

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

**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
<b>TASK ACHIEVEMENT</b>	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	
<b>ORGANIZATION 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, the register is faulty.	
<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 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 does not have relevant effect on the reader.	The text has a negative effect on the reader.	