

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare – 2025

Probă scrisă

Limba engleză

CLASA a VII-a

BAREM DE EVALUARE ȘI DE NOTARE

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

SUBIECTUL I – USE OF ENGLISH (25 points)

I.1. Read the following text and fill in the blanks with the correct verb forms. 10 x 1p = 10 points

1. has become; 2. reached; 3. has recorded; 4. made; 5. was performing; 6. found; 7. has been; 8. is thinking;
9. has been performing; 10. has appeared

I.2. Read the text below and look carefully at each line. If the line is correct, write a tick (✓). If it has a word that should not be there, write the word. 10 x 1p = 10 points

1. the; 2. which; 3. of; 4. ✓; 5. more; 6. have; 7. the; 8. ✓; 9. ✓; 10. in

I.3. Use the word given in brackets to form a word that fits in each sentence. 5 x 1p = 5 points

1. CLARIFY; 2. UNDERSTANDABLY; 3. INACCESSIBLE; 4. ENCOURAGEMENT; 5. PRIDE

SUBIECTUL al II-lea – READING COMPREHENSION (25 points)

II.1 Choose the most suitable heading from the list (A-G) for each part (1-5). There are two extra headings which you do not need to use. 5 x 2p = 10 points

1. D 2. A 3. F 4. E 5. C

II.2 For questions 1-5, choose the answer A, B, C, or D which you think fits best according to the text. 5 x 3p = 15 points

1. C 2. B 3. D 4. C 5. B

SUBIECTUL al III-lea –WRITING (50 points)

MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
CONTENT	The essay is completely relevant to topic, describing places/ events/ characters/ atmosphere, reaching climax, including the final reactions of the protagonist. There is a catchy title.	The essay is fairly completed with all the sequencing elements of a narrative. There is a title.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative. There is a title.	The essay is faulty including serious logical impediments in the sequencing of events. There is no title.	The essay is incomplete, the sequencing of the narrative moments being inconsistent. There is no title.	
ORGANIZATION AND COHESION	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fair completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics and length requirements.	There is serious inconsistency in the organisation of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics and length requirements having been disrespected.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/ formation are rare; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse.	The range of vocabulary is adequately used in the essay; errors in word choice/ formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for this type writing.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; 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 within the essay; 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 effect on the reader is nonrelevant.	The effect on the reader is nonrelevant.	

Probă scrisă

**Limba engleză
CLASA a VII-a**

- **Toate subiectele sunt obligatorii.**
- **Nu se acordă puncte din oficiu.**
- **Timpul efectiv de lucru este de 2 ore.**

SUBIECTUL I – USE OF ENGLISH (25 points)

I.1. Read the following text and fill in the blanks with the correct verb forms. 10 points

Bob Dylan **1)** _____ (**become**) one of the most famous singers and songwriters of all time. At the age of 65 in 2006, he **2)** _____ (**reach**) the top of the US album charts with *Modern Times*, the oldest living singer to do so. He **3)** _____ (**record**) many other hit albums since he **4)** _____ (**make**) his first album at the age of 21 while he **5)** _____ (**perform**) as a folk singer in New York clubs. Although he first **6)** _____ (**find**) fame as a folk singer, he had always wanted to be a rock and roll singer, so he switched to rock and roll. As far as he was concerned, he had already done everything that he could with folk music, and he needed a different musical style to express his changing feelings. Dylan's career **7)** _____ (**be**) a long one, and there is no sign that he **8)** _____ (**think**) of retirement. He **9)** _____ (**perform**) since the late 1950s and he **10)** _____ (**appear**) in several films, too.

I.2. Read the text below and look carefully at each line. If the line is correct, write a tick (✓). If it has a word that should not be there, write the word. 10 points

The amazing Atacama Desert

- | | |
|--|-------------|
| 0. When you think of a desert, what comes to its mind first? Is it a hot, |its... |
| 00. dry and empty landscape? For the Atacama Desert in Chile, that |✓..... |
| 1. image is the only partly true. It is actually pretty cold, with daily | ..... |
| 2. temperatures which ranging from 0 to 25 degrees centigrade. But there | ..... |
| 3. is no doubt that the Atacama Desert is dry. Despite of being located | ..... |
| 4. right next to the Pacific Ocean, it's actually the world's driest desert, | ..... |
| 5. some parts of which have not had any rainfall for more over 400 years. | ..... |
| 6. So, it may have come as a surprise to learn that it actually rains in | ..... |
| 7. this desert. Every five to seven years on the average, heavy rainfall | ..... |
| 8. soaks the landscape and then, all of a sudden, something magical | ..... |
| 9. happens: the desert is transformed into a carpet of colourful flowers. | ..... |
| 10. This incredible sight lasts for just a few short weeks and attracts in | ..... |
| thousands of visitors, eager to enjoy such a rare occurrence. | ..... |

I.3. Complete the sentences with the correct form of the words in capital letters. 5 points

- | | |
|---|-------------------|
| 1. Can you _____ the situation for me? | CLEAR |
| 2. They were _____ disappointed with the result. | UNDERSTAND |
| 3. The villages in the mountains are quite _____ in winter. | ACCESS |
| 4. Without his teacher's _____ he would have given up long ago. | COURAGE |
| 5. My father takes great _____ in his work. | PROUD |

SUBIECTUL al II-lea – READING COMPREHENSION (25 points)

Read the text below and complete the tasks that follow.

The Komodo Dragon

1. _____

Komodo dragons (*Varanus komodoensis*) have thrived in the harsh climate of Indonesia's Lesser Sunda Islands for millions of years. They are the largest and heaviest lizards in the world and are found in the wild only on five islands, all within Komodo National Park. The name comes from rumours that dragon-like creatures lived on the Indonesian island of Komodo where local people call them 'ora' or 'land crocodile'.

2. _____

These impressive reptiles can grow up to 10 feet long (3 m) and weigh as much as 150 pounds (68 kg), with some rare individuals even surpassing these sizes. Known for their fearsome appearance and predatory skills, Komodo dragons are apex predators in their habitats, sitting at the top of the food chain. Their powerful jaws, sharp teeth, and muscular bodies enable them to take down large prey, including deer, wild boars, and even water buffalo. They are massive, with flat heads, bowed legs and long, thick tails. Komodos come in a variety of colours. Their skin is rough and durable and they have long claws and a large, muscular tail. Komodos have good vision and are also speedy. They can run briefly up to 13 mph (20 kph). Their sense of smell is their primary food detector. Komodo dragons, like snakes, use their forked tongues to sample the air and they are also able to tell from which direction their prey is approaching.

3. _____

The lizard's habitat can be anything ranging from a tropical dry forest to a forested humid environment. But no matter where they live, the Komodo likes extreme heat. In the wild, Komodo dragons typically inhabit dry, open savannahs and forests, areas that provide the perfect environment for stalking their prey and basking in the sun to regulate their body temperature. To survive in this climate Komodos have dual-purpose homes. To stay warm at night, they make or find burrows to nestle down in. During the day the same burrow keeps them cool.

4. _____

Komodo dragons are renowned for their distinctive hunting technique, which relies heavily on stealth and patience. They often ambush their prey by lying in wait, using their camouflaged scales to blend in with the surroundings. Once a Komodo dragon detects prey, it uses its incredible strength to rush forward and overpower the animal. First, the Komodo springs up and knocks the prey over. Then they use their sharp, shark-like serrated teeth. Their bites are venomous, with glands that secrete toxins capable of causing rapid blood loss and shock in their victims. After biting, the Komodo dragon follows the prey at a slow but steady pace, waiting for it to weaken before delivering a final, fatal strike. If the prey escapes, it will die within 24 hours of blood poisoning, because the Komodo's saliva contains 50 strains of bacteria which are deadly. With its fantastic sense of smell, the Komodo will find the dead animal and finish its meal.

5. _____

The Komodo dragon has become an iconic species, attracting the attention of biologists, conservationists, and tourists alike. Its unique biology, hunting strategies, and status as a living fossil—dating back more than 100 million years—make it an object of fascination. Conservation efforts are critical to preserving this remarkable reptile for future generations, as its survival depends not only on the protection of its natural habitat but also on global awareness and action to address broader environmental challenges.

II.1 Choose the most suitable heading from the list (A-G) for each part (1-5). There are two extra headings which you do not need to use. 10 points

- A. *The mighty predators*
- B. *The original Jurassic Park*
- C. *Living relics, fading giants*
- D. *The titans of the remote isles*
- E. *Shadows of death, striking with patience*
- F. *Masters of heat and shade*
- G. *The lazy hunters of the Lost World*

II.2 For questions 1-5, choose the answer A, B, C, or D which you think fits best according to the text. 15 points

1. What is the writer trying to do in this text?
 - A. show the reader how dangerous the Komodo is
 - B. describe the Komodo's natural environment
 - C. give the reader general information about the Komodo
 - D. highlight that the Komodo is endangered
2. How does the Komodo find food?
 - A. using speed
 - B. using its tongue
 - C. only by waiting
 - D. using its eyesight
3. The Komodo's environment must
 - A. have trees.
 - B. be humid.
 - C. be dry.
 - D. be hot.
4. Why will an animal die after being bitten by the Komodo?
 - A. It will be injured.
 - B. The Komodo is stronger.
 - C. The Komodo will poison it.
 - D. The Komodo has sharp teeth.
5. Which could be a poster about a film on the Komodo Dragon?

A. The Komodo Dragon See how this Indian Crocodile lizard lives and hunts near forest rivers. Amazing scenes of Dragons running kilometres to catch their prey.	B. THE KOMODO Unique to Komodo islands. The Dragon can kill with one bite! A creature that you must see! The biggest lizard on Earth! A 2-hour documentary filmed in Indonesia.
C. The Komodo Dragon The documentary of the year shows the Komodo Dragon killing its prey with its huge tail and claws. The most frightening lizard on Earth!	D. The Amazing Komodo Did you know that the Komodo Dragon lives in hot climates and eats meat and leaves from the forests? And it can kill you with just one bite? Watch <i>The Amazing Komodo</i> and discover fascinating facts!

SUBIECTUL al III-lea – WRITING (50 points)

Write a narrative essay beginning like this:

Chris and Jo were walking through the forest when they saw a beautifully carved wooden box under a tree.

Write your story in 120-150 words and give it an appropriate title. Pay attention to the following:

- you don't need to write long descriptions;
- use dialogues only if they are relevant to your characters or events;
- you should use this plan:

1. **Introduction** (paragraph 1 – set the scene)
2. **Main Body** (paragraph(s) 2/3 – develop the story)
3. **Conclusion** (paragraph 4 – end the story).

Do not count the words given.

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Probă scrisă

Limba engleză

CLASA a VIII-a

BAREM DE EVALUARE ȘI DE NOTARE

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

SUBIECTUL I – USE OF ENGLISH

(25 points)

I.1. Read the following text and fill in the blanks with the correct verb forms. 10 x 1p = 10 points

1. got; 2. had stolen; 3. lives; 4. had gone; 5. noticed/had noticed; 6. were disassembling; 7. assumed; 8. had asked; 9. are investigating/have been investigating; 10. have issued

I.2. Read the text below and look carefully at each line. If the line is correct, write a tick (✓). If it has a word that should not be there, write the word. 10 x 1p = 10 points

1. hardly
2. a
3. ✓
4. few
5. ✓
6. the
7. dryly
8. ✓
9. could
10. on

I.3. Complete the sentences with the correct form of the words in capital letters. 5 x 1p = 5 points

1. STRENGTHEN; 2. PROVOCATIVE; 3. UNQUESTIONABLY; 4. DISCLOSURE; 5. UPBRINGING

SUBIECTUL al II-lea – READING COMPREHENSION (25 points)

II.1 Choose the most suitable heading from the list (A-G) for each part (1-5). There are two extra headings which you do not need to use. 5 x 2p = 10 points

1. C 2. E 3. A 4. F 5. D

II.2 For questions 1-5, choose the answer A, B, C, or D which you think fits best according to the text. 5 x 3p = 15 points

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

SUBIECTUL al III-lea – WRITING (50 points)

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
CONTENT	The essay is completely relevant to topic, describing places/ events/ characters/ atmosphere, reaching climax, including the final reactions of the protagonist. There is a catchy title.	The essay is fairly completed with all the sequencing elements of a narrative. There is a title.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative. There is a title.	The essay is faulty including serious logical impediments in the sequencing of events. There is no title.	The essay is incomplete, the sequencing of the narrative moments being inconsistent. There is no title.	
ORGANIZATION AND COHESION	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fair completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics and length requirements.	There is serious inconsistency in the organisation of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete, both linking devices, mechanics and length requirements having been disrespected.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/ formation are possible; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse.	The range of vocabulary is adequately used in the essay; errors in word choice/ formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for this type writing.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; 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 within the essay; 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 effect on the reader is nonrelevant.	The effect on the reader is nonrelevant.	

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2025

Probă scrisă

Limba engleză

CLASA a VIII-a

- Toate subiectele sunt obligatorii.
- Nu se acordă puncte din oficiu.
- Timpul efectiv de lucru este de 2 ore.

SUBIECTUL I – USE OF ENGLISH (25 points)

I.1. Read the following text and fill in the blanks with the correct verb forms. 10 points

POLICE SEEK MISSING SHED

A 32-year-old man **1) _____ (get)** home from work on Friday to find that someone **2) _____ (steal)** the shed from his back garden. Martin Graham, who **3) _____ (live)** in Francis Road, Darnely, told us he couldn't believe his eyes. 'There was simply nothing there. I thought I **4) _____ (go)** into the wrong garden.' A neighbour who **5) _____ (notice)** the men while they **6) _____ (disassemble)** the shed, **7) _____ (assume)** that Mr Graham **8) _____ (ask)** them to do it. The two men just put the shed in a white van and drove off. Police **9) _____ (investigate)** the case and **10) _____ (already, issue)** a description of the two men.

