



MINISTERUL EDUCAȚIEI



THE INTERNATIONAL ENGLISH LANGUAGE OLYMPIAD
BUCHAREST SEPTEMBER 2023
WRITTEN PAPER - USE OF ENGLISH
LEVEL B2

- All questions are compulsory
- Allotted points: 40
- Allotted time: 90 minutes

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

Emotional intelligence is the ability to identify and understand emotions — both your own and the emotions of others. Research has shown that this is a rare and valuable **asset**. Emotional intelligence can help you build and strengthen relationships, defuse conflict, and improve overall job satisfaction. People who lack self-awareness only care about their own thoughts and opinions. But emotionally intelligent people are interested in how others feel and what they have to say.

By telling someone that you understand them, you set up a **cooperative** environment perfect for team building. By telling somebody “I see what you mean.” and “I get what you’re driving at.” you signal that you’re truly listening and this opens up the lines of communication.

Another important aspect of emotional intelligence is the ability to act diplomatically when dealing with difficult people and situations. If you disagree with someone, express it in a tactful, non-confrontational way. The goal is to make it easier to arrive at a mutually agreeable solution.

To make people feel respected, pay attention and take time to understand and empathize with them. As you listen, make an effort to put yourself in their shoes in a meaningful way. Showing appreciation goes a long way. It **acknowledges** other people’s efforts and accomplishments. When you compliment someone, you immediately set up a positive vibe. Saying “I appreciate you.” makes others appreciate you more.

A. Answer the following questions, according to the text.

(4 points)

1. In what ways are emotionally intelligent people different from those who lack this feature?
2. What is the effect of telling people that you understand them?
3. How should people act when they disagree with others?
4. What are the benefits of showing appreciation?



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B. Choose the right synonym for the words below, according to their meaning in the text. (3 points)

- | | | | | |
|-------------------------|----------------|--------------|-----------------|------------------|
| 1. asset: | a) assurance | b) insurance | c) benefit | d) bonus |
| 2. cooperative: | a) individual | b) obliging | c) co-authoring | d) collaborative |
| 3. acknowledges: | a) appreciates | b) allows | c) adopts | d) rejects |

C. Rephrase the following sentences so as to preserve the meaning. (3 points)

1. Emotional intelligence can help you build and strengthen relationships, defuse conflict, and improve overall job satisfaction.

Not only you build and strengthen relationships but it also defuses conflict and improves overall job satisfaction.

2. Emotionally intelligent people are interested in how others feel.

What emotionally intelligent peoplehow others feel.

3. To make people feel respected, pay attention and take time to understand and empathize with them.

You must pay attention and take time to understand and empathize with people in feel respected.

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

Teenagers place great (1)____(**IMPORT**) on their friendships. During adolescence, friends play a significant role in their lives and have a profound impact on their (2)____(**EMOTION**) well-being. Teenagers often seek friendships that provide support and understanding. They value companionship and having someone with whom they can share their joys and sorrows. In times of difficulty, a true friend will be there to offer a listening ear and a shoulder to lean on. Friendships in adolescence are often characterized by a sense of (3)____(**LOYAL**) and trust. Teenagers form deep bonds with their friends and often rely on them for (4)____(**ADVISE**) and guidance. They share secrets, dreams and (5)____(**ASPIRE**), creating a sense of belonging and acceptance. However, friendships at this stage of life are not without challenges. Teenagers sometimes experience conflicts and (6)____(**AGREE**) with their friends. These conflicts may arise due to differences in opinions, jealousy, or (7)____(**UNDERSTAND**). Navigating these challenges requires them to communicate (8)____(**EFFECT**) and to compromise. As teenagers grow and develop, their friendships evolve as well. Some friendships stand the test of time and prove their (9)____(**STRONG**) throughout their lives. Others fade away as interests and priorities change. It is a natural part of life for friendships to go through transitions. Overall, teenage friendships contribute to the social and emotional development of adolescents. They provide a support system, promote self-discovery, and offer (10)____(**VALUE**) life lessons.

Written paper - Use of English

Level B2



III. Five sentences have been removed from the text below. Read the text and use the sentences A – H to fill in the gaps in the text. There are three sentences you do not need. (10 points)

Tradition. In Miss Ralston's class the boys have always carried the water bucket. Until one day, the girls decide it's time to challenge the rule. [...]

