



OLIMPIADA DE LIMBA ENGLEZĂ, ETAPA LOCALĂ
8 FEBRUARIE 2026
CLASA a XII-a - SECȚIUNEA A -Standard Varianta 1

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

SUBIECTUL A-USE OF ENGLISH (40points)

I. Read the following text and fill in the blanks with ONE word only. 10 points

Hypnotism 1. ___ a terrible reputation. We think it's all about sinister men 2. ___ stage making people hop like rabbits or do stripteases. But hypnotism has far wider and subtler applications, and you can even use 3. ___ to improve your presentations at work. 'We teach people to communicate 4. ___ their audience's unconscious minds,' says David Shephard, chairman of The Performance Partnership, 5. ___course uses hypnotic techniques.

"We 6. ___ use 5% of our brain power consciously, and the rest 7. ___ unconscious. People respond, feel and make decisions with 8. ___ unconscious mind, so any presentation will be much 9. ___ effective if you communicate directly with that part 10. ___ the brain,' he explains.

II. Choose the correct answer A, B, C or D.

10 points

- 1. There's no need to worry, I _____ the picture by the time _____ to collect it.**
A. will paint/you come
B. will have painted/you came
C. am going to paint/you will come
D. will have painted/you come
- 2. The plane will be _____ in 10 minutes so you _____ hurry up.**
A. leaving/had better
B. landing/would better
C. leaving/had sooner
D. left/would sooner
- 3. I am very sorry but I _____ the conference _____.**
A. am not able to attend/at Brussels
B. won't be able to attend/in Brussel
C. couldn't attend/in Brussel
D. won't be able to attend/in Brussels
- 4. Michael _____ very hungry since he _____ all the cakes.**
A. has to have been/has eaten
B. had to have been/had eaten
C. must have been/had eaten
D. had to be/had eaten
- 5. Somebody _____ the keys home. They _____ here!**
A. had to take/are
B. had to have taken/aren't
C. must have taken/aren't
D. had to be taken/weren't



6. He told me he _____ if he _____ I _____ him.
 A. had come/would know/needed
 B. will come/has known/will need
 C. would come/knew/needed
 D. came/should know/would need
7. No sooner _____ the exhibition _____ some friends.
 A. they reached/than they had met
 B. did they reach/when they were meeting
 C. had they reached/when they met
 D. had they reached/than they met.
8. I _____ that the manager _____ in his office.
 A. I was just told/was
 B. have just told/is
 C. had just been told/had been
 D. have just been told/is
9. _____ times he sat looking _____ nothing for hours.
 A. At/at
 B. In/for
 C. For/to
 D. To/on
10. "Don't scold her even if she gets a failure mark", he told me.
 A. He told me that I shouldn't scold her even if she gets a failure mark.
 B. He told me that I didn't scold her even if she gets a failure mark.
 C. He told me not to scold her even if she got a failure mark.
 D. He told me to not scold her even if she got a failure mark.

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

1. Everyone knows you are not allowed to smoke on domestic flights these days.
PROHIBITED It is common on domestic flights these days.
2. She knew nothing of her husband's impending promotion.
ABOUT Little husband's impending promotion.
3. They have cancelled this afternoon's match because of the bad weather.
CALLED This afternoon's matchto the bad weather.
4. I find people's use of the word "girls" to refer to adult women objectionable.
USING I the word "girls" to refer to adult women.
5. The police came within minutes
MATTER It before the police came.

IV. Translate the following text into English: 10 points

Mi-e cu neputință să cred că scrisoarea lui Ladima e sinceră, că toate acele însușiri erau cu adevărat descoperite. E prea mare deosebirea dintre ele și ceea ce arată Emilia, ca să fie posibil ca un îndrăgostit, fie el și Ladima, să le și creadă, scriindu-le. Socot că el se amăgea, cu oarecare luciditate. Seamănă, într-un anume fel, cu bătrânul care stă de vreo câțiva ani la noi la țară. E fiul unui fost ministru de prin preajma Războiului pentru Independență. A moștenit o avere frumoasă pe care a pierdut-o la cărți, toată. Chinuit [...] de acest viciu, după ce a stors de unde a putut și cât a putut, făcând datoriile rușinoase, a rămas muritor de foame, prin cafenele, la bătrânețe. (Camil Petrescu, *Patul lui Procust*)

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

Life choices

Would you give up a dull but secure job to fulfil your real ambition? Susannah Bates did.

We last interviewed Susannah Bates five years ago, just after the publication of her second novel in little more than twelve months. And then it went a bit quiet. Her third tale is now out -so why the long gap? Well, we need to rewind to January six years ago. In that month, Susannah rekindled a romance with a former boyfriend from her days at university. Her first book, *Charmed Lives*, was out not long after - and pretty quickly it seemed life was imitating art.

1...

The sequel, also featuring a city lawyer, was by this time pretty much done and dusted and would appear on the bookshelves the following spring. 'I'd already done a bit of work on the next one, but not a huge amount.

