

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

Varianta 1

- Toate subiectele sunt obligatorii.
- Nu se acordă puncte din oficiu.
- Timpul efectiv de lucru este de 3 ore.

SUBIECTUL A – USE OF ENGLISH (40 points)

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

20 points

Britain introduced the GCSE system in 1987, making, (in addition to traditional subjects) language and science compulsory until the age of sixteen. The syllabus was changed with the emphasis on continual assessment as opposed to just one day's performance. Certainly, the **abolition** of the "it'll be all right on the night" mentality is a step in the right direction, but how far does the education system educate?

There has always been an emphasis on academic success, especially in the wake of world-wide recession; students from all social and economic backgrounds are being encouraged to "stay on" after the legal school leaving age. Simple mathematics convey the inherent disadvantages of this strategy; too many graduates for too few jobs. But there are also other problems which are less apparent. In South Korea, the pressure to have a college education is so great that it has reached fatal proportions, putting students under enormous pressure

On the other side of the coin, what happens to the students who fall through the net? With growing competition for jobs and university places, the standard is constantly rising. So what happens to those members of society who simply are not academically bright? It is not a new or radical observation that notes how the classroom backbenchers are pushed further and further into a low achievement bracket. Despite the onslaught into the field of formal qualifications, several million people in Europe are reported to be illiterate.

Rote learning practices are quite **pervasive** in many schools. This information blast can result in the sponge syndrome whereby pupils soak up statistics and reproduce them without much, if any, individual thought or interpretation of the facts. There is more to learning than simply mimicking something that has been fed into you. Humans are not memory banks and this is something that the education system quite often seems to overlook.

There have been calls for more vocational training schemes with emphasis on technology and creativity. Without such a system, education will continue to function in society as a weeding-out process whereby those who are not capable of obtaining paper qualifications are branded as underachievers.

Educational **snobbery** is something that quite a few of us rely extensively on. It's time to learn the difference between being educated and being qualified. Education is certainly no burden on anyone's back.

A. Answer the following questions:

8 points

1. Why is the national curriculum constantly amended?
2. What problems have occurred as a result of encouraging students to continue their education?
3. What is the "sponge syndrome"?
4. In what way does education function as a "weeding-out process"?

B. Choose the right synonym:

6 points

- | | | | | |
|---------------------|-------------|---------------|---------------|-----------------|
| 1. abolition | A enactment | B enforcement | C eradication | D enhancement |
| 2. pervasive | A scarce | B transient | C elusive | D prevalent |
| 3. snobbery | A passivity | B detachment | C appraisal | D condescension |

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

6 points

1. The education system should begin to place more emphasis on education rather than on academic achievement.
It is time.....on academic achievement.
2. Youngsters will only find a good job if they are lucky nowadays.

Only if.....a good job
nowadays.

3. They changed the approach on the education in the UK for fear students might be put under enormous pressure.
They changed the approach on education in the UK soput under enormous pressure.

II. Use the word given in brackets to form a word that fits in each gap.

10 points

El Niño and La Niña are climate patterns that represent some of the most common (1. **OCCUR**) across the tropical Pacific Ocean approximately every five years. The two (2. **VARY**) work in tandem and are responsible for ocean warming and cooling (3. **RESPECT**). But it is the warming effect of El Niño that has the greatest impact around the world. El Niño is (4. **CHARACTER**) by prolonged differences in ocean temperatures in comparison to the average value. This (5. **NORMAL**) occurs at intervals of three to seven years. The (6. **RESULT**) climate changes can have a devastating effect on developing countries dependent on (7. **AGRICULTURE**) produce or fishing for their economies. It is probably the cause of higher degrees of rainfall in parts of Africa, Australia and Northern Europe, while causing (8. **CONSIDER**) colder winters in parts of North America. Because of the increased rainfall, El Niño is linked to increases in the (9. **TRANSMIT**) of diseases caused by mosquitoes. (10. **RESEARCH**) have also found a link between El Niño and an increased risk of conflict.

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

10

Planet Mars has been the subject of countless science- fiction films (1)_____ many years and now, with recent advances in technology, has come a better understanding of this planet. The planet does share many characteristics with our own planet. Its surface is rocky (2)_____ ours, days are almost the same length, and it has four distinct seasons. It also has winds, clouds and high mountains with volcanoes, one of (3)_____ is three times as high as Everest. However, there are some notable differences. Probably the most significant difference is that (4)_____ spacesuits it is impossible to breathe. Today, Mars appears to be a lifeless desert with nothing (5)_____ red sand, rock and rubble.

SUBIECTUL B – INTEGRATED SKILLS

Read the text below and do the tasks that follow.

