



CONCURSUL JUDEȚEAN „VIOREL SADOVEANU”

Ediția a V-a - 23.05.2026

Limba engleză

Clasa a VI-a

**I. Read the story below and decide which answer (A, B, C or D) fits best according to the text.
(20 points, 2 points/item)**

The Old Man and the Sea is an epic struggle between an old, seasoned fisherman and the greatest catch of his life. For eighty-four days, Santiago, an aged Cuban fisherman, has set out to sea and returned empty-handed. So conspicuously unlucky is he that the parents of his young, devoted apprentice and friend, Manolin, have forced the boy to leave the old man in order to fish in a more prosperous boat. Nevertheless, the boy continues to care for the old man upon his return each night. He helps the old man tote his gear to his ramshackle hut, secures food for him, and discusses the latest developments in American baseball, especially the trials of the old man's hero, Joe DiMaggio. Santiago is confident that his unproductive streak will soon come to an end, and he resolves to sail out farther than usual the following day.

On the eighty-fifth day of his unlucky streak, Santiago does as promised, sailing his skiff far beyond the island's shallow coastal waters and venturing into the Gulf Stream. He prepares his lines and drops them. At noon, a big fish, which he knows is a marlin, takes the bait that Santiago has placed one hundred fathoms deep in the waters. The old man expertly hooks the fish, but he cannot pull it in. Instead, the fish begins to pull the boat.

Unable to tie the line fast to the boat for fear the fish would snap a taut line, the old man bears the strain of the line with his shoulders, back, and hands, ready to give slack should the marlin make a run. The fish pulls the boat all through the day, through the night, through another day, and through another night. It swims steadily northwest until at last it tires and swims east with the current. The entire time, Santiago endures constant pain from the fishing line. Whenever the fish lunges, leaps, or makes a dash for freedom, the cord cuts Santiago badly. Although wounded and weary, the old man feels a deep compassion and appreciation for the marlin, his brother in suffering, strength, and resolve.

On the third day the fish tires, and Santiago, sleep-deprived, aching, and nearly delirious, manages to pull the marlin in close enough to kill it with a harpoon thrust. Dead beside the skiff, the marlin is the largest Santiago has ever seen. He lashes it to his boat, raises the small mast, and sets sail for home. While Santiago is excited by the price that the marlin will bring at market, he is more concerned that the people who will eat the fish are unworthy of its greatness.

As Santiago sails on with the fish, the marlin's blood leaves a trail in the water and attracts sharks. The first to attack is a great mako shark, which Santiago manages to slay with the harpoon. In the struggle, the old man loses the harpoon and lengths of valuable rope, which leaves him vulnerable to other shark attacks. The old man fights off the successive vicious predators as best he can, stabbing at them with a crude spear he makes by lashing a knife to an oar, and even clubbing them with the boat's tiller. Although he kills several sharks, more and more appear, and by the time night falls, Santiago's continued fight against the scavengers is useless. They devour the marlin's precious meat, leaving only skeleton, head, and tail. Santiago chastises himself for going "out too far," and for sacrificing his great and worthy opponent. He arrives home before daybreak, stumbles back to his shack, and sleeps very deeply.

The next morning, a crowd of amazed fishermen gathers around the skeletal carcass of the fish, which is still lashed to the boat. Knowing nothing of the old man's struggle, tourists at a nearby café observe the remains of the giant

marlin and mistake it for a shark. Manolin, who has been worried sick over the old man's absence, is moved to tears when he finds Santiago safe in his bed. The boy fetches the old man some coffee and the daily papers with the baseball scores, and watches him sleep. When the old man wakes, the two agree to fish as partners once more. The old man returns to sleep and dreams his usual dream of lions at play on the beaches of Africa.

