

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

**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**

<b>Analytical criteria</b>	<b>Excellent 10p</b>	<b>Good 8p</b>	<b>Adequate 6p</b>	<b>Weak 4p</b>	<b>Inadequate 2p</b>	<b>Task not attempted 0p</b>
<b>Task achievement</b>	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	
<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.	
<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 has not a relevant effect on the reader.	The text has a negative effect on the reader.	