I.2. Read the text below and look carefully at each line. If the line is correct, write a tick (✓). If it has a word that should not be there, write the word. 10 points

00.	The light in the room was too <i>much</i> dim, but Mary strived to read the precious	much
0.	letter. When I <i>have</i> managed to turn the light up, I could see that her eyes	have
1.	were swollen because she had hardly rubbed them to clear her vision. At	.....
2.	first, I thought she was crying, but the letter brought a wonderful news: her	.....
3.	son was returning home safely after his long journey through Asia. She had	.....
4.	had few little information over the past two weeks, but all was forgotten now.	.....
5.	Later, her son explained that he had been making his way through Nepal,	.....
6.	climbing the Mount Everest to Base Camp, then through the thick	.....
7.	overgrowth of the Indian jungle, and finally across the dryly Gobi Desert. He	.....
8.	hadn't had internet access, then he had lost his phone and couldn't call	.....
9.	home. All he could managed to do was write a quick letter before boarding	.....
10.	on the plane to Tokyo, the last leg of his journey.	.....

I.3. Complete the sentences with the correct form of the words in capital letters. 5 points

1. I think these kinds of exercises _____ my body.
2. She made many _____ statements.
3. The claim is _____ true.
4. The judge ordered the _____ of the documents and everything went public.
5. As a child, Jack suffered from a very strict _____ .

**STRONG
PROVOKE
QUESTION
CLOSE
BRING**

SUBIECTUL al II-lea – READING COMPREHENSION (25 points)

Read the text below and complete the tasks that follow.

1. _____

On July 4, 1884, France gave the United States an incredible birthday gift – the Statue of Liberty! July 4 is celebrated as Independence Day in the U.S. because it marks the adoption of the Declaration of Independence in 1776, when the thirteen American colonies declared their freedom from British rule. The gift was a powerful symbol of the strong friendship between France and the United States, as France had supported the American colonies during their fight for independence. The Statue of Liberty soon became one of the most important symbols of freedom and democracy in the world. When immigrants arrived by boat to the United States, the statue was often the first thing they saw, a sign that they had reached a land of freedom and opportunity.

2. _____

The idea for the statue started in 1865, during a dinner near Paris. A group of Frenchmen were discussing their dictator-like emperor and comparing him to the democratic government of the U.S. They wanted to create a monument to freedom, which could also inspire people in France to demand democracy. Among them was the sculptor Frédéric-Auguste Bartholdi, who imagined a giant statue of a woman holding a torch, shining with the light of liberty. He took inspiration from Libertas, the ancient Roman goddess of freedom, in the popular tradition among 19th-century sculptors, who often used female figures to personify abstract concepts like justice, liberty, and victory. He even used his own mother's face as the model for Lady Liberty!

3. _____

Turning Bartholdi's idea into reality took 21 years. The French raised money to build the statue, while Americans collected funds for the pedestal. The famous engineer Gustave Eiffel, who later designed the Eiffel Tower, created the statue's internal structure – four huge iron columns that hold the thin copper skin in place. The statue was completed in 1884, then taken apart into 350 pieces and packed into 214 wooden crates. It was shipped across the Atlantic Ocean and rebuilt in New York Harbor. Finally, on October 28, 1886, the Statue of Liberty was officially dedicated in front of a huge crowd, marking a historic moment in U.S. history.

4. _____

The Statue of Liberty has a flexible structure that allows it to sway up to 7.62 cm in the wind, while the torch moves even more – up to 12.7 cm. There is an elevator inside, which takes visitors up to the observation deck at the top of the pedestal. From there, they must climb 354 steps to reach the crown, but the 25 windows, which offer a spectacular view of New York City, make the effort worthwhile. At the time of its completion, the Statue of Liberty was the tallest structure in the United States, standing at 46 meters – the arm with the torch alone is 14 meters long, while a single finger measures 2.4 meters! The statue is covered with 300 sheets of copper, hammered into shape and joined with rivets. The seven rays in the crown represent the seven seas.

5. _____

Originally, the Statue of Liberty was not green – it was a shiny reddish-brown color because it was made of copper, just like a new penny. However, over time, the copper reacted with air, water, and weather, causing a natural chemical process called oxidation. This created a thin layer called 'patina', which protected the statue from further damage and gave it its famous greenish-blue color. The transformation took about 20 years, and by the early 1900s, the statue had completely changed to the color we see today. This patina actually helps preserve the statue, preventing the copper underneath from corroding. Today, millions of tourists visit the statue every year, climbing to the top and learning about its history, as well as its unique greenish color and the science behind it.

II.1 Choose the most suitable heading from the list (A-G) for each part (1-5). There are two extra headings which you do not need to use. 10 points

- A. *A formidable endeavour*
- B. *Green is the new brown*
- C. *Sealing a historical bond*
- D. *Aging like fine wine*
- E. *The spark that ignited the torch of liberty*
- F. *An engineering marvel*
- G. *Colonial America*

II.2 For questions 1-5, choose the answer A, B, C, or D which you think fits best according to the text. 15 points

1. France gave the United States the Statue of Liberty on July 4, 1884
 - A. to show support for the American colonies fighting for independence.
 - B. as a token of solidarity between the two states.
 - C. as a beacon to guide the immigrants and give them hope.
 - D. to encourage boat trade across the ocean.

2. According to paragraph 2, 19th-century sculptors
 - A. discussed the idea for the statue over dinner.
 - B. designed giant statues of women holding a torch.
 - C. illustrated abstract concepts through their works.
 - D. used their mothers or female members of the family as models.

3. Which statement is true according to paragraph 3?
 - A. Both the French and the Americans raised funds.
 - B. The famous engineer Gustave Eiffel designed both the Statue of Liberty and the Eiffel Tower.
 - C. The statue's internal structure was packed into 214 wooden crates.
 - D. Bartholdi's idea turned into reality when the statue was completed in 1884, after 21 years.

4. Which of these phrases creates a static image?
 - A. The statue sways 7.62 cm in the wind.
 - B. The torch moves 12.7 cm.
 - C. The elevator takes the people to the top of the pedestal.
 - D. The 300 sheets of copper are joined together with rivets.

5. According to paragraph 5, 'patina'
 - A. is a shiny reddish-brown color resulting from the oxidation of copper.
 - B. reacts with air, water, and weather.
 - C. prevents against corrosion.
 - D. transformed the statue beyond recognition.

SUBIECTUL al III-lea – WRITING (50 points)

Write a narrative essay ending like this:

The manuscript's secrets were no longer just ink on parchment. They were alive, and they were waiting for the real adventure to begin.

Write your story in 150-180 words and give it an appropriate title. Pay attention to the following:

- you don't need to write long descriptions;
- use dialogues only if they are relevant to your characters or events;
- you should use this plan:

1. **Introduction** (paragraph 1 – set the scene)
2. **Main Body** (paragraph(s) 2/3 – develop the story)
3. **Conclusion** (paragraph 4 – end the story).

Do not count the words in the given ending.

Etapă județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare – 2025

**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 - 40 points

I. Read the following text and put the verbs in brackets in the correct form. 10 points

1. was/had been defeated, 2. fled, 3. hid, 4. wove, 5. came along, 6. rode, 7. was lying, 8. thought, 9. had gone, 10. would have brushed

II. Use the word given in capitals to form a word that fits in each sentence. 10 points

1. unevenly, 2. stubbornness, 3. exhaustive/exhausting, 4. inconvenient, 5. suspicious, 6. worldwide, 7. simplicity, 8. disobedience, 9. ensure, 10. non-members/ex-members.

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. I will // have been **WORKING**
2. would **STOP**// telling people
3. is said // to **BE**
4. **UNLESS** you // have had enough
5. if **HE** // had written

IV. Translate the following text into Romanian. 10 points

Suggested answer:

grammar structures 4 points
vocabulary 4 points
fluency 2 points

Through the open windows of the house on Antim Street, one could see how night had fallen over the city. The pale lights of the street lamps spilled onto the wet sidewalks, and in the cool air lingered a restless silence, like a quiet threat. Felix stared/was staring absently/blankly out of the window as Mr. Giurgiuveanu's and Costache's conversation faded/was fading into murmurs. The house exuded an air of apathy, immersed in the penumbra of a late autumn evening. It seemed as though all the objects had aged along with its inhabitants. The heavy furniture, covered in dust, the walls darkened by smoke—all spoke of a bygone world to which the inhabitants clung with an almost tragic stubbornness.

SUBIECTUL B – INTEGRATED SKILLS 60 points

I. 1 E; 2 B; 3 H; 4 F; 5 C.

5x2= 10 points

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
Task achievement	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.	
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; 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.	
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.	

Probă scrisă

Limba engleză

CLASA a IX-a - SECȚIUNEA A

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

SUBIECTUL A – USE OF ENGLISH (40 points)

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

10 points

Long ago, in a faraway kingdom, an army leader who **1) ___ (defeat)** in battle, **2) ___ (flee)** for his life without a single follower and **3) ___ (hide)** himself in a cave in the woods. That night a spider **4) ___ (weave)** her web across the mouth of the cave. In the morning two soldiers from the enemy's army **5) ___ (come along)** in pursuit of the young leader, but they **6) ___ (ride)** past the cave where he **7) ___ (lie)** as they **8) ___ (think)** that if he **9) ___ (go)** in, he **10) ___ (brush)** away the spider's web.

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

10 points

1. My food was ___ cooked, with some parts burnt and some still frozen.
2. Due to the clerk's ___, we missed the train.
3. Lately, he has found his schedule to be a most ___ one.
4. The buses are on strike today which is very ___.
5. Jack's such a ___ character.
6. Last year the company's ___ sales reached almost \$ 10 billion.
7. It's the ___ of the idea that makes it amazing.
8. The army captain said that he would not tolerate ___ in his unit.
9. Please ___ that all the windows are closed when you leave.
10. Access to the swimming pool is prohibited to ___.

**EVEN
STUBBORN
EXHAUST
CONVENIENT
SUSPECT
WORLD
SIMPLE
OBEY
SURE
MEMBERS**

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.

10 points

1. This is my twentieth year working in this office.
By the end of this year _____ in this office for twenty years.
2. Don't keep on telling people I failed my driving exam; it upsets me.
I wish you _____ I failed my driving exam.
3. People say Bali is one of the most popular tourist destinations in the world.
Bali _____ one of the most popular tourist destinations in the world.
4. If you haven't had enough practice, don't take part in the show.
Don't take part in the show _____ practice.
5. 'Did you write a note for Steven?' I asked my father.
I asked my father _____ a note for Steven.

**WORKING
STOP
BE
UNLESS
HE**

IV. Translate the following text into English.

10 points

Prin ferestrele deschise ale casei din strada Antim se vedea cum noaptea se coborâse peste oraș. Luminile palide ale felinarelor se revărsau pe trotuarele ude, iar în aerul răcoros plutea o liniște tulbure, ca o amenințare tăcută. Felix privea absent pe fereastră, în timp ce conversația domnului Giurgiuveanu și a lui Costache se stingeau în murmure. Casa avea un aer de apatie, scufundată în penumbra unei seri târzii de toamnă. Părea că toate obiectele îmbătrâniseră odată cu locatarii ei. Mobilierul masiv, acoperit de praf, pereții întunecați de fum, toate vorbeau despre o lume trecută, de care locatarii se agățau cu o încăpățănare aproape tragică.

(George Călinescu, *Enigma Otiliei*)

SUBIECTUL B – INTEGRATED SKILLS (60 points)

I. Five sentences have been removed from the text below. For each question, choose the correct answer from the sentences A-F. There are three extra sentences which you do not need to use. Write your answers on your answer sheet. **10 points**

Computer game exhibition

Have you ever tried playing the kind of video games that your parents played? The Museum of Science in Manchester, in the UK, has held an exhibition for the last few years, which invites visitors to do exactly that. It offers them the chance to play games from the last 40 years, in various sessions throughout the day. These video games sessions have now become one of the main attractions of the museum. They are full of people every day, playing a wide range of games. **1) _____**. For parents, for example, these are usually the games they used to play in their childhood.

There's also an educational purpose to the games. For instance, some old types of computer, dating back 40 years, are also available in the sessions. They were originally used in classrooms to teach pupils to write their own computer programs. **2) _____**. Now, the museum is holding workshops that encourage children to learn similar skills – and they're still very popular.

The sessions are also seen as social events, as people discover how much fun it is to play video games with other family members. And there's also an area at Power Up! where a number of visitors can sit down together. **3) _____**. And nowadays, this is often how fans of video games are more likely to experience playing.

The exhibition also shows how much progress technology has made over the last 40 years. Parents can often remember playing very simple games. But the games that are played today are more complex. **4) _____**. And the players also have to use much more complicated techniques.

However, one serious side of the exhibition is that organisers also want to show that video gaming is an important industry, employing many skilled people. **5) _____**. That way, people who enjoy gaming will also understand all the hard work, talent and imagination that goes into creating these amazing games.

- A Visitors each pay for 90-minute sessions.
- B And at the time, it helped lots of young people to do that.
- C So they hope the exhibition will share this message.
- D But not everyone thinks it's a lot of fun.
- E However, visitors often choose the ones they're similar with.
- F They have better storylines and animation, too.
- G They also create the music to go with the game.
- H Then they can all enjoy playing the same game.

