OLIMPIADA DE LIMBA ENGLEZĂ

ETAPA LOCALĂ

12 FEBRUARIE 2026

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

Environmental Conservation in the Modern Era

Conservation efforts have evolved dramatically in response to escalating environmental threats. No longer confined to protecting isolated species, modern strategies encompass entire ecosystems, recognizing the interconnectedness of biodiversity. Initiatives like reforestation projects not only combat deforestation but also mitigate climate change by sequestering carbon. However, funding shortages often undermine these efforts, with governments prioritizing economic growth over sustainability. Non-governmental organizations fill this gap, **leveraging** public donations and corporate partnerships to drive change. Yet, skepticism persists among some communities, who view conservation as an imposition that disrupts traditional livelihoods. Education plays a pivotal role here, **dispelling** myths and fostering participation. As global temperatures rise, adaptive measures, such as creating wildlife corridors, become imperative to allow species migration. The success of conservation ultimately **hinges on** international cooperation, transcending borders to address transboundary issues like poaching and habitat loss.

A. Answer the questions:

1. What does the article indicate about the scope of modern conservation?
2. What is the purpose of reforestation projects?
3. What are funding issues exacerbated by?
4. Why does skepticism persist among some communities?

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

1. leveraging	a) capitalizing	b) handling	c) imposing on
2. dispelling	a) overturning	b) debunking	c) dispersing
3. hinges on	a) depends on	b) establishes	c) turns on

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

1. Initiatives like reforestation projects not only combat deforestation but also mitigate climate change by sequestering carbon. **DO**
Not ….....

2. As global temperatures rise, adaptive measures, such as creating wildlife corridors, become imperative to allow species migration. **TAKEN**
It is imperative….....

3. The success of conservation ultimately hinges on international cooperation**.** **IS**
What …….....

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 Can you barely see your desk at ~~the~~ work for the mountain	0. the
00 of paper on it? If this is the case then you probably	00. V
01 feel like going home before you've ever started work.	01. ____
02 As some people argue that they never file away important	02. ____
03 documents because they are afraid of not being able to	03. ____
04 find them out. However, it has been calculated that the average	04. ____
05 office worker spends surely around 22 minutes per day looking	05. ____
06 for lost paperwork because of it hadn't been filed correctly.	06. ____
07 Some people's desks are so much cluttered with paper and	07. ____
08 equipment that they hardly have had any space left for working	08. ____
09 on. Think how much more productive and creative they could be	09. ____
10 with a clear desk! Don't fall on into the trap of thinking	10. ____

that clutter can only be of the paper variety.

III. Use the word given in brackets to form a word that fits each gap. 10 points

There has been a significant increase in the (1) ____ (all) burden of nutritional diseases in recent years, resulting from (2) ____ (diet) deficiencies, excesses, or imbalances, (3) ____ (compass) both undernutrition and (4) ____ (nutrition). This situation has (5) ____ (high) awareness regarding the dangers of (6) ____ (excess) salt, saturated fat, and sugar. Despite the (7) ____ (convenient) of fast food, there is a counter-movement toward (8) ____ (mind) eating and preparing fresh, organic, and (9) ____ (local) sourced meals. Dietary habits are closely linked

to overall (10) ____ (be), as choosing healthy and nutritious foods has many benefits and protects us against serious health conditions.

IV. Translate into English **10 points**

Odată, când a împlinit cincisprezece ani, s-a înfuriat aşa de rău pe tatăl lui încât s-a îmbrăcat ca o fată. A intrat pe furiş în odaia surorii lui pistruiate, şi a găsit acolo ciorapi indeşirabili, o cămaşă de noapte, un sarafan importat din Elveţia şi o fustă plisată, decolorată. Dacă sora lui n-ar fi fost aşa de înaltă şi obeză, le-ar fi îmbrăcat, şi ar fi rupt-o la fugă afară din cameră, închipuindu-şi că va putea să străbată tot oraşul cu repeziciune în halul în care era, fără să păţească nimic. Un poliţist băgăcios poate că l-ar fi reperat pe pitic în vreme ce acesta se strecura lipit de zidurile vreunei case si l-ar fi pălmuit.

SUBIECTUL B- INTEGRATED SKILLS 50 points

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

Science on TV: it's not dumb, but it could be smarter

Science broadcasting would be greatly improved by involving viewers in the experimental process, says Alice Bell.

