subiectele sunt obligatorii.
Timp de lucru: 3 ore**

SUBIECTUL I - USE OF ENGLISH..... (40 points)

1. For questions 1-10, read the text below and decide which answer (A, B, C or D) best fits each gap. (10 points)

Mars on Earth

The centre of Antarctica, where winter temperatures frequently fall to (1) 80 degrees centigrade and for four months each year there is (2) darkness 24 hours a day, is one of the most extreme environments on Earth. It is also by (3) the most similar place to the surface of Mars, which is why a (4) of thirteen scientists from the European Space Agency have spent nine months at a base there.

They have been studying the physical and psychological (5)..... on humans of living in extreme conditions, in order to obtain a better understanding of the difficulties humans will (6) during the long flights to Mars and their stay there. Of course, space is (7) Antarctica in that astronauts have to adapt to weightlessness, but the base is 3,200 metres above the sea (8) , making it difficult to breathe there – as it can be on space flights. They have also, like space travellers, experienced strong feelings of being (9) off from civilisation.

Going to Antarctica is like visiting another planet, no doubt about it. That is why using Antarctica as a “platform” for simulating certain aspects of manned spaceflight mission will deliver the most accurate pieces of information on how living in an isolated community during 24-hour winter darkness affects the health and human ability to perform (10) problem-solving functions.

- | | | | |
|-------------|------------|--------------|--------------|
| 1.A beneath | B lower | C minus | D less |
| 2.A regular | B constant | C repeated | D maintained |
| 3.A far | B much | C large | D long |
| 4.A band | B cast | C gang | D team |
| 5.A results | B effects | C issues | D risks |
| 6.A oppose | B dare | C challenge | D face |
| 7.A unlike | B contrary | C unfamiliar | D different |
| 8.A height | B level | C depth | D scale |
| 9.A broken | B cut | C kept | D taken |
| 10.A deep | B heavy | C specific | D strong |

2. Fill in each gap in the following text with only ONE word which fits the meaning of the text. (10 points)

The Computer Mouse

When is a mouse not a mouse? When it sits (1) your desk and controls your on-screen cursor. The computer mouse is a pointing device (2) has a flat bottom, a shaped top with buttons on and – perhaps – a cable connecting the mouse (3) the computer. The mouse moves on the surface of the desk, and the cursor copies this movement on the screen. The first computer mouse had wheels that (4) contact with the working surface.

The person who invented the mouse, and who was responsible (5) changing the way computers worked, was an American named Douglas Engelbart. In fact, he invented many devices, including ones attached to the chin or nose, in (6) to point at the screen. However, his computer mouse soon proved to (7) much more convenient and far simpler to use. His first attempt (8) producing a mouse was in 1964, (9) it was large, heavy and difficult to move. A few years later, in 1968, his improved mouse made (10) first appearance and rapidly became a huge success.

3. Read the text below and use the words given in capitals to form words that fit in the gaps. The words in capitals are given in the order you need to use them. (10 points)

Sounds in the Dark

Horror film fans will find this movie highly 1..... The plot centres on Harry, a man who seems perfectly normal and even rather 2.....most of the time but who turns into something truly 3..... whenever it rains, and it rains a lot in this movie. The special effects are very 4..... And some scenes are very 5....., even for committed horror film fans. The 6., in particular, will come as an enormous shock. I won't spoil things by saying what happens but it 7. gave me a fright! So, if you're 8.....about horror films and you want to see something that is full of 9..... unexpected scenes, this could be the film for you. But beware! You'll come out of the cinema totally 10..... after you've seen it!

1.ENJOY
2. BORE
3. SCARE
4. IMPRESS
5. FRIGHT
6. END
7.DEFINE
8.ENTHUSE
9. SURPRISE
10. EXHAUST

4. Rephrase the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words, including the word given. (5x2p=10 points)

1. I'm going to the technology seminar, but I don't want to.

HAVE

I wish _____ go to the technology seminar.

2. Marge intends to save some money and then buy her mother a nice gift.

ONCE

Marge is going to buy her mother a nice gift, _____ some money.

3. They used an expensive camera to film this news story last month.

FILMED

This news story _____ an expensive camera last month.

4. If they don't book their holiday now, they'll have to pay more.

UNLESS

They'll have to pay more _____ their holiday now.

5. Many local businesses have set up websites.

BY

Websites _____ many local businesses.

SUBIECTUL II – INTEGRATED SKILLS(60 points)

1. You are going to read a magazine article about hormones. For questions 1 – 5, choose the answer (A, B, C or D) which you think fits best according to the text. (10 points)

Happy hormones

What makes us feel good? Why can we, one day, feel on top of the world and the next, feel like everything's just too much for us? The fact is that how we experience different emotions is actually all down to science.

Our moods and emotions are influenced by chemicals called hormones, which travel through our bloodstream and send messages to different parts of the body. Our bodies produce hormones, which affect us in different ways. Some hormones cause a physical response. For example, the hormone adrenalin is responsible for the 'fight or flight' reaction (hearts beat faster, breathing increases and our bodies are ready to either face a dangerous situation and 'fight' it or run away from it). Other hormones affect our feelings rather than our actions and produce a more emotional response.

Hormones such as serotonin and dopamine make us feel cheerful and are important in the treatment of those who suffer from depression, anxiety and other emotional problems. Medical professionals have found that prescribing medication which stimulates the production of serotonin in the body is an effective way to treat these kinds of conditions. It can help people to feel more relaxed, happier, and in some cases, more able to cope with day-to-day life.

What we do, eat and how we live helps release these hormones naturally, but how can we produce enough of them to get the 'feel good' effect? First, let's have a look at what these hormones are and how they help.

Serotonin, known as the 'happiness hormone', is one of the chemicals at work when we feel happy. It relieves depression and reduces anxiety as well as helping us stay emotionally balanced. So what exactly makes our serotonin levels go up? Have you ever noticed how people always seem more cheerful on a bright sunny day? Well, it's not just a coincidence. Exposure to sunlight can help release serotonin in the brain and make you feel better than you do on damp dreary days. Eating more carbohydrates can have a similar effect, but although complex carbohydrates like nuts and wheat increase serotonin, their influence may only be temporary. For a longer lasting feeling of happiness, combine carbohydrates with healthy fats and a range of protein-rich foods like fish, meat and eggs, which contain an acid that is converted into serotonin. Getting a serotonin boost is great for the feel-good factor, but a lack of this hormone can cause a condition called serotonin deficiency disease. Sufferers have a very low level of serotonin, and this not only affects mood, stress and anxiety levels, but also sleep patterns.

Endorphins are also important hormones. Known to reduce anxiety and how sensitive we are to pain, they are essential for a healthy mind. Exercise stimulates the production of endorphins, so that's why you normally feel happier when you've been playing sport, for example. In fact, doctors recommend physical activity for mild depression, and many people find that it is effective in improving their mood.

If it is a lack of concentration and the inability to focus that is a problem, then you are probably low in dopamine.

Phenylethamine is another amazing hormone, which can make us feel a kind of happiness similar to being in love. Cocoa beans contain this hormone, and this may well explain why chocolate is so popular!

Of course, we all know that eating well and getting plenty of exercise is good for a healthy lifestyle, but now we can see how important it is for having a happier and more positive outlook on life.

1. The writer says that hormones

- A. are similar to feelings.
- B. are natural responses.
- C. control how we feel.
- D. depend on our mood.

2. The hormones discussed in the third paragraph

- A. are effective in preventing stress.
- B. can only be found in medication for depression.
- C. can help people with psychological problems.
- D. are absent from people suffering from depression.

3. What can permanently increase the level of serotonin in the body?

- A. staying inside and away from bad weather
- B. eating only carbohydrates
- C. eating plenty of nuts and wheat
- D. eating a balanced diet

4. Dopamine is a hormone that

- A. can help you focus better.
- B. is found in most healthy food.
- C. is released when you can't concentrate.
- D. reduces your energy levels.

