



Etapa locală a olimpiadelor naționale școlare – 06.02.2026

Probă scrisă

Limba engleză

CLASA a XII-a - SECTIUNEA B
BAREM DE EVALUARE ȘI DE NOTARE

- Se puntează 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. a
3. c

B. Rephrase the following sentences so as to preserve the meaning. Use the word given WITHOUT changing it. (3x1p=3p)

1. Looking at the horizon is a **means of reducing** sensory conflict and restoring balance.
2. Motion sickness **is attributable to** incompatible sensory signals received by the brain during passive movement.
3. In some individuals, it is only **upon the cessation of the motion** that the symptoms begin to diminish.

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 sustained
- 2 conflicting
- 3 effectively
- 4 stabilisation

II. For questions 1-5, think of one word only which can be used appropriately in all three sentences. Write only the missing word on your answer sheet. (5x2p=10 p)

1. pitched; 2. swallow; 3. rough; 4. retain; 5. over

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. 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. (10x1p=10 p)

0. ✓
00. all
1. ✓



2. on
3. each
4. ✓
5. this
6. such
7. over
8. bring
9. ✓
10. too

IV. Translate the following text into English. 10p

Grammar structures	4 points
Vocabulary	4 points
Fluency	2 points

SUGGESTED ANSWER

Once the transactions were over - transactions which had taken this house out of the hands of the Darlington family after two centuries - Mr Farraday let it be known that he would not be taking up immediate residence here, but would spend a further four months concluding matters in the United States. In the meantime, however, he was most keen that the staff of his predecessor - a staff of which he had heard high praise - be retained at Darlington Hall. This 'staff' he referred to was, of course, nothing more than the skeleton team of six kept on by Lord Darlington's relatives to administer to the house up to and throughout the transactions; and I regret to report that once the purchase had been completed, there was little I could do for Mr Farraday to prevent all but Mrs Clements leaving for other employment. When I wrote to my new employer conveying my regrets at the situation, I received by reply from America instructions to recruit a new staff 'worthy of a grand old English house'. I immediately set about trying to fulfil Mr Farraday's wishes, but as you know, finding recruits of a satisfactory standard is no easy task nowadays, and although I was pleased to hire Rosemary and Agnes on Mrs Clements's recommendation, I had got no further by the time I came to have my first business meeting with Mr Farraday during the short preliminary visit he made to our shores in the spring of last year.

(Kazuo Ishiguro – *The Remains of the Day*)

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. C
2. D
3. A
4. E
5. B



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MINISTERUL EDUCAȚIEI ȘI CERCETARII

II. WRITING: PROPOSAL (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
Task achievement	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	
Organization and cohesion	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.	
VOCABULARY	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.	
STRUCTURES	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.	
EFFECT ON TARGET READER	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.	