

OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ - ETAPA LOCALĂ
7 februarie 2026
Clasa a XII-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. itself | 5. its | 9. have |
| 2. in | 6. by | 10. at |
| 3. as | 7. been | |
| 4. without | 8. on | |

II. Choose the best variant to complete all gaps in the sentences. Write your answers on your answer sheet. (10 x 1p = 10p)

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

III. 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. Write your answers on your answer sheet. (5 x 2p = 10p)

1. had to be // put off
2. the majority // of whom
3. watching tennis // to playing
4. sooner had I // shouted than
5. about time // you learnt

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:

I woke up late in the afternoon. For a second I didn't know where I was. You know how it is, when you wake up in a strange place and wonder where in the world you are, until memory comes rushing over you like a wave. I half convinced myself that I had dreamed everything that had happened the night before. I'm really home in bed, I thought. It's late and both Darry and Sodapop are up. Darry's cooking breakfast, and in a minute he and Soda will come in and drag me out of bed and wrestle me down and tickle me until I think I'll die if they don't stop. It's me and Soda's turn to do the dishes after we eat, and then we'll all go outside and play football. Johnny and Two-Bit and I will get Darry on our side, since Johnny and I are so small and Darry's the best player. It'll go like the usual weekend morning. I tried telling myself that while I lay on the cold rock floor, wrapped up in Daily's jacket and listening to the wind rushing through the trees' dry leaves outside. Finally, I quit pretending and pushed myself up. I was stiff and sore from sleeping on that hard floor, but I had never slept so soundly.

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 your answers on your answer sheet. (5 x 2p = 10p)

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

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

MARKING SCHEME FOR AN ARTICLE

Analytical criteria	Excellent 8p	Good 7p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
Task Achievement	The content of the article is completely relevant to the task, fully responding to its requirements; the format of the article is fully observed; a title, introduction and conclusion are present.	The article covers the requirements of the task but the key ideas could be better substantiated; the format of the article is observed; a title, introduction, and conclusion are present but not fully linked to the topic	The article addresses the requirements of the task but not all key ideas are relevant; there is a title but the introduction or the conclusion may be missing	The article does not cover the requirements of the task; the title/ introduction/ conclusion are missing or totally irrelevant; many irrelevant details are included	The article/ editorial 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.	