Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2026

Probă scrisă

Limba engleză

CLASA A X-A - SECȚIUNEA B

- **Toate subiectele sunt obligatorii.**
- **Se acordă zece puncte din oficiu.**
- **Timpul efectiv de lucru este de 3 ore.**

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the text below and do the tasks that follow. 10 points

Greek mythology has become the subject of numerous modern misconceptions, many of which are widely accepted as fact. These misunderstandings often arise from popular culture – particularly cinematic adaptations – or from the **syncretic** blending of simplified narratives across generations. The Titans, primordial deities who preceded the twelve Olympian gods, are often portrayed in modern media as purely antagonistic. Ancient sources, however, present them as anthropomorphic beings, endowed with both virtues and flaws. Similarly, Zeus is frequently imagined as omnipotent, yet classical mythology depicts him as neither all-powerful nor entirely autonomous; his authority is constrained by fate (*Moira*) and the independent actions of other gods.
Hades is another commonly misunderstood figure. Far from malevolent, he is a necessary ruler of the underworld, maintaining cosmic order rather than embodying moral evil. Pandora, too, is widely misrepresented. Hesiod describes her as the first mortal woman, created by Hephaestus at Zeus's command, who **subsequently** becomes an ancestral figure in human lineage. Modern retellings often emphasize the infamous "Pandora's box," but in the original account, she opens a *pithos*—a large jar—through which suffering and hardship are released, leaving only hope behind. Greek mythological figures often occupy a **liminal** space between humanity and divinity, reflecting the nuanced moral and emotional qualities attributed to the gods.

A. Choose the right synonym for the words given below, according to their meaning in the text. 3 points

1. **syncretic:**	a. separate	b. isolated	c. integrated	d. fragmented
2. **subsequently:**	a. thus	b. later	c. previously	d. simultaneously
3. **liminal:**	a. threshold	b. complete	c. distant	d. ordinary

B. Rephrase the following sentences so as to preserve the meaning. Use the word given WITHOUT changing it. 3 points

1. These misunderstandings often arise from popular culture or from the syncretic blending of simplified narratives across generations. **THESE**
Rarely _____ except through popular culture or the syncretic blending of simplified narratives across generations.
2. Far from malevolent, Hades is a necessary ruler of the underworld, maintaining cosmic order. **NOT**
If Hades _____ the necessary ruler of the underworld maintaining cosmic order.
3. Pandora, too, is widely misrepresented. Hesiod describes her as the first mortal woman. **BY**
Despite _____ Hesiod as the first mortal woman.

C. Four words have been removed from the summary of the text above. Choose the right words to fill-in the summary. There are four extra words which you do not need to use. 4 points

underdog; love; misunderstood; hope; talents; flaws; misheard; underworld

Greek mythology is often **(1) .....** due to popular culture and simplified retellings across generations. The Titans, though sometimes depicted as villains, were deities with both virtues and **(2) .....** . Zeus, often seen as all-powerful, is limited by fate and the actions of other gods. Hades is a neutral ruler of the **(3) .....**, and Pandora, the first mortal woman, releases hardship into the world but leaves **(4) .....** . Greek gods and heroes reflect complex moral and emotional qualities that blur the line between humanity and divinity.

II. Use the word given in brackets to form a word that best fits in each sentence. 10 points

Prodigies dazzle us with their virtuoso violin concertos, **(1)…….. (SEEM)** prescient chess moves, and vivid paintings. While their work would be enough to impress us if they were 40, prodigies typically reach adult levels of performance in **(2) ……. (VERBAL)**, rule-based domains such as chess, art, and music *before the age of 10*. Just because prodigies exist doesn't mean life is **(3) ……. (HOPE)** if you weren't a prodigy. In a wide range of fields, especially ones that require **(4) …… (LEADER**) and creativity, elite experts who weren't child prodigies far **(5) …….. (NUMBER)** those who were. Late blooming is possible.
Which is why I believe it's so important for society to have an accurate **6) …… (UNDERSTAND)** of how talent develops, and the **(7) …… (ENVIRONMENT)** structures that support flourishing in every child. I recommend an educational system that **(8) ……. (POSE)** children to as many materials as possible, and leaves the door continually open for accelerated and **(9) ……. (RICH)** resources whenever a child displays his or her **10)..... (READY)** for engagement.

III. 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. On your answer sheet, 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) ..*some*.. Ballet is a classical dance form that combines some rigorous technique
(00) ..√… with expressive storytelling, demanding both physical precision and
(1) ….... emotional depth. Originating in the Italian Renaissance courts and also
(2) ….... later refined in France and Russia, where it has evolved into a global art form
(3) ….... celebrated for its discipline and elegance. Dancers train for years to
(4) ….... master turnout, pointe work, and controlled extensions, of transforming
(5) ….... their bodies into instruments of fluid expression. Choreography in ballet often
(6) ….... balances symmetry and narrative, blending so technical feats with the subtle
(7) ….... conveyance of character and emotion. Ballet companies cultivate both a
(8) ….... rigorous culture, where endurance, flexibility, and artistry coexist under no
(9) ….... exacting standards. The evolution of contemporary ballet has just expanded
(10) ….... classical vocabulary, incorporating modern techniques and innovative staging.