5. What is the main message of the article?

- A. natural remedies are better than medicine
- B. we should regulate our hormone levels
- C. we can help ourselves to improve our mental health
- D. healthy eating is the key to emotional stability

2. Writing (50 points)

Read the text again and write a **review** of a book that encourages people to adopt a healthy style, through diet and exercise. Explain why such a lifestyle is beneficial for young people. **(180 - 200 words)**



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OLIMPIADA DE LIMBA ENGLEZĂ- ETAPA LOCALĂ
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15 februarie 2025

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Timp de lucru - 3 ore

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C, or D on your answer sheet. (10 points)

Around the world, many teachers and lecturers are now (1) lessons online. Many of the students who (2)..... classes from the comfort of their homes take their education seriously. However, some take a more relaxed attitude towards their (3) Some students, having (4) themselves with their new online environment, are doing things they'd never do in a classroom, sometimes with hilarious consequences! One class at a college in the USA have (5) a number of new online skills, and the tricks they (6) on their professor have made her life very difficult. It all started when one of the students in her class asked to borrow a pencil from one of her classmates. All the students joined (7) and pretended to pass the pencil screen to screen. Their professor couldn't make (8) nor tail of what was going on! While such behavior has been (9)..... by some, most educators can see the funny side of it, and take it as a sign that students feel at ease in the environment. Do you think that criticizing the students' behavior is (10)? Similarly, teachers have embraced the informal setting, bringing their pets on screen and cracking jokes to lighten the mood.

1. A. enrolling in B. accessing C. delivering D. revising
2. A. assess B. attend C. award D. acquire
3. A. coursework B. potential C. platform D. course book
4. A. realised B. summarised C. identified D. familiarised
5. A. acquired B. boosted C. introduced D. completed
6. A. do B. make C. play D. like
7. A. out B. together C. up D. in
8. A. brain B. cap C. head D. sail
9. A. notified B. criticised C. reduced D. reviewed
10. A. justified B. clarified C. classified D. simplified



II. Fill in each gap in the following text with only ONE word which fits the meaning of the text. (10 points)

Agatha Christie (1890–1976) (1)_____ the world's most successful author, having sold an unbelievable two billion books. Her work has (2)_____ translated into 103 languages and she is considered by (3)_____ to be the Queen of Crime, as her mystery fiction has been so popular and so influential.

Her play The Mousetrap is the longest-running production in the West End of London. It opened in 1952 and can (4)_____ be seen at the Ambassadors Theatre near Leicester Square. In 1920 her first book, The Mysterious Affair at Styles, introduced the Belgian detective Hercule Poirot. (5)_____ he was loved (6)_____ readers, Agatha Christie herself hated the character and longed to kill (7)_____ off. She also created another famous detective, the elderly lady Miss Marple, (8)_____ uses her knowledge (9)_____ human nature (10)_____ solve crimes.

III. Read the sentences and use the word given in brackets to form a word that fits in the gap in the same line. (10 points)

1. From the balcony we could see all the _____ arriving in their shiny cars. (CELEBRATE)
2. During the Second World War, the _____ of certain areas of London would hide in the tunnels during air raids by the German air force. (INHABIT)
3. Her behaviour was _____ and very rude. (CIVIL)
4. The young boy was _____ about not being allowed to play outside. (RESENT)
5. Paella Valenciana contains no seafood but instead a _____ of chicken, rabbit and snails, with white and green beans. (MIX)
6. It is _____ to leave children playing on the beach without someone watching them. (ADVISE)
7. Despite what she said, Mum was _____ shocked when I told her I'd failed the test. (VISION)
8. There is a lack of _____ in the articles she writes. They are all the same. (CREATE)
9. You should take the offer. It's an _____ price for a two-week holiday in Spain. (BEAT)
10. I asked the manager to _____ a few points in the agreement before we came around to the signing. (CLEAR)

IV. Complete the second sentence so that it means the same as the first. You must use between two and five words, including the word given. (5x2=10 points)

1. They tried to rescue the survivors before dark. **ATTEMPT**
They.....the survivors before dark.
2. I was surprised when he said he wouldn't work overtime. **REFUSAL**
His.....as a surprise to me.
3. She didn't like the fact that he had been treated so badly. **BEING**
She objected.....so badly.
4. I've been too busy to watch the movie you sent, but I'll do it soon. **ROUND**
I have..... the movie you sent, but I'll do it soon.



5. If you don't leave now, you'll miss the bus.

You else you'll miss the bus.

BETTER

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

I. You are going to read an article about an island off the west coast of Scotland. For questions 1-5, choose the answer (A, B, C or D) which you think fits best according to the text. (5x2=10 points)

Lawrence MacEwen crouches down on his Scottish island, the Isle of Muck. And so do I. An Atlantic gale threatens to lift and blow us both out like October leaves, over the steep cliff at our feet and across the bay 120 m below, dropping us in the surrounding ocean. Then MacEwen's sheepdog, Tie, creeps up and his blond, bearded owner strokes him with gentle hands. The howling wind, rage as it might, can't make this man uncomfortable here, on his island, where he looks - and is - perfectly at home.

MacEwen is giving me a visual tour of his neighbourhood. Nodding to the north, he yells, 'That island is Eigg. The one to the west of it is the Isle of Rum. It gets twice as much rain as we do.' I watch heavy clouds dump rain on its huge mountains. 'Just beyond Rum is the island of Soay.' 'I have sheep to move,' MacEwen abruptly announces when rain drifts towards us. We start down the slopes. As we stride along, he brings me up to speed on island details: Volcanic Muck is 3 km long and half as wide; its geese eat vast amounts of grass; and the MacEwens have been living here for 3,000 years.

Herding the sheep interrupts the flow of information. Tie, the sheepdog, is circling a flock of sheep - and not doing it well. 'Away to me, Tie. *Away to me,*' meaning the dog should circle to the right. He doesn't; he goes straight up the middle of the flock, creating confusion. 'Tie.' MacEwen's voice drips disappointment. 'That will never do.' The dog looks ashamed.

The Isle of Muck is largely a MacEwen enterprise. Lawrence runs the farm with his wife, Jenny; son Colin, newly married, manages the island cottages; and daughter Mary runs the island hotel, Port Mor, with her husband, Toby. Mary and Toby love the fact that their two boys can wander the island on their own and sail dinghies on summer days. 'They go out of the door and come back only when they're hungry.' But island life has its compromises. For one, electricity is only available part of the time. My first evening, I wait anxiously for the lights to turn on. The next morning I find Mary setting out breakfast by torchlight. But I cope with it - along with no mobile phone service. 'There is mobile reception on the hill,' Mary tells me. 'Most visitors try for a couple of days, then just put the phone in the drawer.' So I do too.

Everything on Muck seems delightfully improbable. The boat today brings over the post - and three musicians, who hop off carrying instruments. Their concert in the island's tearoom proves a smash hit, with the islanders present tapping their boots in time to the music. That night, sitting by a glowing fire as it rains outside, Lawrence MacEwen tells me how he met his wife, Jenny. 'Her father saw a small farm on the isle of Soay advertised in the newspaper, and bought it without even looking at it. He'd never been to Scotland. Jenny was sent to manage it.' Did Jenny know anything about running a farm? 'She had good typing skills.' I go to bed with rain and awake to more rain. But I eat well, virtually every bit of food coming from the tiny island. Mary sends me down to fisherman Sandy Mathers for fresh fish. I carry it back through the village and deliver it to Mary at the kitchen door. By 7 pm, our fish is on the table, delicious beyond reckoning. Also beyond reckoning: my ferry ride the following morning to my next island. Over the preceding two months, many of the scheduled ferries had been cancelled because of high seas. If my ferry didn't come, I'd be stuck on Muck for two more days. Which, now, phone or no phone, was what I secretly longed for.

1. Why does the writer describe MacEwen stroking his dog?

- A. to emphasise how bad MacEwen thought the weather was that day.
- B. to show the dog was as frightened by the storm as MacEwan was.
- C. to explain why MacEwen had risked going to the dangerous cliffs.
- D. to demonstrate how relaxed MacEwen was despite the bad weather.



2. According to the writer, the sheepdog's behaviour suggests that

- A. it never obeys MacEwen.
- B. it is afraid of MacEwen.
- C. it is aware it should have done better.
- D. it usually responds to loud commands.

3. What is suggested about island life in the fourth paragraph?

- A. People living there would like more visitors to help the economy.
- B. People come to the island in search of employment.
- C. People are too busy to do all the things they'd like to.
- D. People don't mind putting up with some inconveniences.