II. You have seen the following announcement on a website and decided to write a letter. **50 points**

The Museum of Science in Manchester is looking for experienced students who have a passion for games, knowledge of the industry and a good understanding of how a game is made.

Join now our tech team to provide game instructions during our workshops and to facilitate the visitors' understanding of the techniques involved in creating video games.

Starting from the text above, write your letter to Mrs. Jane Taylor, the manager of the museum, applying for the position of video game assistant advertised on the website. (180-200 words)

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare – 2025

Probă scrisă

Limba engleză

CLASA a IX-a - SECȚIUNEA B

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 text below and do the tasks that follow.

A. Choose the right synonym for the words given below, according to their meaning in the text. (3x1p=3p) 3 points

1. c 2. d 3. a

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

(3x1p=3p)

1. hadn't happened
2. did he admit that
3. (that) as it may

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 (4x1p=4p)

1. *ranging*
2. *did*
3. *Despite*
4. *beguile*

II. Use the word given in brackets to form a word that best fits each sentence. 10 points (10x1p=10p)

- | | | | |
|---|-----------------------------|----|----------------|
| 1 | SCOURING | 6 | VARIOUS/VARIED |
| 2 | DISAPPEARANCE | 7 | ASHORE |
| 3 | INCONCEIVABLE/UNCONCEIVABLE | 8 | GOVERNMENTS |
| 4 | SOCIETALLY | 9 | LIKELIHOOD |
| 5 | CERTAINTY | 10 | LOSS |

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. On your answer sheet, if a line is correct, put a tick (✓) by the number. 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**

(10x1p=10p)

- | | |
|---------|----------|
| 1. of | 6. both |
| 2. has | 7. ✓ |
| 3. ✓ | 8. do |
| 4. more | 9. not |
| 5. with | 10. also |

IV. Translate the following text into English.

10 points

grammar structures 4 points
vocabulary 4 points
fluency 2 points

SUGGESTED ANSWER

A few days later, Felix received an illustrated postcard that made his heart skip a beat/throb at first, and then plunged him into even greater sadness. On a postcard from Paris (the eternal Eiffel Tower), he recognized Otilia's handwriting. The girl was sending brief greetings from France, where she didn't mention who she was with, asked about old Costache and him, and asked him to write back, giving him some number on rue de la Michodiÿre. What was Otilia doing in Paris, and especially, with whom? Undoubtedly, with Pascalopol. His soul (was) filled with bitterness. If Otilia had gone to the estate, that would have been fine/acceptable. This/It would have been an excuse/excusable sign of boredom, especially since the estate was a place of enjoyment in the spring. But in Paris, it was something else. Otilia was partying, having fun, perhaps sleeping in the same room with Pascalopol, passing as his wife, whether legally or illegally.

B. Integrated Skills (60 points)

I. Five sentences have been removed from the following text. 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.

(5x2p)

10 points

1	2	3	4	5
B	F	E	A	C

II. Review 220-250 words (50 points)

Use the Marking Scheme

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.	

Etapă județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare – 2025

Probă scrisă

Limba engleză

CLASA a IX-a - SECȚIUNEA B

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

SUBIECTUL A – USE OF ENGLISH (40 points)

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

Scientists finally solve mystery behind Bermuda Triangle disappearances

The Bermuda Triangle is one of urban legends' favourite locations. For decades, this section of the North Atlantic Ocean has sparked fear and fascination as the **alleged** site and source of dozens of mysterious disappearances. More than 50 ships and 20 airplanes are said to have vanished in the region, which stretches roughly from the Florida coast to Bermuda to the Greater Antilles islands. Naturally, conspiracy theories have abounded as to the causes of these tragic and unexplained instances, with aliens and even Atlantis blamed for the phenomena.

However, experts have offered more credible hypotheses and, in 2017, Australian scientist Karl Kruszelnicki claimed to have "solved" the enduring mystery once and for all. He dismissed any suggestion that the supernatural was at play here and instead pointed the finger of blame simply at human error, bad weather and high traffic volumes.

Ultimately, it doesn't matter what the experts say. For some people, legends like that of the Bermuda Triangle will always hold appeal. After all, mystery and intrigue are a lot more **enticing** than the **prosaic** truth: that humans make mistakes and you can't trust the weather.

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

- | | | | | |
|--------------------|------------|--------------|-------------|----------------|
| 1. alleged | a. dubious | b. rumoured | c. claimed | d. suspicious |
| 2. enticing | a. winning | b. fetching | c. inviting | d. fascinating |
| 3. prosaic | a. plain | b. practical | c. flat | d. clear |

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

1. This section of the North Atlantic Ocean has sparked fear and fascination as the alleged site and source of dozens of mysterious disappearances. **HAPPENED**
If dozens of mysterious disappearances here, this section of the North Atlantic Ocean wouldn't have sparked fear and fascination.

2. He dismissed any suggestion that the supernatural was at play here (...). **ADMIT**
Under no circumstances the supernatural might have had any role here.

3. Ultimately, it doesn't matter what the experts say. For some people, legends like that of the Bermuda Triangle will always hold appeal. (...). **MAY**
The experts have scientifically explained the phenomena. Be, some people will always prefer to believe legends like that of the Bermuda Triangle.

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

beguile, fluctuating, despite, can, however, ranging, bewilder, did

The Bermuda Triangle has been a subject of fascination and conspiracy theories for decades. Over 50 ships and 20 airplanes have disappeared, with theories _____ (1) from aliens to Atlantis. Australian scientist Karl Kruszelnicki claimed to have "solved" the mystery. Not only _____ (2) he blame human error and bad weather, but also high traffic volumes. _____ (3) these theories, legends like the Bermuda Triangle continue to _____ (4) some people.

II. Use the word given in brackets to form a word that best fits each sentence. 10 points

After spending more than three years and \$160 million (1) (**SCOUR**) thousands of square miles of the Indian Ocean, the (2) (**APPEAR**) of Malaysian Airlines Flight 370 and the 239 people aboard remains a total mystery, a dismayed Australian government admitted Tuesday.

"It is almost (3) (**CONCEIVE**) and certainly (4) (**SOCIETY**) unacceptable in the modern aviation era with 10 million passengers boarding commercial aircraft every day, for a large commercial aircraft to be missing and for the world not to know with (5) (**CERTAIN**) what became of the aircraft and those on board," the safety bureau said.

Despite the (6) (**VARY**) methods used, such as studying satellite imagery and investigating ocean drifts after debris from the plane washed (7) (**SHORE**) on islands in the eastern Indian Ocean and the east coast of Africa, the 1,046-day search was resultless and was called off by the (8) (**GOVERN**) of Malaysia, China and Australia on January 17th.

The report said the analysis identified an area of less than 9,650 square miles — roughly the size of the state of Vermont — that "has the highest (9) (**LIKELY**) of containing MH370."

The bureau noted the Malaysian government is "continuing work on their investigation of the facts and circumstances surrounding the (10) (**LOSE**) of MH370."

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. On your answer sheet, if a line is correct, put a tick (✓) by the number. 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

- (0) .. *been* .. Online shopping has been become increasingly popular, with many people now
(00) ..✓... choosing to shop from the comfort of their homes. The ease and convenience of browsing
(1) various stores at any time has made online shopping highly appealing. Many of online
(2) retailers offer significant discounts, which has attract customers looking to save money.
(3) However, some argue that shopping online removes the social aspect of shopping, making
(4) it more harder to connect with others. Although you can't physically touch or try products
(5) before purchasing, digital shopping provides with unparalleled convenience. Some
(6) customers both believe that online stores sell inferior products compared to traditional
(7) retailers. Despite this, online shopping has continued to grow in popularity among
(8) consumers worldwide. With the ability to compare prices easily and do shop at any time of
(9) day, it is easy not to see why many people prefer shopping online. Some customers enjoy
(10) the fact that they can shop late at night, even also when physical stores are closed.

IV. Translate the following text into English.

10 points

Peste câteva zile, Felix primi o carte poștală ilustrată care-i făcu să-i tresară inima la-nceput, și-apoi îl cufundă în tristețe și mai mare. Pe o vedere de la Paris (eternul Turn Eiffel), recunoscuse scrisul Otiliei. Fata îi trimitea scurte salutări din Franța, unde nu spunea cu cine se află, întreba de moș Costache și de el și-l ruga să-i scrie, dându-i un număr oarecare pe rue de la Michodiÿre. Ce căuta Otilia la Paris, mai ales cu cine? Fără îndoială, cu Pascalopol. Sufletul ei se umplu de amărăciune. Dacă Otilia s-ar fi dus la moșie, asta ar mai fi mers. Era un gest de plictiseală care se scuza, mai ales că moșia era un loc de delectare primăvara. Dar la Paris, era altceva. Otilia petrecea, se bucura, dormea poate în aceeași cameră cu Pascalopol, trecea drept soția lui, dacă nu era, legal sau nelegal.

(George Călinescu, *Enigma Otiliei*)

B. Integrated Skills (60 points)

I. Five sentences have been removed from the following text. 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

Amusement parks are the ultimate playgrounds, serving up a perfect combo of thrills, giggles, and good old-fashioned nostalgia. From effortlessly navigating the park with interactive maps to experiencing the thrill of roller coasters, it is the perfect escape. They have adrenaline-pumping rides for thrill-seekers and family-friendly attractions with themed entertainment and unique food experiences.

Finding your way around an amusement park can feel like a wild ride. This is especially true when you're on a mission to enjoy every thrill in just one day! **(1)** Interactive digital maps are now the must-have accessory for any experience. These maps are like your personal tour guides, leading you straight to the desired attractions. This cuts down on the wait times and offers real-time updates on all the rides, shows and events! For instance, Mapsted's hardware-free navigation systems make parks more accessible and efficient for visitors to explore. **(2)** Parks are now using technology to ensure hazard-free rides and aid fast evacuation procedures.

For those chasing adrenaline, the soul of any amusement park lies in its rides! From the thrill of high-speed roller coasters to spiralling loops, these attractions keep thrill-seekers returning for more! While heart-pounding rides steal the spotlight, amusement parks also offer a wide range of family-friendly attractions. **(3)** Beyond the rides, family-friendly activities are important for creating healthy bonds and lasting memories. It turns out that family fun at theme parks depends on the variety of attractions to choose from!

Apart from the rides at these amusement parks, the visitors also enjoy a magical experience through themed entertainment. With live shows showcasing amazing talent and beloved characters, these experiences amp up the park's vibe. Guess what? Disney parks host more than hundreds of live performances every single day! Whether at Universal Studios or Disneyland, these moments add magic to your day.

(4) From the legendary funnel cake to themed dining, food plays a major role in spicing up the entire experience. From a giant turkey leg to butterbeer at the Wizarding World of Harry Potter, these treats are also a part of the adventure! However, to make the experience more interesting, parks tend to introduce limited-time, themed dishes to make your visit more exciting. Whether you're grabbing a quick snack or going for a themed feast, the unique food options are the perfect stop to recharge.

Amusement parks aren't just about shows and rides; they're about creating memories with your loved ones. **(5)** From screaming your heart out on a roller coaster to just basking in the park's lively vibe, these experiences turn into golden memories. So capture those smiles and create unforgettable memories with your favourite people!

- A. *No trip to an amusement park is truly complete without diving into some one-of-a-kind tasty treats.*
- B. *Fortunately, today's theme park maps have levelled up, making it a breeze for visitors to navigate the fun.*
- C. *From capturing that perfect pic to the thrill of a new attraction, these experiences stay with visitors long after they leave.*
- D. *Amusement parks are still the go-to spots for fun-seekers of all ages, serving up a combination of rides, attractions and unforgettable experiences.*
- E. *From gentle carousels to interactive play zones, these attractions engage all age groups!*
- F. *This not only reduces stress but also boosts safety with real-time updates during emergencies or unexpected events.*

II. Starting from the text above, answer the following announcement on a website. (50 points)

Reviews wanted – The best theme park in Romania

Have you ever been to a theme park you enjoyed a lot? Write a review, including:

- a brief description of the park
- the activities that you can do there
- whether you would recommend it to people your age and why

Write your review in 220-250 words.

**Proba 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)

1) so, 2) both/very, 3) except, 4) Nobody, 5) What, 6) early, 7) at, 8) either, 9) between, 10) before.

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

1) NOTICEABLE, 2) UNDERPAID, 3) SENSIBLY, 4) ATHLETIC, 5) DECOMPOSE, 6) DETERRENT, 7) EMPHASIS, 8) ABUNDANCE, 9) OUTDO, 10) PASSAGE/PASSAGEWAY.

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)

1. resented being treated// as if/though
2. Jenny who objected// to tidying
3. nowhere near// as talkative as
4. is thought// to have been
5. we had/we'd set// aside

IV. Translate into English. 10 points

grammar structures	4 points
vocabulary	4 points
fluency	2 points

SUGGESTED ANSWER

“Spoken words are of no use/ pointless/to no avail to me. I am constantly offered subjects/topics. Almost all writers are daily offered subjects. `Fantastic. I must tell you about myself!... Just wait and see!... You could make it/turn it into a novel!/make a novel out of it... If you really want to be of use to me, write down everything. More than the incident itself, which, whatever you may say, can hardly be more extraordinary than a war, I should/would like to know the details, the background, the atmosphere and the living substance... I am asking you to put down/write what happened, but do it as minutely/ thoroughly as possible... I shall/will then turn everything into a novel.” (That was a lie, I was not really thinking of writing a novel.)

