

**CONCURSUL DE LIMBA ENGLEZĂ „QUEST”  
ETAPA JUDEȚEANĂ, februarie 2024  
Clasa a X-a**

**I. READING COMPREHENSION**

**20p**

**Read the text below. For questions 1-5, choose the answer (A, B, C or D) which you think fits best according to the text. (4p x 5 = 20p)**

I was wondering what I should do with my life when I finish school. My parents told me that I still had a couple of years ahead of me but that did not reassure me. So I went online and found everything about career advisors.

Most secondary schools in England have members of staff who give careers advice to their students. They are called careers advisors. A year before they leave school, the careers advisor will talk to the students one by one and ask them what they want to do in the future. The advisor will look at the student's grades to see what subjects they are strong in. For example, if they are good at maths, they can become an accountant.

The advice is not just about the part of finding a job; it's also telling the student what university course they must do first. If a student wants to become a lawyer, he or she will have to go to university for three or four years and study law. However, if someone wants to be a doctor, they will need good grades in biology and other science subjects. With good grades, they can go to university and do their basic medical training which is six years. But their studying doesn't finish at university. Then they have to study at hospital for another two or three years.

The careers advisor also helps students who don't have the grades to go to university. The advisor helps the students with their CV and shows them how to find and apply for jobs. Sometimes there are short courses they can do to learn a skill quickly. For example, they can go on a hairdressing course and then learn more while they work. Some organisations offer training on the job, such as factories and farms. The government has many areas which offer possibilities for those who can't go to university. Students can join the army and be trained to become a soldier, or if they want they could become a sailor with the navy.

So I guess that now I shouldn't be feeling anxious. When the time comes, I'll make sure I'll ask a careers advisor for help.

1. How do careers advisors meet the students?
  - A. In a small group
  - B. In individual meetings
  - C. All in class together
  - D. The whole school at the same time
  
2. What does the advisor look for before giving advice?
  - A. What the student isn't very good at.
  - B. University courses in other countries
  - C. What the student is better at
  - D. The student's CV and folder
  
3. What happens after studying medicine at a university?
  - A. The student must go on to study biology as well
  - B. The student can train others to become doctors, too
  - C. The student can practise medicine immediately after
  - D. The student carries on learning for another few years

4. How do advisors help students with not very good grades?
  - A. They show them the best way to get a job
  - B. They help them with on-the-job training
  - C. They give extra classes to help them get to university
  - D. They take them to a farm and a factory to show them their options
  
5. What would Sam text to a friend who seeks career advice?
  - A. I'm as worried as you are as I don't know what options are available for us
  - B. I guess you could ask your parents for help; that's what I did
  - C. There is no need to panic as there are people at school that can help you with that
  - D. Your teachers will make career decisions for you so that you don't have to deal with that.

## II. ENGLISH IN USE

40p

**II.A. OPEN CLOZE.** For questions 1-10, read the text below and fill in with ONE word that best fits each gap. (1p x 10 = 10p)

### Exam tips

When the day comes give yourself plenty of time to do everything: have breakfast but don't drink (1) ... much; go to the toilet; arrive on time, but not too early or you will find yourself getting more and more nervous while you wait to start. Try not to talk (2) ... the exam before you go in.

In the exam, calm (3) ... down by breathing deeply and thinking positively. Read the exam questions carefully and underline all of the key instruction words (4) ... indicate how the questions should (5) ... answered. If possible start with the ones (6) ... can do easily to give you confidence. Remember what you've learnt from practising questions and doing mock exams previously and plan your use of time. Don't panic (7) ... everyone around you seems to start writing furiously straight away and don't be tempted to follow their example.

Finally, after the exam, don't join in a discussion about what everyone else did, (8) ... you want to frighten yourself, and drain your self-confidence for the next exam. Above (9) ..., remember that exams are not designed to catch you out, (10) ... to find out what you know, what you understand and what you can do.

**II.B. WORD FORMATION.** For questions 1-10, use the word given in capitals at the end of the lines to form a word that fits in the gap in the same line. (1p x 10 = 10p)

In the not-too-distant past farm animals were able to live natural lives in what we would now term 'free-range' conditions. Such farming methods however, were not able to supply the rapidly growing (1) ... of the world and the increasing demands on food

**POPULATE**

(2) ... In order to cope with this rising demand, factory farming methods were introduced along with the (3) ... of genetically engineered (4) ... hormones, which resulted in a massive increase in food (5) ...

**CONSUME**

**DEVELOP**

**GROW**

**PRODUCE**

However, these developments in the use of factory farming and drug (6) ... have led to a widespread feeling that animals are being caused a lot of distress and that the quality of the food itself suffers as a

**TREAT**

consequence. Certainly, many people (7) ... with the idea of keeping animals in one building for their entire (8) ... and argue that more emphasis should be given to (9) ... farming methods. A growing number of people are

**AGREE**

**EXIST**

**ALTERNATE**

choosing to eat organic food, supporting farmers who use free-range methods, a system which has proved to be both (10) ... and more humane.

