



**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ - ETAPA LOCALĂ**

**7 februarie – 2026**

**CLASA a XII-a - SECȚIUNEA B**

**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. Reading and language tasks**

**(10 points)**

A. 1. b; 2. c; 3. a

- B.
1. so blue that they seem...
  2. Only when/after he (had) paused for a moment did...
  3. had/showed no reaction whatsoever.

C. 1. subtle; 2. lies; 3. sharply; 4. detached

**II. Find the right word**

**(10 points)**

1. DELICATE; 2. SPRANG; 3. SPARE; 4. MIND; 5. GO

**III. Error correction**

**(10 points)**

- |        |       |
|--------|-------|
| 1. the | 6. of |
| 2. √   | 7. a  |
| 3. √   | 8. a  |
| 4. a   | 9. up |
| 5. the | 10. √ |

**IV. Translation (Suggested answer)**

**(10 points)**

Every morning, the elderly watchmaker opened his workshop with the same slow and deliberate movement, as if awakening a creature long asleep. The door creaked subtly, and the morning light filtered between shelves filled with clocks, each stopped at different hours. For him, every mechanism concealed a story, and their silence did not signify disappearance but an almost ritual patience.

The city around the modest workshop was transforming rapidly. Modern buildings gradually replaced markets once full of voices and the smell of fresh fruit that had animated the neighborhood. People seemed to have lost the patience to repair old objects, preferring replacement. Still, the watchmaker continued to believe that time deserved respect, not haste.

One day, a little girl stepped timidly into the workshop, holding a broken wristwatch in her palm. She explained that it had belonged to her grandfather and had not worked for a long time. The old man examined the object with near-medical attention, like an injured patient, promising to devote every effort to repair it. As he disassembled the mechanism, he noticed signs of wear, but also a silent resistance in the gears, as if they refused to give way.

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

**SECTION B – INTEGRATED SKILLS**

**(50 points)**

**I. Gapped text**

**(10 points)**

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

**II. Writing – PROPOSAL**

**(40 points)**

Marking scheme:

### MARKING SCHEME - PROPOSAL

| Analytical criteria                  | Excellent<br>8p                                                                                                                                                                                                                                                               | Good<br>7p                                                                                                                                                                                                                                                                                                               | Adequate<br>6p                                                                                                                                                                                                                                                                                                       | Weak<br>4p                                                                                                                                                                                                                                                       | Inadequate<br>2p                                                                                                                           | Task not<br>attempted<br>0p |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>TASK<br/>ACHIEVEMENT</b>          | The proposal is completely relevant to the task, fully developing all content points; the format of the proposal is fully observed; the purpose of the proposal is clearly and fully explained, the information is appropriately categorized, a relevant conclusion is drawn. | The proposal covers the requirements of the task but the content points could be more fully extended; The format of the proposal is observed; the purpose of the proposal is presented; the information is appropriately categorized in spite of minor inaccuracies; the conclusion drawn could be better substantiated. | The 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 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 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 proposal does not relate to the task.                                                                                                  |                             |
| <b>ORGANIZATION<br/>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<br/>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.                                                                                              |                             |