

OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ - ETAPA LOCALĂ

7 februarie 2026

Clasa a X-a - SECȚIUNEA A

BAREM ȘI SOLUȚII

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

SECTION A – USE OF ENGLISH (40 points)

I. For each space, think of ONE word which best completes the sentence and write it on your answer sheet. (10 x 1p = 10p)

- | | | |
|----------------------|---------|---------------------------|
| 1. but | 4. some | 7. in/through/ throughout |
| 2. another | 5. do | 8. that/which |
| 3. in | 6. such | 9. and |
| 10. constantly/still | | |

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

1. high time // we went
2. them a full// description of
3. road is // being built
4. denied having given // them
5. not been for // her parents' persuasion

III. Use the word given in capitals to form a word that fits in the gap. Write the answers on your answer sheet. (10 x 1p = 10p)

- | | | |
|------------------|--------------|--------------|
| 1. EVERYWHERE | 5. ROYALTY | 9. HIGHLY |
| 2. EXCEPTIONALLY | 6. BEAUTIFUL | 10. VALUABLE |
| 3. EXPENSIVE | 7. DISCOVERY | |
| 4. POWERFUL | 8. FAMOUS | |

IV. Translate the following text into English. (10 points)

- Accuracy of meaning – 4 points
- Vocabulary range and appropriacy – 3 points
- Grammar and structures – 2 points
- Fluency and coherence – 1 point

Suggested answer:

He could have caught the eight o'clock bus in the morning, but, as he was approaching the stop, he caught sight of a young woman, and it seemed to him that she was waiting for him, seated on a bench, pretending to be reading. He saw her constantly look up from her magazine and glance around with curiosity, sometimes turning her head towards the tables on the pavement. Emanuel walked down the first little street that came his way, and, as he very soon saw a barber's, went in there. When he came back, at about half past eight, the woman was still there, on the bench, bored, leafing through her magazine. Emanuel hesitated for a few moments, then he went back again and looked for a café. He asked for a cup of tea and drank it at ease, thoughtfully. The sky was becoming clearer, and it seemed the morning would be warm. Half an hour later, he stood up and walked at leisure to the bus stop.

SECTION B – INTEGRATED SKILLS (50p)

I. Read the text below. Five sentences have been removed from the article. Complete the gaps (1-5) in the text with the sentences (A-E). There is one extra sentence which you do not need to use. Write the answers on your answer sheet. (5 x 2p = 10p)

1. F, 2. A, 3. E, 4. B, 5. C

II. WRITING - REVIEW (40 points) - According to the marking scheme

MARKING SCHEME FOR A REVIEW

Analytical criteria	Excellent 8p	Good 7p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
TASK ACHIEVEMENT	The content of the review is completely relevant to the task, fully responding to its requirements; the format of the review is fully observed; an introduction and a recommendation is present	The review covers the requirements of the task but the key ideas could be better substantiated; the format of the review is observed; an introduction and a recommendation is present but not fully linked to the topic	The review addresses the requirements of the task but not all key ideas are relevant; the introduction or the recommendation may be missing	The review does not cover the requirements of the task; the introduction/ recommendation are missing or totally irrelevant; many irrelevant details are included	The review 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, the register is faulty.	
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 does not have relevant effect on the reader.	The text has a negative effect on the reader.	