(adapted from *The Old Man and the Sea*, by Ernest Hemingway)

1. How many days has Santiago gone without catching a fish at the start of the story?
 - A. 40 days
 - B. 84 days
 - C. 85 days
 - D. 3 days
2. Why did Manolin's parents force him to leave Santiago's boat?
 - A. They wanted Manolin to go to school.
 - B. Santiago was considered too old to teach him.
 - C. Santiago was notoriously unlucky and catching nothing.
 - D. Manolin wanted to move to America to play baseball.
3. Which sport do Santiago and Manolin discuss every night?
 - A. Baseball
 - B. Soccer
 - C. Boxing
 - D. Cricket
4. At what depth did Santiago place the bait that the marlin eventually took?
 - A. Fifty fathoms
 - B. One hundred fathoms
 - C. Two hundred fathoms
 - D. On the shallow surface
5. Why doesn't Santiago tie the fishing line tightly to his boat?
 - A. He lacks the proper knots to secure it.
 - B. He wants to pull the line with his hands alone.
 - C. He is worried a tight, taut line will snap if the fish runs.
 - D. The boat does not have any cleats or tie-down points.
6. What weapon does Santiago use to deliver the fatal blow to the marlin?
 - A. A knife lashed to an oar
 - B. A harpoon
 - C. A fishing club
 - D. The boat's wooden tiller
7. What happens to the marlin's body on Santiago's journey back to land?
 - A. It sinks to the bottom of the sea due to heavy ropes.
 - B. It is sold immediately to a passing merchant ship.
 - C. Sharks eat all the meat, leaving only the skeleton, head, and tail.
 - D. It rots in the sun because Santiago sails too slowly.
8. What do the tourists at the café mistake the marlin's skeletal remains for?
 - A. A whale
 - B. A giant sailfish

- C. A shipwreck piece
D. A shark
9. Based on Santiago's choice to hold the heavy line with his body and his deep feelings of compassion for the marlin, what can be inferred about his character?
A. He values wealth and financial success above everything else.
B. He feels a spiritual, respectful bond with nature and his prey.
C. He is reckless and does not understand the dangers of the sea.
D. He resents the fish for causing him physical pain.
10. What does the ending of the story imply about the future relationship between Santiago and Manolin?
A. Manolin will obey his parents and never fish with Santiago again.
B. Santiago will retire from fishing and let Manolin take over his boat.
C. Their bond is restored, and they will face the sea together despite past bad luck.
D. They will move away from Cuba together to find a more prosperous life.

II. Use the word in capitals to form a new word that fits in each gap. (10 points, 1 point/item)

The more Coraline explored the house, the more she realized how strange it was. She was convinced that the old well in the garden might (1) (ACTUAL) be dangerous. Yesterday, it had (2) (GLOW) mist, hiding the trees from view. When she walked near it, a black cat followed her and (3) (LOCK) the secrets of the dark woods.

It reminded her of a fantasy story, where characters go on a long journey. But books always have a (4) (BIG) meaning, like discovering yourself. She just needed to find her own path. She was (5) (FROWN) as she looked out at the grey sky, but she was not (6) (NERVE) about being alone.

Her parents were always busy with work. They looked (7) (WORRY) at her whenever she asked to go outside. The wind blew (8) (STRANGE) through the old windows, carrying a cold, (9) (SICK) scent of rain. Coraline sat down by the fireplace, not feeling very (10) (ENTHUSE) about spending another rainy afternoon indoors.

(adapted from *Coraline*, by Neil Gaiman)

III. Complete each second sentence using the word given, so that it has a similar meaning to the first sentence. Write between two and five words in each gap, including the word given. Do not change the word given. (20 points, 2 points/item)

1. I am so excited to start my new job next week. **FORWARD**
I am really my new job next week.
2. The school principal decided to cancel the outdoor picnic because of the heavy rain. **OFF**
The school principal decided to the outdoor picnic because of the heavy rain.
3. "Have you finished analysing the data, Professor?" **IF**
The student asked the Professor analysing the data.
4. James promised to arrive at 8:00 PM, but he didn't appear until midnight. **UP**
James promised to arrive at 8:00 PM, but he didn't midnight.
5. I cannot tolerate this loud noise from the street any longer. **PUT**
I cannot this loud noise from the street any longer.
6. Nobody has ever made such an important discovery in this field. **MOST**
This is ever made in this field.