A new science series started on television last month. Cue lots of people muttering about dumbing down, casting disapproving looks in the presenting scientist's direction. They shouldn't. Complaining about dumbing down is dumb. It misses what all good popularisation does. It also detracts from other questions about science programmes. Is there too much focus on what scientific thought delivers, not the methods, processes and politics that make it? Does television too often package science as a pantomime set of characters rather than connect the public to the reality of research? Is **it** stuck in the past? **line 9**

Science changes as it makes its way on to television, just as it does as it travels to newspapers, magazines, books, exams and through the various media of the scientific community (journals, emails, gossip over coffee at a conference). People who take a dim view of media professors need to get over themselves and stop assuming the difference between professional and popular science sits on a hierarchical frame that places the former on top. Popularisation doesn't make knowledge something less than it was. Often it picks up new perspectives as well as simply inviting more people to support or even be part of the enterprise. Done well, popularisation isn't pathological to research; it's lifeblood.

Still, there are problems with many traditional approaches to the way we share science. There is a history of snobbishness against scientists who take time to talk to the public, but equally silly is a snobbishness against presenters who aren't actually scientists. These days the more serious TV channels favour professional scientists to present, even if they rarely write the script and often stray outside their area of expertise. It's a shallow form of scientific authenticity, and one that patronises the audience and curtails scientific expertise.

I especially worry that science is often rendered as something to be simply consumed by the public. If we're using the metaphor of scientific literacy, in a sense it's 'read-only' research. Retelling science for explanatory or entertainment purposes might give us a great picture of what the scientific idea looks like, but often removes a lot about how the scientists got to these conclusions. It doesn't show the workings of science or share the science-in-the-making, meaning it's harder to critique or get involved with – or simply enjoy as entertaining and educational in itself. I'd like to see an attempt to share the means of production of science, not just sell its products.

The interviews with working scientists on a current radio series bring out the texture of science, a sense of what drives scientists, the frustrations, boredom, adventure and accidents their work can include. But this is still a matter of telling a story rather than involving audiences. That's not to say I'm against storytelling science, just that we have to be aware of the narrative forces in play. Some time ago there was a lot of fuss about a nature documentary filming polar bear cubs in a wildlife centre rather than in the wild, as appeared to be the case. But this sort of fabrication is routine, just as we routinely leave out bits of science to tell interesting, exciting and useful stories. We'd get lost otherwise. Televisual science is always a construction, and it's often worth deconstructing and arguing over how we choose to do this. But it can be a meaningful and necessary construction too, just as a scientific paper is a meaningful construction we might argue over.

I don't mind the odd bit of sparkle and showmanship around science. Nor do I mind shows that just invite audiences to passively watch or listen – as long as we have more critical and interactive projects too. We might be in a golden age of science television but we shouldn't stop asking questions about it. We need to be imaginative about what science is, who it talks to and how it might be better; not simply find ever more ways to spread the status quo.

I. For questions 1–5, choose the answer (A, B, C or D) which you think fits best according to the text. 10 points

1. The word *'it'* in line 9 refers to

A. the current approach to research in science.
B. the way the broadcast media cover science.
C. the attitude of politicians towards science.
D. how the public see science and scientists.

2. What point is the writer making in the second paragraph?

A. Science can benefit from becoming more popular.
B. Popular science is inferior to professional science.
C. Scientific journals report on science without altering it.
D. The quality of research is being harmed by popular science.

3. What is the writer's attitude to the presenting of science programmes?

A. Science programmes should always be presented by actual scientists.
B. Presenters often seem to assume that viewers know nothing about science.

C. Television scientists should talk only about their own branch of science.
D. Scientists should be working in science, not presenting TV shows.

4. The writer believes that the public are frequently being denied
A. the opportunity to enjoy programmes about science.
B. information about the results of scientific research.
C. the experience of hearing scientists talk about their work.
D. an insight into how the scientific process works.

5. The writer mentions the programme about polar bears to show that
A. scientists often find it impossible to agree with one another.
B. the makers of science documentaries are often untrustworthy.
C. in science it is impossible to report every detail of the story.
D. documentaries cannot show the scientific process realistically.

II. You are studying on an exchange programme at a UK college. During Science and Technology Week, your school wants to move beyond traditional demonstrations and lectures.

Using ideas from the article above write a proposal to the head teacher, Mr Albertson, suggesting:

- activities that actively involve students in scientific processes
- how storytelling, discussion, or media could be used critically
- how these activities would benefit students' understanding of science

Write your proposal in 250-280 words. **40 points**

TOTAL: 90 POINTS
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