Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2026

Probă scrisă

Limba engleză

CLASA a X-a - SECȚIUNEA B

BAREM DE EVALUARE ȘI DE NOTARE

- **Se punctează oricare alte modalităţi de rezolvare corectă a cerinţelor.**
- **Se acordă zece puncte din oficiu.**

I. Read the text below and do the tasks that follow.

A. Choose the right synonym for the words given below, according to their meaning in the text. (3x1p=3p)

1 c 2 b 3 a

B. Rephrase the following sentences so as to preserve the meaning. (3x1p=3p)

1. … do **THESE** misunderstandings arise...
2. … were/was malevolent, he would **NOT** be ....
3. … being widely misrepresented, Pandora is characterized/described **BY** ...

C. Four words have been removed from the summary of the text above. Choose the right words to fill-in the summary. (4x1p=4p)

1. misunderstood 2. flaws 3. underworld 4. hope

II. Use the word given in brackets to form a word that best fits in each sentence. (10x1p=10p)

1. SEEMINGLY
2. NONVERBAL/NON-VERBAL
3. HOPELESS
4. LEADERSHIP
5. OUTNUMBER
6. UNDERSTANDING
7. ENVIRONMENTAL
8. EXPOSES
9. ENRICHED
10. READINESS

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. On your answer sheet, 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=10p)

1. also
2. where
3. √
4. of
5. √
6. so
7. both
8. no
9. just
10. √

IV. Translate the following text into English. **10 points**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

SUGGESTED ANSWER

In the sixth grade, I had read *Cireșarii* for the second time, and I could think only of expeditions and explorers. How I wished I had set off, to explore and make discoveries, but I had no idea where or how. Actually, I couldn't go anywhere—I had to go to school, and my routes were short and always the same: I crossed Calea Moșilor at the big Eminescu intersection, walked another two hundred meters along the sidewalk opposite my apartment building, past the bookstore and the bakery, then turned right onto School Street.
Other routes—occasional ones—took me along the back streets or as far as the Republicii intersection, to the Miorița cinema. Yet nowhere, in any of those places, was there anything worth exploring or discovering. Not even in the seemingly mysterious passageways leading to the parking lots behind the apartment blocks, nor in the white, cube-like building.

B. Integrated Skills (50 points)

I. Five paragraphs have been removed from the following interview. Choose from the paragraphs A-F the one which fits each gap 1-5. There is one extra paragraph which you do not need to use. (5x2p=10p)

1 B 2 A 3 E 4 C 5 F

II. REPORT (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.	