



**Etapă locală a olimpiadelor naționale școlare – 6.02.2026**

**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
- Se acordă 10 puncte din oficiu.

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

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

**A. Choose the right synonym for the words given below, according to their meaning in the text. (3 x 1p = 3p)**

1. d.      2. b.      3. d.

**B. Rephrase the following sentences so as to preserve the meaning. Use the word given WITHOUT changing it. (3 x 1p = 3p)**

1. have already been invested in
2. the new material not proved
3. only are traditional cleanups costly

**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 x 1p = 4p)**

1. innovative
2. secured
3. primarily
4. drastically

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

1. AWARENESS; 2. WELLBEING/WELL-BEING; 3. DISTURBANCE; 4. PRODUCTIVITY; 5. BEHAVIOUR/BEHAVIOR; 6. INCREASINGLY; 7. ECOLOGICAL; 8. REGULATIONS; 9. PARTICIPATION; 10. NEIGHBOURHOOD(S).

**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. (10 x 1=10 p)**

1. one; 2. ✓; 3. being; 4. for; 5. ✓; 6. the; 7. it; 8. of; 9. up 10. ✓

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

Grammar structures	4 points
Vocabulary	4 points
Fluency	2 points



### SUGGESTED ANSWER

“You ask why I’m looking at you! I’m overwhelmed by a strange feeling. Your presence here makes me happy; I waited for you in full confidence, I dreamed of you, yet I am tormented by questions. If you were to tell me plainly that you don’t love me, I would be bitter in a way you cannot imagine, and yet I would resign myself, for I would think it tyrannical to make too great a display of my sorrow. I don’t quite know what decision I would make, but in any case, I would always keep my devotion to you. But you say that you love me! Then why don’t you say it as I do? Why is your soul not as clear and straightforward as mine?”. (G.Călinescu – *Enigma Otiliei*)

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

**I.** Five sentences have been removed from the following interview. 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. (5 x 2p= 10p)

1-E    2-A    3-B    4-C    5-D

### II. WRITING: REVIEW (40 points)

Use the Marking Scheme



### MARKING SCHEME - REVIEW

Analytical criteria	Excellent 8p	Good 6p	Adequate 4p	Weak 2p	Inadequate 1p	Task not attempted 0p
<b>TASK ACHIEVEMENT</b>	The content of the review is completely relevant to the task, fully responding to its requirements; the format of the review is fully observed; an introduction and a recommendation is present	The review covers the requirements of the task but the key ideas could be better substantiated; the format of the review is observed; an introduction and a recommendation is present but not fully linked to the topic	The review addresses the requirements of the task but not all key ideas are relevant; the introduction or the recommendation may be missing	The review does not cover the requirements of the task; the introduction/recommendation are missing or totally irrelevant; many irrelevant details are included	The review does not relate to the task	
<b>ORGANIZATION AND COHESION</b>	There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive devices is used effectively.	There is a logical progression although minor inconsistencies are possible; the paragraphs are well built but could be more extended or balanced; a range of cohesive devices is used effectively.	The text is generally coherent but the internal organization of some paragraphs may be faulty; the topic sentence is not always clear or may be missing; cohesive devices are present but sometimes they are not accurate.	There is serious inconsistency in the organization of the text; the sequencing of ideas can be followed with difficulty; paragraphing may be missing; cohesive devices are limited or most of them are faulty.	The text is not logically organized and does not convey a message; no control of cohesive devices.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled; the register is appropriate throughout	A range of vocabulary is used appropriately and accurately; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips; the register is appropriate, although minor inconsistencies are possible	The range of vocabulary is adequate; errors in word choice/formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times; there are inconsistencies in register	A limited range of vocabulary is present; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult; there are major inconsistencies in register	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times, the register is faulty.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present; errors predominate; punctuation errors make the text obscure at times.	
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The text does not have a relevant effect on the reader.	The text has a negative effect on the reader.	