

OLIMPIADA DE LIMBA ENGLEZĂ
ETAPA LOCALĂ
13 FEBRUARIE 2025
CLASA a XII-a
SECȚIUNEA B

SUBIECTUL A – USE OF ENGLISH**40 points****I. Read the paragraph below and do the tasks that follow.****10 points - 1p x 10 items**

The so-called experts, the most esteemed minds of the art world, were both adamant and unanimous in their insistence that *The Young Anthony* was a Rubens masterpiece, but now it seems technology has proven them all wrong in their **assertions**, with an X-ray study of the painting confirming it as a self-portrait of Sir Anthony Van Dyck. The Rubens connection is still there, of course - Van Dyck being a former student of his who went on to serve as court painter to Charles I of England – but this will be scant consolation for the critics who have espoused for so long the notion that only Rubens could have produced such a work.

For them, embarrassment and a large serving of humble pie await, and rightly so given their frequently petulant dismissal and intolerance of those who hold views contrary to their own. The way they behave, it is as though to question them is to commit a heinous crime. How can the mighty art experts be wrong? Well, perhaps this dose of humiliation is a **timely** reminder to them that we are all **fallible** and that their assumption of superiority on all matters art-related – an elitist, self-serving attitude is entirely bogus.

A. Answer the questions:

1. To what extent did the most revered art experts assert that *The Young Anthony* was a Rubens masterpiece?
2. To whom did the X-ray study of the painting attribute the artwork?
3. What will scantily console the critics upholding that only Rubens could have produced *The Young Anthony*?
4. What are the so-called experts to face due to their assumption of superiority on all matters art-related?

B. Choose the right synonym for the words given below, according to their meaning in the text.

1. assertions – a) declarations b) disputes c) allegations d) assumptions
2. timely – a) auspicious b) fitting c) propitious d) relevant
3. fallible – a) error – prone b) faulty c) imperfect d) unreliable

C. Rephrase the following sentences so as to preserve the meaning. Use the word given WITHOUT changing it.

1. The so-called experts, the most esteemed minds of the art world, were both adamant and unanimous in their insistence that *The Young Anthony* was a Rubens masterpiece. **ON**
The so-called experts, the most esteemed minds of the art world,that *The Young Anthony* was a Rubens masterpiece.
2. It seems technology has proven them all wrong in their assertions, with an X-ray study of the painting confirming it as a self-portrait of Sir Anthony Van Dyck. **BEEN**
They.....in their assertions, with an X-ray study of the painting confirming it as a self-portrait of Sir Anthony Van Dyck.

3. For them, embarrassment and a large serving of humble pie await, and rightly so given their frequently petulant dismissal and intolerance of those who hold views contrary to their own. **IS**
What....., given their frequently petulant dismissal and intolerance of those who hold views contrary to their own.

II. For questions 1-10, read the text below and look carefully at each line. Some of the lines are correct and some have a word that should not be there. If a line is correct, put a tick (✓) by the number on your answer sheet. If a line has a word which should not be there, write the word down next to the number on your answer sheet. **10 points**

- (0) ✓ Consider with me, if you will, a maligned and despised profession. Those who labor in it are
(00) such often treated with such ambivalence or contempt by the very people who are affected the
(1) ___ most by their work - I'm talking about art critics, of course. Artists often talk about critics as
(2) ___ if they were some sort of parasite or barnacle, at the best only getting in the way
(3) ___ and at worst actually stifling artists' ability to express themselves. We can only see
(4) ___ the very common attitude toward critics in the word "critical" itself; it's a value-coded word,
(5) ___ and being described as "critical" always implies a negative criticism. But I declare that the time
(6) ___ has come for some critics to re-establish their rank as a helper and valuable player in the arts.
(7) ___ What do critics do for the art world is very important; critics are vital to a healthy, thriving art
(8) ___ ecosystem. What critics do can be fit very neatly into Makato Fujimura's idea of the culture
(9) ___ care. Fujimura's two books Culture Care and Art + Faith: A Theology of Making are must-
(10) ___ reads for anyone so interested in cultivating an artistic practice rooted in principles of Christian thought.

III. Translate the following text into English.

10 points

“Să nu se fi întâmplat nimic, să fi fost acum bun prieten cu Marcella, să fi vizitat Bârladul numai noi doi, și seara să fi mâncat cu bătrânii în grădina lor, la o masă mare, cu becul atârnat de o prăjină...Gheorghiu simți încă o dată că sunt anumite lucruri care nu se mai pot întâmpla, cât ar fi ele de simple, de la îndemâna tuturor. Ar fi fost atât de simplu să fie împreună cu Marcella, prieteni, iubiți chiar Am făcut bine că am rămas aici și n-am primit să mă duc la el acasă. Cine știe, aș fi fost prea aproape acolo, prea mult deodată.”

(Mircea Eliade – *Huliganii*)

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

10 points

Does taste in music reflect personality?

If you have a strong(1) for uncomplicated, relaxing, acoustic music, chances are you will be an extrovert. At least, this is what the(2) of research into the links between musical taste and personality suggest.