SUBIECTUL B – INTEGRATED SKILLS (60 points)

I. 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. 10 points
(5 x 2p)

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

II. Review - 50 points

MARKING SCHEME FOR THE 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.	

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2025

Probă scrisă

Limba engleză

CLASA a X-a –SECȚIUNEA A

- **Toate subiectele sunt obligatorii**
- **Nu se acordă puncte din oficiu**
- **Timpul efectiv de lucru este de 3 ore**

SUBIECTUL A- USE OF ENGLISH (40 points)

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

10 points

Perhaps one of the commonest man-made substances is glass. In fact, it is **1)** ___ common that few people appreciate its unique qualities. Glass is **2)** ___ hard and transparent. It does not expand when heated, it is a very poor conductor and it is resistant to all acids **3)** ___ hydrofluoric acid, which dissolves it. **4)** ___ knows exactly where or when the manufacture of glass began. **5)** ___ is known, though, is that, there were skilled glass makers in ancient Egypt who practised it as **6)** ___ as 2000 BC, if not earlier. The Romans are also known to have been particularly good **7)** ___ making glass. Glass is made from sand, an alkali and other ingredients which can **8)** ___ colour it or change its properties. These changes are usually achieved by adding certain chemicals during the process or placing thin layers of other substances **9)** ___ two sheets of glass. Nowadays, one of the main uses of glass is in windows, which to us would seem to be quite logical. However, the art of making glass was known long **10)** ___ it was considered suitable for windows.

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

10 points

1. Stop worrying about the stain on your shirt-it's barely _____.
2. Many police officers often complain that they are _____ for their dangerous work.
3. You must spend your money _____.
4. Jamie can play any sport because he is _____.
5. Food starts to _____when you leave it out of the fridge.
6. They have installed a security camera as a _____ to thieves.
7. He put great _____ on how to help stray animals.
8. The lake attracts an _____ of wildlife
9. Jake always tries to _____everybody else in the class.
10. To get to the beach, you have to walk down a narrow _____.

NOTICE
PAY
SENSIBLE
ATHLETE
COMPOSE
DETER
EMPHASISE
ABUNDANT
DO
PASS

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. When people treated Emily like a child, she didn't like it.
Emily _____ she were a child.
2. Jenny was the person who really didn't want to tidy up after the party.
It was _____ up after the party.
3. Michelle's brother talks a lot more than she does.
Michelle is _____ her brother.
4. People think that Richard III was killed in battle.
Richard III _____ killed in battle.
5. I'm sorry now that we didn't save a bit more money for the holidays.
I wish _____ a bit more money for the holidays.

RESENTED
OBJECTED
NOWHERE
TO
SET

IV. Translate the following text into English.

10 points

– Nu, dacă mi-o povestești, nu mi-e de niciun folos. Subiecte mi se oferă toată ziua. Nu e scriitor căruia să nu i se ofere aproape cotidian subiecte. „Extraordinar. Am să-ți povestesc cazul meu!... Să vezi!... Ai putea să scoți un roman!...” Dacă vrei să-mi fii cu adevărat de folos, povestește-mi totul în scris. Mai mult decât întâmplarea însăși, care nu poate fi mai extraordinară, orice ai spune, decât un război, m-ar interesa amănuntele, mai ales cadrul, atmosfera și materialul întâmplării... Firește că nu-ți cer decât o redactare, însă e nevoie să fie cât mai amănunțită... Pe urmă eu voi preface totul într-un roman. (Și spunând asta mințeam, căci nu mă gândeam chiar să scriu un roman.)
(Camil Petrescu, *Patul lui Procust*)

SUBIECTUL B- INTEGRATED SKILLS (60 points)

I. You are going to read an article about camping. 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.

10 points

There is a long tradition of crime fighting heroes in the popular culture. Ever since the days of Sherlock Holmes, we have, as a society, been fascinated by the behaviour of criminals and how they can be captured. In the 20th century, fictional crime fighters obtained special powers, and audiences loved it.

Superman, the first comic book superhero, was introduced in 1938. Using his superhuman powers, he was determined not to let villains get away with their crimes. **1)** ___ His abilities also include being able to jump over tall buildings and travelling through time.

Obviously, having skills like these made it easier to capture offenders and bring them to justice. The public loved Superman, and with him came an explosion of similar heroes in comics, including characters like the Flash, the Atom, Starman, and many more.

Comics continued to exist and evolve, but truly global recognition came with the cinema productions based on these characters. **2)** ___ At the time, it was the most expensive film ever made, and the biggest box-office smash. It marked the beginning of a long list of records being broken, and in the years since, dozens of superhero films have been released, and countless fictional criminals have been punished for their wrongdoing.

Following Superman, Batman was another major comic book hero to make it onto the big screen. Unlike Superman, Batman does not possess superpowers, relying instead on his superior brain power. He fights crime using his detective skills, science and technology. Another difference is that Batman has a darker side to his character, whereas Superman is someone we look up to, a brave hero with a strong sense of justice.

Batman is also more likely to engage in illegal activity in order to catch the bad guys. **3)** ___ One thing that early superheroes had in common was that they acted alone, but today it's more common for fictional crime fighters to be working in teams. This tradition started when Superman and Batman joined a team called the Justice League of America. Since then, many similar partnerships that combine the different strengths of individual superheroes have been added.

One such group, The Avengers, are known for their teamwork. **4)** ___ In the early comic book days, street crimes were the most feared, so superheroes mainly dealt with them. This changed over time, however, and the crimes became more evil. **5)** ___ By the time these two became a cinema sensation, they were both saving the planet from threats originating elsewhere in the universe.

- A. Together, the team faces some of the most dangerous villains the Marvel Universe has imagined.
- B. Unlike humans, he had incredible strength, was faster than a train, and had super senses of sight and hearing.
- C. Superman, on the other hand, does not bend the law in his crime fighting.
- D. However, very little attention is paid, either in comics or in films, to the victims of these crimes.
- E. For example, while Superman originally fought common criminals, Batman faced many scientists and supernatural creatures.
- F. *Superman: The Movie*, which was released in 1978, was the first blockbuster superhero film.

II. You are a member of an English-language reading group which recently read a children's comic book. You have agreed to write a review of the comic book for the group's website. In your review you should include your opinion on how important visuals and the word-image relationship are in such books and say how they might influence a child reader. Write your review in 200-220 words.

50 points

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2025

Probă scrisă

Limba engleză

CLASA a X-a - SECȚIUNEA B

BAREM DE EVALUARE ȘI DE NOTARE

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

I. Read the text below and do the tasks that follow.

A. Choose the right synonym for the words given below, according to their meaning in the text. (3x1p=3p)

1 d 2 b 3 a

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

1. ... CAN be achieved.....
2. don't SLEEP adequately.....
3. do/ can adolescents FLOURISH....

C. Four words have been removed from the summary of the text above. Choose the right words to fill in the summary. (4x1p=4p)

1. spiritual; 2. supported; 3. learning; 4. promotes

II. Use the word given in brackets to form a word that best fits in each sentence. (10x1p=10p)

- | | |
|--------------------|-----------------|
| 1. INCREASINGLY | 6. UNWAVERING |
| 2. DIFFERENTIATING | 7. ALIGNMENT |
| 3. LOYALTY | 8. PRODUCTIVITY |
| 4. NARRATIVES | 9. STRENGTHENS |
| 5. RESONANCE | 10. SYNTHESIS |

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. On your answer sheet, 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. (10x1p=10p)

- | | |
|---------|----------|
| 1. so | 6. other |
| 2. both | 7. been |
| 3. ✓ | 8. ✓ |
| 4. so | 9. yet |
| 5. from | 10. ✓ |

IV. Translate the following text into English.

10 points

grammar structures	4 points
vocabulary	4 points
fluency	2 points

SUGGESTED ANSWER

My mother talked and talked/kept talking/went on and on talking - I hadn't even suspected that she knew so many words. I let her take everything out of her, pour out every last drop, although I could see that she was inventing things that could not possibly be true, because at the time when they (had) happened I was no longer a child n/or crazy, and I could remember/remembered. I mean, I remembered that they simply hadn't existed, that they hadn't happened, and that no matter how beautifully she would have told them now, on her deathbed, they were nothing but lies.

It would have been nice for them to have existed. To have had and to have felt at least half of what my mother was rambling about on that Saturday in that summer, but memories, like all good things, have a price. And we - she and dad, and I - was always been stingy and we always preferred to stuff ourselves rather than invest in a memory.

B. Integrated Skills (60 points)

I. Five paragraphs have been removed from the following interview. 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. (5x2p=10p)

1 C 2 A 3 F 4 B 5 D

II. REPORT (50 points) Use the Marking Scheme

MARKING SCHEME - REPORT/PROPOSAL

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

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2025

Probă scrisă

Limba engleză

CLASA A X-A - SECȚIUNEA B

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

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the text below and do the tasks that follow.

10 points

Ensuring the wellbeing of adolescents requires a comprehensive approach that addresses various dimensions of their development. The eight dimensions of wellbeing — emotional, physical, social, intellectual, spiritual, environmental, financial, and occupational — provide a **holistic** framework for understanding and supporting the multifaceted needs of young people.

Emotional wellbeing, the ability to recognize, manage, and express emotions in a healthy way, is crucial during adolescence, a period marked by heightened emotional sensitivity and social pressures. Fostering **resilience** and encouraging open communication can help adolescents achieve greater emotional stability.

Physical health is equally foundational to overall wellbeing. Adequate sleep, balanced nutrition, and regular physical activity are essential for supporting their growth and maintaining their energy levels. Meanwhile, intellectual wellbeing involves engaging in activities that spark curiosity, promote critical thinking, and encourage lifelong learning. Adolescents flourish when challenged academically and given opportunities to explore their interests.

Spiritual wellbeing, often misunderstood, is about finding purpose and meaning in life. Encouraging adolescents to reflect, practise mindfulness, or participate in community service can nurture spiritual growth and provide a deeper sense of fulfillment. Occupational wellbeing **pertains** to finding satisfaction and purpose in work or meaningful pursuits. For adolescents, this often translates to academic engagement and career exploration, which lay the groundwork for their future aspirations.

Investing in the wellbeing of adolescents not only enhances their present happiness but also builds a strong foundation for their long-term success and fulfillment.

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

3 points

- | | | | | |
|-----------------------|-------------|---------------|--------------|------------------|
| 1. holistic: | a. balanced | b. integrated | c. inclusive | d. comprehensive |
| 2. resilience: | a. patience | b. fortitude | c. reverence | d. compliance |
| 3. pertains: | a. relates | b. applies | c. belongs | d. responds |

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

3 points

1. Fostering resilience and encouraging open communication can help adolescents achieve greater emotional stability.

CAN

Greater emotional stability in adolescents by fostering resilience and encouraging open communication.

2. Adequate sleep and regular physical activity are essential for supporting their growth and energy levels.

SLEEP

If adolescents or take regular exercise, their growth and energy levels are not supported.

3. Adolescents flourish when challenged academically and given opportunities to explore their interests.

FLOURISH

Only when they are challenged academically and given opportunities to explore their interests

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

mental; meditation; urges; spiritual; founded; promotes; supported; learning

Ensuring adolescents' wellbeing requires addressing eight key dimensions: emotional, physical, social, intellectual, (1), environmental, financial, and occupational. Emotional wellbeing involves managing feelings and building resilience, while physical health is (2) by sleep, nutrition, and activity. Intellectual wellbeing thrives through curiosity and (3), and spiritual wellbeing focuses on finding purpose and meaning. Fostering these dimensions holistically (4) happiness and prepares adolescents for long-term success and fulfillment.

II. Use the word given in brackets to form a word that best fits in each sentence. 10 points

Branding, an intricate mixture of strategy and creativity, is the cornerstone of modern business identity. In an (1) (INCREASE) saturated market, a robust brand serves as a beacon, (2) (DIFFER) a company from its competitors and fostering customer (3) (LOYAL). At its core, branding is about storytelling. Effective brands craft compelling (4) (NARRATE) that resonate emotionally with their target audience. This (5) (RESONATE) is achieved by supporting visual elements such as logos and color schemes with consistent messaging that reflects the brand's ethos. Moreover, branding is an exercise in adaptability. This requires a deep understanding of market dynamics and an (6) (WAVER) commitment to authenticity, as today's consumers are adept at discerning genuine engagement from superficial tactics. Beyond the external audience, branding plays a pivotal role internally. It stimulates employees, providing them with a sense of purpose and (7) (ALIGN) with the company's vision. This internal coherence translates into enhanced (8) (PRODUCTION) and a unified front that (9) (STRONG) the brand's external image. All in all, branding is not a static construct but a dynamic, evolving process, the (10) (SYNTHETIC) of art and science.

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 spelling or a punctuation error. On your answer sheet, if a line is correct, put a tick (✓) by the number on your answer sheet. If a line has an error, write the correctly spelled word or show the correct punctuation next to the number on your answer sheet. 10 points

- (0) ...✓..... K-pop has become a global cultural phenomenon, captivating fans worldwide
(00) some.. with its unique blend of some music, dance, and fashion. Originating in South Korea,
(1) K-pop goes beyond music; it's so an immersive experience that combines
(2) catchy melodies, intricate choreography, and both visually stunning performances.
(3) K-pop groups often consist of highly trained idols who undergo years of rigorous
(4) training in singing, dancing, and even so language skills to connect with
(5) international audiences. What sets K-pop apart from is its attention to detail.
(6) From vibrant music videos to themed album concepts, each other release
(7) feels like an artistic event. Beyond entertainment, K-pop has been a cultural
(8) impact, spreading the Korean language, traditions, and fashion trends globally.
(9) Whether it's through its catchy songs or electrifying performances, K-pop yet
(10) continues to redefine the boundaries of global music, uniting fans from all walks of life.

