

## OLIMPIADA DE LIMBA ENGLEZĂ ETAPA LOCALĂ

8 februarie 2026

Clasa a XI-a, SECȚIUNEA B- Bilingv/Intensiv, Varianta 1

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

SUBIECTULA – USE OF ENGLISH (40 points)

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

### Why Do Clowns Have Red Noses?

A clown's red nose is often noticed before anything else. Far from being a simple decorative decision, it is a visual signal shaped by circus history and performance needs, telling the audience that comic disorder is about to begin.

The red nose is closely associated with the *auguste*, a low-comedy figure who stumbles into scenes at the wrong moment and ruins the whiteface clown's carefully laid plans. Where the whiteface—powdered and elegantly dressed—often tries to stage some extraordinary **feat** for the audience, the *auguste* arrives to undo it. He may trip over ropes, misunderstand instructions, and spoil tricks simply by his presence.

In usage, *auguste* originally functioned as the name of a recognized clown type, but over time the term became genericized, so that *an auguste* could refer broadly to any clown performing a silly, bumbling, intrusive role. The circus ring—especially the **sprawling** three-ring arenas of the late 1800s—demanded characters that could be understood instantly upon their entrance. In the jam-packed circus tents of the time, the audience likely struggled to detect clowns amidst the various acts of **slapstick** or physical humor being staged. Yet the clown needed the audience to notice him, laugh at his antics, sympathize with him, and identify themselves with him. This is where the exaggerated clown costume, including the red nose, came in. The nose pulled the audience's attention to the center of the clown's face, enlarging every blink, grimace, and look of confusion.

A. Choose the right synonym for the words given below, according to their meaning in the text. 3 points

- |                  |              |                |                    |              |
|------------------|--------------|----------------|--------------------|--------------|
| <b>feat</b>      | a) thrashing | b) achievement | c) rescue          | d) drubbing  |
| <b>slapstick</b> | a) antics    | b) inability   | c) straightforward | d) somber    |
| <b>sprawling</b> | a) springing | b) recumbent   | c) sprucing        | d) spreading |

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

1. It was only when he found its origin that he understood the meaning of the word "august".

**DID** Not until.....the meaning of the word "august".

2. The clown was noticed just after putting on his exaggerated costume.

**WHEN** Hardly..... he was noticed.

3. It is a good idea for the audience to overlook the clown's antics.

**BLIND** It helps if ..... the clown's antics.

**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**

bumbling, catch, spreading, intrusive, draw,  
interesting, decoration, reliable

The clown's red nose is not just 1. \_\_\_\_\_ but a signal rooted in circus history, announcing the start of comic chaos. It is closely linked to the auguste clown, a 2. \_\_\_\_\_ figure who disrupts the refined whiteface clown's plans through mistakes and misunderstandings. Originally a specific clown type, "auguste" later became a general term for silly, 3. \_\_\_\_\_ clown characters. In large 19th-century circus arenas, performers needed to be instantly recognizable, and the exaggerated costume—especially the red nose—helped 4. \_\_\_\_\_ attention to the clown's expressions, making his confusion, humor, and humanity easy for the audience to notice and relate to.

**II. For questions 1-5, think of one word only which can be used appropriately in all three sentences. Write only the missing word on your answer sheet. 10 points**

1. To do work of such precision requires a very .....hand.

Although he's not particularly skilful, Ralph is a very ..... worker and you can rely on him one hundred percent.

There has been a ..... increase in the number of people buying four-wheel-drive vehicles in our area.

2. Doug was put in ..... of the garage while his boss was away on holiday.

You can have a newspaper delivered to your hotel room each day, but there is an extra ..... for this service.

The shoplifter was taken to court on a .....of theft and resisting arrest.

3. The latest ..... of the magazine contains a feature about guitar making.

The most serious .....that the two sides in the case had to resolve involved an alleged breach of copyright.

The main .....for the family to decide was not whether to buy the new car, but whether to pay cash for it or not.

4. Chris bought a folding bicycle that was small enough to ..... inside the boot of his car.

Gina is hoping that her grandmother's wedding dress will ..... her well enough to be worn without major alteration.

