**Etapa județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare – 2026**

**Probă scrisă**

**Limba engleză**

**CLASA a IX-a - SECȚIUNEA B**

**BAREM DE EVALUARE ȘI DE NOTARE**

- **Se punctează oricare alte modalităţi de rezolvare corectă a cerinţelor.**
- **Se acordă zece puncte din oficiu.**

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

**I. Read the text 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. (3x1p=3p) 3 points**

**1 a; 2 b; 3 c.**

**B. Rephrase the following sentences so as to preserve the meaning. Use the word given WITHOUT changing it. 3 points**
**(3x1p=3p)**

1. **…**do Britons start **off…**
2. **…wish** I had visited**…**
3. **…**would **not** be different today**…**

**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.**
**(4x1p=4p) 4 points**

1. **identity**
2. **coexist**
3. **heritage**
4. **evolve**

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

1. **CRITICISM**
2. **ACCESSIBLE**
3. **POPULARITY**
4. **RETHINK**
5. **TRANSITION**
6. **ACCEPTANCE**
7. **EXPANSION**
8. **REVIVAL**
9. **REFLECTION**
10. **ESSENTIAL**

**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)**

**(0)** on **(00)** √ **(1)** on **(2)** √ **(3)** been **(4)** also **(5)** the **(6)** √ **(7)** be **(8)** should **(9)** a **(10)** more

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

grammar structures 4 points
vocabulary 4 points
fluency 2 points

**SUGGESTED ANSWER**

It crossed his mind that he should call Petre again and tell him that they would be leaving for the front again at dawn, so he must not forget anything there… At the same time, however, he realised that he was afraid of being left alone with his own thoughts. He was ashamed of feeling that / that he felt that way, but he could not stop himself, and it was only out of a desire to hide his fear that he kept thinking about Petre, as if in doing so he might drive the fear away. He understood that everything was over, and he regretted that it had ended like this. How he wished that everything had been different!

**B. Integrated Skills (50 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. **1. C; 2. E; 3. B**; **4. A; 5. D.**

**II. Review 220-250 words (40 points)**

**Use the Marking Scheme**

**MARKING SCHEME - REVIEW**

| Analytical criteria | Excellent<br>8p | Good<br>6p | Adequate<br>4p | Weak<br>2p | Inadequate<br>1p | Task not attempted<br>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. | |