

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare – 2025

Probă scrisă

Limba engleză

CLASA a VII-a

BAREM DE EVALUARE ȘI DE NOTARE

- **Se punctează oricare alte modalități de rezolvare corectă a cerințelor.**
- **Nu se acordă puncte din oficiu.**

SUBIECTUL I – USE OF ENGLISH (25 points)

I.1. Read the following text and fill in the blanks with the correct verb forms. 10 x 1p = 10 points

1. has become; 2. reached; 3. has recorded; 4. made; 5. was performing; 6. found; 7. has been; 8. is thinking;
9. has been performing; 10. has appeared

I.2. Read the text below and look carefully at each line. If the line is correct, write a tick (✓). If it has a word that should not be there, write the word. 10 x 1p = 10 points

1. the; 2. which; 3. of; 4. ✓; 5. more; 6. have; 7. the; 8. ✓; 9. ✓; 10. in

I.3. Use the word given in brackets to form a word that fits in each sentence. 5 x 1p = 5 points

1. CLARIFY; 2. UNDERSTANDABLY; 3. INACCESSIBLE; 4. ENCOURAGEMENT; 5. PRIDE

SUBIECTUL al II-lea – READING COMPREHENSION (25 points)

II.1 Choose the most suitable heading from the list (A-G) for each part (1-5). There are two extra headings which you do not need to use. 5 x 2p = 10 points

1. D 2. A 3. F 4. E 5. C

II.2 For questions 1-5, choose the answer A, B, C, or D which you think fits best according to the text. 5 x 3p = 15 points

1. C 2. B 3. D 4. C 5. B

SUBIECTUL al III-lea –WRITING (50 points)

MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
CONTENT	The essay is completely relevant to topic, describing places/ events/ characters/ atmosphere, reaching climax, including the final reactions of the protagonist. There is a catchy title.	The essay is fairly completed with all the sequencing elements of a narrative. There is a title.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative. There is a title.	The essay is faulty including serious logical impediments in the sequencing of events. There is no title.	The essay is incomplete, the sequencing of the narrative moments being inconsistent. There is no title.	
ORGANIZATION AND COHESION	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fair completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics and length requirements.	There is serious inconsistency in the organisation of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics and length requirements having been disrespected.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/ formation are rare; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse.	The range of vocabulary is adequately used in the essay; errors in word choice/ formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for this type writing.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; 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 within the essay; 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 effect on the reader is nonrelevant.	The effect on the reader is nonrelevant.	

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare – 2025

Probă scrisă

Limba engleză

CLASA a VIII-a

BAREM DE EVALUARE ȘI DE NOTARE

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

SUBIECTUL I – USE OF ENGLISH

(25 points)

I.1. Read the following text and fill in the blanks with the correct verb forms. 10 x 1p = 10 points

1. got; 2. had stolen; 3. lives; 4. had gone; 5. noticed/had noticed; 6. were disassembling; 7. assumed; 8. had asked; 9. are investigating/have been investigating; 10. have issued

I.2. Read the text below and look carefully at each line. If the line is correct, write a tick (✓). If it has a word that should not be there, write the word. 10 x 1p = 10 points

1. hardly
2. a
3. ✓
4. few
5. ✓
6. the
7. dryly
8. ✓
9. could
10. on

I.3. Complete the sentences with the correct form of the words in capital letters. 5 x 1p = 5 points

1. STRENGTHEN; 2. PROVOCATIVE; 3. UNQUESTIONABLY; 4. DISCLOSURE; 5. UPBRINGING

SUBIECTUL al II-lea – READING COMPREHENSION (25 points)

II.1 Choose the most suitable heading from the list (A-G) for each part (1-5). There are two extra headings which you do not need to use. 5 x 2p = 10 points

1. C 2. E 3. A 4. F 5. D

II.2 For questions 1-5, choose the answer A, B, C, or D which you think fits best according to the text. 5 x 3p = 15 points

1. B 2. C 3. A 4. D 5. C

SUBIECTUL al III-lea – WRITING (50 points)

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
CONTENT	The essay is completely relevant to topic, describing places/ events/ characters/ atmosphere, reaching climax, including the final reactions of the protagonist. There is a catchy title.	The essay is fairly completed with all the sequencing elements of a narrative. There is a title.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative. There is a title.	The essay is faulty including serious logical impediments in the sequencing of events. There is no title.	The essay is incomplete, the sequencing of the narrative moments being inconsistent. There is no title.	
ORGANIZATION AND COHESION	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fair completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics and length requirements.	There is serious inconsistency in the organisation of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics and length requirements having been disrespected.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/ formation are possible; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse.	The range of vocabulary is adequately used in the essay; errors in word choice/ formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for this type writing.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; 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 within the essay; 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 effect on the reader is nonrelevant.	The effect on the reader is nonrelevant.	