4. What attitude is expressed by the writer in the fifth paragraph?

- A. He is amused that people on the island share their feelings so openly.
- B. He likes the way so many surprising things can happen on the island.
- C. He approves of the way the islanders all socialise together.
- D. He finds it strange that island farms are advertised in national newspapers.

5. From the text as a whole, we find out the island of Muck

- A. is a safe place for children to live.
- B. has the highest level of rainfall in the area.
- C. has an economy based solely on sheep.
- D. is dependent on the outside world for its food.

II. Writing..... (50 points)

Your teacher has asked you to write a **review** of the Isle of Muck based on the article you have read. Describe the island, giving your opinion and saying whether it would be a good travel destination, mention any positive or negative aspects of life on the island and say whether you would recommend visiting the Isle of Muck and why. **(200-220 words) - (50 points)**



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OLIMPIADA DE LIMBA ENGLEZĂ- ETAPA LOCALĂ
CLASA a X-a, SECȚIUNEA B
15 februarie, 2025

NOTĂ: Toate subiectele sunt obligatorii.
Timp de lucru - 3 ore

SUBIECTUL I – USE OF ENGLISH (40 points)

I. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C, or D on your answer sheet. (10 points)

The Rise of Social Media Influencers

In today's digital age, social media influencers have become powerful figures, shaping opinions, trends, and even purchasing decisions. While some believe influencers provide valuable content, others argue that their impact is not always positive. One reason for their popularity is their ability to create content that feels (1) ___ to their followers. Unlike traditional celebrities, influencers often share details of their daily lives, making them seem more (2) ___. However, critics suggest that much of this content is carefully (3) ___ to attract views and engagement. Another key factor in their success is the rise of advertising partnerships. Many influencers earn money by promoting products, but this has raised concerns about (4) ___ marketing. If influencers fail to disclose sponsorships, their followers might be (5) ___ into thinking they are sharing honest opinions rather than paid promotions. Moreover, studies suggest that influencers can shape young people's perspectives, affecting their self-esteem and body image. (6) ___ some promote healthy habits, others set unrealistic (7) ___ that can be harmful. This raises the question of whether social media platforms should introduce stricter (8) ___ to prevent misleading content. Despite these debates, the influencer industry continues to (9) ___. With new platforms emerging, their role in society is likely to (10) ___ in unexpected ways in the future.

- | | | | |
|--------------------|----------------|----------------|------------------|
| 1. a) distant | b) artificial | c) relatable | d) indifferent |
| 2. a) approachable | b) superior | c) reserved | d) untrustworthy |
| 3. a) memorized | b) edited | c) exaggerated | d) neglected |
| 4. a) deceptive | b) transparent | c) accidental | d) unnecessary |
| 5. a) convinced | b) misled | c) encouraged | d) reassured |
| 6. a) However | b) Despite | c) But | d) While |
| 7. a) expectations | b) assumptions | c) regulations | d) reactions |
| 8. a) strategies | b) laws | c) limitations | d) borders |
| 9. a) boost | b) flourish | c) arise | d) arouse |
| 10. a) evolve | b) raise | c) spring | d) lift |

II. Fill in each gap in the following text with only ONE word which fits the meaning of the text. (10 points)

It's clear that (1) of us can predict the future, but we can make educated guesses about what might happen. Some scientists believe that, in the next few decades, global temperatures will rise much

..... (2) than they have in the past. This would have significant consequences for the environment, and none of us are fully prepared for it. We may need to (3) action soon if we are to avoid more extreme weather patterns, but (4) we wait too long, it might be too late. In fact, many experts agree that urgent action is necessary to mitigate the effects of climate change. However, (5) is still a debate over the best approach, with some suggesting that we should focus more on renewable energy, (6) others argue that we should take a broader approach to solving the issue. (7) we adopt more sustainable practices now, the situation could not improve. Yet, if we continue on the same path, the consequences could be much (8) than anticipated. Many scientists have been advocating (9) faster policy changes, but it is clear that more political willpower is needed to (10) real progress.

III. Read the sentences and use the word given in brackets to form a word that fits in the gap. (10 points)

The success of any team often relies on the (1)of its members, as well as their ability to work together. One company has recently adopted an (2)approach to marketing that has helped them stay ahead of the competition. However, such strategies often spark (3) among employees, as not everyone agrees on the best way to move forward. In one instance, an athlete’s (4)during a company-sponsored competition were celebrated during a team meeting, but the (5)impact of this event was not immediately clear. Despite this, her (6)in organizing the event was invaluable, even though she received some (7)from other team members about the workload. The manager, however, made an (8) effort to highlight the positive outcomes of the event. After careful (9), it was clear that the event had been successful, and the team’s (10)ideas would continue to shape future initiatives.

- 1. **PRODUCT**
- 2. **INNOVATE**
- 3. **ARGUE**
- 4. **ACHIEVE**
- 5. **ECONOMY**
- 6. **ADVISE**
- 7. **COMPLAIN**
- 8. **EMPHASISE**
- 9. **CONSIDER**
- 10. **CREATE**

IV. Complete the second sentence with TWO to FIVE words using the word given, so that it has a similar meaning to the first sentence. Do not change the word given. (5x2=10 points)

1. He brought some files in my office, but none of them were for me. **(WHICH)**
He brought some files in my office, ----- for me.
2. Tim didn’t realise how it would feel to deal with the issue in the first place. **(DID)**
Little -----it would be like to deal with the issue in the first place.
3. It looks as if my brother has forgotten about the rehearsals again. **(TO)**
My brother seems ----- about the rehearsals again.
4. Unfortunately, we’ve never been inside the museum so we can’t describe it to you. **(FOOT)**
We can’t tell you what the palace is like because..... in it.
5. It’s a pity they were so short of time that they couldn’t apply for that valuable summer camp. **(WISH)**
They wish ----- to apply for that valuable summer camp.

SUBIECTUL II – INTEGRATED SKILLS (60 points)

1. You are going to read a text about someone's journey. For questions 1 – 5, choose the answer (A, B, C or D) which you think fits best according to the text. (10 p)

An Eventful Journey

Jeremy woke up with an uneasy feeling about the day ahead, though he couldn't actually say what had triggered it. He'd slept well, and it was bright and warm, nothing like the cold, wet, dull days that they'd been having for the past month. Anyway, he had a double art lesson to look forward to, so it shouldn't be too difficult a day. Meeting the new history teacher would be another highlight. The other kids were saying she was really funny, and the book they were reading with her was one that they couldn't put down. Jeremy had always liked history so, on the whole, he decided he had nothing much to worry about.

Over breakfast, for about the hundredth time, Jeremy made a determined, though good-natured, effort to persuade his mum to let him get a dog. As usual, the matter still remained unresolved when Jeremy had to grab his jacket and backpack and rush to catch the bus. For the first year of high school, his mum had driven him to school, but now that she started work later, he had to make the journey there and back on his own. He'd recently splashed out a few months' pocket money on a cool mountain bike, but there was nowhere safe to leave it at school, and besides, his mum had said she didn't like the thought of him cycling through the processes. There wasn't any chance of cars going past now: the space under the bridge was much too narrow for that. Gradually, the hum of conversation on the bus stopped and the passengers started commenting more loudly about the situation.

No doubt, they were starting to think about the delay they were facing and how this would affect their plans for the morning.

In both directions, there was a build-up of traffic that was now prevented from rush hour traffic, so that left no other real option apart from the bus.

The local buses ran like clockwork, so Jeremy had been waiting no more than three minutes at the stop when "Wow!" It was a brand new bus, much more impressive than the usual old vehicles. It was a doubledecker, like the others, but the windows looked bigger, and it seemed a little more spacious. Maybe it was slightly wider, too.

About halfway along Jeremy's route to school, the bus came to the point where the road went under an old bridge that carried the railway over the road. And this is where the day took a turn from the normal course of events. With a horrible screeching metallic noise, the bus came to a halt. Its roof had jammed up hard against the underside of the old stone arch of the bridge. The driver tried moving the bus slowly to one side in order to be under the highest point of the arch. However, it soon became clear that the bus could not be moved any further forward. The driver didn't have any more success trying to reverse out from under the arch either.

