Inspectoratul Școlar Judeţean Prahova

OLIMPIADA DE LIMBA ENGLEZĂ – ETAPA LOCALĂ
8 FEBRUARIE 2025
CLASA a XII-a - SECȚIUNEA A

VARIANTA 1

NOTĂ: 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. Complete 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. (10 p)

1. I don't agree with your planting those flowers over there.
   SOONER
   I …… those flowers over there.
2. I would rather watch tennis than play it.
   PREFER
   I …… playing it.
3. The police say that Clare was seen at the scene of the crime.
   BEEN
   Clare …… seen at the scene of the crime.
4. "You act as if you were the boss !"
   IF
   I said she acts as ……. the boss.
5. All his ideas were a dismal failure.
   ONE
   Every …… a dismal failure.

II. Choose the correct answer A, B, C or D. (10 p)

Yellow fever used to be one of the most feared (1)..... of the Western hemisphere, ranked with smallpox and the plague as a deadly epidemic. Its most horrible (2)..... included black vomit and intense jaundice. When an epidemic (3)..... out in Cuba in 1900, Major Walter Reed of the US Army Medical Corps went to (4)..... He had one vital (5)..... to follow. A local doctor had suggested at the time of the (6) ……. outbreak that the female of a particular mosquito, Stegomyia fasciata, called 'steg' for short, was responsible for transmitting the disease. Reed was determined to (7) ..... that yellow fever could not be transmitted from a(n) (8) ..... person to a healthy one. He then conducted a gruesome experiment, which involved volunteers sleeping in beds covered with the black vomit and other discharges of fever victims. Many were sickened by the experience, but (9) ……caught yellow fever; clear evidence that sufferers posed no (10) ……. to the healthy.

1	A disorders	B infections	C bugs	D diseases
2	A attributes	B symptoms	C signs	D evidence
3	A started	B happened	C broke	D emerged
4	A investigate	B study	C check	D research
5	A lead	B hunch	C key	D guide
6	A former	B precedent	C early	D previous
7	A reveal	B uncover	C prove	D expose
8	A well	B infected	C weak	D deceased
9	A all	B none	C each	D neither
10	A gamble	B chance	C risk	D peril

III. Write <u>one</u> word in each gap. (10 p)

Acing an interview

Whilst talking to a new acquaintance recently, Damian Wright, I mentioned that I had an interview the (1) ……. day. (2) ……. my surprise, he told me that he advises people on how to get through the interview process. Damian promised that he (3) …… help me in any way he could. First of all, he recommended that I (4) ……. extremely well-prepared, I should find out as much information about the company as I could before the big day. If (5) …… be, I should be able to provide the interviewer with a brief history of the firm. Although I'm not very good at selling myself, Damian (6) ……. on my making a list of my strengths, which I duly did. He added that an interviewer might well ask about my weaknesses, too, and he said that although it was important to mention one, he (7) ……. me against going into too much detail about this.
He also said it was important that a candidate have an idea of the salary he or she should expect, so I was urged to take this (8) ……. consideration. (9) …… it to say that I took Damian's advice and... guess what? I've just had a call from the head of the personnel department, who cordially congratulated me (10) ……. my new appointment. Thanks, Damian!

IV. Write the correct form of the word in CAPITALS to complete the gaps: (10 p)

Whilst all children progress at their own pace, parents should always have an (1) ……. of any significant delays in their child's progress. 'Global (2) …….. Delay' is a disability (3) ……. by below average (4) ……. functioning, with substantial limitations in at least two other areas of development. These may range from children being visually (5) ……. to delayed achievement of certain milestones such as sitting up, crawling or walking.
Children may also be (6) ……. disabled; they could demonstrate difficulties in communication and may behave (7) ……. in a classroom setting.
At school, (8) ……. should identify the learning (9) …….. of the child's delay; in other words, the extent to which a student is affected (10) …….. , linguistically or in terms of attention span.