7. If you don't study harder, you will not pass the English exam. **UNLESS**
You will not pass the English exam harder.
8. They built this beautiful stone bridge back in 1920. **WAS**
This beautiful stone bridge back in 1920.
9. She is trying to reduce the amount of sugar she eats every day.
DOWN
She is trying to the amount of sugar she eats every day.
10. I last saw my cousin three years ago. **FOR**
I have..... three years.

IV. Read the following text and think of the word which best fits each gap. Use only one word in each gap. (10 points, 1 point/item)

Late in the evening, Jonas waited for his turn at the Ceremony. The Chief Elder ordered the children to sit (1) numerical order — the elevens in one row, the tens and nines in the others. The older children, it seemed, were considered adults, for those who looked to be (2) only a few years older than Jonas were joining the workers' group. Jonas hesitated (3) a moment. He was only twelve, but he was (4) member of a respected family. He was a future citizen, (5) chosen for a special assignment. His father always told him to think like a leader — to follow the example of his community elders and, (6) turn, set a good example for Lily. Jonas took a few steps (7) the stage. “Next!” The Elder approached Jonas and pointed at him. Jonas froze. All he could see was the stage's huge lights, bright and blinding, as they shone into his face. Jonas felt his hands turn (8) ice. He closed his eyes. “If I fail now, I (9) never see my family again.”

Somehow, this thought strengthened him enough to keep him from running away in terror. He took a deep breath (10) opened his eyes.

V. Translate the following text into Romanian. (40 points)

At last, the day came when I too was able to go outside. As my parents got ready to go, I realised I only had my old, dyed socks to wear on my feet – but they didn't fit anymore. And I certainly had no shoes that fit. I started to cry, feeling all the frustration and pain well up in me. Mrs. Oyak saw my tears and handed me a pair of her old slippers, which were made of straw. I stuffed my feet inside the slippers and my parents and I finally left the building.

My legs were jiggly from not walking enough, and my parents helped me along the street. After walking for a little while, I began to feel very warm, and my eyes kept wanting to close. I wasn't used to the direct sunlight. My mother took out a pair of sunglasses from her bag and put them on my nose; the dark lenses instantly helped me see better.

What I saw across the street was a woman walking with two girls about my age. I stopped and stared at them. It had been so long since I'd seen other children. [...]

Suddenly, my body felt tired and achy. It was hard to put one foot in front of the other.

(adapted from *Out of Hiding*, by Ruth Gruener)

Notă:

- Toate subiectele sunt obligatorii.
- Se punctează doar răspunsurile transcrise pe foaia de concurs.
- Timpul de lucru: 120 de minute.
- Punctaj maxim: 100 de puncte.
- Nu se acordă puncte din oficiu.



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Limba engleză

Clasa a VI-a

Barem de corectare

I. Read the story below and decide which answer (A, B, C or D) fits best according to the text. (20 points, 2 points/item)

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

II. Use the word in capitals to form a new word that fits in each gap. (10 points, 1 point/item)

1. actually	3. unlocked	5. frowning	7. worriedly	9. sickly
2. glowed	4. bigger	6. nervous	8. strangely	10. enthusiastic

III. Complete each second sentence using the word given, so that it has a similar meaning to the first sentence. Write between two and five words in each gap, including the word given. Do not change the word given. (20 points, 2 points/item)

1. looking forward to starting; 2. call off; 3. if he had finished; 4. turn up / show up until; 5. put up with; 6. the most important discovery; 7. unless you study; 8. was built; 9. cut down on; 10. not seen my cousin for / haven't seen my cousin for

IV. Read the following text and think of the word which best fits each gap. Use only one word in each gap. (10 points, 1 point/item)

1- in, 2- as, 3- for, 4-a, 5- one/someone, 6- in, 7- to/towards, 8- to, 9- will/might/would, 10- and

V. Translate the following text into English. (40 points)

Criteria	Maximum	What is assessed
1. Accuracy of meaning	10 p	All key information transferred correctly, no omissions or distortions of meaning.
2. Fluency and coherence	10 p	Natural, fluent English — not a word-for-word translation.