He got out and started walking round the bus, his eyes looking up towards the stone arch. Taking his cap off, he scratched his head absent-mindedly, as if this would start up his thinking going under the bridge. Shortly afterwards, two police officers arrived on motorcycles, as well as an inspector from the bus company. The inspector asked all of the passengers to get off the bus, and informed them that an alternative form of transport would be provided, although what this would be wasn't entirely clear. At this point, Jeremy hesitantly opened his mouth and suggested that they let some air out of the bus's tyres. The inspector was just about to make a dismissive comment when one of the police officers said, "Well that sounds like an idea worth trying! "

1. What did Jeremy feel when he woke up?

- A. That the weather would be bad again.
- B. That he might have a difficult day.
- C. That he wouldn't do much that day.
- D. That he should remember something important.

2. What is Jeremy's attitude toward getting a dog?

- A. He feels frustrated because his mum won't allow it.
- B. He is starting to understand his mum's perspective.
- C. He is making a serious effort to achieve this.
- D. He thinks breakfast is the best time to bring up the topic.

3. Why does Jeremy use the bus to go to school?

- A. He prefers not to be driven by his mum.
- B. It is his preferred mode of transportation.
- C. It is the only feasible way for him to travel.
- D. It is faster than any other option.

4. What do we learn about the bus service in Jeremy's town?

- A. The buses arrive on time regularly.
- B. There are many new buses in town.
- C. Buses arrive every three minutes.
- D. Most of the buses are small and overcrowded.

5. What did the bus driver do when the bus got stuck under the bridge?

- A. He reversed before trying anything else.
- B. He reacted immediately when he heard a scraping noise.
- C. He waited for a better position before reversing.
- D. He backed out after failing to pass under the middle of the bridge.

2. Writing (50 points)

You have been asked to write a **report** for your local council about public transport in your area. In your report, you should identify the main problems people face when using public transport and suggest improvements that could make public transport more efficient and convenient. **(200-220 words)**



INSPECTORATUL ȘCOLAR JUDEȚEAN GALAȚI
OLIMPIADA DE LIMBA ENGLEZĂ- ETAPA LOCALĂ

CLASA a XI-a, SECȚIUNEA A

15 februarie 2025

Nota: Toate subiectele sunt obligatorii.

Timp de lucru: 3 ore

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C, or D on your answer sheet. (10 points)

Poland has a long (1) _____ of delicious meals and visitors are sure to eat well during a visit to the country. In addition to (2) _____ a revival in its country of origin, Polish (3) _____ is also finding many new fans enthusiastically singing its (4) _____ in foreign countries. Breaded pork cutlets are a national dish, as are kielbasa sausages (which (5) _____ a number of varieties and colours, including white) and thin slices of beef wrapped around various stuffings. Semicircular, filled dumplings (6) _____ pierogi, may be filled with shredded cabbage, potato or meat. In medieval (7) _____, spices were cheap in Poland because of trade links with Turkey and the Caucasus, which meant that sauces flavoured with nutmeg and black pepper became popular.

Polish meals are commonly served with boiled potatoes, rice, noodles or 'buckwheat'. A popularly believed (8) _____ is that vegetables were introduced to Polish food during the reign of Sigismund I and his Italian Queen Bona at the beginning of the 16th century. (9) _____ to tradition, the serving of vegetables includes shredding and serving them with lemon and sugar (and, of course, there is the ever (10) _____ sauerkraut cabbage, too).

1. A tradition B script C story D theme
2. A underpassing B overpassing C undergoing D overgoing
3. A dish B meal C cuisine D kitchen
4. A praises B values C virtues D songs
5. A come with B come over C come in D come up with
6. A thought of as B known as C described as D understood as
7. A ages B times C years D eras
8. A history B myth C account D description
9. A Compared B In view C According D In keeping
10. A here B there C present D attending

II. Fill in each gap in the following text with only ONE word which fits the meaning of the text. (10 points)

The seasonal movement of animals, especially of birds, fish and some mammals, (1) as porpoises, is still (2).....fully understood. Climatic conditions are thought to trigger (3)migration where perhaps lower temperatures (4).....in less food being available. Some living creatures, particularly birds, travel vast distances. Golden Plovers are just one example, (5)..... they annually fly 8000 miles from the Arctic to South America.

Migrating animals (6).....to use three mechanisms (7).....finding their way. Over short distances an animal moves to successive familiar landmarks and this is called piloting. In orientation, a straight line path is taken, based (8).....the animal adopting a particular compass direction. Navigation is the (9).....complex process as the animal must (10)determine its present position before taking a direction relative to that.

III. Use the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line. (10 points)

<p>AI in Education: Benefits and Challenges</p> <p>It is now commonly accepted that AI has revolutionized the way we access information, and thus, (1) _____ influenced the education field. By becoming available for free to the public, it reached people all over the globe and affected the educational process (2) _____.</p> <p>On the one hand, it greatly enhanced (3) _____ and allowed for automated data processing, making it easier to perform time-consuming tasks. Text (4) _____, marking, and administrative work can now be performed in an instant. On the other hand, the use of AI in education has (5) _____ drawbacks. Firstly, ethical considerations and challenges come to the foreground, such as data (6) _____ concerns, potential biases, copyright issues, and accessibility concerns. In addition to this, (7) _____ on AI could result in overlooking inaccuracies and even reproducing them.</p> <p>Striking a balance between technological advances and ethical standards is crucial to ensure a fair and (8) _____ educational landscape. Therefore, (9) _____ need to provide their students with equitable access to AI learning tools and (10) _____ will have to transform their teaching and focus on critical thinking, data analysis, and research skills in order to help learners navigate this new reality.</p>	<p>1. HEAVY</p> <p>2. WORLD</p> <p>3. PRODUCE</p> <p>4. EDIT</p> <p>5. NUMBER</p> <p>6. PRIVATE</p> <p>7. RELY</p> <p>8. INCLUDE</p> <p>9. INSTITUTE</p> <p>10. EDUCATE</p>
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IV. Rephrase the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. (5x 2p = 10 points)

- The letter said we didn't have to reply. **OBLIGATION**
We were _____ reply to the letter.
- My house in London is much smaller than my house in Paris. **NEARLY**
My house in London is _____ my house in Paris.
- They'll blame the failure of the experiment on the lack of research. **DOWN**
The failure of the experiment _____ the lack of research.
- If I hadn't had your help, I would've failed my driving test. **FOR**
Had it _____, I would've failed my driving test.
- It's impossible you saw Max last night, because he was with me! **HAVE**
You _____ last night, because he was with me!

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

I. Read the text below and choose the right answer for each question. (5x2p = 10p)

My life as a human speed bump

Giving up a car has not been quite the liberating experience that George Monbiot had hoped. Seventeen years after giving up my car, I still feel like a second-class citizen. I am trying to do the right thing, but the United Kingdom just isn't run for people like me. Take our bus services. My home city, Oxford, has invested massively in a park-and-ride scheme, buses shuttle people into the centre from car parks on the periphery. At first I thought this was a great idea. Now, having stood for what must amount to weeks at bus stops, watching the full double deckers go by every couple of minutes without stopping, I realise it's not just the roads which have been monopolised by drivers, but also the public transport system.

Or take the bike lanes. Most consist of lines painted on the road where it is wide and safe, which disappear as soon as it becomes narrow and dangerous. One of them, in Oxford, has been gravelled, which shows that the people who designed them have never ridden a bicycle. When we asked for a bike lane on one of the city's busiest streets, the council chose instead to narrow the street and widen the pavements, in the hope that the bicycles would slow down the cars. The cyclists, perversely reluctant to become human speed bumps, started travelling down the pavement.

Now there is almost nowhere reserved for people like me. Out of political cowardice, councils and the police have given up enforcing the law. Preventing people from parking on the pavement would mean cutting the number of parking places, as the streets are otherwise too narrow. Though they cannot complete a sentence without using the words "sustainable development", this action seems impossible for our councillors to contemplate. In one part of Oxford they have solved the problem by painting parking places on the pavement. Since my daughter was born, and I have started pushing a pram, I have been forced to walk in the middle of the road. In one respect this makes sense: the pavements are so badly maintained that she will only sleep when she's being pushed down the smooth grey carpet laid out for the cars.