IV. Translate the following text into English. 10 points

Mama vorbea și vorbea – nici nu bănuisem că știa atâtea cuvinte. Am lăsat-o să scoată din ea totul, să se reverse până la ultima picătură, deși vedeam că inventează lucruri care nu aveau cum să fie adevărate, pentru că la vremea când se întâmplaseră nu mai eram copil și nici nebun și țineam minte. Adică țineam minte că ele pur și simplu nu au existat, că nu s-au produs și că oricât de frumos le-ar fi povestit ea acum, fiind pe moarte, acestea nu erau decât niște minciuni.

Ar fi fost frumos să fi existat. Să fi avut și să fi simțit măcar jumătate din ceea ce îndruga mama în acea sâmbătă din acea vară, însă amintirile, ca și toate lucrurile bune, costă. Iar noi – și ea cu tata, și eu – am fost mereu niște zgârciți și am preferat mereu să băgăm în noi decât într-o amintire.

(Tatiana Țîbuleac, *Vara în care mama a avut ochii verzi*)

SUBIECTUL B –Integrated Skills (60 points)

I. Five paragraphs have been removed from the following interview. 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.

10 points

In an era defined by rapid technological advancement and unprecedented access to resources, young entrepreneurs are emerging as trailblazers in the global economy. Armed with bold ideas and an unrelenting drive, these innovators are proving that age is no barrier to success. "I wanted to make a difference and do something I loved," says Mikaila Ulmer, founder of "Me & the Bees Lemonade." At just 11 years old, Mikaila turned her fascination with bees and her grandmother's flaxseed lemonade recipe into a socially conscious business. **(1)**

Ben Pasternak is another name making waves in the entrepreneurial world. As the co-founder of "Flogg" and "Monkey," two highly successful social apps, Ben's ventures highlight the power of leveraging technological skills to create products that resonate with a digital-native audience. **(2)**

Then there's Moziyah Bridges, founder of "Mo's Bows," who started his bow tie business at the age of 9. "I wanted to make bow ties because I couldn't find any that suited my style," Moziyah shares. **(3)** Today, "Mo's Bows" is a thriving enterprise, demonstrating how creativity and ambition can translate into tangible success.

Adding to this roster of inspiring stories is Alina Morse, creator of "Zolli Candy." At just 14 years old, she developed a line of sugar-free, teeth-friendly candies, combining her passion for health with her entrepreneurial spirit. **(4)**

What sets these young entrepreneurs apart is their ability to identify market gaps and address them with innovative solutions. They are adept at using digital platforms to amplify their reach and impact, giving them a competitive edge in the modern marketplace. Additionally, their willingness to take risks and learn from failures underscores a resilience vital for sustained success. **(5)**

Support networks play a crucial role in their journeys. Mentorship programs, incubators, and online communities provide guidance and resources to budding entrepreneurs. Schools and universities are also fostering entrepreneurial mindsets through dedicated courses and competitions, further empowering young visionaries. Organizations like the "Young Entrepreneurs Academy" and initiatives such as "Start-Up Kids" create platforms for aspiring business owners to hone their skills and access funding.

The rise of young entrepreneurs is not just a trend but a testament to the transformative potential of innovation and ambition. Their stories remind us that the future of business lies in the hands of those who dare to dream and persistently pursue their goals. As Mikaila aptly puts it, "You're never too young to start making a difference."

A. These quickly gained popularity among teenagers, with the latter amassing millions of downloads. His understanding of his target audience's preferences helped him design platforms that felt intuitive and fun.

B. She credits her parents for encouraging her creativity and business mindset. "They always told me to follow my ideas," she says, explaining how their support helped her overcome the challenges of entering a competitive industry.

C. Her business not only creates a product but also educates people about the importance of bees in the ecosystem. She has partnered with conservation groups to spread awareness, ensuring her company's mission goes beyond profit.

D. These young entrepreneurs are not only focused on profit but also on creating meaningful impacts in their communities. Their ability to blend passion with purpose sets them apart in a crowded marketplace.

E. Young entrepreneurs often juggle their ventures with education, finding unique ways to balance their academic responsibilities with the demands of running a business.

F. "I've always loved dressing up and wanted accessories that felt unique," he recalls. His designs caught the attention of fashion enthusiasts and media alike, earning him a reputation as a trendsetter in youth entrepreneurship.

II. You are the head of the student council in your high school. The principal has asked you to write a report on encouraging entrepreneurship at school through projects run by the student council. Starting from the text above, write a report to describe two projects/initiatives of the council and assess their effectiveness in supporting aspiring entrepreneurs among students.

50 points

Write a 220-250 word report.

Etapă județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare –2025

Probă scrisă

Limba engleză

CLASA a XI-a - SECȚIUNEA A

BAREM DE EVALUARE ȘI DE NOTARE

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. common, 2. goes, 3. up, 4. Only, 5. do, 6. Although, 7. there, 8. however, 9. Despite, 10. It

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

10 1p = 10 points

1. A; 2. D; 3. D; 4. C; 5. A; 6. D; 7. D; 8. C; 9. B; 10. B.

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. 10 points

10 points

5 x 2p = 10 points

1. **UNLESS** the weather was// bad
2. condition/account//**SHOULD** the door be
3. is thought//to have **KNOWN**
4. in this day//and **AGE**
5. for you/your//**HELPING**

IV. Translate into English. 10 points

- | | |
|--------------------|----------|
| grammar structures | 4 points |
| vocabulary | 4 points |
| fluency | 2 points |

SUGGESTED ANSWER:

I have behind me, I must admit it, more than/not just a few aspirations that are too vague or simply forgotten, things half-done or done badly, ambitions that I have given up (on) or that I have not been able to fulfill. I don't consider myself a failed idealist, but I'm not very far from it/this condition in some respects. Of course, failures are not always entirely our own fault. We have also been/we can also be "helped" by the times or by circumstances sometimes. At other times, they are born of too great illusions, exaggerated expectations, overestimating our possibilities. But how can I explain my failure in human relationships, which has brought me to the brink of/on the verge of misanthropy in my old age? Is it (down to) my tendency to let myself be "used" by my sorrows? The difficulties I created for myself by being both impulsive and easily hurt? I have strived in my life to remain honest and not to have any great stupidity/foolishness on my conscience, but that was not enough, it seems/apparently.

SUBIECTUL B – INTEGRATED SKILLS (60p)

I. Reading Comprehension: 5x2 points=10 points

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

II. Marking scheme for report - 50 points

MARKING SCHEME - REPORT/PROPOSAL

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

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare –2025
Probă scrisă
Limba engleză
CLASA a XI-a - SECȚIUNEA A

- **Toate subiectele sunt obligatorii.**
- **Nu se acordă puncte din oficiu.**
- **Timpul efectiv de lucru este de 3 ore.**

SUBIECTUL A – USE OF ENGLISH (40 points)

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

10 points

Me and my brain

It is **1)** ___ knowledge that significant changes occur in our bodies during adolescence; still, it **2)** ___ without saying that the major ones involve our brains.

To paint a clearer picture, we should first get familiar with the different parts of the brain. Did you know, for instance, that our brains are made **3)** ___ of around 100 billion nerve cells called neurons? And stemming from these neurons there are several branch-like structures for sending and receiving electrical signals. Whenever we do or think anything, a signal is transmitted. The signal travels down a long structure called the axon and, at the end, it passes across tiny gaps called synapses to the dendrites of another neuron, which receive the signal. **4)** ___ this way are messages sent across our neural network.

Only when we grow up **5)** ___ our brain structures change dramatically. **6)** ___ newborn babies have almost all their neurons, they can't do very much because **7)** ___ are thought to be few connections among the nerve cells. After a few months, **8)** ___, the number of connections explodes, which in turn helps tiny tots master a whole range of new skills such as walking and talking. **9)** ___ earlier myths that most brain development is completed in the first few years, we now know that our brains continue to develop throughout our lives and perhaps **10)** ___ is during puberty the most dramatic change and development takes place.

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

10 points

1. They are travelling to France on Thursday and that is why they did not plan to attend your birthday party.

- A.** If they weren't travelling to France on Thursday, they would have planned to attend your birthday party.
- B.** If they hadn't been travelling to France on Thursday, they would have planned to attend your birthday party.
- C.** If they didn't travel to France on Thursday, they wouldn't have planned to attend your birthday party.
- D.** If they were travelling to France on Thursday, they would have planned to attend your birthday party.

2. I wanted to know where the day before, and she explained to me that at the cinema.

- A.** Jim had gone / he was
- B.** did Jim go / he is
- C.** had Jim gone / he has been
- D.** Jim had gone / he had been

3. The woman explained that her lawyer ... to convince the jury that she ... innocent, but she the people in the jury him.

- A.** tried/was being/had doubted/believed
- B.** tried/was/doubted/had believed
- C.** was trying/was/doubted/had believed
- D.** had tried/was/doubted/would believe

4. The President was pushed in front of TV cameras as soon as the votes had been counted.

- A.** Before the votes were counted, the President was pushed in front of TV cameras.
- B.** No sooner had the votes been counted when the new president was pushed in front of TV cameras.
- C.** Scarcely had the votes been counted when the new president was pushed in front of TV cameras.
- D.** Hardly had the President been pushed in front of TV cameras when the votes were counted.

5. The young man denied that he ... the house, but he had to admit that unless his witness ... the following day, he ... to demonstrate he ... the crime.

- A.** had broken into/testified/would have/hadn't committed
- B.** had broken into/would testify/would have/hadn't committed
- C.** broke into/would testify/would have/didn't commit
- D.** has broken into/testified/had/hadn't committed

6. Supposing the company you a pay rise of 50%, so determined to leave and look for a job elsewhere?

- A. will offer / would you be
- B. would offer/ were you
- C. offered/had you been
- D. offered/ would you be

7. No sooner ... the crystal vase ... she ... it into pieces.

- A. she bought/then/was to break
- B. did she buy/when/had broken
- C. had she bought/that/broke
- D. had she bought/than/broke

8. He could in the garden when we came round, would explain why he didn't hear the bell.

- A. work / that
- B. be working / that
- C. have been working / which
- D. have worked / which

9. How can I tell my mother I'd rather she ... all the Easter shopping to me? It's high time she ... out the house after her illness.

- A. hadn't left/had gone
- B. didn't leave/went
- C. hadn't left/goes
- D. wouldn't leave/goes

10. The woman was and sentenced six months in prison.

- A. assumed / at
- B. convicted / to
- C. charged / at
- D. confined / to

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.

10 points

- | | |
|--|----------------|
| 1. The flight has been delayed because the weather isn't good today.
The flight wouldn't have been delayed _____ today. | UNLESS |
| 2. It is important that the door is kept unlocked.
On no _____ locked. | SHOULD |
| 3. They think the burglar knew the owner of the house.
The burglar _____ the owner of the house. | KNOWN |
| 4. No one nowadays writes letter, do they?
No one _____ writes letters, do they? | AGE |
| 5. We'd have been completely lost if you hadn't lent us a hand.
But _____ us, we'd have been completely lost. | HELPING |

IV. Translate the following text into English.

10 points

Am în urma mea, trebuie s-o recunosc, nu puține aspirații prea vagi sau, pur și simplu, uitate, lucruri făcute pe jumătate sau făcute rău, ambiții la care am renunțat sau pe care n-am fost în stare să le împlinesc. Nu mă consider un idealist ratat, dar nu sunt nici foarte departe de această condiție în anumite privințe. Sigur, eșecurile nu ne sunt totdeauna imputabile integral. Am fost „ajutați” și de vremuri sau de împrejurări uneori. Alteori, se nasc din iluzii prea mari, din așteptări exagerate, din supraestimarea posibilităților noastre. Dar eșecul meu în planul relațiilor umane, care m-a adus la bătrânețe în pragul mizantropiei, cum l-aș putea motiva? Prin tendința de a mă lăsa „folosit” de tristețile mele? Prin dificultățile pe care mi le-am creat singur fiind și impulsiv și ușor de rănit? M-am străduit în viață să rămân onest și să n-am pe conștiință nici o mare prostie, dar asta nu a fost suficient, se pare.

(Adaptat după *Autoportret într-o oglindă spartă* de Octavian Paler)

SUBIECTUL B – INTEGRATED SKILLS (60 points)

I. Five short fragments have been removed from the text below. For each question, choose the correct answer. There is one extra fragment which you do not need to use. **10 points**

Will Chatbots Teach Your Children?

New A.I. tools could enable a Silicon Valley dream: bots that customize learning for pupils. Prior attempts have not lived up to the hype.

Sal Khan, the chief executive of Khan Academy, gave a rousing TED Talk last spring in which he predicted that A.I. chatbots would soon revolutionize education. **(1)** ... “And the way we’re going to do that is by giving every student on the planet an artificially intelligent but amazing personal tutor.”

Videos of Mr. Khan’s tutoring bot talk amassed millions of views. Soon, prominent tech executives, including Sundar Pichai, Google’s chief executive, began issuing similar education predictions. **(2)**... Google introduced an A.I. chatbot called Bard last year. It has also donated more than \$10 million to Khan Academy.

Mr. Khan’s vision of tutoring bots tapped into a decades-old Silicon Valley dream: automated teaching platforms that instantly customize lessons for each student. Proponents argue that developing such systems would help close achievement gaps in schools by delivering relevant, individualized instruction to children faster and more efficiently than human teachers ever could.

