

OLIMPIADA DE LIMBA ENGLEZĂ ETAPA LOCALĂ

8 februarie 2026

Clasa a X-a, SECȚIUNEA A- Standard Varianta 1

- Toate subiectele sunt obligatorii.
- Se acordă 10 puncte din oficiu.
- Timpul efectiv de lucru este de 3 ore.

SUBIECTULA – USE OF ENGLISH (40 points)

I. 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. I'm sure Caroline was very upset when she lost her wallet.

HAVE

Caroline _____ very upset when she lost her money.

2. I wasn't able to get to the airport on time because of the bad weather.

PREVENTED

The bad weather _____ to the airport on time.

3. Last year the heavy rain caused the postponement of the tennis tournament.

BECAUSE

Last year the tennis tournament _____ so heavily.

4. I am trying to study, so would you mind not making that noise?

RATHER

I am trying to study, so I _____ make that noise.

5. Last Friday was the first time my car ever broke down, even though it was very old.

NEVER

Until last Friday, my car _____ down, even though it was very old.

II. Use the words in capitals to form a word that fits in the space in the same line. (10 points)

1. Katy was severely overweight when she decided to visit a renowned _____. **DIET**
2. His _____ was obvious from the way he spoke to the audience. **CONFIDENT**
3. We admired the _____ of the ancient building. **BEAUTIFUL**
4. She enrolled for a yoga class so as to _____ her muscles and become more flexible. **LONG**
5. Statistics show that _____ is, unfortunately, on the rise again. **EMPLOY**
6. The shops nearby were able to provide the basic _____. **NEED**
7. 'A Strange _____ at Talbot Bridge' is a story about a train-riding ghost. **OCCUR**
8. The manager demanded an _____ for the mistake. **EXPLAIN**

9. His speech was rather _____, therefore the audience quickly dispersed. **IMPRESS**
10. She was laid off due to her _____ in coping with daily tasks . **ABLE**

III. Fill in the gaps with one word. (10 points)

It had become a habit for her to think (1) _____ her childhood in the countryside and the summer (2) _____ she first learned to swim. For a while, she considered trying (3) _____ a career in journalism, which was (4) _____ she had always been passionate (5) _____. Strange (6) _____ it seemed, those ambitions never really disappeared. One part of her (7) _____ became practical and organized, while the other drifted (8) _____ distant places where freedom, discovery, and even danger (9) _____ waiting to be embraced (10) _____ anyone brave enough to follow that path.

IV. Translate the following text into English: (10 points)

Erau cincizeci de ani de când împăratul purta război c-un vecin de-al lui. Murise vecinul și lăsase moștenire fiilor și nepoților ura și neînțelegerea. Cincizeci de ani, și numai împăratul trăia singur, ca un leu îmbătrânit, slăbit de suferințe—împărat ce-n viața lui nu răsese niciodată, care nu zâmbea nici la cântecul nevinovat al copilului, nici la surâsul plin de amor al tinerei lui soții, nici la poveștile glumețe ale bătrânilor lui ostași.

[Adapted from *Făt Frumos din Lacrimă*, by Mihai Eminescu]

SUBIECTUL B – INTEGRATED SKILLS (50 points)

I. You are going to read an article about the making of an unusual television commercial. Five sentences have been removed from the article. Choose from the sentences A-F the one which fits each gap. There is one extra sentence which you do not need to use. (10 points)

Many of the most expensive commercials ever made are those in which an A-list celebrity flashes a beautiful smile at the cameras. **1...** Their recent television advertisement, the most expensive in British history, cost ten million pounds, and it features, not the rich and famous, but villagers from the mountains of Argentina.

The advertisement features a game of dominoes. It begins in a darkened room where several thousand ordinary dominoes are set up on a specially-designed table. **2...** Dominoes knock over books, which in turn knock bigger household objects such as suitcases, tyres, pots of paint, oil drums and even cars. The final piece in the chain reaction is a huge tower of books. These flutter open to reveal a structure in the shape of a pint of Guinness. The location chosen for the commercial was Iruya, a village high up in the mountains of north-west Argentina. **3...** The journey there could take up to ten hours.

For one month, the village, population thousand, increased in size by almost thirty percent. One hundred and forty crew members descended on the village. These included the world record holders in domino toppling, Weijers Domino productions from the Netherlands. **4....** Creating this film was no easy task. Preparations for filming took well over a month. Twenty-six truckloads of objects were brought in.

5...They included 10,000 books, 400 tyres, 75 mirrors, 50 fridges, 45 wardrobes and 6 cars. Setting the objects up took skill and patience. They needed to be arranged so they would fall over easily, and this involved balancing them on stones. Some of the sequences had to be reshot 15 times and 24 hours of footage was captured. However, the sequence in which six cars fell over was successfully shot in just one take.

- A. Then the falling dominoes head out of the room into the streets, causing progressively larger objects to tumble.
- B. These were all chosen to suit the town and fit in with the people's way of life.
- C. Getting there involved driving along 48 km. of dirt roads and crossing twelve rivers.
- D. Not so with the famous Irish drink company Guinness.
- E. The prop department did construct a small version on site, but most of the work was done in a studio in London.
- F. Added to this was the total of one hundred and thirty 'actors' who were recruited from five neighbouring towns.

II. You are part of the editorial team of the school magazine, and you have been assigned to write a review of a video, board or mobile game you have played. Give your opinion saying whether or not you would recommend it. Write your review in 180-200 words in an appropriate style. (40 points)

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CLASA a X-a SECȚIUNEA A- Standard
BAREM DE EVALUARE ȘI NOTARE

Toate subiectele sunt obligatorii.

Se acordă 10 puncte din oficiu.

Timpul de lucru este de 3 ore.

Se punctează oricare alte modalități de rezolvare corectă a cerințelor.

SUBIECTUL A – USE OF ENGLISH (40 points)

I. 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. (2 points x 5=10 points)

1. must have been; 2. prevented me from getting; 3. was postponed because it rained; 4. would rather you didn't; 5. had never broken.

II. Read the sentences below and use the words given in capital on the right to form words that fit in the gaps. (1 point x 10 = 10 points)

1. dietician; 2. confidence; 3. beauty; 4. lengthen; 5. unemployment; 6. necessities; 7. occurrence; 8. explanation; 9. unimpressive; 10. inability.

III. Fill in the gaps with one word. (1 point x 10 = 10 points)

1. of; 2. when; 3. for; 4. what; 5. about; 6. as 7. mind; 8. towards/to; 9. were; 10. by.

IV. Translate the following text into English: (10 points)

It had been fifty years since the emperor had been at war with a neighbour of his. The neighbour had died and had left hatred and misunderstanding as a legacy to his sons and grandchildren. Fifty years, and only the emperor lived alone, like an aged lion, weakened by suffering—an emperor who had never laughed in his life, who did not smile either at the innocent song of a child, or at the loving smile of his young wife, or at the funny stories of his old soldiers.

SUBIECTUL B – INTEGRATED SKILLS (50 points)

1. You are going to read an article about returning to work after being away on holiday. 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.

(2 points x 5 = 10 points)

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

2. WRITING (40 points)



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. | |