My problem is that by seeking to reduce my impact on the planet, I joined a political minority that is diminishing every year. As car ownership increases, its only remaining members are a handful of eccentrics like me, the very poor and those not competent to drive. None of these groups wield political power. Our demands are counter-aspirational, and therefore of little interest to either politicians or the media.

Now, to my horror, I find I am beginning to question even the environmental impact of my 17 years of abstinence. It is true that my own carbon emissions have been suppressed. It is also true that if everyone did the same thing the total saving would be enormous. The problem is that, in the absence of regulation, traffic expands to fill the available space. By refusing to own a car I have merely opened up road space for other people, who tend to drive more fuel-hungry models than I would have chosen. We can do little to reduce our impacts on the environment if the government won't support us.

There are some compensations, however. About three or four times a year I hire a car. When I stop at motorway service stations, I am struck by the staggering levels of obesity: it appears to be far more prevalent there than on trains or coaches. People who take public transport must at least walk to the bus stop. The cyclists among us keep fit without even noticing.

Being without a car in Oxford has forced me to embed myself in my home town. It throws me into contact with far more people than I would otherwise meet. There are a couple of routes which make cycling a real pleasure: the towpath along the Thames, for example, takes me most of the way to the station. But overall, as far as self-interest is concerned, I would struggle to claim that giving up my car was a wholly positive decision.

1 . The writer's view of the Oxford park-and-ride scheme is that

- A. the large volume of cars prevents it from operating effectively.
- B. it has been an unqualified success.
- C. it has suffered from insufficient investment.
- D. it has become too popular

2. In what way does the writer believe that Oxford city council has shown “political cowardice”?

- A. It is reluctant to prevent cars parking on pedestrian areas.
- B. It doesn't want cyclists on the city's roads.
- C. It has narrowed some roads to discourage cyclists from using them.
- D. It has a policy of sustainable development.

3. According to the writer, the “political minority” that he is part of

- A. is becoming poorer.
- B. has little political influence.
- C. consists of people who can't drive.
- D. includes people who act in a strange way.

4. In paragraph 5 the writer suggests that the effect of his actions has been to

- A. discourage the government from giving support.
- B. lower maintenance standards for pavements.
- C. create more room on the road for other cars.
- D. encourage others to drive bigger cars.

5. According to the writer, being without a car in Oxford

- A. has been a completely positive experience.
- B. has increased the number of people he knows.
- C. has forced him to stay at home more.
- D. has been a complete mistake.

II. Writing (50 points)

A group of British students is going to visit your country, and your teacher has asked you to write a **report** about the public transport in your area for them.

Your report should:

- include information about the means of transport available.
- describe the quality of the service available.
- recommend which service is the best.

Write your report. (220-250 words)



INSPECTORATUL ȘCOLAR JUDEȚEAN GALAȚI
OLIMPIADA DE LIMBA ENGLEZĂ- ETAPA LOCALĂ
CLASA a XI-a, SECȚIUNEA B
15 februarie 2025

NOTĂ: Toate subiectele sunt obligatorii.

Timp de lucru - 3 ore

SUBIECTUL I – USE OF ENGLISH (40 points)

1. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C, or D on your answer sheet. (10 points)

Football as an art form

When filmmakers Douglas Gordon and Philippe Parreno decided to make an art house movie about the legendary French footballer Zinedine Zidane, they chose to film just one match between Real Madrid, the club for which he was playing at the (1)....., and their great rivals Villarreal. But (2).....of following the progress of the match, the ninety- minute film would show something that had not been seen before: the precise movements of one man during an entire top-level football match.

They hoped that the audience would disengage from the match itself, and focus on this portrait of greatness. Every (3).....gesture would be captured and they would see all of the player's grace and competitiveness in (4).....detail.

The (5).....film is a fascinating work. Those who are not regular watchers of football will be astonished at how (6).....Zidane becomes actively (7).....in the game. For much of the ninety minutes he moves around the field relatively slowly, saying nothing, expressing even less, and only occasionally (8).....into a lethargic jog.

And then the ball arrives at his feet, and there is a flurry of bewildering activity. The cameras (and there are seventeen of them trained on him) struggle to (9).....up. The defenders don't (10)..... a chance. He crosses from the tightest of angles and his team-mate is left with the simplest of headers to score a goal.

- | | | | | |
|-----|---------------|-------------|--------------|--------------|
| 1. | A point | B moment | C time | D occasion |
| 2. | A alternative | B instead | C rather | D preference |
| 3. | A one | B single | C lone | D sole |
| 4. | A giant | B big | C huge | D great |
| 5. | A following | B resulting | C concluding | D arising |
| 6. | A partly | B scarcely | C rarely | D hardly |
| 7. | A concerned | B involved | C associated | D regarded |
| 8. | A breaking | B changing | C opening | D starting |
| 9. | A take | B speed | C make | D keep |
| 10. | A gain | B hold | C stand | D earn |

2. Fill in each gap in the following text with only ONE word. (10 points)

The delights of pasta

In recent years, many have disputed 1) ... origins of pasta. Many people claim that its roots lie in China, 2) ... insist that Italy is the birthplace of this internationally-famous food and yet others believe that 3) ... of the two aforementioned theories is true, claiming instead that the Middle East is its real place of origin.

Nonetheless, it is widely accepted that the development and adoption of pasta 4) ... a simple yet staple food is an Italian affair. In fact, the first reference 5) ... pasta dates back to the twelfth 6) ... -1154 in fact- and to Sicily to be more specific.

Pasta is a kind of noodle, mixed 7) ... water or eggs and subsequently formed into sheets that are cut into all manner of shapes and sizes. The advantage 8) ... today's busy families, is that it requires almost 9) ... effort in terms of preparation and there are lots of different sauces you can serve with it. Some pasta dishes are eaten as a first course, 10) ... others serve as a main course in Italian cuisine.

3. Read the text below and use the words given in capitals to form words that fit in the gaps. The words in capitals are given in the order you need to use them. (10 points)

The development of the sport of skateboarding can be traced back to the early 1890s, when children in California first used wooden boards to 'surf' the streets. During the 1950s, the popularity of the sport increased and manufacturers began producing the first factory-made boards. By the 1960s, the sport had gained an (1) (**IMPRESS**) following, not just in the USA, but (2) (**WORLD**).

However, by 1965, concerns about (3) (**SAFE**) resulted in regulations being introduced to ban skateboarding in most public places in the USA. This (4) (**EFFECT**) killed the sport there for the next decade. Companies that had been making a fortune selling skateboards suddenly faced huge (5) (**LOSE**) and many went out of business. Over the next eight years a few (6) (**ENTHUSIASM**) continued practising the sport but, although they tried hard to raise its profile, they were (7) (**SUCCESS**) in their efforts.

Then in 1973, some technological breakthroughs revolutionised the sport. The invention of new materials meant that manufacturers could (8) (**STRONG**) the boards but at the same time make them lighter and more manoeuvrable. Such (9) (**IMPROVE**) also made the boards less dangerous and (10) (**PRESS**) from an increasing number of users led to the installation of special skateboarding parks. Despite the various setbacks it has suffered over the years, the sport is now stronger than ever.

4. Rephrase the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. (5x 2p = 10 points)

1. Even though Tom rarely has a lot of money, he always buys his mum a birthday present. **SHORT**

However he always buys his mum a birthday present.

2. John took my place while I was at the dentist's. **STOOD**

John was at the dentist's.

3. It's a pity I ripped up the letter. **ONLY**

If the letter.

4. I understood how important true friendship was after I had read the article. **DID**

Only after I had read the article, true friendship.

5. If your sister didn't work so hard, your family would starve. **FOR**

Were working so hard, your family would starve.

SUBIECTUL II – INTEGRATED SKILLS (60 points)

- 1. You are going to read a text about the impact of social media. For questions 1 – 5, choose the answer (A, B, C or D) which you think fits best according to the text. (10 p)**

The Impact of Social Media on Children, Adolescents, and Families

Engaging in social media is a routine activity that has been shown to benefit young people by enhancing communication and social skills. Social media sites such as Facebook offer multiple opportunities for connecting with friends and people with shared interests. In recent years, the number of young people using such sites has increased dramatically, with many logging on more than ten times a day. In addition, a large proportion of teenagers now own mobile phones, so a large part of their social and emotional development is occurring while they are on the Internet or on mobiles.

