



OLIMPIADA DE LIMBA ENGLEZĂ

ETAPA LOCALĂ

12 FEBRUARIE 2026

CLASA a IX-a

SECȚIUNEA B

BAREM DE CORECTARE ȘI NOTARE

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.

SUBIECTUL A – USE OF ENGLISH

40 points

I. Read the text below and complete the following tasks.

A. Answer the following questions:

8 points

1. It has decreased significantly, dropping from about 2.5 minutes to only 40 seconds per task.
2. Multitasking is a misconception because the human brain is unable to focus on more than one thing at a time; we are actually just switching rapidly between tasks.
3. Involuntary attention is an automatic reaction to external stimuli, such as a sudden loud noise or a bright light. In contrast, focalized attention is the deliberate ability to concentrate on a specific task, which is the type of attention scientists study when measuring attention spans.
4. She suggests identifying your "chronotype" (your natural energy patterns) so you can schedule your most difficult tasks during your personal peaks of alertness.

B. Choose the correct synonyms of the underlined words in the text.

6 points

1. d
2. c
3. a

C. 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.

6 points

1. IT IS POSSIBLE TO REVERSE
2. HAVE BEEN FOUND USEFUL
3. RESULTS IN



II. Read the text below and use the words given in capitals below to form words that fit in the gaps. 10 points

1. breathtaking; 2. settlers; 3. lifetime; 4. consistent; 5. legendary; 6. reality;
7. picturesque; 8. unparalleled; 9. caring; 10. committed

III. Translate into English: 10 points

Suggested answer

He could have caught the eight o'clock bus in the morning, but, as he was approaching the stop, he caught sight of a young woman, and it seemed to him that she was waiting for him, seated on a bench, pretending to be reading. He saw her constantly look up from her magazine and glance around with curiosity, sometimes turning her head towards the tables on the pavement. Emanuel walked down the first little street that came his way, and, as he very soon saw a barber's, went in there. When he came back, at about half past eight, the woman was still there, on the bench, bored, leafing through her magazine.

grammar structure: 4 points

vocabulary: 4 points

fluency: 2 points

SUBIECTUL B - INTEGRATED SKILLS 50 points

I. For questions 1-5, complete the text with the correct sentence. There is one extra sentence that you do not need to use. 10 points

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

II. Write a review. (40 p) – See Marking Scheme

TOTAL: 90 POINTS

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**MARKING SCHEME**

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	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/ 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/ 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 present ; 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 has not a relevant effect on the reader.		The text has a negative effect on the reader.		