In pursuit of such ideals, tech companies and philanthropists over the years have urged schools to purchase a laptop for each child, championed video tutorial platforms and financed learning apps that customize students’ lessons. **(3)** ... Now the spread of generative A.I. tools like ChatGPT, which can give answers to biology questions and manufacture human-sounding book reports, is renewing enthusiasm for automated instruction — even as critics warn that there is not yet evidence to support the notion that tutoring bots will transform education for the better.

Online learning platforms like Khan Academy and Duolingo have introduced A.I. chatbot tutors based on GPT-4. **(4)**... And some tech executives envision that, over time, bot teachers will be able to respond to and inspire individual students just like beloved human teachers.

“Imagine if you could give that kind of teacher to every student 24/7 whenever they want for free,” Greg Brockman, the president of OpenAI, said last summer on an episode of the “Possible” podcast. **(5)**... “It’s still a little bit science fiction,” Mr. Brockman added, “but it’s much less science fiction than it used to be.”

The White House seems sold. In a recent executive order on artificial intelligence, President Biden directed the government to “shape A.I.’s potential to transform education by creating resources to support educators deploying A.I.-enabled educational tools, such as personalized tutoring in schools,” according to a White House fact sheet.

Even so, some education researchers say schools should be wary of the hype around A.I.-assisted instruction.

(AI and Education: Will Chatbots Soon Tutor Your Children? - The New York Times)

A. Some online math and literacy interventions have reported positive effects. But many education technology efforts have not proved to significantly close academic achievement gaps or improve student results like high school graduation rates.

B. “I think over time we can give every child in the world and every person in the world — regardless of where they are and where they come from — access to the most powerful A.I. tutor,” Mr. Pichai said on a Harvard Business Review podcast a few weeks after Mr. Khan’s talk.

C. But to do this, the report says, AI must be deployed equitably and not exacerbate inequality. With more than 2.6 billion people worldwide currently without basic internet access, there is a potential for the benefits of new tools to widen existing equity gaps in education.

D. “We’re at the cusp of using A.I. for probably the biggest positive transformation that education has ever seen,” Mr. Khan, whose nonprofit education group has provided online lessons for millions of students, declared.

E. It is co-hosted by Reid Hoffman, an early investor in OpenAI.

F. That is a large language model, developed by OpenAI, which is trained on huge databases of texts and can generate answers in response to user prompts.

II. A non-governmental organisation dealing with education research is investigating attitudes students have towards using AI tools in classes in different parts of the world. You have been asked to write a report on the use of AI in your school. Your report should answer the following questions:

- What are the strengths and weaknesses of using AI tools for school?
- How would you like to see AI tools used in your classes in the future?

Write your report in 220-250 words, starting from the text above.

50 points

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2025

Probă scrisă

Limba engleză

CLASA a XI-a - SECȚIUNEA B

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

A. Choose the right synonym. (3 x 1p = 3 points)

1 – d; 2 – a; 3 – b

B. Rephrase the following sentences so as to preserve the meaning. (3 x 1p = 3 points)

1. only could they sell ideas, **but** they could...
2. they not understood that they **were** selling
3. product was being **sold**

C. Choose the right words to fill-in the summary. (4 x 1p = 4 points)

1. leading; 2. shifted; 3. stretch; 4. rise

II. One word in three sentences. (5 x 2p = 10 points)

1. trunk; 2. game; 3. party; 4. file; 5. mean

III. Error correction. (10 x 1p = 10 points)

1 – such; 2 – $\sqrt{\quad}$; 3 – do; 4 – own; 5 – of; 6 – $\sqrt{\quad}$; 7 – there; 8 – so; 9 – that; 10 – which

IV. Translate into English. (10 points)

grammar structures 4 points
vocabulary 4 points
fluency 2 points

Suggested answer

After a night in which I could barely sleep from excitement, I took the Brașov-Constanța train. The journey had a few moments of peak interest. The first attraction was the tunnels near Predeal, when the daylight disappeared as if someone had switched off the sun. Between my mother and her sister, a discussion began about the mystery of the grime in our trains. Meanwhile, the four of us children had our noses pressed against the grimy window, watching the landscape, which, at some point, kept losing height, softening, rounding off, and eventually settling completely, like a deflated mattress. Since, from our point of view, there was nothing interesting left to see without mountains or even hills, we started running up and down the hallway. In the adjacent carriage, we found an empty compartment. We began exploring it just as we always did in new places. (...)

As soon as we stepped onto the platform, we felt the bath of warm air and took a deep breath of the salty scent. And shortly after, on the same day, even though we were tired from the journey, we were splashing around in the waters of the Black Sea, which would be our welcoming host for almost two weeks.

SUBIECTUL B - INTEGRATED SKILLS (60 points)

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

II. WRITING: ARTICLE (50 points)

Use the Marking Scheme

Probă scrisă la limba engleză
Barem de evaluare și de notare

clasa a XI-a secțiunea B

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.	

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2025
Probă scrisă

Limba engleză

CLASA a XI-a - SECȚIUNEA B

- **Toate subiectele sunt obligatorii.**
- **Nu se acordă puncte din oficiu.**
- **Timpul efectiv de lucru este de 3 ore.**

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the paragraph below and do the tasks that follow.

10 points

Megabrands

The process of branding in its simplest form is just the process of marking a product with a consistent logo, image, mascot, which sends a message to the consumer — a message of consistency, a message of quality. How did we get from this fairly simple role of the brand to these brand tribes that we have now, where we almost follow brands like we would follow rock stars? We organise ourselves into brand tribes, we are a Nike type of person or a Tommy Hilfiger type of person. How did that happen?

There were a handful of brands that understood that marketing could play a larger role than simply branding their product as a mark of quality. They understood that they could sell ideas, and what is more, that they could sell lifestyles. Coca-Cola, Disney, McDonalds — these **core** American brands became powerful precisely because they understood that they were selling ideas instead of products, that they were selling an idea about family. Coca-Cola was selling the youth lifestyle — in the 60s they started selling peace and love — they were selling something much more profound than their fairly generic product, which was this black fizzy liquid. Walt Disney understood that he was selling the American dream, he was selling a nostalgic vision of the small-time American town that people felt sad about — they felt it had disappeared. The CEO of Nike, Phil Knight, says that he had a kind of an **epiphany** in the mid-80s where he realised that he didn't want to compete in a commodity marketplace any more, that he did not want to be a sneaker company, or, as he said, a fashion company. He wanted to be a sports company. And that their message was not about their sneakers being better than Reeboks but was an idea about the nature of sports, and that pure athletic ability is a metaphor for the American dream, and so he decided to sell that idea. More and more, the measure of a successful brand is not whether it's truly a mark of quality on a product, but how well it stretches. If it's a successful cola, can it also be a line of clothing? If it's a line of clothing, can it also be a house paint? So, you have this stratosphere of **warring** megabrands that want to be everywhere and be everything.

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

3 points

- | | | | | |
|--------------------|---------------|---------------|----------------|----------------|
| 1. core | a. root | b. inner | c. typical | d. key |
| 2. epiphany | a. revelation | b. indication | c. sign | d. inspiration |
| 3. warring: | a. compatible | b. opposing | c. overrunning | d. hostile |

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

3 points

1. They understood that they could sell ideas, and what is more, that they could sell lifestyles. **BUT**
They understood that not _____ also sell lifestyles.
2. These core American brands became powerful precisely because they understood that they were selling ideas instead of products. **NOT**
Had _____ ideas instead of products, these core American brands would not have become powerful.
3. They were selling something much more profound than their fairly generic product. **SOLD**
Something much more profound than their fairly generic _____.

C. Four words have been removed from the summary of the text. Choose the right words to fill in the summary. There are four extra words which you do not need to use. 4 points

stretch showing rise derived spread leading boost shifted

Branding has evolved from simply marking products with a logo to creating entire lifestyles, with brands like Coca-Cola, Disney, and Nike (1) _____ the way. These companies understood that they were not just selling products but ideas, like youth, family, or the American dream. Nike, for instance, (2) _____ from selling sneakers to promoting the idea of sports and athletic excellence. Successful brands now focus on how far they can (3) _____, expanding beyond their original products into various markets. This shift has led to the (4) _____ of "brand tribes," where consumers strongly identify with a brand's image and message.

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. Barbara Molland had found the box in a _____ that stood under the window in Kate's room.
The children had an itchy rash on the _____ and extremities.
The enormous tree _____ provided a home for a family of squirrels.
2. It's just a _____ to them. They don't care what happens.
It's a secret, so don't give the _____ away, will you?
Love is just a _____ to him. He doesn't care at all.
3. I have made a dinner reservation for a _____ of eight tonight.
They are planning to postpone their house-warming _____ till the spring when the weather is nicer.
There is little support within the _____ for a change of leadership and most politicians seem happy to support the Prime Minister.
4. I seem to have lost the _____ with all my personal records on it.
Today is your last chance to _____ a complaint about our services.
We walked in single _____ along the path.
5. His new job will _____ travelling all over the world.
It was _____ of him to criticise her in front of their guests.
Lower grades _____ fewer chances of being admitted to university.

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

Although the act of writing a book is by its necessity a solitary process, it's often after publication that the sense of isolation is strongest. Many writers long for critical feedback, but have such little access to the average reader's opinion. While it may be true that good reviews in newspapers and magazines can be gratifying, they're of little help in establishing what do ordinary people think of your work. So, well done to those websites where anyone with access to the internet can post an own opinion about any book. Having said this, these customer reviews are not without risk. Most of writers can expect some glowing praise from family or friends but these reviews are easy to recognize since they tend to be sent in there anonymously. On the other hand, visits to these websites can also result in great anxiety. It might well be the case that you receive so an unkind review and there is no kind editor to shield you. You can expect that most reviewers to be brief but there are those who write long, strangely formal essays, which usually containing references to classical literature, presumably in an attempt to impress others with their literary knowledge.

0 its
00 ✓
1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

IV. Translate the following text into English.

10 points

După o noapte în care abia am putut dormi de nerăbdare, am luat trenul Brașov-Constanța. Drumul avea câteva momente de maxim interes. Prima atracție erau tunelurile de la Predeal, când lumina zilei dispărea de parcă ar fi stins cineva soarele. Între mama și sora ei a început o discuție în jurul misterului jegului din trenurile noastre. Noi, toți patru copiii, am stat însă cu nasul lipit de jegul geamului și am urmărit peisajul care, de la un moment dat, pierdea mereu din înălțime, se domolea, se rotunjea și până la urmă se lăsa de tot, ca o saltea dezumflată. Cum, din punctul nostru de vedere, fără munți sau măcar dealuri, nu mai era nimic interesant de văzut, am început să fugim de colo-colo pe hol. În vagonul alăturat, am dat de un compartiment gol. Am început să-l explorăm așa cum făceam întotdeauna în locurile noi. (...)

Cum am coborât pe peron, am simțit baia de aer cald și am inspirat adânc mirosul sărat. Și la scurt timp, în aceeași zi, deși eram obosiți de drum, ne bălăceam în apa Mării Negre, care avea să ne fie gazdă bună timp de aproape două săptămâni.

(Ioana Pârvulescu, *Inocenții*)

SUBIECTUL B – INTEGRATED SKILLS (60 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

How and Why Do We Choose Our Friends?

The way we choose our friends is much more complicated than we realise, and probably not very moral. Plato wrote, 'similarity begets friendship' in his play *Phaedrus*, and Aristotle, along the same lines, wrote, 'some define it as a matter of similarity; they say that we love those who are like ourselves'.

(1) ...

Social psychologists, however, have finally uncovered the fact that people do not retain a list of who owes them a favour or who they owe a favour to, in their head. Primatologist Joan Silk expressed the conundrum of friendship as: 'reciprocity and equity are important among friends, but tit-for-tat reciprocity is antithetical to the formation and maintenance of close friendship. If these seemingly contradictory claims are correct, then friendship presents a puzzle for evolutionary analysis.'

(2) ...

The scientists concentrated their research on blacktip reef sharks, whose habitat is coral reefs in the Indian and Pacific Oceans. They discovered that specific sharks favoured the companionship of certain others, and that their friendship continued over time. Other sharks, however, avoided each other at all costs, even if their feeding grounds coincided with each other. It would seem that geographic or territorial closeness are inadequate to clarify the reasons why one is a friend and another a foe.

(3) ...

However, Australian researchers have found a third level of social hierarchy: a sort of super group that contained dolphins who were not related. Just like human relationships, this arrangement cannot be explained by reciprocity. For instance, a group of dolphins the scientists named PD triumphed over a second group, the KS set, on two different occasions. The dolphin social hypothesis would suggest that the two groups would never collaborate together, but researchers were shocked to see exactly that when a third group, called WC, attacked KS. The PD group entered the fray to help their one-time arch-rivals defeat this third group.

(4) ...

Politics also plays a major part in forming friendships amongst the male Assamese macaque monkeys that are found in Thailand. A very social primate, domination is the only way for them to succeed with the female macaques. Failure to dominate leads to them slipping down the reproductive ladder into insignificance.

(5) ...

So, could the protection of one's reputation be the answer to the friendship mystery instead of similarity as Plato and Aristotle believed, or reciprocity as evolutionary biologists have theorised? In 2009, an experiment was carried out whereby volunteers were asked to make a list of ten of their closest friends who were not family members, and then put them in order of how close they were to each of these people. They then were told to pretend they had a hundred points to allocate between these ten friends. When the participants believed that their point system would be made public, they apportioned the points evenly between all their friends, with ten points being the average. Yet

when they were informed that their point division would remain a secret, the number of points awarded to each person was very different. Their best friend got the lion's share of the points, followed by the next best friend, and so on.

