

Olimpiada de Limba Engleză Gimnaziu – Etapa locală

An școlar 2023-2024

Clasa a VIII-a

I. SUBIECTUL I - Use of English

(50p)

1. Put each verb in brackets into a suitable tense. Write the answers on your answer sheet. (10 x 1p = 10p)

Kevin Adams loves trains. He first (1) _____ (see) one when he was four years old and he (2) _____ (think) it was great. He goes to a different railway station every week and writes down the engine number of every train he sees. He (3) _____ (do) this since he was eight. By the time he was fifteen he (4) _____ (collect) over 10.000 different engine numbers in various counties. Once, while he (5) _____ (stand) in a station in Cheshire he saw something very unusual. He (6) _____ (wait) for over an hour for a train to go by when suddenly he (7) _____ (see) a very old steam train coming down the track. It (8) _____ (not/stop) at the station and, as it was passing, Kevin noticed that all the passengers (9) _____ (wear) old-fashioned clothes. When he told the station guard about this, the man answered that no steam train (10) _____ (pass) through that station for years!

2. Read the text. There is an extra word in each line. Find the words that should not be there and write them on your answer sheet. (10 x 1p = 10p)

- (1) _____ Oh, let me tell you about our trip. Did you know that Sara is afraid of be
(2) _____ flying? We had arranged it with her family to go to France for a few days.
(3) _____ I have always wanted to see Paris and would love to live in there one day.
(4) _____ Well, we got to the airport and Sara appeared being nervous. I asked her if
(5) _____ she was okay and she said she was fine, so we continued on to our way.
(6) _____ We went through passport control and I could see so that Sara wasn't
(7) _____ keen on going any further. Just then, a voice announced: 'We regret it to
(8) _____ inform passengers that Flight 114 to France is been cancelled.' That was
(9) _____ our flight! Sara said she was glad because of she was too frightened to
(10) _____ fly anyway! So, we all went to home. That was the end of *that* trip!

3. Use the word given in capitals to form a word that fits in each sentence. Write the answers on your answer sheet. (10 x 1p = 10p)

I saw some badminton on TV and found it quite (1) _____, so I thought I'd see if there was a club or (2) _____ in my area. I looked everywhere but, (3) _____, the nearest club was 80 kilometres away. So, without any (4) _____, I decided to form my own club. It was very hard at the beginning – I didn't have any (5) _____, and I had to convince a few people that it was an (6) _____ way to keep fit. I organised a small (7) _____, which was a lot of fun, and things started to grow from there. Now we've got a full-time (8) _____ and our (9) _____ come from all over the country. One of our members was even a bronze (10) _____ in the national championship!

INTEREST
ASSOCIATE
FORTUNE
KNOW
EQUIP
ENJOY
COMPETE
TRAIN
OPPOSE
MEDAL

4. Read the following text and fill in the gaps using ONE word only. Write the answers on your answer sheet. (10 x 1p = 10p)

The night before

Jane lay awake. She had 1) _____ preparing for the next day 2) _____ a long time and now she couldn't sleep. Her team 3) _____ playing the local champions at water polo in the final and Jane was the captain. She was feeling the pressure.

She turned over and remembered how she 4) _____ learned to swim. Her father had taught her. They would go to the local 5) _____ every day after school and her father 6) _____ to show her what to do. She hadn't liked the water at first, but she soon 7) _____ used to it. She learned quickly and joined the water polo team. She had 8) _____ their youngest member!

She quickly got used to scoring goals and swimming 9) _____ pressure, but tomorrow was different. It was the biggest match of her life. She closed her eyes again and tried to get to sleep. 'I 10) _____ used to have problems sleeping,' she thought to herself. 'But then again, I didn't use to be the captain of the team.' She watched the clock change slowly and knew that it was going to be a long night.

5. Read the text below and decide which answer (A, B, C or D) best fits each gap. Write the answers on your answer sheet. (10 x 1p = 10p)

Last year my Dad got a new job. It was in a town which was 100 kms from our home. Mum and Dad (1) _____ we would have to move, because it was a long way for Dad to (2) _____ every day. When they (3) _____ me about their plan I was upset (4) _____ I loved my home and school. I was worried that I would (5) _____ all my friends and teachers a lot. Anyway, six months (6) _____ that, my family moved to the town of Hexford. The house was much bigger than our old one, and (7) _____ my bedroom window I (8) _____ see the sea. I wasn't looking forward to the first day at my new school. I felt really (9) _____ about meeting lots of new people. But when I got there everyone was great! My class teacher was nice and I (10) _____ friends with two girls in my class. Moving home isn't that bad, after all!

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|------|--------------|-----------------|-------------|--------------|
| (1) | A) chose | B) decided | C) selected | D) picked |
| (2) | A) transport | B) carry | C) tour | D) travel |
| (3) | A) said | B) spoke | C) told | D) explained |
| (4) | A) because | B) so | C) but | D) and |
| (5) | A) forget | B) lose | C) leave | D) miss |
| (6) | A) further | B) after | C) next | D) later |
| (7) | A) down | B) along | C) from | D) away |
| (8) | A) shall | B) could | C) must | D) would |
| (9) | A) nervous | B) disappointed | C) angry | D) bored |
| (10) | A) knew | B) found | C) made | D) met |

SUBIECTUL II - READING COMPREHENSION

(25p)

Read the following text about sleep and do the tasks that follow.

