



**Etapa locală a olimpiadelor naționale școlare – 06.02.2026**

**Probă scrisă**  
**Limba engleză**

**CLASA a X-a - SECTIUNEA B**  
**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor
- Se acordă 10 puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the paragraph below and do the tasks that follow. (10 points)**

**A. Choose the right synonym for the words given below, according to their meaning in the text.  
(3 x 1p = 3p)**

1. b, 2.c, 3. a

**B. Rephrase the following sentences so as to preserve the meaning. Use the word given WITHOUT changing it. (3 x 1p = 3p)**

1. I am **in the habit of** drinking a cup of coffee first thing in the morning.
2. If you exercise after a meal, it could **interfere with** the digestion of your food.
3. Changing our dinner plans is not **possible at such short** notice.

**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 x 1p = 4p)**

1. pinnacle
2. pretentious
3. boundaries
4. coexist

**II. Use the word given in brackets to form a word that best fits in each sentence. (10 x 1=10 p)**

1. HAPPILY, 2. SKILLED, 3. RECOGNITION, 4. UNFAMILIAR, 5. INJURY, 6. DISLODGED, 7. DISCHARGED, 8. LIMITS/ LIMITATIONS, 9. MARRIAGE, 10. FORTUNATELY

**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 x 1=10 p)**

1. it; 2. to; 3. had; 4. ✓; 5. had; 6. ✓; 7. me; 8. them; 9. ✓; 10. were



**IV. Translate the following text into English. 10p**

Grammar structures	4 points
Vocabulary	4 points
Fluency	2 points

**SUGGESTED ANSWER**

At school during that time, there had been no more reading tests, but as Liesel slowly gathered confidence, she did pick up a stray textbook before class one morning to see if she could read it without trouble. She could read every word, but she remained stranded at a much slower pace than that of her classmates. It's much easier, she realized, to be on the verge of something than to actually be it. This would still take time. One afternoon, she was tempted to steal a book from the class bookshelf, but frankly, the prospect of another corridor *Watschen* at the hands of Sister Maria was a powerful enough deterrent. On top of that, there was actually no real desire in her to take the books from school. It was most likely the intensity of her November failure that caused this lack of interest, but Liesel wasn't sure. She only knew that it was there.

*(Markus Zusak, Hoțul de cărți)*

**SUBIECTUL B – INTEGRATED SKILLS (50 points)**

**I. Five sentences have been removed from the following interview. Choose from the sentences A-F the one which fits each gap 1-5. There is one extra sentence which you do not need to use. (5 x 2p= 10p)**

1-B    2-F    3-C    4-A    5-D

**II. WRITING: REPORT (40 points)      Use the Marking Scheme**

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 8p	Good 6p	Adequate 4p	Weak 2p	Inadequate 1p	Task not attempted 0p
<b>Task achievement</b>	The report/proposal is completely relevant to the task, fully developing all content points; the format of the report/ proposal is fully observed; the purpose of the report/proposal is clearly and fully explained, the information is appropriately categorized, a relevant conclusion is drawn	The report/proposal covers the requirements of the task but the content points could be more fully extended; The format of the report/ proposal is observed; the purpose of the report/ proposal is presented; the information is appropriately categorized in spite of minor inaccuracies; the conclusion drawn could be better substantiated	The report/ proposal addresses the requirements of the task but not all content points are included; the format may be faulty at times; the purpose of the report/ proposal is presented but it is not very clear; there are lapses in the categorization of the information; the conclusion is not logically linked to the content	The report/ proposal does not cover the requirements of the task; the content points are attempted but many irrelevant details are included, the format is faulty; the purpose for writing/ the conclusion is missing or the information is inappropriately categorized	The report/ proposal does not relate to the task	
<b>Organization and cohesion</b>	There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive devices is used effectively.	There is a logical progression although minor inconsistencies are possible; the paragraphs are well built but could be more extended or balanced; a range of cohesive devices is used effectively.	The text is generally coherent but the internal organization of some paragraphs may be faulty; the topic sentence is not always clear or may be missing; cohesive devices are present but sometimes they are not accurate.	There is serious inconsistency in the organization of the text; the sequencing of ideas can be followed with difficulty; paragraphing may be missing; cohesive devices are limited or most of them are faulty.	The text is not logically organized and does not convey a message; no control of cohesive devices.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled; the register is appropriate throughout.	A range of vocabulary is used appropriately and accurately; occasional errors in word choice/ formation are possible; spelling is well controlled with occasional slips; the register is appropriate, although minor inconsistencies are possible.	The range of vocabulary is adequate; errors in word choice/ formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times; there are inconsistencies in register.	A limited range of vocabulary is present; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult; there are major inconsistencies in register.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present; errors predominate; punctuation errors make the text obscure at times.	
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The text has not a relevant effect on the reader.	The text has a negative effect on the reader.	