A Whenever there is a problem understanding anything to do with evolution, it is time to look to the animal kingdom for help. Shark scientists from France researched whether groups of sharks stayed together for social reasons, such as friendship, if they just stayed together because their range intersected or if there was a common food supply.

B Forming a friendship based on having the same ideas, tastes or outlook on life might appear to be obvious and instinctive, but that instinct is misleading. The majority of friendships are cultivated between people who are not related or romantic partners, so friendship cannot be accounted for on a genetic or reproductive basis. Rather, evolutionary biologists have usually depended on a 'you help me and I'll help you' scenario, called reciprocal altruism to rationalise the bonds of friendship.

C It would seem that dolphin relationships are not established because of earlier dealings, but are based on political motives. Mutual decisions are centred on who else is there at the time. Despite the PD and KS groups having been adversaries, their common animosity towards the WC group turned them into temporary allies.

D The non-family relationships that abound in the animal kingdom are very like friendships, according to Dr. Crockford. Animals with friends live longer and it is more likely that their offspring will survive. However, not much is known about how these animals become friends, though findings from the research show a direct link between co-operation and social bonds, which includes food sharing and shared hunting and grooming.

E One male macaque monkey was studied in 2010. At the beginning of the research, he was third in the group, yet in spite of his good physical condition and large size, he seemed unable to bond with the other male monkeys. He soon dropped to sixth in the group and before long, had tumbled still further to eighth, losing all reproductive advantage.

F This research did not provide many answers, so science next looked to dolphins for help. Dolphins, just like some other non-human primates like chimpanzees, are typified by two levels of social hierarchy: a set of two or three males who work as one to safeguard the females from the attentions of other males, and larger sets who work together to entice females from other groups. By and large, the dolphins within each group are related, so they could perhaps co-operate because of shared genes or family selection.

II. You have seen the following announcement on a website.

Articles wanted

Send us an article about how friendship can shape people's personality. To what extent can friendship influence decision-making in a person's life? Are people cautious when they choose their friends? What role do friendships play in our lives?

Write your article starting from the text above. (250-280 words)

50 points

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2025

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. of 2. As 3. however 4. despite 5. What 6. for 7. were 8. far 9. to 10. only

II. Choose the best option A, B, C or D.

10 points

10 x 1p = 10 points

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

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. have had a **CHANGE** of

1. does not(doesn't) earn **NEARLY** as/ does not (doesn't) earn **NEARLY** so

2. **THE** highest it has ever

3. in the unlikely **EVENT**

4. a **WORLD** of difference

IV. Translate into English.

10 points

grammar structures

4 points

vocabulary

4 points

fluency

2 points

SUGGESTED ANSWER

"Something like this hadn't been heard of in... they couldn't remember for how long! If the sisters rummaged through their memories, they could find some evenings from when they were very little, waiting eagerly in front of the oven where Maya was baking puddings or pies. They were so fascinated by the golden dough that would rise in the tray, by the tempting smell coming from inside, by the crispy crust beginning to form, that they would have almost pressed their little noses against the oven door, if Maya hadn't intervened quickly and moved them away. If they dug deeper into their memories, they could see their mother making pancakes, quite burned on one side and not quite holding together in the pan. They sprinkled/had sprinkled them with honey, and ate/eaten them like that; it couldn't be said that they weren't tasty/good tasting, even though they looked more like an archipelago of islands than pancakes. As for their father, he had often managed/often managed to pour some milk over cereal in two blue bowls, sparking a whole debate around the dilemma: is it correct to put the cereal first and then pour the milk, or, on the contrary, should the milk be poured first and then put the cereal?"

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

II. WRITING: ARTICLE (50 points)

Use the Marking Scheme

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.	

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2025

Probă scrisă

Limba engleză

CLASA a XII-a - SECȚIUNEA A

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

SUBIECTUL A – USE OF ENGLISH (40 points)

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

10 points

That fragment of pottery, that little piece of bone or the remains (1) ___ an early human tool are quite often the only evidence we have of our early history. (2) ___ a consequence of the work of archaeologists and others in this field, (3) ___, we have over the years built up an extremely good understanding of early human development. This is the case, (4) ___ the fact that there is no written evidence of the period we term pre-history. (5) ___ is startling to note is that this period, which predates the invention of writing, accounts (6) ___ 99% of human existence. It was during this time that discoveries that shaped the human race were made, early settlements created that (7) ___ to become our major cities and in general was the time when the very foundations of human civilisation were laid. The evidence of our pre-history can come from (8) ___ and wide, from remnants of human existence buried deep in the ground (9) ___ ancient pathways and burial grounds. The first and easiest place to start your exploration of pre-history is, of course, your local museum, particularly if you are interested in discovering more about the area where you live. Not (10) ___ can you resort to local museums, but you may also have a local archaeological group that would be prepared to let you work as a volunteer.

II. Choose the best option A, B, C or D.

10 points

1. The agency's mission is ___ transition ___ an efficient and low-carbon economy, ___ the long-term threat of climate change.

- A. accelerating/ at/ during mitigate
- B. to accelerate/ to/ while mitigating
- C. to accelerate/ to/ after mitigate
- D. accelerating/ at/since mitigating

2. ___ makes it clear that there ___ be a climate change solution ___ global warming.

- A. The Parliament/ cannot/ to
- B. Parliament/will not/ for
- C. Parliament/ might not /to
- D. The Parliament/ can not / on

3. Today we ___ together to honor ___ of ___ of men and women who served our country.

- A. remain/ the braveries and sacrifices/ a thousand
- B. stay/ the bravery and sacrifice/ thousand
- C. stand/ the bravery and sacrifices/ the thousands
- D. are/ the bravery and the sacrifice/ thousand

4. ___ is said ___ a raise in the criminal rates ___ the past few months.

- A. It/to be/for
- B. It/to have been/over
- C. There/to be/in
- D. There/to have been/for

5. ___ night ___ that they decided to ___ the town red.

- A. Such a beautiful/it was/colour
- B. So beautiful a / it was/paint
- C. So beautiful a/was it/paint
- D. Such a beautiful/was it/colour

6. Unless you ___ to take your umbrella, you ___ soaking wet now that it ___ for hours!

- A. had remembered/ would be /has been raining
- B. would have forgotten / wouldn't be / has rained
- C. hadn't forgotten / would have been / has rained
- D. had remembered / wouldn't have been / had been raining

7. I wish my neighbour ___ his guitar at night. Some can hardly sleep, ___?

- A. wouldn't play / can't they
- B. wouldn't play / can they
- C. won't play / can't they
- D. hadn't played / can they

8. Remember that the papers ___ on Monday morning and no delays ___.

- A. have to be hand in/will accept
- B. have to be handed in/will be accepted
- C. have to be brought in/are accepted
- D. will have to be handed /will be accepted

9. It's about time Amy ___ to me ___me a gossip in front of everybody.

- A. apologized/for having called
- B. excused/to have called
- C. confided/from calling
- D. told/that she called

10. Two days ago the President stated

- A. that it is the wider regions' interest to see a closed working relationship between both countries.
- B. that it was a wider region's interest seeing close working relationship between the both countries.
- C. that it has been the widest regions' interest to be seeing close work relationships between both countries.
- D. that it was the wider region's interest to see a close working relationship between the two countries.

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. There's a chance that Claire now doesn't want to apply for the job. CHANGE
Claire may _____heart about applying for the job.
2. My brother now earns far less than he did when he was younger. NEARLY
My brother _____much now as he did when he was younger.
3. The number of students now at university has reached an all-time high, apparently. THE
The number of students now at university is _____been, apparently.
4. It's not likely to happen but if you're not satisfied with the product we'll refund your money. EVENT
_____that you are not satisfied with the product your money will be refunded.
5. It's one thing to think there's a demand for your product and another to actually make a sale. WORLD
There's _____between thinking there's a demand for your product and actually making a sale.

IV. Translate the following text into English.

10 points

Așa ceva nu se mai pomenise de... nu-și puteau aminti de când! Dacă surorile răscoleau printre amintiri, reușeau să găsească niște seri, din vremea în care erau foarte mici, când așteptau nerăbdătoare în fața cuptorului în care Maya cocea budinci sau plăcinte. Erau atât de fascinate de coca aurie care se umfla în tavă, de mirosul ademenitor care ieșea dinăuntru, de crusta crocantă care începea să se formeze, încât mai că și-ar fi lipit năsurile de ușa cuptorului, dacă Maya n-ar fi intervenit promptă și nu le-ar fi îndepărtat. Dacă scormoneau și mai adânc printre amintiri, o puteau vedea pe mama lor făcând clătite, destul de arse pe-o parte și care nu se prea închegau în tigaie. Le stropiseră cu miere și le mâncaseră așa; nu s-ar fi putut spune că nu fuseseră bune la gust, chiar dacă păreau mai degrabă un arhipelag de insule decât niște clătite. Cât despre tată, el reușise de mai multe ori performanța de a turna niște lapte peste cerealele din două boluri albastre, iscând o întreagă dezbatere în jurul dilemei: e corect să pui întâi cerealele și apoi să torni laptele sau, dimpotrivă, mai întâi se toarnă laptele și abia apoi se pun cerealele?

(Adina Rosetti, *Misterul orașului Lunivineri*)

SUBIECTUL B – INTEGRATED SKILLS (60 points)

I. Five paragraphs have been removed from the article below. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra paragraph which you do not need to use. 10 points

ChatGPT is going to change education, not destroy it. - From ABC to GPT

Just days after OpenAI dropped ChatGPT in late November 2022, the chatbot was widely denounced as a free essay-writing, test-taking tool that made it laughably easy to cheat on assignments. Los Angeles Unified, the second-largest school district in the US, immediately blocked access to OpenAI's website from its schools' network. **1. ____**

"While the tool may be able to provide quick and easy answers to questions, it does not build critical-thinking and problem-solving skills, which are essential for academic and lifelong success," Jenna Lyle, a spokeswoman for the New York City Department of Education, told the Washington Post in early January.

This initial panic from the education sector was understandable. **2. ____**

It looked as if ChatGPT would undermine the way we test what students have learned, a cornerstone of education. But three months on, the outlook is a lot less bleak. I spoke to a number of teachers and other educators who are now reevaluating what chatbots like ChatGPT mean for how we teach our kids. **3. ____**

Educational-tech companies including Duolingo and Quizlet have already integrated OpenAI's chatbot into their apps. "We believe that educational policy experts should decide what works best for their districts and schools when it comes to the use of new technology," says Niko Felix, a spokesperson for OpenAI. **4. ____**

But it will take time and resources for educators to innovate in this way. It is far too soon to say what the lasting impact of ChatGPT will be—it hasn't even been around for a full semester. In hindsight, the immediate calls to ban ChatGPT in schools were a dumb reaction to some very smart software. "It was a storm in a teacup," says David Smith, a professor of bioscience education at Sheffield Hallam University in the UK. **5. ____**

Even so, teachers are right to see the technology as a game changer. Large language models like OpenAI's ChatGPT are set to have a massive impact on the world. If nothing else, many teachers now recognize that they have an obligation to teach their students about how this new technology works and what it can make possible.

A. “We are engaging with educators across the country to inform them of ChatGPT’s capabilities. This is an important conversation to have so that they are aware of the potential benefits and misuse of AI, and so they understand how they might apply it to their classrooms.”

B. Far from being just a dream machine for cheaters, many teachers now believe, ChatGPT could actually help make education better. Advanced chatbots could be used as powerful classroom aids that make lessons more interactive, teach students media literacy, generate personalized lesson plans, and more.

C. Others soon joined. By January, school districts across the English-speaking world had started banning the software, from the United States to Australia. Several leading universities in the UK, including Imperial College London and the University of Cambridge, issued statements that warned students against using ChatGPT to cheat.

D. ChatGPT, available to the public via a web app, can answer questions and generate well-structured blocks of text on almost any topic it is asked about, from string theory to Shakespeare. Each essay it produces is unique and its authorship is impossible to spot.

E. The narrative around cheating students doesn’t tell the whole story. There are teachers who think generative Artificial Intelligence could actually make learning better, but whether they are right about it may be a different story.

F. Far from using the Chabot to cheat, Smith says, many of his students hadn’t yet heard of the technology until he mentioned it to them: “When I started asking my students about it, they were like, Sorry, what?”

II. You have been asked to write an article for your high school magazine exploring the benefits and drawbacks of using ChatGPT for educational purposes. What impact could it have on student learning and development? Starting from the text above, write your article in 250-280 words.

50 points

Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare - 2025

Probă scrisă

Limba engleză

CLASA a XII-a - SECȚIUNEA B

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

A. Choose the right synonym. (3x1p=3 points)

1 – b; 2 – d; 3 – d

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

1. is claimed to have been found that he is descended from Shakespeare by

2. had not been frustrated by a lack of evidence, they would not have turned ...

3. seems to have born Shakespeare a daughter.

