



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).

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|-----|-----------------|---------------|----------------|-----------------|
| 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)

AI in Education: Benefits and Challenges 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) _____. 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. 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.	1. HEAVY 2. WORLD 3. PRODUCE 4. EDIT 5. NUMBER 6. PRIVATE 7. RELY 8. INCLUDE 9. INSTITUTE 10. EDUCATE
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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)