But when I did get down to working on it, it didn't come as easily as the others. They came out quite quickly, and then there's been this gap.' 'When I'm working on a novel, I need to shut myself away. It's quite a sad, lonely activity, she laughs. 'But when life's looking up and you're busy and have someone around, you're very easily distracted. It took a long time to find my rhythm again.' The successful publication of three novels, with one to come as part of her current publishing deal, certainly vindicates her decision to turn her back on the law after two years at law school, and a year working in London. Wisdom is about realising what works for you, and she hasn't looked back.

2...

'What's more, when I was trying to get published and taken on by an agent, I was treated more seriously because I was a lawyer; I suspect because it shows you can put your head down and do hard work. But I eventually decided I just wasn't temperamentally suited to it. I came to specialise in banking law. They didn't ever say you had to be that good with numbers, but I think it would've helped!' she laughs.

3...

"Those who stay in the industry do it because they love that side of it. They get a real buzz and think "This deal's worth eight million" or "The deal we're working on is going to be on the front pages of the business section."

For me, it could have been eight dollars. Eight million? It wasn't that big an issue. It didn't give me the same thrill.'

4...

'I never thought writing was a realistic option, especially my sort of writing, because so many people fail at it. Maybe it's my upbringing, but I really felt it was important, leaving university, to earn money, and I didn't see how I could ever do that by writing. I think that was the real explanation, and I wanted to be independent. I also thought that whatever I did, I'd put my head down and come to enjoy it; I didn't realise I'd find the law quite so dry!'

5...

But that's all in the past. Thoughts for the future centre on a fourth novel. There's no title as yet, but there are many thoughts swirling and settling in Susannah's mind.

A. 'I was incredibly naive to think that initial feeling would change, and I took a while to realise I was hitting my head against a brick wall. Maybe it was because there's a part of me that likes ticking boxes and jumping through hoops and getting approval, and there's a lot of that in the law.'



B. It featured a successful high-flying young lawyer who has everything except a life outside the office until she meets her beau. Susannah was a lawyer who gave up the law in order to write, and who then met hers. They got engaged as spring turned into summer, and before the end of the year, were married.

C. 'It's as if I suddenly saw the light,' she says. 'I've got a friend from that time and I hate to think what he's earning compared to what I'm earning! But I don't really regret giving it up. I don't regret having done it, either; I think it's a really great grounding, knowing what it is to be a professional, and I've used aspects of that in my writing.'

D. 'My mother's quite realistic about decisions and I remember her saying when I was wondering whether to go through with it: "Write a short story, send it to a magazine, see how it gets on."' "

E. To an outsider, therefore, it seems a bit surprising that Susannah joined the profession in the first place. As an English student at university, she co-wrote a couple of plays performed at a national festival; one was nominated for an award. So why didn't she follow a literary star?

F. That department appealed because she liked the amusing people there. 'You could have fun flicking elastic bands at everyone or sending a fake email from someone else's computer, but at the end of the day you had to go back to your desk and look at those rows of figures, she smiles.'

II. You are writing an article for a magazine about people who choose creative careers.

Using the ideas in the text, write an article that:

- describes the challenges of changing from a conventional profession to a creative one
- shows how personal relationships and life events can affect writing.

Write your article in 220–250 words. (40 points)

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BAREM DE EVALUARE ȘI DE NOTARE

Se acordă 10 puncte din oficiu.

Se punctează oricare alte modalități de rezolvare corectă a cerințelor.

SUBIECTUL A - USE OF ENGLISH (40 POINTS)

I. Read the following text and fill in the blanks with ONE word only. 10x1p=10 points

1. has, 2. on, 3. it, 4. with, 5. whose, 6. only, 7. is, 8. their, 9. more, 10. of

II. Choose the correct answer A, B, C or D. 10x1p=10 points

1.d, 2. a, 3 d, 4. c, 5. c, 6. c, 7. d, 8. d, 9. a, 10. c

III. 5x2p=10 points

- 1..... knowledge (that)smoking is prohibited.....
2.did she know about her
3.has been called off due
4.object to people using
5.was a matter of minutes

IV. Translate the following text into English: 10points

I simply can't believe that Ladima's letter is honest, that he had indeed found in her all those qualities. I feel Emilia has nothing in common with what he saw; whoever the lover may be, Ladima or anyone else, he could hardly have believed what he was writing. I'd say he lied to himself, with a certain degree of lucidity. In a way, he very much resembles the old man who has been living on our estate for a few years. He is the son of a former minister, from the time of the Independence War. He inherited a large fortune, but lost it all gambling. Addicted to [...] playing cards, after he had borrowed from whomever he could, as much as he could get, after he had run into shameful debts, he found himself as poor as a church mouse, going from one café to another in his old age.

SUBIECTUL B - INTEGRATED SKILLS (50 points)

I. Choose from the paragraphs A-F the one which fits each gap 1-5. 10 points

5x2p=10 points

1. B, 2. C, 3. F, 4. E, 5. A

II. ARTICLE WRITING; (40 POINTS)

MARKING SCHEME - ARTICLE

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