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

1. alleged; 2. cited; 3. speculative; 4. lineage

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

1. charge; 2. running; 3. shift; 4. quarter; 5. match

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

1. down 2. √ 3. even 4. √ 5. of 6. too 7. be 8. √ 9. one 10. some

IV. Translate into English. (10 points)

grammar structures 4 points

vocabulary 4 points

fluency 2 points

Suggested answer

For several minutes Ștefan had been straining to hear and understand what all these people were saying to each other when they were laughing, when they looked amazed, delighted or when their facial expressions became sarcastic. At first, he said to himself that it was nothing unusual... About acquaintances, about business or allusions to business, about events known only to them (and this most often made them laugh) ... yet, a cloth, or something like a wall of cotton, was placed between his ear and their words. They were the same words, but they reflected a life that eluded him, their world of Bucharest inhabitants, bound by invisible threads and by the time they had lived together, even though not all of them knew each other... but a word or a name was enough, and for the connection to be made immediately...

Ștefan gave up and felt that in reality he hadn't even left the village, or rather that he only knew Luchi here; he poured several glasses of champagne down his throat and whispered in the girl's ear that he loved her. As dizzy as he was from the murmur that had risen from this garden, she smiled at him and squeezed his hand... [...]

Whether we are rich or poor, powerful in this world or humble in the social hierarchy, we all feel (and this makes us equal) that the only thing that can make us happy is becoming one with the miraculous age/time of youth.

SUBIECTUL B - INTEGRATED SKILLS (60 points)

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

II. WRITING: PROPOSAL (50 points)

Use the Marking Scheme

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
Task achievement	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 or the conclusion is missing or the information is inappropriately categorized	The report/ proposal 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 it difficult to understand the text; 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 does not have a relevant effect on the reader.	The text has a negative effect on the reader.	

Etapă județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare – 2025

**Probă scrisă
Limba engleză**

CLASA a XII-a - SECȚIUNEA B

- **Toate subiectele sunt obligatorii.**
- **Nu se acordă puncte din oficiu.**
- **Timpul efectiv de lucru este de 3 ore.**

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the paragraph below and do the tasks that follow.

10 points

Is Prince William related to Shakespeare?

Is Prince William an **embryonic** bard? A research team in Germany claim they have found evidence that he is descended from Shakespeare and may thus have inherited literary genius.

Frustrated by a lack of first-hand evidence, researchers trying to piece together details of the Bard's life have long turned to his sonnets as the only words of his that might be autobiographical. For centuries, academics have been trying to solve the **tantalising** riddle of the 'Dark Lady', the mystery person to whom Shakespeare addressed his sonnets. Those involved in the most recent detective hunt have come up with some evidence that the Bard's bloodline is linked to the youngest generation of the royal family.

This bold claim is supported by clues hidden in paintings of a previously unidentified noblewoman, to be named by a German academic team as Shakespeare's dark-haired lover. They were assisted by forensic experts from the German police.

But who was the Dark Lady? So many rival theories have been advanced that some scholars have abandoned the search. In fact, the answer may be staring us in the face. According to one eminent academic, a portrait of the mystery woman is on show in Hampton Court Palace in London, where it is known as *The Persian Lady*. She argues that the pregnant woman depicted there is Elizabeth Vernon, a lady-in-waiting to Queen Elizabeth, who, after an **illicit** affair with Shakespeare, went on to marry his patron. It seems that this woman, Elizabeth, third Countess of Southampton, bore Shakespeare a daughter, Penelope, who grew up to marry William, second Baron Spencer, and their descendant was the father of Diana, Princess of Wales and grandfather of Prince William.

So far, Prince William's talents have shown themselves in the sports field. But who knows? His uncle, Earl Spencer, did after all receive world-wide acclaim for his address at the funeral of his sister.

(adapted from an article by N. Hellen and C. Gascoigne in *The Sunday Times*)

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

3 points

- | | | | | |
|-----------------------|---------------|---------------|------------------|-----------------|
| 1. embryonic | a. emblematic | b. developing | c. infant | d. elementary |
| 2. tantalising | a. inciting | b. wearying | c. disheartening | d. exciting |
| 3. illicit | a. implicit | b. corrupt | c. illiberal | d. illegitimate |

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

3 points

1. A research team in Germany claim they have found evidence that he is descended from Shakespeare. **TO**
Evidence a research team in Germany.
2. Frustrated by a lack of first-hand evidence, researchers trying to piece together details of the Bard's life have long turned to his sonnets. **BEEN**
If researchers trying to piece together details of the Bard's life to his sonnets.
3. It seems that this woman, Elizabeth, third Countess of Southampton, bore Shakespeare a daughter. **TO**
This woman, Elizabeth, third Countess of Southampton,

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

improbable speculative bondage cited lineage alleged certain ascertained

A German research team claims Prince William may be a descendant of William Shakespeare, possibly inheriting his literary talent. The theory connects Shakespeare to the royal family through his 1 ___ affair with Elizabeth Vernon, identified as the "Dark Lady" of his sonnets. They suggest she bore Shakespeare a daughter who married into the Spencer family, linking him to Princess Diana. A painting at Hampton Court Palace, *The Persian Lady*, is 2 ___ as evidence. While 3 ___, the claim highlights a possible literary 4 ___ in the royal family.

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. The hotel will guests an additional fee for parking.
The prosecutor dropped the against the innocent young man.
The knight will bravely into the heart of the fierce battle.
2. Advertisements ... other companies' products down are banned in some countries.
The new production system should be up and ... by the end of January.
That play must have been ... for at least thirty years now.
3. She was seen to her weight uncomfortably, waiting for the long meeting.
His work begins at six every weekday without exception.
They tried to responsibility for the mistake onto me.
4. I think she's now working in a restaurant in the Chinese ... of the town.
You're lucky to have such a big office; mine's about a ... the size of yours.
The company's results are expected to improve in the final ... of this year.
5. The championship lasted for hours and thrilled every spectator watching intently.
Her dress is a perfect for the formal occasion.
His impressive skills the requirements listed in the job description.

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

- | | | |
|----|-------------------------------------|---|
| 0 | <u>of</u> | Daylight saving time involves setting of the clocks one hour |
| 00 | <input checked="" type="checkbox"/> | ahead of standard time for a given period of time so that night |
| 1 | <input type="checkbox"/> | falls down one hour later and there is an extra hour of daylight in |
| 2 | <input type="checkbox"/> | the evening. It is observed by the majority of the states in the USA, |
| 3 | <input type="checkbox"/> | even although some states may remain with standard time for the |
| 4 | <input type="checkbox"/> | daylight saving time period, which begins on the first Sunday in |
| 5 | <input type="checkbox"/> | April and ends on the last of Sunday in October. The USA being |
| 6 | <input type="checkbox"/> | a too vast country, some states straddle more than one time zone |
| 7 | <input type="checkbox"/> | and, in this case, may be use daylight saving time in one time |
| 8 | <input type="checkbox"/> | zone and standard time in the other. As the main |
| 9 | <input type="checkbox"/> | one reason for the system is the conservation of energy |
| 10 | <input type="checkbox"/> | by reducing the need to use some lighting in the evening, it has,
not surprisingly, often been adopted during wartime. |

II. Translate the following text into English.

10 points

Timp de mai multe minute Ștefan își încordă atenția să audă și să-și dea seama ce își spuneau toți acești oameni când râdeau, când arătau uimiți, încântați sau când expresiile chipurilor lor deveneau sarcastice. La început își spuse că nimic neobișnuit... Despre cunoștințe comune, despre afaceri sau aluzii la afaceri, despre întâmplări cunoscute numai de ei (și asta le stârnea cel mai adesea râsul)... totuși o pânză sau parcă un zid de vată se punea între urechea lui și cuvintele lor. Erau aceleași cuvinte, dar ele reflectau o viață care îi scăpa, lumea lor de bucureșteni, legați prin fire invizibile și prin timpul pe care îl trăiseră împreună, chiar dacă ei înșiși nu se cunoșteau toți unii pe alții... le era însă de ajuns un cuvânt, un nume și legătura se făcea imediat...

Ștefan renunță și simți că în realitate el nici n-a plecat din sat, sau mai bine zis el n-o cunoaște aici decât pe Luchi; dădu pe gât mai multe cupe de șampanie și îi șopti fetei la ureche că o iubește. Ea, amețită ca și el de murmurul care se întetise din această grădină, îi zâmbi și îi strânse mâna... [...]

Fie că suntem bogați sau săraci, puternici pe această lume sau umili pe scara ierarhiilor, toți simțim însă (și asta ne face egali) că singurul lucru care ne poate face fericiți este contopirea cu ora miraculoasă a tinereții.

(Marin Preda, *Delirul*)

SUBIECTUL B – INTEGRATED SKILLS (60 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

AI could soon be making major scientific discoveries. A machine could even win a Nobel Prize one day

It may sound strange, but future Nobel Prizes, and other scientific achievement awards, one day might well be given out to intelligent machines. It could come down just to technicalities and legalities. Swedish chemist Alfred Nobel established the prestigious prizes in his will, written in 1895, a year before his death. He created a fund whose interests would be distributed annually “to those who, during the preceding year, have conferred the greatest benefit to humankind”. Nobel explained how to divide those interests in equal parts, to be given, “one part to the person who made the most important discovery or invention in the field of physics... the most important chemical discovery... the most important discovery within the domain of physiology or medicine”. [1.....] The Nobel peace prize can be awarded to institutions and associations, so could it include other non-human entities, such as an AI system? Whether an AI is entitled to legal personhood is one important question in all this. Another is whether intelligent machines can make scientific contributions worthy of one of Nobel’s prestigious prizes.

I do not consider either condition to be impossible and I am not alone. A group of scientists at the UK’s Alan Turing Institute has already set this as a grand challenge for AI. They have said: “We invite the community to join us in developing AI systems capable of making Nobel quality scientific discoveries.” According to the challenge, these advances by an AI would be made “highly autonomously at a level comparable, and possibly superior, to the best human scientists by 2050”. [2.....] There is a whole spectrum in between these two conditions, which is already being explored.

In a few weeks, the computer scientists Demis Hassabis and John Jumper of Google DeepMind will be presented with their Nobel medals for chemistry. The prize was awarded for the development of AI that can predict the structures of proteins from the order, or sequences, of their molecular building blocks, called amino acids. This had been a notoriously difficult problem in biology, with a history going back to at least the 1970s. But, in 2020, Hassabis and Jumper unveiled an AI system called AlphaFold2, which has enabled researchers to predict the structures of virtually all the 200 million proteins that have so far been identified.

The success of AlphaFold2 is no isolated case; there are analogous situations in other sciences. [3.....] It concluded that “AI-assisted researchers discover 44% more materials, resulting in a 39% increase in patent filings and a 17% rise in downstream product innovation”. The study found that these new materials possess relatively novel chemical structures and lead to more radical inventions. There is even recent evidence that drug candidates discovered by AI may be of better quality than those discovered by traditional means.

Should we consider these as “scientific contributions”? AI generally makes such discoveries through a process of systematic screening of different possibilities. It is a highly structured process that is just the kind of thing we would assume machines are good at. [4.....] These also led to Nobel prizes. So we should remember that tasks such as screening can make important contributions to science and are not something carried out only by machines.

So, can we imagine a machine going one step further, generating scientific hypotheses with a high degree of autonomy? Hypotheses are preliminary explanations for natural phenomena that can be tested by means of experiments. A hypothesis is a key stage in the scientific method, a kind of educated guess pending evidence from real testing. Furthermore, could the AI then go on to test its hypothesis and present the results to us in our own language? [5.....]

It seems very likely that AI will one day take an active part in scientific investigations. But will it be able to compete for Nobel prizes, perhaps as junior partners to humans? That remains to be seen. Even if a machine could one day win one of the science prizes, the literature prize should remain safely in the hands of humans. Or will it too be opened up to artificial intelligence? A recent scientific study compared human reactions to poetry generated by machines and poetry produced by humans. Its main finding was that people cannot distinguish between them, and “AI-generated poems were rated more favourably in qualities such as rhythm and beauty”. If there is a limit to what AI can achieve in what had been exclusively human fields of endeavour, we are currently struggling to find it.

- A. While some argue that AI-generated art lacks genuine creativity, its ability to augment human imagination is undeniable. Artists increasingly collaborate with AI, transforming the creative process into a dynamic interplay between human intuition and computational precision, redefining modern art.
- B. It may surprise you to know that this has been attempted already, within the domain of computer science research. In August, an international research group demonstrated an AI system that was able to carry out a scientific investigation, and even write a scientific paper describing the results.
- C. He also created prizes for the person responsible for the most outstanding work of literature and to the person who did most to advance fellowship among nations, oppose war and promote peace (the peace prize). What should we draw from the use of the term “person” in Alfred Nobel’s will?
- D. Such a milestone may be closer than we think. But it will depend on what we are prepared to consider as worthy scientific contributions. These can range from standard data analysis to generating whole new scientific explanations for observed phenomena.
- E. In 2023, researchers from the Massachusetts Institute of Technology (MIT) used AI to discover a novel class of compounds that can kill drug-resistant bacteria. Then, in 2024, major archaeological discoveries – in South America and in the Arabian Peninsula – were made using machine intelligence. Also this year, a study at Massachusetts Institute of Technology (MIT) tested the impact of AI in materials science research.
- F. But humans come up with scientific breakthroughs through the kind of innate creativity that a machine cannot emulate, right? Well, without trying to diminish the roles of great scientists, systematic screening – this time carried out by humans – was involved in the discovery of artemisinin as an important antimalarial treatment, and the discovery of prontosil – a crucial antibiotic.

II. You have participated in a classroom discussion about the potential applications of AI in education. Following this, your English teacher has asked you to write a proposal for the school head teacher suggesting three concrete ways in which AI could be used by students to enhance learning in three different school subjects, either during lessons or at home, mentioning in each case the benefits for the students. (250-280 words) 50 points