Etapă județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare – 2025

**Probă scrisă
Limba engleză
CLASA a IX-a - SECȚIUNEA A**

BAREM DE EVALUARE ȘI DE NOTARE

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

SUBIECTUL A – USE OF ENGLISH - 40 points

I. Read the following text and put the verbs in brackets in the correct form. 10 points

1. was/had been defeated, 2. fled, 3. hid, 4. wove, 5. came along, 6. rode, 7. was lying, 8. thought, 9. had gone, 10. would have brushed

II. Use the word given in capitals to form a word that fits in each sentence. 10 points

1. unevenly, 2. stubbornness, 3. exhaustive/exhausting, 4. inconvenient, 5. suspicious, 6. worldwide, 7. simplicity, 8. disobedience, 9. ensure, 10. non-members/ex-members.

III. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given. 5x2p =10 points

1. I will // have been **WORKING**
2. would **STOP**// telling people
3. is said // to **BE**
4. **UNLESS** you // have had enough
5. if **HE** // had written

IV. Translate the following text into Romanian. 10 points

Suggested answer:

grammar structures 4 points
vocabulary 4 points
fluency 2 points

Through the open windows of the house on Antim Street, one could see how night had fallen over the city. The pale lights of the street lamps spilled onto the wet sidewalks, and in the cool air lingered a restless silence, like a quiet threat. Felix stared/was staring absently/blankly out of the window as Mr. Giurgiuveanu's and Costache's conversation faded/was fading into murmurs. The house exuded an air of apathy, immersed in the penumbra of a late autumn evening. It seemed as though all the objects had aged along with its inhabitants. The heavy furniture, covered in dust, the walls darkened by smoke—all spoke of a bygone world to which the inhabitants clung with an almost tragic stubbornness.

SUBIECTUL B – INTEGRATED SKILLS 60 points

I. 1 E; 2 B; 3 H; 4 F; 5 C.

5x2= 10 points

II. WRITING

LETTER OF APPLICATION 50 points

MARKING SCHEME - FORMAL LETTER

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
Task achievement	The letter is completely relevant to the task, fully developing all content points; the format of the letter is fully observed; the purpose of the letter is clearly and fully explained	The letter covers the requirements of the task but the content points could be more fully extended; the format of the letter is observed; the purpose of the letter is presented.	The letter addresses the requirements of the task but not all content points are included; the format may be faulty at times; the purpose of the letter is presented but it is not very clear.	The letter does not cover the requirements of the task; bullet points are attempted but many irrelevant details are included; the format is faulty; the purpose for writing is missing.	The letter 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; 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 used 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.	

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare – 2025

Probă scrisă

Limba engleză

CLASA a IX-a - SECȚIUNEA B

BAREM DE EVALUARE ȘI DE NOTARE

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

SUBIECTUL A – USE OF ENGLISH (40 points)

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) 3 points

1. c 2. d 3. a

B. Rephrase the following sentences so as to preserve the meaning. Use the word given WITHOUT changing it. 3 points

(3x1p=3p)

1. hadn't happened
2. did he admit that
3. (that) as it may

C. Four words have been removed from the summary of the text above. Choose the right words to fill in the summary. There are four extra words which you do not need to use. 4 points (4x1p=4p)

1. *ranging*
2. *did*
3. *Despite*
4. *beguile*

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

- | | | | |
|---|-----------------------------|----|----------------|
| 1 | SCOURING | 6 | VARIOUS/VARIED |
| 2 | DISAPPEARANCE | 7 | ASHORE |
| 3 | INCONCEIVABLE/UNCONCEIVABLE | 8 | GOVERNMENTS |
| 4 | SOCIETALLY | 9 | LIKELIHOOD |
| 5 | CERTAINTY | 10 | LOSS |

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. If a line has a word which should not be there, write the word down next to the number on your answer sheet. **10 points**

(10x1p=10p)

- | | |
|---------|----------|
| 1. of | 6. both |
| 2. has | 7. ✓ |
| 3. ✓ | 8. do |
| 4. more | 9. not |
| 5. with | 10. also |

IV. Translate the following text into English.

10 points

grammar structures 4 points
vocabulary 4 points
fluency 2 points

SUGGESTED ANSWER

A few days later, Felix received an illustrated postcard that made his heart skip a beat/throb at first, and then plunged him into even greater sadness. On a postcard from Paris (the eternal Eiffel Tower), he recognized Otilia's handwriting. The girl was sending brief greetings from France, where she didn't mention who she was with, asked about old Costache and him, and asked him to write back, giving him some number on rue de la Michodiÿre. What was Otilia doing in Paris, and especially, with whom? Undoubtedly, with Pascalopol. His soul (was) filled with bitterness. If Otilia had gone to the estate, that would have been fine/acceptable. This/It would have been an excuse/excusable sign of boredom, especially since the estate was a place of enjoyment in the spring. But in Paris, it was something else. Otilia was partying, having fun, perhaps sleeping in the same room with Pascalopol, passing as his wife, whether legally or illegally.