Because of their limited capacity for self-regulation and susceptibility to peer pressure, young people are at some risk as they experiment with social media. Research indicates that there are frequent online expressions of offline behaviours, such as bullying and clique-forming, that have introduced problems such as cyberbullying. Other problems that merit awareness include internet addiction.

Many parents today use technology incredibly well and feel comfortable with the programs and online venues that their children are using. Nevertheless, for various reasons, some may find it difficult to relate to their digitally smart youngsters. Such parents may lack a basic understanding of these forms of socialisation, which are integral to children's lives. Frequently, they do not have the technical abilities or time needed to keep pace with their children in their ever-changing internet habits. In addition, these parents often lack a basic understanding that children's online lives are an extension of their offline lives. The result can be a knowledge and skill gap, which creates a disconnect in how these parents and their children relate.

Social media sites allow young people to accomplish online many of the tasks that are important to them offline: staying connected with friends and family, making new friends, and exchanging ideas. Older students also use social media to connect with one another on school work. For example, Facebook allows students to gather outside class to exchange ideas about assignments. Some schools successfully use blogs as teaching tools, which has the benefit of reinforcing skills in written expression and creativity. Adolescents are also finding that they can access online information about their health concerns easily and anonymously. Excellent health resources are increasingly available to youth on topics such as stress reduction. However, because of their young age, adolescents can encounter inaccuracies during these searches and may require parental involvement to be sure they are using reliable online resources, interpreting the information correctly, and not becoming overwhelmed by what they are reading.

Using social media becomes a risk to adolescents more often than adults realise. Most risks fall into these categories: peer- to-peer; lack of understanding of online privacy issues; and the influences of advertisers. Although "online harassment" is often used interchangeably with the term "cyberbullying" it is actually different. Research suggests that online harassment is not as common as offline harassment, and participation in social networking sites does not put most children at risk of online harassment. Cyberbullying is deliberately using digital media to communicate false, embarrassing, or hostile information about another person. It is the most

common online risk for all teens, and can have profound emotional effects.

Researchers have proposed a new phenomenon called “Facebook depression”, defined as depression that develops when youngsters spend a great deal of time on social media sites and then begin to exhibit classic symptoms of depression. The intensity of the online world is thought to be a factor that may trigger depression in some adolescents. As with offline depression, young people who suffer from Facebook depression are at risk of social isolation and sometimes turn to risky internet sites for “help”. The main risks to young people online today are each other, risks of improper use of technology, lack of privacy, or posting false information about themselves or others. These types of behaviour endanger their privacy.

1. How does the writer explain why young people could face some problems when they use social media?

- A. They spend more time than they should on social media sites.
- B. They cannot control their use of social media sites well enough.
- C. They are unaware of the ways in which others use social media sites.
- D. Their use of social media sites and mobile phones has increased.

2. The writer suggests that there is a problem between parents and their children because parents

- A. do not understand the technology behind social media sites.
- B. take little interest in their children’s online behaviour.
- C. feel excluded from their children’s online lives.
- D. do not understand the relationship between children’s online lives and offline lives.

3. The writer suggests it may be dangerous for young people to access online health information because

- A. they can get information without saying who they are.
- B. the information they find may not be correct.
- C. they may refuse to share the information they find with their parents.
- D. they may not be able to find the information that they need.

4. According to the writer, online harassment

- A. is another term for cyberbullying.
- B. is the most common danger facing internet users.
- C. affects a majority of young people.
- D. is not as frequent as real-life harassment.

5. In the sixth paragraph, the writer suggests that young social media users who feel socially excluded may

- A. give away more personal information than they should.
- B. be at risk of becoming seriously depressed.
- C. look for advice and support on unreliable websites.
- D. tell lies about themselves and other people.

2. Writing (50 points)

Your school magazine is running a special edition on "Teenagers and Technology." You have been invited to write an **article** about the impact of social media on teenagers. In your article, you should discuss how social media influences teenagers' daily lives, both positively and negatively. **(220-250 words)**



INSPECTORATUL ȘCOLAR JUDEȚEAN GALAȚI
 OLIMPIADA DE LIMBA ENGLEZĂ- ETAPA LOCALĂ

CLASA a XII-a, SECȚIUNEA A

15 februarie
 2025

NOTĂ: Toate subiectele sunt obligatorii.

Timp de lucru: 3 ore

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C, or D on your answer sheet. (10 points)

Memory

The human memory is an extremely 1)..... processing system that is not easily explained to 2) persons. However, there are some simple concepts that can give anyone an idea of just how fascinating memory is. First of all, most people have heard of long-term and short-term memory. The 3) has the potential to last as long as the person lives and there is no known limit to its 4)..... . The latter, however, only really lasts for a few seconds. Long-term memory is 5)..... into *explicit* and *implicit* memory. An implicit memory would be something like knowing how to drive a car or bake a cake or any other thing we have learnt to do 6)..... practice. Explicit memory is also subdivided into episodic and semantic memory. Episodic is all the different events or episodes o your life such as your first day at school or any other life experience. Semantic memory is about facts not 7)..... to experience such as knowing that Einstein wrote the theory of relativity. We don't all remember events in the same way and memory is not a true 8)..... of events. How we remember something can be affected by such things as egocentric bias, whereby we remember in a way that makes us look better or gives us the starring 9)..... in an event. 10)....., there are many things that can go wrong with memory in the encoding, storage or retrieval aspects of memory.

- | | | | | |
|-----|------------|------------|--------------|------------------|
| 1. | A complex | B tangled | C involved | D multiple |
| 2. | A amateur | B lay | C dilettante | D unprofessional |
| 3. | A earlier | B previous | C former | D past |
| 4. | A volume | B extent | C capacity | D range |
| 5. | A divided | B cut | C sliced | D halved |
| 6. | A for | B across | C over | D through |
| 7. | A similar | B matched | C likened | D related |
| 8. | A document | B record | C witness | D register |
| 9. | A act | B entry | C role | D position |
| 10. | A Despite | B Also | C Or | D Even |

II. Fill in each gap in the following text with only ONE word which fits the meaning of the text. (10 points)

Simply defined, a mask is a form (1) disguise. It is an object that is frequently worn (2) or in front of the face to hide the identity of a person and, with (3) own features, to create the resemblance of (4) being. This essential characteristic concealing and revealing personalities or moods is common (5)all masks. (6)cultural objects, they have been used (7) the world in

all periods (8)the Stone Age and have been as varied in appearance as in (9) use and symbolism. Masks have been designed in innumerable varieties, (10) the simplest of crude "false faces" held by a handle to complete head coverings with ingenious movable parts.

III. Read the sentences and use the word given in brackets to form a word that fits in the gap. (10 points)

Technology

The twentieth century witnessed a (1) change in the relationship between science and society. In World War I scientists were conscripted and died in the trenches. In World War II they were exempted as national treasures and committed to (2), and they rallied behind their country's war effort.

1.MOMENT
2.SECRET

The explanation of the change is not hard to find - governments came to believe that (3) research can produce practical improvements in industry, agriculture, and medicine.

3.THEORY

The belief was firmly (4) by developments such as the discovery of antibiotics and the (5) of nuclear physics to the production of atomic weapons. Science became so identified with practical benefits that the (6) of technology on science is (7) assumed to be a (8) relationship and a single enterprise. Science and technology, research and development these are assumed to be almost (9) twins. These rank among the sacred phrases of our time.

4. FORCE
5.APPLY
6. DEPEND
7. COMMON **8. TIME**
9. SEPARATE

The belief in the (10) of science and technology is now petrified in the dictionary definition of technology as applied science.

10. COUPLE

IV. Complete the second sentence with THREE to SIX words using the word given, so that it has a similar meaning to the first sentence. Do not change the word given. (10 points) –

1. He's only just getting used to not having to go to work. **TERMS**
He's only just..... having to go to work.

2. Several Liverpool players have not done as well as expected this season. **LIVE**
Several Liverpool players have failed to this season.

3.It seems that Hermann wasn't to be trusted, after all. **APPEARS**
Hermann..... trustworthy after all.

