

**OLIMPIADA DE LIMBA ENGLEZĂ, ETAPA LOCALĂ**  
**8 februarie 2026**  
**CLASA a IX-a SECȚIUNEA A – Standard Varianta 1**

**Toate subiectele sunt obligatorii.**  
**Se acordă 10 puncte din oficiu.**  
**Timpul 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 right tense: (10 points)**

Mary was one of 185 passengers on a British Airways flight to Warsaw. She (1).....(FEEL)very excited when she got on the plane at Gatwick Airport. She (2).....(WAIT) a long time for this day. She was finally going to leave England to start her new job in the eastern European capital.

Mary was an experienced traveller. When she was younger, she (3).....(FLY) around a lot. In those days her father (4).....(BE) a diplomat and every few years the whole family (5).....(HAVE ) to move to a different country.

Not long after the plane (6).....(TAKE OFF) the captain told the passengers that they (7).....(HAVE) to return to the airport. For the first time Mary started to worry. A few minutes later she saw the lights of the airport and wondered why there were fire engines and ambulances standing nearby. At that time, she (8).....(NOT KNOW) that the plane's front wheel (9).....(FALL) off during take-off.

Suddenly, Mary felt a strange bump and when the plane came to a stop some passengers were crying. Fortunately, the pilot had made a perfect landing and nobody was injured. Mary was a little shaken but she still hoped she (10).....(BE ABLE TO) catch the next flight to Warsaw.

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

- |  |                   |
|--|-------------------|
| 1. It's no use taking such measures. They are all going to be .....                        | <b>EFFECT</b>     |
| 2. The .....problem is that there are not enough good teachers to educate our children.    | <b>BASE</b>       |
| 3. The parents-teachers association has planned a number of .....for the foreign students. | <b>ACT</b>        |
| 4. She was the only .....for the job.  | <b>APPLY</b>      |
| 5. The plane is scheduled to fly .....to the Canary Islands nonstop.                       | <b>DIRECT</b>     |
| 6. He saw her in the crowd but suddenly she .....  | <b>APPEAR</b>     |
| 7. He bought a gas .....for his camping trips a few years ago.                             | <b>COOK</b>       |
| 8. He has the .....to play in every position, so he's a very valuable player.              | <b>ABLE</b>       |
| 9. He is very .....that his team will win the World Cup.                                   | <b>CONFIDENCE</b> |
| 10. Don't be so ..... When are you going to start behaving like an adult?                  | <b>CHILD</b>      |

**III. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. (10 points)**

1. I can't wait to go on holiday.

**FORWARD**

I'm really.....on holiday.

2. Helen hasn't tried Japanese food before.

**TIME**

It's the.....Japanese food.

3. His father doesn't want him to drink alcohol.

**DISAPPROVES**

His father.....alcohol.

4. Could you lend me some money until the weekend?

**FROM**

Could I.....you until the weekend?

5. Our car stopped working on the motorway, so we had to call a mechanic.

**DOWN**

We had to call a mechanic when our car .....on the motorway.

**IV. Translate the following text into English: (10 points)**

Dacă vrei să știi cum arată cineva, să întrebi întotdeauna și un bărbat. Eu, bunăoară, dacă te-aș fi întrebat pe dumneata, în loc să o ascult pe Adina, l-aș fi recunoscut imediat.

Alessandrini apucă brațul lui Emanuel și-i șopti, arătând spre Botgros:

- Dacă am înțeles bine, Adina e logodnica lui.

- Oh, nu! făcu Botgros zâmbind amar. Știu că se spune asta, dar nu e adevărat. Poate că dacă n-ar fi intervenit un anumit eveniment în viața noastră....Dar, în sfârșit, ce-a fost, a fost. Să nu mai vorbim de trecut....A plecat să te caute, adaugă el după o scurtă pauză, întorcându-se spre Emanuel. Spunea că nu v-ați văzut de mult. Se întreba dacă ai să o mai recunoști, după atâția ani....

(Mircea Eliade, *În curte la Dionis*)

**SUBIECTUL B: INTEGRATED SKILLS (50 POINTS)**

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

**A Glimpse Into The Life Of A Genius**

Albert Einstein, famous worldwide as one of the greatest scientists of all time, was born on March 14, 1879, in Ulm, Germany. He didn't show special skills in his early years. **1.....**These were his favourite subjects at school and he was never happier than when he was in a classroom studying them.

He later moved to Switzerland to finish his school education. After graduating, Einstein had a hard time finding a job and finally started working at the Swiss Patent Office. **2.....**This job, despite being ordinary, gave Einstein plenty of time to focus on his love for theoretical physics.

Einstein had a remarkable ability to visualise complex scientific ideas. **3.....** In 1905, Einstein published four revolutionary papers in the field of physics, marking his 'miracle year'. These papers greatly changed our understanding of nature.

