

## OLIMPIADA DE LIMBA ENGLEZĂ ETAPA LOCALĂ

8 februarie 2026

Clasa a X-a, SECȚIUNEA B – BILINGV/INTENSIV Varianta 1

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

### SUBIECTUL A – USE OF ENGLISH (40 points)

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

*A Family Supper* by Kazuo Ishiguro (fragment)

My father was a formidable-looking man with a large stony jaw and furious black eyebrows. I think now, in **retrospect**, that he much resembled Chou En-lai<sup>1</sup>, although he would not have cherished such a comparison, being particularly proud of the pure samurai blood that ran in the family. His general presence was not one that encouraged relaxed conversation; neither were things helped much by his odd way of stating each remark as if it were the concluding one. In fact, as I sat opposite him that afternoon, a boyhood memory came back to me of the time he had struck me several times around the head for "chattering like an old woman." Inevitably, our conversation since my arrival at the airport had been punctuated by long pauses.

"Will you go into business again?" I asked. [...]

"I am.... in retirement. I'm too old to involve myself in new ventures now. Business these days has become so different. Dealing with foreigners. Doing things their way. I don't understand how we've come to this. [...]"

The tearoom looked out over the garden. From where I sat I could make out the ancient **well** that as a child I had believed to be haunted. It was just visible now through the thick foliage. The sun had sunk low and much of the garden had fallen into shadow.

"I'm glad in any case that you've decided to come back," my father said. "More than a short visit, I hope."

"I'm not sure what my plans will be."

"I, for one, am prepared to forget the past. Your mother, too, was always ready to welcome you back--upset as she was by your behavior."

"I appreciate your sympathy. As I say, I'm not sure what my plans are."

"I've come to believe now that there were no evil intentions in your mind," my father continued. "You were **swayed** by certain...influences. Like so many others."

"Perhaps we should forget it, as you suggest."

"As you will. More tea?"

- a. Choose the right synonym for the words given below, according to their meaning in the text.

3 points

- |                       |                |                 |              |
|-----------------------|----------------|-----------------|--------------|
| 1. <b>retrospect:</b> | a) forethought | b) anticipation | c) hindsight |
| 2. <b>well:</b>       | a) flourishing | b) fountain     | c) fit       |
| 3. <b>swayed:</b>     | a) swung       | b) persuaded    | c) unmoved   |

<sup>1</sup> *Chou En-lai* – Premier and Foreign minister of China in the time of Mao.

**b. Answer the following questions:**

**4 points**

1. What was the narrator's father like?
2. What sort of person was he?
3. What did the narrator remember about his childhood?
4. Why did the narrator's father refuse to go into business again?

**c. Rephrase the following sentences so as to preserve the meaning. Use the word given without changing it.**

**3 points**

1. She bought a map because she was afraid of getting lost. **FEAR**  
She bought a map.....lost.
2. It would be better for you to take a taxi to the airport. **RATHER**  
I ..... a taxi to the airport.
3. He trained hard because he wanted to be selected for the Olympic team. **VIEW**  
He trained hard..... selected for the Olympic team.

**II. Use the word given in capitals to form a word that fits in the gap. There is an example at the beginning (0).**

**10 points**

When Captain Cook sailed up the 0) *unchartered* (**CHART**) east coast of Australia for the first time, he was not prepared for the 1) ..... (**VAST**) of the Great Barrier Reef, which extended for over 1000 km, and was very 2) ..... (**DANGER**). Cook's ship ran 3) ..... (**GROUND**) several times and the coral tore 4) ..... (**DEEP**) into the hull, causing severe damage. When he finally made it to the far north coast, Cook named its 5) .....(**NORTH**) -most point, Cape Tribulation, for the difficult time he had navigating a safe 6) ..... (**PASS**). These days, the Great Barrier Reef is a marine park of world 7) ..... (**SIGNIFY**) and a favourite international diving 8) ..... (**LOCATE**). The turquoise tropical waters are still home to thousands of marine species, from 9)..... (**BRIGHT**) -coloured tropical fish to translucent manta rays and delicate seahorses. But the tall white ships are long gone and now glass bottom boats cruise through the 10) ..... (**MAGIC**) marine environment.

**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. If a line is correct put a tick (✓) by the number on your answer sheet. If a line has a word that should not be there, write the word down next to the number on your answer sheet. There is an example at the beginning.**

**10 points**

0. ✓	If someone were to tell you that animals had some kind of sixth sense that
00. <i>have</i>	allowed them to predict when a disaster was about to happen, would you have
1.....	thought you were being teased? Many people would but an increasing great number of
2.....	animal behaviour experts who are beginning to suspect that animals have some
3.....	sort of ability to sense impending danger. As an example of this, it has been reported
4.....	that on the morning of the such catastrophic Tsunami in Thailand, a herd of elephants
5.....	that was feeding on a beach near the village of Bank Koeoy seemed to be aware that
6.....	something terrible was about to occur. To the surprise of the villagers who were in the
7 .....	charge of them, the elephants suddenly stopped feeding, looked up to the sea and then
8. ....	began running towards higher ground. Mistified by this peculiar behaviour, many of the

9. ....	villagers chose to follow them, a decision that probably saved their lives. It was not
10. ....	long ago afterwards that the huge wave swept in from the sea, destroying evrything.