4.Although I tried hard, I couldn't get the hang of using a computer. **MIGHT**
Try I couldn't get the hang of using a computer.

5. 'Joyce, let me carry your suitcase for you – I insist,' said Henry. **ON**
Henry..... suitcase for her.

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

I. Read the text below and choose the right answer for each question. (5x2p = 10p)

MOTHER OF HEADACHES

The British neurologist, Marcia Wilkinson, known to colleagues as Mother Migraine, has been studying headaches since 1953. She recognizes 149 causes of headaches and probably knows more about the subject than anyone else in the galaxy. Recently, Dr. Wilkinson was the star at the European Headache

Federation where she wowed the 783 delegates with her lecture on 'Great Names in Headache History' - the great names being people who had investigated headaches rather than sufferers.

One in ten people in Britain suffer from migraine, 30% get headaches and 98% of everyone in the world gets a headache on occasion. The occasion, says Dr. Wilkinson, may be when you are hit on the head with a hammer. As children, boys are more likely to suffer. After the onset of puberty, women suffer three times as often as men. When it comes to migraine, most sufferers are struck by the time they are 20 years old and it is rare to get it for the first time after the age of fifty. As pharmaceutical companies never tire of telling us, 50 million work days a year are lost in headaches, at some cost to business. This figure was somewhat inflated by Alan Frost, a computer engineer, who was dismissed in 1993 after taking off 175 days in two years with a cold and headache.

There are different kinds of headache - the everyday tension headache, the more selective migraine and mother of all headaches, the cluster headache. A headache, says Dr. Wilkinson, is really just a pain in the face; it may occur 15-20 times a month. Migraine is an episodic headache which lasts from four to 72 hours, comes up to four times a month, is associated with vomiting and nausea and is sometimes preceded by flashing lights. The cluster headache comes in bouts lasting 4-6 weeks, with up to 20 attacks per day.

The geography of the headache is important to the diagnosis - whether it is in the front of the head, ventures further afield to the top of the head or takes a trip to the back of the head. Patients variously describe symptoms as being like an iron in the temple, a hot poker behind the eyes, a hammer in the skull or a tight band around the head. Sufferers describe everything from blind spots, zigzag lines and flashing lights to Catherine wheels in front of their eyes.

'There are, says Dr. Wilkinson, almost as many *triggers* to headaches as there are people having them. There is the 'salami' headache, triggered by nitrates in meat. The 'cappuccino' headache, courtesy of caffeine. The 'perfume' headache, sparked off by strong smells. Plus those brought on by coughing, laughing, flashing lights, too many painkillers, loud noise, lack of food, taking holidays, not taking holidays, too much exertion, too much sleep, onions, ice-cream, citrus fruits, chocolate and Chinese takeaways'.

There are no end of different theories about headaches. The Ancient Egyptians apparently blamed the ache on evil spirits and went in for a bit of trepanning - drilling a hole in the head to let the spirits out. (...) In the 11th century, doctors stitched a clove of garlic into the temple, in an attempt to relieve headache pain. By the 17th century the Swiss were shaving heads and covering them with poisonous flies whose bites were supposed to alleviate headache. Until late Victorian times, Europeans pulled out teeth to make headaches disappear. Less extreme sufferers would follow peculiar diets like not eating anything except stewed lamb and pears. Did that work? 'If you believe in things', says Dr. Wilkinson, 'they work'.

Scientists become like headless chickens when it comes to headaches. Like the common cold, this is a little-understood area. You can read the works of Wolff, the seminal headache author, dip into the headache classifications of Dr. Arnold Friedman, investigate the 5-OHT theory of chemical disturbance, or subscribe to the German neurologist Hartwig Heyck's analysis. Unlike me, Dr. Wilkinson understands these. But nothing is proven. 'Nobody', she says, 'actually knows why a headache comes on'. 'Worse still', says Dr. Wilkinson, 'there's no cure'. Yes, you can take the new wonder drug Sumatriptan, or pick some feverfew, the herb that is traditionally thought good for headaches, or take aspirin. But these only alleviate the symptoms. Dr. Wilkinson breaks into rhyme: "They murmured as they took their fees; there is no cure for this disease". She says, "That should be stuck up in every physician's consulting room".

Whatever the cause, the headache has been bewildering scientists for ages. This is because headaches unlike, say blood pressure, are hard to measure. Patients can come up with horrid descriptions of their aches, but relatively little money and time have been dedicated to research as it is notoriously difficult to do research on sufferers. If someone tells you he always gets headaches on Tuesdays, it is absolutely certain that once you've got him into hospital on a Tuesday, he won't have a headache. Virtually nobody has a headache in hospital. 'Most of the research', adds Dr. Wilkinson gloomily, 'has been done on chronic medical misuse (caused by too many drugs) and tension headaches'.

The question exercising scientists today is whether animals get headaches. There seems not much point in trying headache medicines on them if they don't have headaches in the first place. One doctor took photographs of monkeys in Australia which looked, with their furrowed brows and forehead-rubbing paws, as though they were suffering from a headache. But, of course, there's no saying whether they do have headaches or not.

The last word goes to Dr. Wilkinson. She's been suffering from headaches for 72 years and if she can't get rid of them, probably nobody can.

1. Statistics show that your chances of becoming a migraine sufferer

- A. increase as you reach middle age.
- B. are greater when you are young.
- C. increase once you have begun work.
- D. are higher if you live in Britain.

2. According to the article, the most severe form of headache occurs

- A. quite regularly each month.
- B. in combination with other symptoms.
- C. as a result of tension in the face.
- D. over fairly lengthy periods of time.

3. The word "triggers" is used to refer to

- A. symptoms of headaches
- B. treatments for headaches
- C. causes of headaches
- D. results of headaches.

4. How does Dr. Wilkinson regard ancient remedies for headaches?

- A. with indifference
- B. with skepticism
- C. with disbelief
- D. with respect

5. What does Dr. Wilkinson see as the main problem in studying headaches?

- A. There is insufficient scientific data.
- B. Scientific theories have been disproved.
- C. Traditional remedies seem to be best.
- D. Doctors do not take the problem seriously

II. Writing..... (50 points)

Marcia Wilkinson is coming to give a talk entitled 'The History of Headaches' at a college in your town. You have been asked to write an informal article for a local English-language magazine which is read by students. The aim of the article is to encourage people to come and hear Dr. Wilkinson's talk by:

- giving them an idea of the sort of person she is
- explaining what she will be talking about.

Write your article in an appropriate style. (220-260 words)



INSPECTORATUL ȘCOLAR JUDEȚEAN GALAȚI
OLIMPIADA DE LIMBA ENGLEZĂ- ETAPA LOCALĂ
CLASA a XII-a, SECȚIUNEA B
15 februarie 2025

NOTĂ: Toate subiectele sunt obligatorii.

Timp de lucru - 3 ore

SUBIECTUL I – USE OF ENGLISH (40 points)

1. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C, or D on your answer sheet. (10 points)

Smart Dog

Dogs are probably much cleverer than most people think, scientists say. They are convinced that dogs can count and that animals try to (1).....different messages through the pitch and pace of their barks. Animal behaviourists used to think their bark was simply a way of (2).....attention. Now a new study suggests that individual dogs have (3).....barks with a range of meanings. For example, dogs usually use high-pitched single barks when they are (4).....from their owners and a lower, harsher superbark when strangers (5).....towards them or the doorbell rings.

Dogs also know when they are receiving fewer treats because they have a basic mathematical ability that (6).....them to tell when one pile of objects is bigger than another. But to count, an animal has to recognize that each object in a set (7).....to a single number and that the last number in a sequence represents the total number of objects.

The theory has been tested on eleven dogs. They were first shown treats before a screen was lowered so that the treats were out of sight. The treats were left as they were or some were added or taken away. If a treat was added or taken away, the dogs looked at them much longer than they did when the treats were not disturbed, (8).....because they had done their sums and the numbers did not meet their expectations.

Dogs are (9).....from wolves, which not only have a large neo-cortex – the brain's centre of reasoning – but live in large social groups. This mathematical ability could have been used to (10).....how many enemies and allies they had in a pack.