The world's scientific community started to recognise Einstein's genius after these publications. He received offers to teach at top universities and was later awarded the Nobel Prize in Physics in 1921. **4.....**

Einstein's theories continue to be important for modern physics and space studies, and his legacy remains unchallenged. **5.....**

**A.** It was there that he could let his mind wander, which ultimately led to his amazing theories.

**B.** However, the young Einstein loved mathematics and physics.

**C.** He continued to change the world of science until his death in 1955.

- D. He was a rule breaker who questioned established beliefs.
- E. It was during this time that he developed the theory of relativity.
- F. His theories have opened new areas of thought and discovery.
- G. Everybody knew he was right, but it remained controversial.
- H. Despite the praise and awards, Einstein stayed humble and always curious.

**II. You wish to apply for a course of study in Britain. Starting from the text above, write a letter of application to the college or university concerned, giving your personal details and your academic qualifications, including your level of English. Include information about the course and subjects you wish to study, and why you have chosen this particular college or university. (140-180 words) (40 points)**

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Proba scrisă

CLASA a IX-a- SECȚIUNEA A

BAREM DE EVALUARE ȘI DE NOTARE

- Se acordă 10 puncte din oficiu.
- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.

SUBIECTUL A-USE OF ENGLISH (40 points)

I. Read the following text and put the verbs in brackets in the right tense:

10 points

1. was feeling, 2. had been waiting/had waited, 3.flew, 4. had been/was, 5. had, 6. had taken off, 7. had to, 8. did not know, 9. had fallen, 10.would be able to

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

10 points

- |                |                |
|----------------|----------------|
| 1. INEFFECTIVE | 6. DISAPPEARED |
| 2. BASIC       | 7. COOKER      |
| 3. ACTIVITIES  | 8. ABILITY     |
| 4. APPLICANT   | 9. CONFIDENT   |
| 5. DIRECTLY    | 10. CHILDISH   |

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. I can't wait to go on holiday.

**FORWARD**

I'm really looking forward to going on holiday.

2. Helen hasn't tried Japanese food before.

**TIME**

It's the first time Helen has tried Japanese food.

3. His father doesn't want him to drink alcohol.

**DISAPPROVES**

His father disapproves of him/his drinking alcohol.

4. Could you lend me some money until the weekend?

**FROM**

Could I borrow some money from you until the weekend?

5. Our car stopped working on the motorway, so we had to call a mechanic.

**DOWN**

We had to call a mechanic when our car broke down on the motorway.

IV. Translate the following text into English:

10 points

Suggested answer:

grammar structures 4 points

vocabulary 4 points

fluency 2 points

"If you want to know what somebody looks like, always ask a man as well. If, for instance, I had asked you instead of listening to Adina, I should have recognized him at once"

Alessandrini clasped Emanuel's arm and whispered into his ear, pointing to Botgros:

"From what I have heard, Adina is his fiancée.

"Oh, no!" Botgros said, smiling bitterly. "I know she is said to be, but it isn't true. Maybe if a certain incident had not occurred in our lives... But never mind, what has been has been. Let us not talk about the

past any longer. ...She has gone to look for you", he added after a short pause, turning to Emanuel. "She was saying you had not met for a very long time. She was wondering whether you would recognize her, after all those years..."

**SUBIECTUL B: INTEGRATED SKILLS**
**50 points**
**I: 1. B, 2. A, 3. E, 4. H, 5. C**
**10 points**
**II: WRITING**
**LETTER OF APPLICATION**
**40 points**
**MARKING SCHEME - FORMAL LETTER**

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
<b>Task achievement</b>	The letter is completely relevant to the task, fully developing all content points; the format of the letter is fully observed; the purpose of the letter is clearly and fully explained	The letter covers the requirements of the task but the content points could be more fully extended; the format of the letter is observed; the purpose of the letter is presented.	The letter addresses the requirements of the task but not all content points are included; the format may be faulty at times; the purpose of the letter is presented but it is not very clear.	The letter does not cover the requirements of the task; bullet points are attempted but many irrelevant details are included; the format is faulty; the purpose for writing is missing.	The letter does not relate to the task.	
<b>ORGANIZATION AND COHESION</b>	There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive devices is used effectively.	There is a logical progression although minor inconsistencies are possible; the paragraphs are well built but could be more extended; a range of cohesive devices is used effectively.	The text is generally coherent but the internal organization of some paragraphs may be faulty; the topic sentence is not always clear or may be missing; cohesive devices are used but sometimes they are not accurate.	There is serious inconsistency in the organization of the text; the sequencing of ideas can be followed with difficulty; paragraphing may be missing; cohesive devices are limited or most of them are faulty.	The text is not logically organized and does not convey a message; no control of cohesive devices.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled; the register is appropriate throughout.	A range of vocabulary is used appropriately and accurately; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips; the register is appropriate, although minor inconsistencies are possible.	The range of vocabulary is adequate; errors in word choice/formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times; there are inconsistencies in register.	A limited range of vocabulary is present; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult; there are major inconsistencies in register.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present; errors predominate; punctuation errors make the text obscure at times.	
<b>EFFECT ON TARGET READER</b>	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The text has not a relevant effect on the reader.	The text has a negative effect on the reader.	

 Probă scrisă la limba engleză  
 Barem de evaluare și de notare

clasa a IX-a secțiunea A