

**Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2025**

**Probă scrisă**

**Limba engleză**

**CLASA a XII-a - SECȚIUNEA A**

- 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 following text and fill in the blanks with ONE word only.**

**10 points**

That fragment of pottery, that little piece of bone or the remains (1) \_\_\_ an early human tool are quite often the only evidence we have of our early history. (2) \_\_\_ a consequence of the work of archaeologists and others in this field, (3) \_\_\_, we have over the years built up an extremely good understanding of early human development. This is the case, (4) \_\_\_ the fact that there is no written evidence of the period we term pre-history. (5) \_\_\_ is startling to note is that this period, which predates the invention of writing, accounts (6) \_\_\_ 99% of human existence. It was during this time that discoveries that shaped the human race were made, early settlements created that (7) \_\_\_ to become our major cities and in general was the time when the very foundations of human civilisation were laid. The evidence of our pre-history can come from (8) \_\_\_ and wide, from remnants of human existence buried deep in the ground (9) \_\_\_ ancient pathways and burial grounds. The first and easiest place to start your exploration of pre-history is, of course, your local museum, particularly if you are interested in discovering more about the area where you live. Not (10) \_\_\_ can you resort to local museums, but you may also have a local archaeological group that would be prepared to let you work as a volunteer.

**II. Choose the best option A, B, C or D.**

**10 points**

**1. The agency's mission is \_\_\_ transition \_\_\_ an efficient and low-carbon economy, \_\_\_ the long-term threat of climate change.**

- A. accelerating/ at/ during mitigate
- B. to accelerate/ to/ while mitigating
- C. to accelerate/ to/ after mitigate
- D. accelerating/ at/since mitigating

**2. \_\_\_ makes it clear that there \_\_\_ be a climate change solution \_\_\_ global warming.**

- A. The Parliament/ cannot/ to
- B. Parliament/will not/ for
- C. Parliament/ might not /to
- D. The Parliament/ can not / on

**3. Today we \_\_\_ together to honor \_\_\_ of \_\_\_ of men and women who served our country.**

- A. remain/ the braveries and sacrifices/ a thousand
- B. stay/ the bravery and sacrifice/ thousand
- C. stand/ the bravery and sacrifices/ the thousands
- D. are/ the bravery and the sacrifice/ thousand

**4. \_\_\_ is said \_\_\_ a raise in the criminal rates \_\_\_ the past few months.**

- A. It/to be/for
- B. It/to have been/over
- C. There/to be/in
- D. There/to have been/for

5. \_\_\_ night \_\_\_ that they decided to \_\_\_ the town red.

- A. Such a beautiful/it was/colour
- B. So beautiful a / it was/paint
- C. So beautiful a/was it/paint
- D. Such a beautiful/was it/colour

6. Unless you \_\_\_ to take your umbrella, you \_\_\_ soaking wet now that it \_\_\_ for hours!

- A. had remembered/ would be /has been raining
- B. would have forgotten / wouldn't be / has rained
- C. hadn't forgotten / would have been / has rained
- D. had remembered / wouldn't have been / had been raining

7. I wish my neighbour \_\_\_ his guitar at night. Some can hardly sleep, \_\_\_?

- A. wouldn't play / can't they
- B. wouldn't play / can they
- C. won't play / can't they
- D. hadn't played / can they

8. Remember that the papers \_\_\_ on Monday morning and no delays \_\_\_.

- A. have to be hand in/will accept
- B. have to be handed in/will be accepted
- C. have to be brought in/are accepted
- D. will have to be handed /will be accepted

9. It's about time Amy \_\_\_ to me \_\_\_me a gossip in front of everybody.

- A. apologized/for having called
- B. excused/to have called
- C. confided/from calling
- D. told/that she called

10. Two days ago the President stated

- A. that it is the wider regions' interest to see a closed working relationship between both countries.
- B. that it was a wider region's interest seeing close working relationship between the both countries.
- C. that it has been the widest regions' interest to be seeing close work relationships between both countries.
- D. that it was the wider region's interest to see a close working relationship between the two countries.

III. 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 two and five words, including the word given. 10 points

- 1. There's a chance that Claire now doesn't want to apply for the job. CHANGE  
Claire may \_\_\_\_\_heart about applying for the job.
- 2. My brother now earns far less than he did when he was younger. NEARLY  
My brother \_\_\_\_\_much now as he did when he was younger.
- 3. The number of students now at university has reached an all-time high, apparently. THE  
The number of students now at university is \_\_\_\_\_been, apparently.
- 4. It's not likely to happen but if you're not satisfied with the product we'll refund your money. EVENT  
\_\_\_\_\_that you are not satisfied with the product your money will be refunded.
- 5. It's one thing to think there's a demand for your product and another to actually make a sale. WORLD  
There's \_\_\_\_\_between thinking there's a demand for your product and actually making a sale.

