



**OLIMPIADA DE LIMBA ENGLEZĂ
ETAPA LOCALĂ
12 FEBRUARIE 2026**

CLASA a XI-a

SECTIUNEA B

BAREM DE CORECTARE ȘI NOTARE

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.

SUBIECTUL A – USE OF ENGLISH

40 points

I. Read the text below and complete the following tasks.

A. Answer the following questions:

8 points

Suggested answers:

1. Skipping breakfast can disrupt sleep patterns, and it can also lead to lower blood sugar levels, which may make it harder to concentrate and perform cognitive tasks during the day.
2. Skipping breakfast may lead to overeating at later meals due to increased appetite, and it can also slow down metabolism, both of which can contribute to weight gain.
3. People are deterred from applying themselves to a healthy eating habit either by their weight concern or by their tight daily schedule.
4. Right after waking up in the morning, our body is at its best ability to cope with difficult situations, due to the high level of cortisol in our blood (which will then gradually decrease towards evening).

B. Choose the correct synonyms of the underlined words in the text.

6 points

1. b
2. a
3. c

C. 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.

6 points

1. despite the physiological rationale suggesting
2. is claimed to have
3. only does cortisol greatly impact

II. Read the text below and use the words given in capitals below to form words that fit in the gaps.

10 points

1. rising, 2. proliferation, 3. consumption, 4. accountability, 5. insurance, 6. oversimplifies, 7. neglecting, 8. increasingly, 9. emphasize, 10. accessibility

**III. Translate into English:****10 points****Suggested answer**

“And yet this absurdity took place: one afternoon, about a month after I had visited them, she rang the bell. “Good afternoon, Mr. Petrini. My husband tells me that he has invited you to our place several times and you have refused,” she started, even before coming in. “Is that so?” she questioned me, while I was holding her fur coat, which she abandoned in my hands, while she was entering my study with a steady walk, as if she had been there before and were familiar with the house. She sat down on my chair and looked up to let me see her fascinating face, the question still lurking in her beautiful, riveted green eyes [...]. I forgot to answer her, both confused and indignant at my confusion, which I was unable to fight; I opened my mouth to speak, but I had lost my voice. And, yet, at the same time, [...] I was self-possessed, although I realized I was paralysed. During those moments I felt, almost physically, the difference of age between us...”

grammar structure: 4 points**vocabulary: 4 points****fluency: 2 points****SUBIECTUL B - INTEGRATED SKILLS****50 points****Read the text below and do the tasks that follow.****I. For each question decide which answer (A, B, C or D) fits best according to the text.****10 points (5x2p=10p)****1.B 2.D 3.C 4.A 5.D****II. Starting from the text above, write an article on the importance of time management. (220-280 words)****40 points - See Marking Scheme****TOTAL: 90 POINTS****NOTĂ: TOATE SUBIECTELE SUNT OBLIGATORII.****SE ACORDĂ 10 PUNCTE DIN OFICIU**



MARKING SCHEME – ARTICLE

Analytical criteria	Excellent 10p	9 p	Good 8p	7 p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
Task achievement	The content of the article/ editorial is completely relevant to the task, fully responding to its requirements; the format of the article/ editorial is fully observed; a title, introduction and conclusion are present.		The article/ editorial covers the requirements of the task but the key ideas could be better substantiated; the format of the article/ editorial is observed; a title, introduction, and conclusion are present but not fully linked to the topic		The article/ editorial 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/ editorial 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.		