3. Vocabulary range and appropriacy	10 p	Correct word choice throughout
4. Grammar and structures	10 p	Correct English grammar throughout

Reference translation:

În sfârșit, a venit și ziua în care am putut să ies. Pe când părinții mei se pregăteau de plecare, mi-am dat seama că nu aveam de pus în picioare decât șosetele mele vechi, vopsite, și nici măcar ele nu mi mai erau bune. Și, bineînțeles că nu mai aveam nicio pereche de pantofi care să mă încapă. Am început să plâng de frustrare și durere. Doamna Oyak mi-a văzut lacrimile și mi-a dat o pereche de papuci vechi de-ai ei, făcuți din paie. Mi-am vârât picioarele în ei și am părăsit în sfârșit clădirea, alături de părinții mei.

Îmi tremurau picioarele, fiindcă nu mai eram obișnuită să merg, așa că m-au ajutat părinții mei să înaintez.

După ce am mers o vreme, a început să-mi fie foarte cald și-mi tot venea să închid ochii. Nu eram obișnuită cu lumina soarelui. Mama a scos niște ochelari de soare din geantă și mi i-a pus pe nas; lentilele întunecate m-au ajutat imediat să văd mai bine.

Peste drum, am văzut o femeie mergând cu două fete cam de vârsta mea. M-am oprit și m-am uitat lung după ele. Nu mai văzusem alți copii de foarte mult timp. [...]

Deodată, m-am simțit obosită; mă durea tot corpul. Îmi era greu să pun un picior în fața celuilalt.



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Ediția a V-a - 23.05.2026

Limba engleză

Clasa a VII-a

- I. Read the text below and decide which answer (A, B, C or D) fits best according to the text. (20 points, 2 points/item)

ANIMALS THAT ARE SMARTER THAN YOU THINK

Most people think that intelligence belongs only to humans. We build cities, write books, and create technology. But scientists who study animal behaviour have made a surprising discovery: many animals are far smarter than we used to believe. They solve problems, use tools, communicate with each other, and even show emotions. The more we observe them, the more we understand that the animal kingdom is full of remarkable minds.

One of the most famous examples is the chimpanzee. Chimpanzees share about 98% of their DNA with humans, and they are capable of extraordinary things. Scientists have watched them make tools from sticks to dig insects out of logs. They can learn sign language and use it to communicate with humans. In one well-known study, a chimpanzee named Washoe learned more than 350 signs. She could even combine signs to describe something new — when she saw a swan for the first time, she signed 'water bird'.

But it is not only primates that impress researchers. Crows — those black birds you often see in parks and city streets — are surprisingly clever. They have been filmed dropping hard-shelled nuts onto road crossings, waiting for cars to crack them open, and then collecting the pieces when the traffic light turns red. In another experiment, crows were given a tube with food at the bottom, too deep to reach. The birds dropped small stones into the tube until the water level rose high enough for them to eat the food.

Dolphins are also famous for their intelligence. They live in social groups called pods and communicate using clicks and whistles. Each dolphin has its own unique whistle — like a name — which other dolphins use to call it. Dolphins have also been observed teaching their young to use sea sponges to protect their noses while searching for food on the ocean floor. This skill is passed from mother to child, like a human tradition.

Finally, scientists are increasingly impressed by the octopus. These animals have been seen collecting coconut shells and carrying them across long distances to use as portable shelters — clear evidence of planning. They can open jars, recognise human faces, and learn by watching others. Most surprisingly of all, octopuses have been observed playing — a behaviour that scientists once thought was only possible in mammals.