**IV. Translate the following text into English.**

**10 points**

Așa ceva nu se mai pomenise de... nu-și puteau aminti de când! Dacă surorile răscoleau printre amintiri, reușeau să găsească niște seri, din vremea în care erau foarte mici, când așteptau nerăbdătoare în fața cuptorului în care Maya cocea budinci sau plăcinte. Erau atât de fascinate de coca aurie care se umfla în tavă, de mirosul ademenitor care ieșea dinăuntru, de crusta crocantă care începea să se formeze, încât mai că și-ar fi lipit năsurile de ușa cuptorului, dacă Maya n-ar fi intervenit promptă și nu le-ar fi îndepărtat. Dacă scormoneau și mai adânc printre amintiri, o puteau vedea pe mama lor făcând clătite, destul de arse pe-o parte și care nu se prea închegau în tigaie. Le stropiseră cu miere și le mâncaseră așa; nu s-ar fi putut spune că nu fuseseră bune la gust, chiar dacă păreau mai degrabă un arhipelag de insule decât niște clătite. Cât despre tată, el reușise de mai multe ori performanța de a turna niște lapte peste cerealele din două boluri albastre, iscând o întreagă dezbatere în jurul dilemei: e corect să pui întâi cerealele și apoi să torni laptele sau, dimpotrivă, mai întâi se toarnă laptele și abia apoi se pun cerealele?

(Adina Rosetti, *Misterul orașului Lunivineri*)

**SUBIECTUL B – INTEGRATED SKILLS (60 points)**

**I. Five paragraphs have been removed from the article below. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra paragraph which you do not need to use. 10 points**

**ChatGPT is going to change education, not destroy it. - From ABC to GPT**

Just days after OpenAI dropped ChatGPT in late November 2022, the chatbot was widely denounced as a free essay-writing, test-taking tool that made it laughably easy to cheat on assignments. Los Angeles Unified, the second-largest school district in the US, immediately blocked access to OpenAI's website from its schools' network. **1. \_\_\_\_**

"While the tool may be able to provide quick and easy answers to questions, it does not build critical-thinking and problem-solving skills, which are essential for academic and lifelong success," Jenna Lyle, a spokeswoman for the New York City Department of Education, told the Washington Post in early January.

This initial panic from the education sector was understandable. **2. \_\_\_\_**

It looked as if ChatGPT would undermine the way we test what students have learned, a cornerstone of education. But three months on, the outlook is a lot less bleak. I spoke to a number of teachers and other educators who are now reevaluating what chatbots like ChatGPT mean for how we teach our kids. **3. \_\_\_\_**

Educational-tech companies including Duolingo and Quizlet have already integrated OpenAI's chatbot into their apps. "We believe that educational policy experts should decide what works best for their districts and schools when it comes to the use of new technology," says Niko Felix, a spokesperson for OpenAI. **4. \_\_\_\_**

But it will take time and resources for educators to innovate in this way. It is far too soon to say what the lasting impact of ChatGPT will be—it hasn't even been around for a full semester. In hindsight, the immediate calls to ban ChatGPT in schools were a dumb reaction to some very smart software. "It was a storm in a teacup," says David Smith, a professor of bioscience education at Sheffield Hallam University in the UK. **5. \_\_\_\_**

Even so, teachers are right to see the technology as a game changer. Large language models like OpenAI's ChatGPT are set to have a massive impact on the world. If nothing else, many teachers now recognize that they have an obligation to teach their students about how this new technology works and what it can make possible.

**A.** “We are engaging with educators across the country to inform them of ChatGPT’s capabilities. This is an important conversation to have so that they are aware of the potential benefits and misuse of AI, and so they understand how they might apply it to their classrooms.”

**B.** Far from being just a dream machine for cheaters, many teachers now believe, ChatGPT could actually help make education better. Advanced chatbots could be used as powerful classroom aids that make lessons more interactive, teach students media literacy, generate personalized lesson plans, and more.

**C.** Others soon joined. By January, school districts across the English-speaking world had started banning the software, from the United States to Australia. Several leading universities in the UK, including Imperial College London and the University of Cambridge, issued statements that warned students against using ChatGPT to cheat.

**D.** ChatGPT, available to the public via a web app, can answer questions and generate well-structured blocks of text on almost any topic it is asked about, from string theory to Shakespeare. Each essay it produces is unique and its authorship is impossible to spot.

**E.** The narrative around cheating students doesn’t tell the whole story. There are teachers who think generative Artificial Intelligence could actually make learning better, but whether they are right about it may be a different story.

**F.** Far from using the Chabot to cheat, Smith says, many of his students hadn’t yet heard of the technology until he mentioned it to them: “When I started asking my students about it, they were like, Sorry, what?”

**II. You have been asked to write an article for your high school magazine exploring the benefits and drawbacks of using ChatGPT for educational purposes. What impact could it have on student learning and development? Starting from the text above, write your article in 250-280 words.**

**50 points**