BRINGING IN THE NEW BLOOD

Cities around the world are often said to develop naturally and organically, adapting themselves to the constantly changing wishes of the people who live there. Or so the theory goes. While this romantic idea may have been true many centuries ago, many cities today have grown according to strict calculations and criteria. The requirements of their residents still feature on any list of planning specifications, but they are primarily redesigned and built with a singular aim in mind - profit. The result of this is that the main voices in the design process are always those of adults, for whom the city functions according to patterns of work and money-generating social interaction. Young people, however, are often left out of the planning process.

Urban design agency Shape Shifter is aiming to change this. Its CEO, Nicolas Jette, believes that modern cities must evolve with a more inclusive sense of social responsibility in mind. 'My parents travelled internationally a lot when I was growing up, so I spent my adolescence continually moving between many different cities around the world, he remembers. Frequently, if he went back to a city years after leaving it, he was frustrated at how any expansion failed to show concern for its younger residents. For example, there were often an increased number of pedestrianized areas, but who are these really for? Generally, they exist in areas where people go to work or to spend money, neither of which feature heavily in teenagers' lives.

Jette was determined to bring young people into the urban development process. Initially, he found inspiration in Blockbuilders, a not-for-profit organisation based in the UK that allows younger teenagers to engage with real-world city design through the online game Minecraft. He noticed the way in which children as young as eleven were able to analyse, re-imagine and transform

the layout of their own local areas, and could visualize their ideal result without being too concerned about how difficult it might prove to be in real life. This is in clear contrast to the way in which adults who design cities do so with a sense of caution- restricted by rules, budgets and anticipated objections.

Once Jette began interviewing teenagers of all ages, he realized how valuable their ideas could be - if anyone would listen. He asked them what issues there were in their cities and what changes they would like to see. Of course, there were some inevitable suggestions, such as increasing the number of skate parks available. But they also raised some valuable points that even he hadn't previously considered. For example, many cities have spent millions on establishing modern public transport links, but the aim is often to encourage people out of their cars and onto trams, trains and buses - and here lies the problem. As his interviewees explained, this often discourages city-dwellers from cycling, which, in their opinion, should actually be the main alternative to private car travel.

Jette also noted that the young people he spoke to all made it a priority to have greater access to green spaces wherever possible, providing him with numerous welcome suggestions about how he could create such facilities for them in densely populated cities. Sometimes, they might produce detailed descriptions of outdoor recreation zones in which to enjoy the natural environment. At other times, their innovative proposals would be based on project work done at school or college. They introduced him, for example, to Vincent Callebaut, the Belgian architect and designer of futuristic eco-districts, whose work many of the interviewees had researched or studied. After Jette went away to carry out his own research into the work of Callebaut, he found that this was all he needed to be convinced of the worth of his interviewees' ideas.

The top-down approach to urban planning is when political decision-makers take charge, whereas bottom-up requires the involvement of residents on street level. There is certainly powerful argument that, as Jette puts it, 'you have to go and knock on doors, find the information you need, and convince the people at the top to make those changes. 'While I feel it would be ill-advised to dismiss the expertise available in local and national governments, this type of enthusiasm and sense of purpose is an equally valuable resource. He is planning to take his research to the relevant authorities around the world, hoping to persuade them that his recommendations are the most important factor in the future mental health of the residents of any city.

I. For each question choose the correct letter A, B, C or D (5 x 2p= 10p)

1. How did Jette feel on returning to cities where he had once lived?

- A. dissatisfied with how their growth excluded certain groups.
- B. disappointed in how much bigger they had grown.
- C. confused about the popularity of car-free zones.
- D. concerned about how similar to each other they were becoming.

2. In the third paragraph, what is Jette's main observation about young people, according to the writer?

- A. how familiar they are with their neighbourhoods.
- B. how stimulated they are by playing online computer games.
- C. how willing they are to adapt to regulations.
- D. how free they are in their approach to problem-solving.

3. In the fourth paragraph, the writer expresses how Jette

- A. thought city planners often waste huge sums of money.
- B. thought young residents' suggestions are not given enough credit.
- C. tends not to consider his subject in enough depth.
- D. thought different age groups tend to have conflicting preferences.

4. In the fifth paragraph, the writer shows how Jette felt

- A. grateful to the teachers of the young people he talked to.
- B. in agreement with the young people's philosophy.
- C. shocked at how little he knew in comparison to the interviewees.
- D. amused by the young people's descriptions of what they had imagined.

5. The writer makes the point that urban planning should

- A. focus on the knowledge and experience of local authorities.
- B. consider the psychological aspects of new developments.
- C. encourage co-operation from international governments.
- D. invite contributions from people with different strengths.

II. Starting from the text above which emphasises the valuable ideas and perspectives young people can offer in shaping cities, write a *report* on the following topic:

You are part of a youth committee conducting a survey among youngsters on the issue of urban expansion and development process. Your report should address the following questions:

- What issues are there in the cities you live/ study?
- How do they impact the youngsters?
- What facilities could the authorities create for youngsters in densely populated cities?

Write your report in 200-220 words in an appropriate style.

50 points