The police officers looked at the CCTV footage closely and agreed that the man seemed to ..... the description of the escaped prisoner exactly.

5. If you're looking for a bargain, the sports shop in town has got a special..... on tennis rackets at the moment.

Zack came in for a good ..... of criticism after the team's failure to win the cup, but he seemed unaffected by it.

The television company has a lucrative ..... with a soft-drinks manufacturer who will sponsor the series.

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

Do you remember how at school certain subjects seemed be impossible 0 be  
to understand? However much the teacher tried to explain geography, 00 ✓  
for example, you still did not grasp even though the basics? Now some 1\_\_\_\_  
psychologists are suggesting that learning difficulties may lie in the way 2\_\_\_\_  
the subjects are presented rather sooner than being a failure on the part 3\_\_\_\_  
of the children. According to a method that called NLP (Neuro-linguistic 4\_\_\_\_  
programming), people fall into groups depending on how they can 5\_\_\_\_  
do learn best - through sight, sound or feeling. For example, a visual 6\_\_\_\_  
child will to learn best through diagrams, an auditory child through spoken 7\_\_\_\_  
words, while a kinesthetic child will benefit most from and practical 8\_\_\_\_  
examples. It is easy to find out at which group your child belongs to. 9\_\_\_\_  
All you have to do is ask him or her a question, such as 'What was your 10\_\_\_\_  
day at school like?'

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

În sfârșit, acel cineva pe care încă nu apucasem să-l cunosc, deși îl așteptam, și poate chiar îl căutam, omul acela îmi spunea mie, o necunoscută care se oprise în fața afișului, cu ochii în lacrimi (căci titlul era tipărit cu litere enorme, care-ți făceau rău, care te sugrumau), îmi spunea: Adio!... Am înțeles și am început să plâng, chiar acolo, în fața afișului. Am înțeles că nu mai e nicio speranță, că nu-l voi mai întâlni niciodată, căci și-a luat rămas bun de la noi. A avut doar timpul să ne spună, să-mi spună, în primul rând mie, să-mi spună: Adio! Plângeam în fața afișului, când s-a apropiat de mine. L-am recunoscut imediat: era directorul. M-a întrebat dacă nu vreau să joc rolul Melaniei, și mi l-a arătat pe afiș; îl juca, într-adevăr, Melania, căci așa o chema, Melania. Șovăiam. (Mircea Eliade, *În curte la Dionis*)

**SUBIECTUL B – INTEGRATED SKILLS (50 points)**

**I. Five paragraphs have been removed from the following text. 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. Write your answer on your answer sheet. 10 points**

What can wild animals tell us about the way life should be lived? Well, take the example of the whitethroat. You could say that it's a rather drab little bird with a rather ordinary and tuneless little song. Or, on the contrary, you could say the whitethroat is a messenger of excitement and danger- a thrilling embodiment of life and risk and defiance of death.

1.....

Whitethroats, however., are mostly lurkers and skulkers. You'll usually find them well hidden in a nice thick prickly hedge, their brown plumage picked out with the small vanity of, yes, a white throat. The male bird sings a jumble of notes thrown together any old how, a song that is generally described as 'scratchy'. A

whitethroat is not normally a bird that hands out thrills to human observers. But all the same, it is a bird that lives by the thrill and is prepared to die by the thrill.

2....

Or not, of course. A small bird that makes such a big racket and then flies into the open will clearly excite the interest of every bird of prey within earshot. And that is part of the point: 'Come on, you hawks! Have a go if you think you're hard enough!'

The glories of the whitethroat's song demand this exhibition: the better and bolder and louder the song flight, the more likely the male is to attract a nice mate and keep that patch of prickly territory for himself. That's the evolutionary reason for it, anyway.

But I can't help wondering how the bird feels about this. Does he do it because he is a clock, a feathered machine that has been wound up by the passing of the seasons to make this proven ancestral response? Or does he do it because making a springtime song flight is the most wonderfully thrilling thing to do?

3.....