- | | | | |
|-----------------|---------------|--------------|---------------|
| 1 A transfer | B convey | C bear | D suggest |
| 2 A paying | B attracting | C causing | D devoting |
| 3 A specific | B exact | C detailed | D specialized |
| 4 A split | B detached | C separated | D divided |
| 5 A approach | B appear | C draw | D move |
| 6 A assists | B facilitates | C enables | D informs |
| 7 A corresponds | B ties | C fits | D complements |
| 8 A likely | B presumably | C surely | D predictably |
| 9 A descended | B related | C connected | D evolved |
| 10 A take in | B work out | C think over | D look into |

2. Fill in each gap in the following text with only ONE word. (10 points)

Talents of Gifted Children not Recognised

A recent report has shown that conventional intelligence tests may not be the best way (0) *OF* identifying gifted children. It seems that the tests fail to pick up specific aptitudes and many (1) ... important factors, such as motivation. Another problem is that (2) ... it is difficult to test intelligence without relying on vocabulary knowledge, the results of the tests are inevitably influenced by (3) a child has already learnt at school. The report, a review of international research on the gifted child, suggests that while many child prodigies fail to maintain (4) ... success into adult life, both parents and teachers tend to pick the wrong children. Primary teachers in England tended to label children (5) ... very able on the basis of their ways of working rather than their cognitive ability. Moreover, parents and children were far (6) ... likely to see boys as gifted. Studies in America, China and England all showed a stable ratio of two boys for (7) ... girl identified as highly able. Professors urge schools to provide extra activities (8) ... able pupils. Instead of just teaching gifted children in the same (9) ... as other children, but more quickly, these extra activities would be aimed (10) ... stimulating the child's special aptitudes and interests.

3. Read the text below and use the words given in capitals to form words that fit in the gaps. The words in capitals are given in the order you need to use them. (10 points)

Almost as if in response to the age of communication technology in which we now all live, the last few years have seen a widespread (1) (**AWAKE**) of interest in the ancient art of handwriting. It seems that the individuality and freedom of expression implicit in the craft of penmanship are waging their own counter revolution against the faceless (2) (**PERSON**) of the word processor. Graphologists, those people who are directly involved in the study and analysis of writing styles, claim that an individual's handwriting is almost as good a way of distinguishing one person from another as taking their (3) (**FINGER**).

There are, however, so many basic styles of handwriting that it would be (4) (**REASON**) to expect any one person to be an authority on all of them. Consequently, unlike other books on this subject, we have sought the advice and (5) (**EXPERT**) of several notable (6) (**PRACTICE**) in penmanship, each of whom has written about those aspects of the craft for which they have gained professional (7) (**RECOGNISE**). We have not attempted to establish a (8) (**DEFINE**) textbook of rules, but rather to provide an introduction to the craft, with a set of practical (9) (**GUIDE**) which will be of interest to anyone who would like to learn how to write more (10) (**ATTRACT**).

4. Complete the second sentence so that it means the same as the first. You must use between three and six words, including the word given. (5x2p=10 points)

1. Greg took a photography class because he wanted to become a photographer. **VIEW**
Greg took a photography class..... a photographer.
2. The hostages were never actually harmed by the kidnappers. **EVER**
At nothe hostages.
3. Alice would only go to the gym for a workout if I accompanied her. **ON**
Alice.....with her to the gym when she went for a workout.
4. The specialist says I should have slightly less salt in my diet. **AMOUNT**
According to the specialist, I shouldsalt in my diet.
5. You were not supposed to tell anyone about my news! **SECRET**

I'd rather.....instead of telling everyone!

SUBIECTUL II – INTEGRATED SILLS (60 points)

1. Read the text below and choose the answer (A, B, C or D) which you think fits best according to the text. (5 x 2p =10 points)

The Cabinet-Maker

Charles Hurst makes a living from perfectly crafted furniture.

Joanna Watt meets him

Charles Hurst gives the impression of being a man in a hurry. I arrive at his workshop, tucked under a railway arch in East London, and am greeted with a quick handshake and the words: 'Well, fire away then!' Whether this brusqueness is real or a front hiding a shy streak is not immediately apparent. But a glance around the workshop reveals that Hurst is obviously busy, with good reason not to waste a minute of his time.

The arched space is full of half-made pieces of furniture and planks of wood in an amazing array of natural colours. Hurst has been a cabinet-maker for ten years and has built up a very nice reputation for himself. His order book is always full for several months in advance, despite the fact that he does not really promote himself. Word has spread that if you want a decent cupboard or table, bookcase or kitchen units, Hurst is your man.

Of course, finding a furniture-maker is not that taxing a task. Wherever you live in the countryside, the craft is alive and well. But finding a cabinet-maker who prides himself on making beautifully crafted furniture with clean, simple lines is less easy. 'There are few real cabinet-makers now. People call themselves furniture-makers,' Hurst says wearily. As a craftsman who sets himself exacting standards, he is continually disappointed by some contemporary furniture. 'I am amazed by what some furniture-makers get away with, and saddened by what people will put up with.' He rails against shoddy, mass-produced furniture, and craftsmen who churn out second-rate pieces.

Such a quest for perfection is obviously a key to Hurst's success. That and his talent. This man is not coy about his ability. Indeed, his blatant self-confidence is as surprising as his initial brusque manner. 'I have a huge natural ability,' he says, with a deadpan expression. 'I have always been good at making things.' If it were not for the self-deprecating mood into which he slipped towards the end of our interview, I would have believed his conceit to be wholly genuine.

Hurst is self-taught. So how did he learn his craft? 'I asked the right questions and picked it all up,' he says nonchalantly. Almost all of his commissions come from private individuals (I used to do some commercial work for companies but it was soul-destroying). Some clients have returned time and again. 'You end up doing the whole of their house. That is very satisfying.' But he is honest enough to admit that relationships with clients do not always run smoothly. 'The most infuriating clients are those who don't know what they want, and then decide they do when it's too late ... my favourite clients are the exacting ones.'

If Hurst has every reason to be pleased with himself, he is also gracious in his praise for others - where it is due. With a sudden shot of modesty, he says: 'There are people far better than me. I can admire other people. After all, I wasn't trained at Parnham' (the leading college of furniture design). However, he is also unremittingly critical of those craftsmen who 'are trying to be artists and take a year to make one piece.' He also has little time for degree shows, in which students exhibit their work but at the same time are 'trying to make fashion statements. That can be pretentious. A piece of furniture is not about making a statement. It has to be something that people really can use.'

Confident Hurst may be, even brusque, but you could never call him or his work pretentious. Indeed, his parting shot displays a welcome down-to-earth approach to his craft and a streak of humility strangely at odds with his earlier self-confidence. ‘After all, I am only making furniture,’ he says as I make my exit.

1. When she arrived at the workshop, the writer
 - A. was not sure if her first impression of Hurst was accurate.
 - B. was offended by the way Hurst introduced himself.
 - C. thought that Hurst was pretending to have a lot to do.
 - D. thought it was obvious that Hurst did not want to speak to her.

2. Hurst has few problems selling his furniture because he
 - A. advertises locally.
 - B. is known to be a skilled craftsman.
 - C. uses only natural materials.
 - D. has a reputation for being fair.

3. What does Hurst think has led to the decline in the craft of cabinet-making?
 - A. It is a difficult skill to learn.
 - B. It is only popular in rural areas.
 - C. Consumers will accept poor quality furniture.
 - D. Simple designs do not appeal to modern tastes.

4. The writer says that when Hurst describes his ‘talent’, he
 - A. has a tendency to exaggerate.
 - B. reveals a natural sense of humour.
 - C. becomes more animated than he usually is.
 - D. appears more arrogant than he really is.

5. Hurst believes that it is essential for craftsmen to
 - A. create original furniture.
 - B. exhibit to a wide audience.
 - C. produce functional designs.
 - D. invest extra time in perfecting their work.

2. Writing (50 points)

Your local community centre has asked for proposals on how to encourage people to get involved in activities such as making handmade furniture, creating useful and artistic designs and organising exhibitions to showcase local talent. Write a **proposal** in which you explain why craftsmanship is important for the community, suggest ways to help people learn and develop these skills and recommend how to make craftsmanship more visible and appreciated. **(250-280 words)**