(10 x 2,5p = 25p)

Saving the Big Birds

Paragraph 1

At first glance, why anyone would want to save California condors is not entirely clear. Unlike the closely related Andean condors with their white neck fluff or king vultures with their brilliant black-and-white colouring, California condors are not much to see. Their dull black colour – even when contrasted with white underwings – featherless head and neck, oversized feet and blunt talons are hardly signs of beauty or strength. Their appeal begins to become evident when they take flight. With a nine-and-a-half-feet wingspan and a weight of up to 28 pounds, California condors are North America's largest fully flighted birds. In the Americas, only Andean condors are bigger. California condors can soar almost effortlessly for hours, often covering hundreds of miles a day – far more than other birds. Only occasionally do they need to flap their wings – to take off, change direction or find a band of warm air known as a thermal to carry them higher.

Paragraph 2

When it was discovered that the condor population was becoming dangerously small, scientists and zookeepers sought to increase numbers quickly to preserve as much of the species' genetic diversity as possible. From studying wild condors, they already knew that if a pair lost an egg, the birds would often yield another. So the first and sometimes second eggs laid by each female in captivity were removed, artificially incubated, and the chicks raised using hand-held puppets made to look like adult condors. Such techniques are quickly proved effective.

Paragraph 3

Despite these achievements, the effort to save California condors continues to have problems. Survival rates of captive-hatched condors released to the wild are, for some people, too low, and some have had to be recaptured after they acted foolishly or became ill. As a result, the scientists, zookeepers and conservationists who are concerned about condors have bickered among themselves over the best ways to rear and release the birds.

Paragraph 4

Some of the odd behaviour on the part of these released birds is hard to explain. At times they landed on people's houses and garages, walked across roads and airport runways, sauntered into park visitor centres and takeaway restaurants, and took food offered by picnickers and fishermen. None are known to have perished by doing so, though. More seriously, one condor died from drinking what was probably antifreeze. Others died in collisions with overhead electrical transmission wires, drowned in natural pools of water, or were killed by golden eagles and coyotes. Still others were shot by hunters and killed or made seriously ill from lead poisoning. Some just disappeared. Most recently, some of the first chicks hatched in the wild died after their parents fed them bottle caps, glass shards, pieces of plastic and other man-made objects that fatally perforated

or blocked their intestines. These deaths may be due to the chicks' parents mistaking man-made objects for bone chips eaten for their calcium content.

Paragraph 5

Mike Wallace, a wildlife specialist at the San Diego Zoo, has suggested that some of the condors' problems represent natural behaviour that helps them survive as carrion eaters. The real key to successful condor reproduction, he believes, lies in properly socialising the young birds as members of a group that follow and learn from older, preferably adult birds. That, he argues, was missing earlier condor releases to the wild. Typically, condors hatched in the spring were released to the wild that autumn or winter, when they were still less than one year old. Especially in the early releases, the young condors had no adults or even older juveniles to learn from and keep them in their place. Instead, the only other condors they saw in captivity and the wild were ones their own age. Now, condor chicks at several zoos are raised in cave-like nest boxes. The chicks can see older condors in a large flight pen outside their box but cannot interact with them until they are about five months old. Then the chicks are gradually released into the pen and the company of the social group. The group includes adult and older juvenile condors that act as mentors for younger ones. It is hoped that this socialisation programme will help the birds adapt to the wild when they are released.

I. The text has five paragraphs. Choose the best title for each paragraph from A-F below. There is one letter which you do not need to use. Write the answers on your answer sheet.

- A** Human danger **B** Differences and similarities **C** Breeding habits **D** Old habits die hard
E Adaptation problems **F** New programme based on age

II. Find the best answer A, B, or C to the questions 1-5. Write the answers on your answer sheet.

1. What does the writer say is the California condor's most impressive features?
A) The height at which it can fly.
B) The range of colours it displays.
C) The way it glides through the air.
D) The similarity it has to the Andean condor.
2. In the initial stage of the conservation programme,
A) eggs were taken from the nests of wild condors.
B) female condors were captured and studied carefully.
C) scientists and zookeepers tried to create genetic diversity.
D) condors were encouraged to produce more eggs.
3. What does the writer say in the third paragraph about the attempts to save California condors from extinction?
A) Freed condors have tried to return to the places where they were born.
B) There is disagreement about the breeding methods employed.
C) The majority of birds reintroduced into the wild have died.
D) Attempts to breed condors in captivity have failed.
4. According to Mike Wallace, there will be fewer problems
A) if young condors are taught appropriate behaviour by mature birds.
B) if the chicks are surrounded by older birds when they hatch.
C) if young condors are trained not to eat as much carrion.
D) if the chicks are kept in special boxes for five months.
5. The main purpose of the article appears to be
A) to evaluate the need to preserve the California condor.
B) to gain support for the California condor conservation project.
C) to examine developments in the California condor conservation programme.
D) to analyse factors surrounding the California condors' failure to adapt to the wild.

SUBJECTUL III - WRITING (25p)

Write a narrative essay ending like this:

... and that's why I was late to school this morning.

Write your story in 150-180 words and give it an appropriate title. Pay attention to the following:

- You don't need to write long descriptions
- Use dialogues only if they are relevant to your characters or events
- You should use this plan
 1. Introduction (paragraph 1 – set the scene)
 2. Main body (paragraph(s) 2/3 – develop the story)
 3. Conclusion (paragraph 4 – end the story)

Don't count the words given in the end!