And it is there in aspects of human behaviour, too. I have spoken to mountaineers, powerboaters, Grand Prix drivers, parachutists and jockeys, and they all say the same thing. It's not something they do because they have a death wish. The exact opposite is the case - risk makes them feel more intensely, more gloriously alive. They take risks because they love life. It is part of the contradiction of being ourselves. We thrill to danger. We can't resist it. We love safety and security and comfort, yet we seek risk and adventure.

4.....

That's why we watch films and identify with risk-taking heroes and feisty heroines in all kinds of precarious situations. It's why we pass the time on a long journey by reading a thriller in which the main character dodges death by inches all the way to our destination. And it explains why we support a football team; knowing that the more we care, the more we will find both excitement and despair.

5.....

But if home is so great, why did we ever leave it? And if adventure is so great, why did we come back? It is because our nature-our human, mammalian, animal nature -insists that we love both; that one is not complete without the other.

A. And so, like the whitethroat, we all seek danger, even if we don't take the actual risks ourselves. In other words, although we've spent ninety-nine percent of that history as hunter-gatherers, the deepest parts of ourselves are still wild.

B. And the whitethroat tells us that we don't have the monopoly on this feeling - it is something that other living creatures understand just as well. A liking for danger is part of our inheritance as mammals, as animals.

C. Because every now and then in springtime he will leave that little leafy home of his and launch himself skywards - so moved by his own eloquence that he must take to the wing and fly up, singing all the time, before gliding gently back down to safety.

D. You must make your own mind up on these issues - but one thing you can't avoid is that this deliberate annual courting of danger is part of the way the whitethroat lives his life.

E. Of course, it's not the same for everybody, not to the same extent. Most of us enjoy different levels and different forms of risk at different times, just like the whitethroat in his hedge. And it is all the better for the time afterwards, when we have risked and survived and returned safe and sound.

F. You might take this opposite view because what the whitethroat shows us, amongst many other things, is why humans love tigers, love going on safari, love winter sports and fast cars, love riding horses and, above all, love all the vast, wild open spaces left on this planet. Most other creatures will give you the same message, too, if you study them. But the whitethroat does it in an especially vivid way.

**II. Starting from the text above, do the following task:**

**40 points**

**You have seen this announcement on a geographic website:**

**Articles wanted!**

***What can wild animals tell us about the way life should be lived?***

**Explore the link between animal behaviour and human life, especially ideas about risk, thrill, and safety.**

**Write your article in 250-280 words.**

**OLIMPIADA DE LIMBA ENGLEZĂ ETAPA LOCALĂ**  
**8 februarie 2026**  
**CLASA A XI-A – SECȚIUNEA B - Bilingv/Intensiv Varianta 1**  
**BAREM DE EVALUARE ȘI NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Se acordă 10 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=3points)**

1.b, 2.a, 3.d

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

- 1.... he found its origin did he understand...
- 2..... had the clown put on his exaggerated costume when....
3. .... the audience turns a blind eye to....

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

1. decoration, 2. stumbling, 3. intrusive, 4. draw.

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

1. steady, 2. charge, 3. issue, 4. fit, 5. deal

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

1. though, 2. √, 3. sooner, 4. that, 5. √, 6. do, 7. to, 8. and, 9. at, 10. √.

**IV. Translate into English. (10 points)**

**grammar structures 4 points**

**vocabulary 4 points**

**fluency 2 points**

**Suggested answer:**

Well, that person whom I had not met yet, although I had been waiting for him, I might even have been looking for him, that man was telling me, an unknown woman who had stopped in front of the poster, her eyes full of tears (since the title had been printed in enormous letters which made me feel ill at ease, strangled me), he was telling me: Farewell!... I understood and I started weeping, right there, in front of the poster. I understood there was no hope left, I should never meet him again, as he had already parted with us for good. He had only had the time to tell us, first of all to tell me: Farewell! I was weeping in front of the poster when he came close to

me. I recognized him at once: he was the manager. He asked me if I would play Melania's part, and he showed it to me on the poster: Melania actually played it, her name was Melania indeed. I was hesitating.

## SUBIECTUL B - INTEGRATED SKILLS (50 points)

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

II. WRITING: ARTICLE (40 points)

Use the Marking Scheme:

MARKING SCHEME - ARTICLE

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