1	AWARE	6	CONCEPT
2	DEVELOP	7	DISRUPT
3	CHARACTER	8	TEACH
4	INTELLECT	9	IMPLY
5	IMPAIR	10	COGNITION

SUBIECTUL B – INTEGRATED SKILLS (60 points)

I. Read the text below and do the tasks that follow. (10p)

Less Television, Less Violence and Aggression

Cutting back on television, videos, and video games reduces acts of aggression among schoolchildren, according to a study by Dr. Thomas Robinson and others from the Stanford University School of Medicine. The study, published in the January 2001 issue of the Archives of Paediatric and Adolescent Medicine, found that third- and fourth-grade students who took part in a curriculum to reduce their TV, video, and video game use engaged in fewer acts of verbal and physical aggression than their peers. The study took place in two similar San Jose, California, elementary schools. Students in one school underwent an 18-lesson, 6-month program designed to limit their media usage, while the others did not. Both groups of students had similar reports of aggressive behaviour at the beginning of the study. After the six-month program, however, the two groups had very real differences. The students who cut back on their TV time engaged in six fewer acts of verbal aggression per hour and rated 2.4 percent fewer of their classmates as aggressive after the program. Physical acts of violence, parental reports of aggressive behaviour, and perceptions of a mean and scary world also decreased, but the authors suggest further study to solidify these results.

Although many studies have shown that children who watch a lot of TV are more likely to act violently, this report further verifies that television, videos, and video games actually cause the violent behaviour, and it is among the first to evaluate a solution to the problem. Teachers at the intervention school included the program in their existing curriculum. Early lessons encouraged students to keep track of and report on the time they spent watching TV or videos, or playing video games, to motivate them to limit those activities on their own. The initial lessons were followed by TV-Turnoff, an organisation that encourages less TV viewing. For ten days, students were challenged to go without television, videos, or video games. After that, teachers encouraged the students to stay within a media allowance of seven hours per week. Almost all students participated in the Turnoff, and most stayed under their budget for the following weeks. Additional

lessons encouraged children to use their time more selectively, and many of the final lessons had students themselves advocate reducing screen activities.

This study is by no means the first to find a link between television and violence. Virtually all of 3,500 research studies on the subject in the past 40 years have shown the same relationship, according to the American Academy of Pediatrics. Among the most noteworthy studies is Dr. Leonard D. Eron's, which found that exposure to television violence in childhood is the strongest predictor of aggressive behaviour later in life—stronger even than violent behaviour as children. The more violent television the subjects watched at age eight, the more serious was their aggressive behaviour even 22 years later. Another study by Dr. Brandon S. Centerwall found that murder rates climb after the introduction of television. In the United States and Canada, murder rates doubled 10 to 15 years after the introduction of television, after the first TV generation grew up.

Centerwall tested this pattern in South Africa, where television broadcasts were banned until 1975. Murder rates in South Africa remained relatively steady from the mid-1940s through the mid-1970s. By 1987, however, the murder rate had increased 130 percent from its 1974 level. The murder rates in the United States and Canada had levelled off in the meantime. Centerwall's study implies that the medium of television, not just the content, promotes violence and the current study by Dr. Robinson supports that conclusion. The Turnoff did not specifically target violent television, nor did the following allowance period. Reducing television in general reduces aggressive behaviour. Even television that is not "violent" is more violent than real life and may lead viewers to believe that violence is funny, inconsequential, and a viable solution to problems. Also, watching television of any content robs us of the time to interact with real people. Watching too much TV may inhibit the skills and patience we need to get along with others without resorting to aggression. TV, as a medium, promotes aggression and violence. The best solution is to turn it off.

Questions 1-3:

Read the text. Are the sentences 1-3 **TRUE** (if the statement is true according to the passage), **FALSE** (if the statement contradicts the passage) or **NOT GIVEN (if** there is no information about this in the passage)?

1. Only one study has found a connection between TV and violent behaviour.
2. There were more murders in Canada after people began watching TV.
3. The United States has more violence on TV than other countries.

Questions 4 and 5
For each question, choose the correct letter **A-D**:

4. According to the passage,
A. only children are affected by violence on TV.
B. only violent TV programs cause violent behaviour.
C. children who watch too much TV get poor grades in school.
D. watching a lot of TV may keep us from learning important social skills.

5. The authors of this passage believe that
A. some violent TV programs are funny.
B. the best plan is to stop watching TV completely.
C. it's better to watch TV with other people than on your own.
D. seven hours a week of TV watching is acceptable.

II. Writing Task: The Influence of Mass Media on Modern Society. Write a thought-provoking article that delves into the multifaceted impact of mass media on various aspects of contemporary society. Your article should be informative, insightful and engaging, encouraging readers to reflect on the role of mass media in their lives. Write your article in about 280 words. (50p)