**ECONOMY**

**II.C. MULTIPLE CHOICE.**

**Read the following text and decide which answer A, B, C or D best fits in each gap (10 x 1p = 10p)**

Children fed healthy diet at an early age may have a slightly higher IQ, while those on heavier junk food diets may have a slightly (1) \_\_\_\_\_ IQ, according to new research from the University of Adelaide. The study, led by Public Health researcher Dr. Lisa Smithers, looked at the link between the eating (2) \_\_\_\_\_ of children at 6 months, 15 months and 2 years, and their IQ at the age (3) \_\_\_\_\_ eight. The study of more than 7,000 children compared a range of dietary patterns, (4) \_\_\_\_\_ traditional home – prepared food, ready-made baby foods, breastfeeding and junk foods. “Your diet (5) \_\_\_\_\_ the nutrients needed for the development of brain (6) \_\_\_\_\_ in the first two years of life, and the aim of this study was to look at what (7) \_\_\_\_\_ diet would have on children’s IQs, Dr. Smithers said. She explained that they had found that children who were breastfed at 6 months and had a healthy diet which regularly included foods (8) \_\_\_\_\_ as cheese, fruit and vegetables at 15 and 24 months, had an IQ up to two points higher by the age of eight. By (9) \_\_\_\_\_, children who had a diet regularly involving biscuits, chocolate, sweets, soft drinks and crisps in the first two years of life had an IQ (10) \_\_\_\_\_ to two points lower by the time they reached the same age.”

1.	A.	less	B.	down	C.	reduced	D.	low
2.	A.	customs	B.	practices	C.	habits	D.	ways
3.	A.	in	B.	at	C.	for	D.	of
4.	A.	including	B.	consisting	C.	ranging	D.	offering
5.	A.	awards	B.	lets	C.	inputs	D.	supplies
6.	A.	nuclei	B.	sections	C.	parts	D.	tissue
7.	A.	impact	B.	results	C.	goals	D.	changes
8.	A.	like	B.	such	C.	rather	D.	similar
9.	A.	contrast	B.	change	C.	difference	D.	opposite
10.	A.	down	B.	up	C.	nearly	D.	about

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**II.D. KEY WORD TRANSFORMATIONS. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You may use between two and five words. (5x2p=10p)**

1. Because of what you advised me, I did the right thing.

**ADVICE**

Thanks .....I did the right thing.

2. Her behaviour tends to be bad when she is under pressure.

**TENDENCY**

She .....badly when she is under pressure.

3. I got angry because of the assistant's attitude.

**MADE**

The assistant's attitude .....temper.

4. He plays so skillfully that no one can beat him.

**MUCH**

He plays with .....that nobody can beat him.

5. Yesterday I met one of my friends by chance in the supermarket.

**RAN**

Yesterday I.....mine in the supermarket.

### **III. WRITING**

**30p**

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You have just read the advertisement which appears opposite on the noticeboard in your school.

We're looking for enthusiastic teenagers to join us as Summer Camp Instructors. You'll have the exciting opportunity to teach kids aged 6 to 10 a skill or hobby you're passionate about at our upcoming summer camp.

If you're up for the challenge and excited about spending your summer in the USA apply today!

Send your application via email. You should write between 170 -190 words.

Nota: Toate subiectele sunt obligatorii. Timp de lucru 2 ore. Se acordă 10p din oficiu.

**CONCURSUL DE LIMBA ENGLEZĂ „QUEST”  
ETAPA JUDEȚEANĂ, februarie 2024  
Clasa a X-a - BAREM**

**I. READING COMPREHENSION (5x4p=20p)**

**1. 1-B; 2-C; 3-D; 4-A; 5-C**

**II. ENGLISH IN USE**

**II.A. OPEN CLOZE (10x1p=10p)**

- |               |            |
|---------------|------------|
| 1. too        | 6. you     |
| 2. about      | 7. if/when |
| 3. yourself   | 8. unless  |
| 4. that/which | 9. all     |
| 5. be         | 10. but    |

**II.B. WORD BUILDING (10x1p=10p)**

- |                |                 |
|----------------|-----------------|
| 1. population  | 6. treatment(s) |
| 2. Consumption | 7. disagree     |
| 3. Development | 8. existence    |
| 4. Growth      | 9. alternative  |
| 5. Production  | 10. economical  |

**II.C. MULTIPLE CHOICE (10x1p=10p)**

1.C; 2. C; 3. D; 4. A; 5.D; 6. D; 7.A; 8. B; 9.A; 10.B.

**II.D. KEY WORD TRANSFORMATIONS (5x2p=10p)**

- 1...to the advice // you gave
- 2...has a tendency // to behave
- 3...made me // lose my
- 4...so // much skill
- 5...ran into // a friend of

**III. WRITING (30p)**

- organization and cohesion .....5p
- language accuracy ..... 6p
- content .....8p
- range of vocabulary .....6p
- register .....5p

**Se acordă 10p din oficiu.**