B. Integrated Skills (60 points)

I. Five sentences have been removed from the following text. Choose from the sentences A-F the one which fits each gap 1-5. There is one extra sentence which you do not need to use.

(5x2p)

10 points

1	2	3	4	5
B	F	E	A	C

II. Review 220-250 words (50 points)

Use the Marking Scheme

MARKING SCHEME - REVIEW

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	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 and 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 and 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; 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 does not have relevant effect on the reader.	The text has a negative effect on the reader.	

**Proba scrisă
Limba engleză
CLASA a X-a –SECȚIUNEA A
BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the following text and fill in the blanks with ONE word only. 10 points
(10 x 1p)

1) so, 2) both/very, 3) except, 4) Nobody, 5) What, 6) early, 7) at, 8) either, 9) between, 10) before.

II. Use the word given in brackets to form a word that fits in each sentence. 10 points
(10 x 1p)

1) NOTICEABLE, 2) UNDERPAID, 3) SENSIBLY, 4) ATHLETIC, 5) DECOMPOSE, 6) DETERRENT, 7) EMPHASIS, 8) ABUNDANCE, 9) OUTDO, 10) PASSAGE/PASSAGEWAY.

III. 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. 10 points

(5 x 2p)

1. resented being treated// as if/though
2. Jenny who objected// to tidying
3. nowhere near// as talkative as
4. is thought// to have been
5. we had/we'd set// aside

IV. Translate into English. 10 points

grammar structures	4 points
vocabulary	4 points
fluency	2 points

SUGGESTED ANSWER

“Spoken words are of no use/ pointless/to no avail to me. I am constantly offered subjects/topics. Almost all writers are daily offered subjects. `Fantastic. I must tell you about myself!... Just wait and see!... You could make it/turn it into a novel!/make a novel out of it... If you really want to be of use to me, write down everything. More than the incident itself, which, whatever you may say, can hardly be more extraordinary than a war, I should/would like to know the details, the background, the atmosphere and the living substance... I am asking you to put down/write what happened, but do it as minutely/ thoroughly as possible... I shall/will then turn everything into a novel.” (That was a lie, I was not really thinking of writing a novel.)

SUBIECTUL B – INTEGRATED SKILLS (60 points)

I. Five sentences have been removed from the article. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use. 10 points
(5 x 2p)

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

II. Review - 50 points

MARKING SCHEME FOR THE REVIEW

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	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 and 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 and 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; 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 does not have relevant effect on the reader.	The text has a negative effect on the reader.	

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Probă scrisă

Limba engleză

CLASA a X-a - SECȚIUNEA B

BAREM DE EVALUARE ȘI DE NOTARE

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă 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 d 2 b 3 a

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

1. ... CAN be achieved.....
2. don't SLEEP adequately.....
3. do/ can adolescents FLOURISH....

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. spiritual; 2. supported; 3. learning; 4. promotes

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

- | | |
|--------------------|-----------------|
| 1. INCREASINGLY | 6. UNWAVERING |
| 2. DIFFERENTIATING | 7. ALIGNMENT |
| 3. LOYALTY | 8. PRODUCTIVITY |
| 4. NARRATIVES | 9. STRENGTHENS |
| 5. RESONANCE | 10. SYNTHESIS |

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. so | 6. other |
| 2. both | 7. been |
| 3. ✓ | 8. ✓ |
| 4. so | 9. yet |
| 5. from | 10. ✓ |

IV. Translate the following text into English.

10 points

grammar structures	4 points
vocabulary	4 points
fluency	2 points

SUGGESTED ANSWER

My mother talked and talked/kept talking/went on and on talking - I hadn't even suspected that she knew so many words. I let her take everything out of her, pour out every last drop, although I could see that she was inventing things that could not possibly be true, because at the time when they (had) happened I was no longer a child n/or crazy, and I could remember/remembered. I mean, I remembered that they simply hadn't existed, that they hadn't happened, and that no matter how beautifully she would have told them now, on her deathbed, they were nothing but lies.

