

**Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare –  
2024**

**Probă scrisă**

**Limba engleză  
CLASA a IX-a - SECȚIUNEA A  
BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH**

**I. Read the following text and put the verbs in brackets in the correct form.**

**10x1p = 10 points**

1. was pouring, 2. had already planned, 3. had been looking forward to, 4. had been checking, 5. Have you made, 6. have just agreed, 7. were playing, 8. rains/should rain, 9. would probably stay, 10. would make

**II. Use the word given in capitals to form a word that fits in each sentence.**

**10x1p = 10 points**

1. ENCOURAGEMENT; 2. MISCALCULATED; 3. DEPTHS; 4. OVERCOME; 5. UNBELIEVABLY; 6. REFRESHMENTS; 7. UNDERLYING; 8. CARELESS; 9. OVERRATED; 10. UNDERPAID.

**III. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given.**

**5x2p = 10 points**

1. nor Clare could/was/were able to;
2. because she had few friends;
3. lend me your car;
4. more expensive than Sybil (had);
5. was too tired to drive.

**IV. Translate the following text into Romanian.**

**10 points**

**Suggested answer:**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

The medieval state on the island of Rhodes is comprised of a network of cobbled streets. The Acropolis of Lindos towers over the city and offers spectacular views of the harbours and coastline. Lindos beach and Saint Paul's beach are at a short distance from the city centre. There are certainly many other absolutely wonderful places to visit, the people are warm and welcoming and the food is unbelievably tasty! Depending on how long you wish/want to stay, you have several options, you can arrive either by plane, by car or even by taxi. Once you get here, you can't afford to miss the chance to hear the legend of one of the Seven Wonders of the World: The Colossus of Rhodes.

**SUBIECTUL B – INTEGRATED SKILLS**

**I. 5x2p = 10p**

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

**II. WRITING**

**LETTER OF APPLICATION (50 points)**

**MARKING SCHEME - FORMAL LETTER**

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
<b>Task achievement</b>	The letter is completely relevant to the task, fully developing all content points; the format of the letter is fully observed; the purpose of the letter is clearly and fully explained	The letter covers the requirements of the task but the content points could be more fully extended; the format of the letter is observed; the purpose of the letter is presented.	The letter addresses the requirements of the task but not all content points are included; the format may be faulty at times; the purpose of the letter is presented but it is not very clear.	The letter does not cover the requirements of the task; bullet points are attempted but many irrelevant details are included; the format is faulty; the purpose for writing is missing.	The letter 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; 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 used 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.	

**Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare - 2024**

**Probă scrisă**

**Limba engleză**

**CLASA a X-a - SECȚIUNEA A**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

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

**I. Read the following text and fill in the blanks with ONE word only. 10 points**  
10 x 1p = 10 points

1- on, 2- be, 3- with, 4- when, 5- much, 6- less, 7- before/ when/as/whenever, 8- out, 9- other; 10- from

**II. Use the word given in brackets to form a word that fits in each sentence 10 points**  
10 x 1p = 10 points

1- unbelievable, 2- economic, 3- incredibly, 4- justice, 5- initiative, 6- invigorating, 7- leadership, 8- inaccurate, 9- reliable, 10- disapproval

**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**  
5 x 2p = 10 points

1. as a surprise to Pauline
2. have to be put off
3. was being made by
4. would not/wouldn't have been sent
5. are bound to have

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

grammar structures	4 points
vocabulary	4 points
fluency	2 points

**SUGGESTED ANSWER**

That same afternoon I took the train and left. It was in December 1948. After the debut, I had spent the summer in Bălcești, to write a novel. I had written it, it was a failure; when I returned in September, I didn't like it at all. Now I had left Bucharest, and what was even worse, the/my job, and I had retreated to/in the mountains, to start over... The failure in the summer did not worry me, because I was still living under the euphoria/excitement of the debut in prose, which anyway, despite the insults/criticism, had been a success. (...). I was twenty-six years old, I had gone through a war in which I had not died, I had made my debut in literature right in the middle of this/ that war, I had all the/my illusions intact...