(Adapted from National Geographic Kids, 2022)

1. What is the main idea of the first paragraph?
 - A) Humans are the only truly intelligent creatures on Earth.
 - B) Scientists have discovered that many animals are much smarter than we thought.
 - C) Animals can build cities and write books just like humans.
 - D) Technology has helped animals become more intelligent over time.
2. How much DNA do chimpanzees share with humans?
 - A) About 50%.
 - B) About 75%.
 - C) About 98%.
 - D) About 100%.

3. What did the chimpanzee Washoe do when she first saw a swan?
 - A) She ran away and hid.
 - B) She combined two signs to create the description 'water bird'.
 - C) She used a stick to touch it.
 - D) She made a loud noise to warn others.

4. How do crows get the food out of hard-shelled nuts?
 - A) They use their beaks to break the shells.
 - B) They ask other birds for help.
 - C) They drop the nuts on roads and let cars crack them open.
 - D) They heat the nuts in the sun.

5. In the tube experiment, how did the crows reach the food?
 - A) They broke the tube with stones.
 - B) They dropped stones in to raise the water level.
 - C) They called other crows to tip the tube over.
 - D) They waited for a human to help.

6. What is a dolphin's unique whistle compared to in the article?
 - A) A special song dolphins sing when happy.
 - B) A warning signal about danger.
 - C) A kind of name used by other dolphins to call it.
 - D) A technique for finding food on the ocean floor.

7. How do dolphins pass on the skill of using sea sponges?
 - A) Young dolphins discover it alone.
 - B) Scientists teach it to dolphins in captivity.
 - C) Mothers teach their young, like a cultural tradition.
 - D) They learn it from other ocean animals.

8. What did octopuses collect to use as portable shelters?
 - A) Rocks and coral.
 - B) Coconut shells.
 - C) Empty fish bones.
 - D) Old plastic containers.

9. The word 'portable' in the last paragraph most closely means:
 - A) Very heavy and difficult to move.
 - B) Easy to carry from place to place.
 - C) Very colourful and easy to see.
 - D) Built from natural materials.

10. Which of the following is NOT mentioned as a sign of octopus intelligence?

- A) Opening jars.
- B) Recognising human faces.
- C) Building underwater nests.
- D) Learning by watching others.

II. Use the word in capitals to form a new word that fits in each gap. (10 points, 1 point/item)

. George Lucas's Star Wars transformed 20th century 1. (ENTERTAIN) and raised audience expectations to alarming heights for film producers. Since Star Wars was made in 1977, special effects have become 2. (INCREASING) important in seeing a film. The script of Jurassic Park, for example, was rather 3. (DISAPPOINT) but the film was a box office success because the dinosaurs were 4. (AMAZING) realistic. However, special effects do not always guarantee success. 5. (INTERESTING), when Lost World came out, the technology was far superior, but people had become tired of dinosaurs and were simply not 6. (MOTIVATE) enough to want to go and see them any more. But who is not impressed when they see Jar Jar Binks in The Phantom Menace, the first ever 3D interactive 7. (DIGIT) character seen on film? Computer-generated actors are certainly the way ahead, but you may be 8. (SURPRISE) to discover that the most expensive special effect was filmed in 1956. The 9. (PART) of the Red Sea in Cecil DeMille's *The Ten Commandments* cost an astonishing £2 million. But what does the future hold? It is 10. (FASCINATE) to think that with computer-generated imagery filmmakers may be able to recreate deceased movie stars.

III. Complete each second sentence using the word given, so that it has a similar meaning to the first sentence. Write between two and five words in each gap. Do not change the word given. (20 points, 2 points/item)

1. I can't wait to go back to Costa Rica. FORWARD
I'm to Costa Rica.
2. It was the funniest thing I'd ever seen. SUCH
I'd thing.
3. George doesn't like rugby. KEEN
George rugby.
4. Perhaps Sara already went home. MIGHT
Sara home.
5. It's warmer in Rome than in Paris. AS
Paris Rome.
6. I think you should tell Isabel. WERE
If tell Isabel.
7. I'm going to remove my makeup. TAKE
I'm my makeup.
8. Can you do the dishes for me? MIND
Do the dishes for me?
9. We discovered a lovely little coffee shop on our walk through the old town. ACROSS
We a lovely little coffee shop on our walk through the old town.