It would have been nice for them to have existed. To have had and to have felt at least half of what my mother was rambling about on that Saturday in that summer, but memories, like all good things, have a price. And we - she and dad, and I - was always been stingy and we always preferred to stuff ourselves rather than invest in a memory.

B. Integrated Skills (60 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 C 2 A 3 F 4 B 5 D

II. REPORT (50 points) Use the Marking Scheme

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	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.	

Etapă județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare –2025

Probă scrisă

Limba engleză

CLASA a XI-a - SECȚIUNEA A

BAREM DE EVALUARE ȘI DE NOTARE

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the following text and fill in the blanks with ONE word only. 10 points

10 x 1p = 10 points

1. common, 2. goes, 3. up, 4. Only, 5. do, 6. Although, 7. there, 8. however, 9. Despite, 10. It

II. Choose the correct answer A, B, C or D. 10 points

10 1p = 10 points

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

III. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given. 10 points

5 x 2p = 10 points

1. **UNLESS** the weather was// bad
2. condition/account//**SHOULD** the door be
3. is thought//to have **KNOWN**
4. in this day//and **AGE**
5. for you/your//**HELPING**

IV. Translate into English. 10 points

- | | |
|--------------------|----------|
| grammar structures | 4 points |
| vocabulary | 4 points |
| fluency | 2 points |

SUGGESTED ANSWER:

I have behind me, I must admit it, more than/not just a few aspirations that are too vague or simply forgotten, things half-done or done badly, ambitions that I have given up (on) or that I have not been able to fulfill. I don't consider myself a failed idealist, but I'm not very far from it/this condition in some respects. Of course, failures are not always entirely our own fault. We have also been/we can also be "helped" by the times or by circumstances sometimes. At other times, they are born of too great illusions, exaggerated expectations, overestimating our possibilities. But how can I explain my failure in human relationships, which has brought me to the brink of/on the verge of misanthropy in my old age? Is it (down to) my tendency to let myself be "used" by my sorrows? The difficulties I created for myself by being both impulsive and easily hurt? I have strived in my life to remain honest and not to have any great stupidity/foolishness on my conscience, but that was not enough, it seems/apparently.

SUBIECTUL B – INTEGRATED SKILLS (60p)

I. Reading Comprehension: 5x2 points=10 points

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

II. Marking scheme for report - 50 points

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	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.	

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2025

Probă scrisă

Limba engleză

CLASA a XI-a - SECȚIUNEA B

BAREM DE EVALUARE ȘI DE NOTARE

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the paragraph below and do the tasks that follow. (10 points)

A. Choose the right synonym. (3 x 1p = 3 points)

1 – d; 2 – a; 3 – b

B. Rephrase the following sentences so as to preserve the meaning. (3 x 1p = 3 points)

1. only could they sell ideas, **but** they could...
2. they not understood that they **were** selling
3. product was being **sold**

C. Choose the right words to fill-in the summary. (4 x 1p = 4 points)

1. leading; 2. shifted; 3. stretch; 4. rise

II. One word in three sentences. (5 x 2p = 10 points)

1. trunk; 2. game; 3. party; 4. file; 5. mean

III. Error correction. (10 x 1p = 10 points)

1 – such; 2 – $\sqrt{\quad}$; 3 – do; 4 – own; 5 – of; 6 – $\sqrt{\quad}$; 7 – there; 8 – so; 9 – that; 10 – which

IV. Translate into English. (10 points)

grammar structures 4 points
vocabulary 4 points
fluency 2 points

Suggested answer

After a night in which I could barely sleep from excitement, I took the Brașov-Constanța train. The journey had a few moments of peak interest. The first attraction was the tunnels near Predeal, when the daylight disappeared as if someone had switched off the sun. Between my mother and her sister, a discussion began about the mystery of the grime in our trains. Meanwhile, the four of us children had our noses pressed against the grimy window, watching the landscape, which, at some point, kept losing height, softening, rounding off, and eventually settling completely, like a deflated mattress. Since, from our point of view, there was nothing interesting left to see without mountains or even hills, we started running up and down the hallway. In the adjacent carriage, we found an empty compartment. We began exploring it just as we always did in new places. (...)

As soon as we stepped onto the platform, we felt the bath of warm air and took a deep breath of the salty scent. And shortly after, on the same day, even though we were tired from the journey, we were splashing around in the waters of the Black Sea, which would be our welcoming host for almost two weeks.

SUBIECTUL B - INTEGRATED SKILLS (60 points)

I. 1. B; 2. A; 3. F; 4. C; 5. E (5x2p= 10 points)

II. WRITING: ARTICLE (50 points)

Use the Marking Scheme

MARKING SCHEME - ARTICLE

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	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.	