IV. Translate the following text into English. 10 points

Printr-a VI-a, citisem pentru a doua oară *Cireșarii* și visam numai la expediții și exploratori. Tare aș fi vrut să plec, să explorez și să fac descoperiri, dar nu știam unde și cum. De fapt, nu puteam pleca niciunde, că trebuia să merg la școală, iar drumurile mele erau scurte și mereu aceleași: traversam Calea Moșilor pe la intersecția mare de la Eminescu, mai mergeam vreo două sute de metri pe trotuarul de vizavi de blocul meu, pe lângă Librărie și Pâine, și făceam dreapta pe strada școlii. Alte drumuri - ocazionale - mă purtau pe străduțele din spate sau până la intersecția cu Republicii, la cinema Miorița. Însă nicăieri, în toate aceste locuri, nu era nimic care să merite explorat sau descoperit. Nici măcar în gangurile aparent misterioase care duceau în parcările din spatele blocurilor, și nici în clădirea albă, ca un cub.

(Adina Popescu, *Povestiri de pe Calea Moșilor*)

SUBIECTUL B –Integrated Skills (50 points)

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

Mobile apps have undeniably transformed how we learn, putting the power of education literally in the palm of our hands. With a smartphone or tablet, a student in a remote village can access the same resources as someone in a top-tier university city. **….. (1)**
But apps do more than just make learning convenient—they make it interactive and engaging. Imagine learning chemistry not by memorizing the periodic table, but by virtually mixing elements to see reactions happen in real time. **….. (2)**
Collaboration is another area where apps shine. Platforms like Google Classroom or Kahoot! allow students to share ideas, work on projects together, and get instant feedback from teachers. This cultivates teamwork and communication skills—skills that are critical in today's professional world. Statistics support this impact: a survey by Pearson found 83% of teachers believe educational apps improve learning outcomes, and nearly half of K–12 teachers report daily app usage in classrooms.
However, the picture isn't all rosy. Mobile apps can also be double-edged swords. For starters, they can encourage superficial learning: it's easy to chase points, badges, or immediate quiz feedback without truly grappling with underlying concepts. Students may become "score chasers," focusing on completing tasks rather than thinking deeply. The constant distractions from notifications—both educational and non-educational—can fragment attention, weaken memory consolidation, and even lower critical thinking skills. **…… (3)**
Moreover, personalized learning algorithms, while powerful, carry hidden risks. They can inadvertently limit exposure, showing students content they are comfortable with rather than pushing them to confront challenging, unfamiliar material. Over time, this could narrow intellectual growth, making learners excellent at what they already know but less adaptable in novel situations.
Despite these pitfalls, the potential of mobile apps remains enormous – if used wisely. The key is intentional integration: apps should complement, not replace, traditional study, discussion, and critical thinking. **….. (4)**
In the end, mobile apps are neither inherently good nor bad – they are tools. Like any tool, their impact depends on how students and educators wield them. **….. (5)** As we move further into the digital age, the challenge isn't whether apps should be used – it's *how to use them wisely* to truly transform education.

A: Quizzes, games, simulations, and gamified challenges turn passive learning into a hands-on experience that caters to different learning styles. Some apps even use adaptive algorithms to personalize lessons: struggling with calculus? The app can offer extra practice. Excelling in history? It might push you to analyze primary sources or debate interpretations.

B: This enhanced accessibility breaks down barriers of geography and finance, allowing learners to study at their own pace – reviewing a tricky physics concept at midnight or practicing a foreign language during a bus ride. In theory, this should lead to better understanding and higher performance.

C: Imagine a history class where an app provides interactive timelines, but students then debate the causes of wars in class, or a math app that offers dynamic problem-solving challenges followed by group discussions of strategies. This balance harnesses the best of technology while safeguarding the depth of learning.

D: Traditional educational methods often leave students struggling because every learner has unique skills, pace, and background. However, AI technology in education makes it easy to address these differences by adapting lessons and providing real-time feedback and support.

E: For instance, a student might spend ten minutes on an app exploring historical events but get sidetracked by a social media notification, losing the thread of complex ideas.

F: When used thoughtfully, they make learning more accessible, personalized, and engaging. When misused, they risk distraction, shallow engagement, and cognitive narrowing.

II. You are the head of the student council in your high school. The principal has asked you to write a report on applications commonly used by students in your school. Starting from the text above, write a report to describe two educational applications, highlighting how they support students study as well as any potential downsides, and provide a recommendation for the most effective application for student learning. 40 points
Write your report in 220-250 words.