



**Concursul Naţional Multidisciplinar „BOLYAI FARKAS”
al liceelor cu clase de predare în limba maghiară, ediţia a XIX-a
etapa naţională, Târgu Mureş, 8 – 10 mai 2026**

**XIX. BOLYAI FARKAS Országos Multidiszciplináris Tantárgyverseny
országos forduló, Marosvásárhely, 2026. május 8 – 10**

KEY

PART I. USE OF ENGLISH

I. For questions 1-10, read the text below and decide which answer (A, B, C or D) best fits each gap.
(10x 1 p = 10 points)

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

II. For questions 1-10, read the text below and think of the word which best fits each gap. Use only **one** word in each gap.

(10x 1 p = 10 points)

0. WOULD
1. THE
2. SUCH
3. OF
4. WERE
5. TO
6. OF
7. AS
8. OTHER
9. IN
10. THESE/THOSE/THEY



III. For questions **1 -10**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**.

(10x 1 p = 10 points)

0. EXPANSION
1. SPECIALISM
2. COMBINATION
3. INDEPENDENT
4. SECONDARY
5. PROVEN
6. NEWLY
7. INNOVATIVE
8. DESIRABLE
9. WILLING
10. CLOSING

IV. For questions **1 – 10**, 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 **three** and **six** words, including the word given.

(10x 2 p = 20 points)

1. ... IS BOUND TO GET INDIGESTION ...
2. ... DID NOT NEED TO HAVE FLED ...
3. ... SHOULD NOT HAVE MADE SO MUCH ...
4. ... WAS NOT ABLE TO CARRY ...
5. ... COULD HAVE SAID THAT ...
6. ... UNTIL I SAW...
7. ... BELIEVED TO HAVE CONTRIBUTED TO ...
8. ... HAVE THEIR PAINTINGS FRAMED ...
9. ... HAD THE/HIS EQUIPMENT CHECKED ...
10. ... MORE OR LESS THE SAME ...



PART II. WRITING

I. PROPOSAL

(50 points)

| C1 | CONTENT | COMMUNICATIVE ACHIEVEMENT | ORGANISATION | LANGUAGE |
|----|---|--|---|---|
| 50 | All content is relevant to the task. The target reader is fully informed. | Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes. | The text is a well-organised, coherent whole, utilising a variety of cohesive devices and organisational patterns with flexibility. | Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures or occur as slips. |
| 40 | Performance shares features of Bands 30 and 50. | Performance shares features of Bands 30 and 50. | Performance shares features of Bands 30 and 50. | Performance shares features of Bands 30 and 50. |
| 30 | Minor irrelevances and/or omissions may be present. The target reader is, on the whole, informed. | Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate. | The text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect. | Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present, but do not impede communication. |
| 20 | Performance shares features of Bands 10 and 30. | Performance shares features of Bands 10 and 30. | Performance shares features of Bands 10 and 30. | Performance shares features of Bands 10 and 30. |
| 10 | Irrelevancies and misinterpretations of the task may be present. The target reader is minimally informed. | Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas. | The text is generally well-organised and coherent, using a variety of linking words and cohesive devices. | Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication. |
| 0 | Content is totally irrelevant. The target reader is not informed. | Performance below Band 10. | Performance below Band 10. | Performance below Band 10. |