



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

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|-----------------|---------------|--------------|---------------|
| 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.
Greg took a photography class..... a photographer. | VIEW |
| 2. The hostages were never actually harmed by the kidnappers.
At no the hostages. | EVER |
| 3. Alice would only go to the gym for a workout if I accompanied her.
Alice..... with her to the gym when she went for a workout. | ON |
| 4. The specialist says I should have slightly less salt in my diet.
According to the specialist, I should salt in my diet. | AMOUNT |
| 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)