**IV. Translate the following text into English:**
**10 points**

A doua zi toți erau obosiți după marea ceremonie care costase aproape cinci sute de rupii (*trad. en. rupees*) și atâta trudă. Se ținuseră discursuri, fusese masă îmbelșugată pe terasă și Maytrei primise numeroase cadouri, mai ales cărți. În dimineața zilei de naștere cineva trimisese un buchet imens de flori, cu un plic, și când Maytrei a văzut scrisul, s-a tulburat toată, a citit repede scrisoarea, temându-se neîncetat să nu o surprindă cineva. Auzind pași pe scară, a intrat repede în odaia mea și mi-a dat scrisoarea.

– Ascunde-o în birou și vezi să nu o ia nimeni. Am să ți-o cer mai târziu, îmi spuse ea, roșind. Mărturisesc că nu înțelegeam nimic, dar nici nu bănuiam ceva rău [...].

(Mircea Eliade, *Maitreyi*)

**SUBIECTUL B – Integrated Skills (50 points)**

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

Julian started playing fruit machines seven years ago when he was 13. Since then he has spent more than £20,000 – money he has earned, borrowed or stolen – on what quickly grew into a frightening addiction. ‘I was in a bowling alley with my friends one day. One of them was playing the electric fruit machines and he kept pestering me to have a go. **1. ....** At the beginning I used to spend all my pocket money on the machines, but then I started selling everything I owned. I took money from my parents and sold their things, too, I always told myself it wasn’t really stealing, that I was just borrowing and would pay them back.

‘By the time I was 15 I was already spending more than £30 a week on machines. They were my whole life. I used to skive off school every day and play the machines in the local café. **2. ....**

‘Winning wasn’t even important; I always knew I was going to lose. There was just something about the machines. They became my friends, friends I didn’t owe anything to and who never got annoyed with me. **3. ....** I’d go into the arcade feeling tense and excited, but as soon as I started playing I became totally relaxed.

‘The crunch came the Christmas before I left school when I was 16. I was so frantic to get some money I stole my parents’ antiques and sold them. When they found out, they made me show them each shop where I sold the antiques and they bought them all back. I left home after that, rented a room and found a job in an insurance company. **4. ....** At first it was £350 a month, then it went up to £700 a month.’ Julian is one of the lucky ones. He hasn’t played for five months now and is determined to keep it that way. **5. ....** I realised how much pain I’d put other people through – it made me feel so bad I wanted to die. It was incredibly difficult, but I stopped playing completely. Now I’ll have to live with all the damage I’ve caused and try to rebuild things. I’m tempted all the time but I know if I go back it’ll destroy me.

‘If you haven’t been through it you can’t understand what it’s like. It starts off as a bit of fun, but it’s like a silent drug that eats you up from inside.’

- After I’d paid for food and rent, I spent every penny I earned on machines.
- When I ran out of money, I felt completely shattered and was desperate to get more to carry on.

- c. 'I had just split up with my girlfriend and was feeling very upset.
- d. Whatever mood I was in it made no difference to them, we got on fine.
- e. First I thought it was a waste of money, but somehow I couldn't keep away.
- f. I was in a world of my own where nothing else mattered.

**II. You are a member of the Youth Council in your town and have been asked by the local authorities to write a 200 – 220 word report about addictions among teenagers aged 13 – 19, referring to the types of addictions, risk factors, consequences and potential solutions. 40 points**

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8 februarie 2026

Clasa a X-a, SECȚIUNEA B – BILINGV/INTENSIV

BAREM DE NOTARE ȘI DE EVALUARE

- 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. 10 points

a) 3 x 1 = 3 points

1.c; 2.b; 3.b;

b) 4 x 1 = 4 points

Possible answers:

1. He had an intimidating appearance, a notorious jaw, thick eyebrows, ...
2. He was not very talkative, he was distant, instead.
3. He remembered that his father was not kind and understanding, he used to punish him because he talked too much.
4. He is too old, people have changed, and the way of doing business has also changed.

c) 3 x 1 = 3 points

1. ....for fear she might get/of getting .....
2. ...'d/would rather you took.....
3. ....with a view to being.....

#### II. 10 x 1 = 10 points

- |              |                 |
|--------------|-----------------|
| 1. vastness  | 6. passage      |
| 2. dangerous | 7. significance |
| 3. aground   | 8. location     |
| 4. deeply    | 9. brightly     |
| 5. northern- | 10. magical     |

#### III. 10 x 1 = 10 points

- |          |         |
|----------|---------|
| 1. great | 6. the  |
| 2. who   | 7. ✓    |
| 3. ✓     | 8. ✓    |
| 4. Such  | 9. ✓    |
| 5. ✓     | 10. Ago |
|          | 11.     |

#### IV. 10 points

Any correct variant should be taken into consideration.

The next day they all felt exhausted after the great ceremony which had cost almost five thousand rupees and so much toil/labour/... Speeches had been delivered, there had been a copious dinner on the verandah and Maytrei received lots of / countless/ many gifts, especially books. On the morning of her birthday someone had sent her an immense bouquet and an envelope and when she saw the writing Maytrei was flushed and read the letter in a hurry/quickly, before she could be seen by anybody/ lest anybody should see her/ catch her in the act. Hearing footsteps on the stairs, she dashed into my room and put the letter in my hand.

“Hide it inside your desk and see that no one finds it. I will come for it later, she said blushing.

I must confess I didn't understand what was happening, but I didn't suspect anything dishonest/wrong/rotten.

## SUBIECTUL B – INTERGRATED SKILLS (50 points)

### I. 5 x 2= 10 points

- 1.e;
- 2.f;
- 3.d;
- 4.a;
- 5.c

### II. report writing – 40 points

Ministerul Educației și Cercetării  
Centrul Național de Politici și Evaluare în Educație

**MARKING SCHEME - REPORT/PROPOSAL**

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
<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.	