LIKE

FIND

Psychologists conducted worldwide online surveys with over 20,000 voluntary (3)..... of different ages and backgrounds.

PARTICIPATE

Each volunteer completed a standard test that rates the five main components of personality openness, extroversion, agreeableness, (4) and conscientiousness – and was asked to state their(5) from a selection of 25 pre-categorised musical excerpts.

NEUROTIC

PREFER

The surveys showed that open personalities liked dynamic music, but were relatively(6) by slow, mellow music. They also revealed that extroverts, who are very (7) and energetic, tended to like unpretentious music.

IMPRESS**TALK****PREDICT****REGARD****CORRELATE**

Perhaps(8), agreeable people usually rated most music they listened to highly,(9) of genre, while neurotics did the reverse.

Conscientiousness was the only trait which revealed no (10)..... with musical type.

SUBIECTUL B- INTEGRATED SKILLS**60 points**

Read the text below and do the tasks that follow.

- I. You are going to read a magazine article about success and how to attain it. For each question decide which answer (A, B, C, or D) fits best according to the text. 10 points**

Secret to Success

Most of us have been on the receiving end of an inspirational speech. Usually, it is delivered by a former Olympian at a company conference and is all about the big M: motivation. It is sometimes eloquently delivered and often fun to listen to but most people leave the room wondering how thirty minutes of biographical information about a rowing champion is going to help them back in the office. Nobody would dispute that motivation is a key driver of performance but this knowledge does not help many of us understand where it comes from. Listening to a sportsperson speaking about their own personal journey may be uplifting but how is it going to leave a lasting and usable legacy in terms of how you approach your job? It is almost insulting to think it could.

It is not anecdotes we need, so much as a science of performance, underlying principles that help unlock the question of why some people work hard and excel while others don't; why some are committed to what they are doing while others exist in a state of semi-detachment. It is a question with ramifications not just for business but for education. And, fortunately, the answers are beginning to emerge. To see how, we need to take a step back and ask a deeper question: where does excellence come from?

For a long time, it was thought that the answer hinged, in large part, upon talent. Hard work may be important but if you don't have the ability, you are never going to become top class. It is the notion that high-level performers have excellence encoded in their DNA.

It turns out that this point of view is mistaken. Dozens of studies have found that high-flyers across all disciplines learn no faster than those who reach lower levels of attainment – hour after hour, they improve at almost identical rates. The difference is simply that high achievers practise for more hours. Further research has shown that when students seem to possess a particular gift, it is often because they have been given extra tuition at home.

The question of talent versus practice/experience would not matter much if it was merely theoretical. But it is much more than that. It influences the way we think and feel, and the way we engage with our world. And it determines our motivation. To see how, consider an employee who believes success is all about talent – this is known as the 'fixed mindset'. Why would they bother to work hard? If they have the right genes, won't they just cruise to the top? And if they lack talent, well, why bother at all? And who can blame someone for having this kind of attitude, given the underlying premise? If, on the other hand, they really believe that practice trumps talent – the 'growth mindset' – they will persevere. They will see failure as an opportunity to adapt and grow. And if they are right, they will eventually excel. What we decide about the nature of talent, then, could scarcely be more important.

So, how to create a growth mindset within an organisation? Interventions which have presented participants with the powerful evidence of how excellence derived from perseverance – which explains the possibility of personal transformation – have had a dramatic impact on motivation and performance.



When this is allied with clearly identifiable pathways from shop floor to top floor, so that employees can see the route ahead, these results are strengthened further.

1. The writer is concerned that motivational speeches do not
 - A. carry conviction.
 - B. give useful advice.
 - C. interest the audience.
 - D. respect the listeners.
2. The writer believes we should learn more about
 - A. the factors behind motivation.
 - B. the ways people's commitment to tasks can be developed.
 - C. the importance of workers' different principles.
 - D. the similarities between practices in business and education.
3. Research suggests that successful people
 - A. do not need to work hard.
 - B. have an innate talent.
 - C. benefit from personal training.
 - D. can learn very quickly.
4. In paragraph 5, the writer poses several direct questions in order to
 - A. make readers consider their own experiences.
 - B. invite comment.
 - C. emphasize his point.
 - D. consider different situations.
5. According to the writer, employers need to
 - A. encourage ambition in their employees.
 - B. ensure employees know their place in a company.
 - C. record the development of each employee.
 - D. reward good performance of their employees.

II. At work, your boss has decided to start a program meant to create a growth mindset within the organization. He has asked you to come up with a proposal with recommendations for what and how to enhance employees' motivation. Other companies have set out to develop a positive work culture by fostering recognition and appreciation within the company and setting clear and measurable goals.

You may use these suggestions in your proposal, but feel free to incorporate others. Be sure to provide reasons to support your recommendations.

Starting from the text above, write your proposal. (250-280 words)

50 points

TOTAL

100 points

NOTĂ: TOATE SUBIECTELE SUNT OBLIGATORII.

TIMPUL DE LUCRU ESTE DE 3h.

NU SE ACORDĂ PUNCTE DIN OFICIU.