**SUBIECTUL B – INTEGRATED SKILLS (60 points)**

**I. 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. 10 points**

5 x 2p = 10 points

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

**II. WRITING- REVIEW (50 points)**

**MARKING SCHEME - REVIEW**

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
<b>TASK ACHIEVEMENT</b>	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	
<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, the register is faulty.	
<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 does not have relevant effect on the reader.	The text has a negative effect on the reader.	

**Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare –2024**

**Probă scrisă**

**Limba engleză**

**CLASA a XI-a - SECȚIUNEA A**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

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

**I. Read the following text and fill in the blanks with ONE word only. 10 points**  
10 x 1p = 10 points

**1. out; 2. on; 3. among; 4. far; 5. this; 6. Despite/With/Having; 7. with; 8. made; 9. set; 10. most**

**II. Choose the correct answer A, B, C or D. 10 points**  
10 x 1p = 10 points

**1.c; 2. a; 3. b; 4. b; 5. b; 6. c; 7. b; 8. d; 9. c; 10. c**

**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**

5 x 2p = 10 points

- 1. he wouldn't risk getting/being**
- 2. can't/couldn't have been pleased**
- 3. resented being treated as if/as though**
- 4. had their garden done up**
- 5. been on speaking terms**

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

grammar structures 4 points

vocabulary 4 points

fluency 2 points

**SUGGESTED ANSWER:**

That day I was coming with an armful of flowers...He hadn't waited for me... I had only wanted to live the moment again...something from the past, and I obeyed the wish as if you were getting a single glass of wine knowing you couldn't stand more...but the servant gave me a note when I rang the bell. A hideous, pale blue, almost white envelope. It was as if a poisonous thought had spread in my blood and my skin got dry.

I did not know what to answer, neither did I read the note, because I no longer cared about its content. I only felt a huge pity for my joy and for the flowers I was carrying in my arms. I was so tired I couldn't walk and I regretted, all of a sudden, having let the carriage, out of superstition, leave. I do not know why I was ashamed of being seen by the maid bringing unwanted flowers home. I usually buy flowers for myself which I bring home and which I scatter in vases.

**SUBIECTUL B - INTEGRATED SKILLS - 60 POINTS**

- I. 5x2=10 points 1D, 2A, 3F, 4 B, 5 E,
- II. 50 points MARKING SCHEME REPORT

**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.	



**Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare - 2024**

**Probă scrisă**

**Limba engleză**

**CLASA a XII-a - SECȚIUNEA A**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

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

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

10 x 1p = 10 points

1. into, 2. when/if, 3. can/will, 4. Unless, 5. on, 6. over, 7. down, 8. beating, 9. parcel, 10. given

**II. Choose the best option A, B, C or D. (10 points)**

10 x 1p = 10 points

1- B, 2- D, 3- D, 4- C, 5- D, 6- A, 7- C, 8- D, 9- C, 10- B

**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**

5 x 2p = 10 points

1. has RESIGNED herself to
2. may / might as WELL leave now
3. had / got my car SERVICED
4. wouldn't be sad UNLESS
5. I had never SET foot

**IV. Translate into English.**

**10 points**

grammar structures

4 points

vocabulary

4 points

fluency

2 points

**SUGGESTED ANSWER**

I have often thought what photography might render/express and any other artistic language might not. In fact / Namely, which is the particularity of photography. I wish the answer were quite simple. A glimpse of reality leaves its mark on the camera film and this mark turns into the still image we contemplate. A photo has always made us / always makes us face reality. Inevitably, the more significant, important a glimpse from reality is, the better is the photo which seems to have caught it. And when there are people in it, the photo is even better since something from the inner world of those people comes across /reaches/touches us. The face and the body of those photographed reveal a lot of feelings and emotions: relaxation, frustration, fear, embarrassment, joy, contempt, or happiness. Looking at all these images, you can't help thinking/you can't but remember/ of what one of our colleagues/fellows who used to say: that the depth / deepness /the heart of the matter is hidden in plain sight on the surface.

**SUBIECTUL B – INTEGRATED SKILLS (60 points)**

**I. 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. 10 points**

5 x 2p = 10 points

**1.D; 2.F; 3.E; 4.B; 5.C.**

**II. WRITING: ARTICLE (50 points)**

**Use the Marking Scheme**

**MARKING SCHEME - ARTICLE**

<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 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.	