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2025

Probă scrisă

Limba engleză

CLASA a XII-a - SECȚIUNEA A

BAREM DE EVALUARE ȘI DE NOTARE

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the following text and fill in the blanks with ONE word only.

10 points

10 x 1p = 10 points

1. of 2. As 3. however 4. despite 5. What 6. for 7. were 8. far 9. to 10. only

II. Choose the best option A, B, C or D.

10 points

10 x 1p = 10 points

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

III. 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.

10 points

1. have had a **CHANGE** of

1. does not(doesn't) earn **NEARLY** as/ does not (doesn't) earn **NEARLY** so

2. **THE** highest it has ever

3. in the unlikely **EVENT**

4. a **WORLD** of difference

IV. Translate into English.

10 points

grammar structures

4 points

vocabulary

4 points

fluency

2 points

SUGGESTED ANSWER

"Something like this hadn't been heard of in... they couldn't remember for how long! If the sisters rummaged through their memories, they could find some evenings from when they were very little, waiting eagerly in front of the oven where Maya was baking puddings or pies. They were so fascinated by the golden dough that would rise in the tray, by the tempting smell coming from inside, by the crispy crust beginning to form, that they would have almost pressed their little noses against the oven door, if Maya hadn't intervened quickly and moved them away. If they dug deeper into their memories, they could see their mother making pancakes, quite burned on one side and not quite holding together in the pan. They sprinkled/had sprinkled them with honey, and ate/eaten them like that; it couldn't be said that they weren't tasty/good tasting, even though they looked more like an archipelago of islands than pancakes. As for their father, he had often managed/often managed to pour some milk over cereal in two blue bowls, sparking a whole debate around the dilemma: is it correct to put the cereal first and then pour the milk, or, on the contrary, should the milk be poured first and then put the cereal?"

SUBIECTUL B – INTEGRATED SKILLS (60 points)

I. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use. (10 points) 5 x 2p = 10 points

1. C 2. D 3. B 4. A 5. F

II. WRITING: ARTICLE (50 points)

Use the Marking Scheme

MARKING SCHEME - ARTICLE

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	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.	

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2025

Probă scrisă

Limba engleză

CLASA a XII-a - SECȚIUNEA B

BAREM DE EVALUARE ȘI DE NOTARE

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the paragraph below and do the tasks that follow. (10 points)

A. Choose the right synonym. (3x1p=3 points)

1 – b; 2 – d; 3 – d

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

1. is claimed to have been found that he is descended from Shakespeare by

2. had not been frustrated by a lack of evidence, they would not have turned ...

3. seems to have born Shakespeare a daughter.

C. Choose the right words to fill-in the summary. (4x1p= 4 points)

1. alleged; 2. cited; 3. speculative; 4. lineage

II. One word in three sentences. (5x2p=10 points)

1. charge; 2. running; 3. shift; 4. quarter; 5. match

III. Error correction. (10x1p=10 points)

1. down 2. √ 3. even 4. √ 5. of 6. too 7. be 8. √ 9. one 10. some

IV. Translate into English. (10 points)

grammar structures 4 points

vocabulary 4 points

fluency 2 points

Suggested answer

For several minutes Ștefan had been straining to hear and understand what all these people were saying to each other when they were laughing, when they looked amazed, delighted or when their facial expressions became sarcastic. At first, he said to himself that it was nothing unusual... About acquaintances, about business or allusions to business, about events known only to them (and this most often made them laugh) ... yet, a cloth, or something like a wall of cotton, was placed between his ear and their words. They were the same words, but they reflected a life that eluded him, their world of Bucharest inhabitants, bound by invisible threads and by the time they had lived together, even though not all of them knew each other... but a word or a name was enough, and for the connection to be made immediately...

Ștefan gave up and felt that in reality he hadn't even left the village, or rather that he only knew Luchi here; he poured several glasses of champagne down his throat and whispered in the girl's ear that he loved her. As dizzy as he was from the murmur that had risen from this garden, she smiled at him and squeezed his hand... [...]

Whether we are rich or poor, powerful in this world or humble in the social hierarchy, we all feel (and this makes us equal) that the only thing that can make us happy is becoming one with the miraculous age/time of youth.

SUBIECTUL B - INTEGRATED SKILLS (60 points)

I. 1 C 2 D 3 E 4 F 5 B (5x2p= 10 points)

II. WRITING: PROPOSAL (50 points)

Use the Marking Scheme

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	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 or 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 it difficult to understand the text; 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 does not have a relevant effect on the reader.	The text has a negative effect on the reader.	