

**OLIMPIADA DE LIMBA ENGLEZĂ****ETAPA LOCALĂ****12 FEBRUARIE 2026****CLASA a X a****SECȚIUNEA A****BAREM****VARIANTA B**

Se puntează oricare alte modalități de rezolvare corectă a cerințelor.

**SUBIECTUL A – USE OF ENGLISH****40 points****I. Fill in the gaps with the correct form of the verbs in brackets. (10 × 1p = 10 points)**

1.to take	6.being excluded
2.had been	7.would have given
3.being warned	8.have managed
4.had listened	9.will have been working
5.submit	10.to be

**II. For questions 1–10, read the text below and decide which answer (A, B, C or D) best fits each gap. (10 × 1 p = 10 points)**

1.A express	6.C lead
2.B portion	7.A experiment
3.B rely	8.C benefits
4.C leads	9.A relax
5.A mood	10.A role

**III. Use the word given in brackets to form a word that fits in each gap. (10 × 1 p = 10 points)**

1.understanding
2.shyness
3.sociable
4.closeness
5.emotional
6.strength
7.personality
8.forgiveness
9.valuable
10.meaningful



**IV. For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. (5× 2 p = 10 points)**

1. strike a balance
2. Only by working
3. shed light on
4. admitted to leaking
5. are exempt from taking

**SUBIECTUL B- INTEGRATED SKILLS** **(50 points)**

**A. READING (5x2points = 10 points)**

**1 For each question decide which answer (A, B, C or D) fits best according to the text (5x2p=10p)**

**1-A, 2- C, 3- A, 4- C, 5- C**

**B..Write a review**

**(200-220 words)**

**See Marking Scheme below. (40p)**

**TOTAL 100P**

**NOTĂ:**

**SE ACORDĂ 10 PUNCTE DIN OFICIU.**

**TOATE SUBIECTELE SUNT OBLIGATORII.**

**TIMPUL DE LUCRU ESTE DE 3h.**

## MARKING SCHEME - REVIEW

Analytical criteria	Excellent 8 p	7p	Good 6 p	5p	Adequate 4p		Weak 3p		Inadequate 2p	1p	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/ 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/ 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 present; 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 has not a relevant effect on the reader.		The text has a negative effect on the reader.		