

Etapă județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare –2026

Probă scrisă

Limba engleză

CLASA a XI-a - SECȚIUNEA A

BAREM DE EVALUARE ȘI DE NOTARE

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

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the following text and fill in the blanks with ONE word only. **10 points**
10 x 1p = 10 points

1. with 2. has 3. as 4. while/though/although 5. far 6. than 7. whether 8. of 9. the/mere 10. at

II. Choose the correct answer A, B, C or D. **10 points**
10 x 1p = 10 points

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

III. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given. **10 points** (5 x 2p = 10 points)

1. been put **forward** //to change /for changing
2. (quite) a **reputation** // for being/ as OR the **reputation** //of being
3. few **gaps** // in Tim's knowledge
4. couldn't/didn't **manage** //to get
5. **neither** of which // I liked

IV. Translate into English. **10 points**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

SUGGESTED ANSWER:

The Ballroom had been decorated according to her precise instructions. A hundred little elves had worked for three days and three nights, in several shifts, closely supervised by Mr. Azi/Today, in order to fulfil all her wishes regarding the decorations, the floral arrangements, the menu and the artistic moments. The three members of the band The Leprechauns, now once again without a lead singer, had already taken their places on stage. They were going to play only background music, which was bound to suit Tempus perfectly, as he could not stand loud melodies typical of the Future Rock style.

In the kitchen, all the pastry chefs from Temps d'Amour were busily putting the finishing touches on a four-tier cake — no, five — no, seven — Poimărți simply could not decide on the number! At first, she had asked for one tier for each child, then she decided to include the rest of the extended family in the count, and that was when the confusion began. Consequently, the pastry chefs were working in a state of terrible anxiety, knowing that at any moment they might be asked to add or remove yet another tier.

SUBIECTUL B – INTEGRATED SKILLS (50p)

- I. Reading Comprehension: 5x2 points=10 points**
1E; 2C; 3A; 4F; 5 B.
- II. Marking scheme for report - 40 points**

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.	