The last hour of school on Friday afternoons was for Junior Red Cross. The little kids would get out their Junior Red Cross pins and put them on and us big kids would start elbowing down the aisles to the book cupboard at the back to see who would get the interesting magazines. [...] Apart from the magazines for the big kids and maybe the teacher reading a story to the little kids, about the only other thing that happened regularly during Red Cross was picking the two boys who would carry water the next week. [...]

1 You dreamed about it partly because carrying the water meant you were one of the big guys, and carrying the water meant you could get away from school for maybe half an hour at a time. But mostly you dreamed about it because carrying the water was something real, and had absolutely nothing whatever to do with school. 2 And that's the way it had always been until one extraordinary afternoon when, right out of the blue, just after the teacher had picked Ernie Chapman and Garnet Dixon to carry the water, my seatmate, Alma Niles, put up her hand and said: "Why can't girls go for the water, too?"

3 A silence fell over the room and in that silence, everyone looked at the teacher. Now our teacher that year was named Miss Ralston and even though she came from River Hibbert we all liked her quite a lot. She was strict but she was never really mean like some of the teachers we'd had.

4 But she was pretty big herself and after she'd strapped most of them up at the front of the room before our very eyes (and even the little kids could see that it really hurt) things had settled down. The boys kind of admired Miss Ralston for strapping so hard, and us girls admired her because she was so pretty and wore nylon stockings and loafers all the time. But the really unusual thing about Miss Ralston was the way she sometimes stopped in the middle of a lesson and looked at us as if we were real people, instead of just a lot of kids who had to be pushed through to their next grades.

5 . And Miss Ralston, instead of saying, "Whoever heard of girls going for the water?" or, "Are you trying to be saucy, Alma?" like any other teacher would, said nothing at all for a moment but just looked very hard at Alma, who had gone quite white with the shock of dropping such a bombshell.

After a long moment, when she finally spoke, Miss Ralston, instead of saying, "Why that's out of the question, Alma," threw a bombshell of her own: "I'll think about that," she said-as if, you know, she would-"and I'll let you know next Friday."

(adapted from *The Friday Everything Changed*, by Anne Hart)



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- A** - And that was why, on that Friday afternoon [...] we all turned and looked at Miss Ralston first instead of just bursting out laughing at Alma right away.
- B** - Because she was young, she'd had quite a rough time the first week of school with the bigger boys.
- C** - The water for our school came from a pump at the railway station, which was about a quarter of a mile away.
- D** - If you were a boy, it was something you started dreaming about in Grade I, even though there was not the remotest chance it could ever happen to you before at least Grade 5, and only then if the teacher thought you were big and strong enough.
- E** - In our school the water bucket always stood on a shelf at the front of the room just behind the teacher's desk.
- F** - If one of those German planes, like in the war movies, had suddenly appeared over the school and dropped a bomb, we all couldn't have been more surprised.
- G** - So, every Friday afternoon toward the end of Red Cross, when it got to be time for the teacher to pick the two boys who would go for water the next week [...] a big hush fell all over the back rows.
- H** - But all that's a long way from Junior Red Cross and who would carry the water.

IV. Fill in the gaps in the text below with ONE appropriate word in each gap. (10 points)

The Codex Leicester, also known as the Codex Hammer, is a collection of scientific writings by Leonardo da Vinci, one of the 1._____ famous artists and inventors of the Italian Renaissance. It is named after its most recent owner, the late American businessman Armand Hammer, 2._____ acquired it in 1980 for a record-breaking sum of \$5.12 million. The Codex Leicester is considered to be one of Leonardo da Vinci's most important and comprehensive works, as it includes 3._____ observations and theories on a wide range of scientific topics, including astronomy, geology, and hydrodynamics. It is believed to have been created between 1506 and 1510, 4._____ a period when Leonardo was living in Florence. The book consists 5._____ 72 pages, each page containing Leonardo's notes and sketches. The text is written in Leonardo's distinctive mirror-writing style, which he used to prevent his notes 6._____ being easily read by others. The pages are also filled with drawings and diagrams that illustrate his scientific ideas. In 1994, the Codex Leicester was purchased by Microsoft co-founder Bill Gates for \$30.8 million, making it one of the most expensive books 7._____ sold. Gates has since loaned the book to various museums around the world, 8._____ it has been exhibited to the public. The Codex Leicester remains an important historical and scientific document, as it provides insight 9._____ Leonardo da Vinci's creative and scientific genius. Its high price tag reflects 10._____ rarity, historical significance, and cultural value, making it a highly coveted item among collectors and art enthusiasts.