10. The lift isn't working so we'll take the stairs. ORDER
The lift is so we'll take the stairs.

IV. Read the following text and think of the word which best fits each gap. Use only one word in each gap. (10 points, 1 point/item)

Many people look up at 1. night sky and become fascinated by the wonders of the universe. 2. that sounds like you, then maybe it's time you got your own telescope. Astronomy is a great hobby and here 3. a few tips for those of you who are thinking of taking it up.

If you don't have enough 4. to buy your own telescope try a pair of binoculars. You can still see a lot, as 5. as you don't expect to see so much detail. Explore the moon and the stars. You may even discover a comet. Remember, though, that you 6. never look at the sun directly because it can damage your eyesight.

If you do have the money to 7. a telescope, you need to choose 8. a refracting and a reflecting telescope. A refracting telescope is a great way of quickly 9. your way around the heavens. As well as more stars 10. you can imagine, there are also the planets to explore!

V. Translate the following text into Romanian. (40 points)

It was seven o'clock of a very warm evening in the Seonee hills when Father Wolf woke up from his day's rest, scratched himself, yawned, and spread out his paws one after the other to get rid of the sleepy feeling in their tips. Mother Wolf lay with her big grey nose dropped across her four cubs, and the moon shone into the mouth of the cave where they all lived.

'Augrh!' said Father Wolf. 'It is time to hunt again.' He was getting ready to spring down the hill when a little shadow with a bushy tail crossed the threshold and whined: 'Good luck go with you, O Chief of the Wolves. And good luck and strong white teeth go with the noble children, that they may never forget the hungry in this world.' It was the jackal — Tabaqui, the Dish-licker — and the wolves of India despised him because he ran about making mischief.

(Rudyard Kipling, *The Jungle Book* - adapted excerpt)

Notă:

Toate subiectele sunt obligatorii.

Se punctează doar răspunsurile transcrise pe foaia de concurs.

Timpul de lucru: 120 de minute.

Punctaj maxim: 100 de puncte.

Nu se acordă puncte din oficiu.



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Limba engleză

Clasa a VII-a

Barem de corectare

I. Read the text below and decide which answer (A, B, C or D) fits best according to the text. (20 points, 2 points/item)

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

II. Use the word in capitals to form a new word that fits in each gap. (10 points, 1 point/item)

1. entertainment 3. disappointing 5. Interestingly 7. digital 9. parting
2. increasingly 4. amazingly 6. motivated 8. surprised 10. fascinating

III. Complete each second sentence using the word given, so that it has a similar meaning to the first sentence. Write between two and five words in each gap. Do not change the word given. (20 points, 2 points/item)

1. looking forward to going back; 2. never seen such a funny; 3. is not/isn't keen on; 4. might have already gone; 5. is not/isn't as warm as; 6. I were you, I would; 7. going to take off; 8. you mind doing; 9. came across; 10. out of order.

IV. Read the following text and think of the word which best fits each gap. Use only one word in each gap. (10 points, 1 point/item)

1-the, 2-If, 3-are, 4-money/resources, 5-long, 6-must, 7-buy/get, 8-between, 9-finding, 10-than

V. Translate the following text into Romanian. (40 points)

Criteria	Maximum	What is assessed
1. Accuracy of meaning	10 p	All key information transferred correctly, no omissions or distortions of meaning.
2. Fluency and coherence	10 p	Natural, fluent Romanian — not a word-for-word translation.
3. Vocabulary range and appropriacy	10 p	Correct word choice throughout

4. Grammar and structures	10 p	Correct Romanian grammar throughout
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Reference translation:

Era ora șapte seara, o seară foarte caldă în dealurile Seeonee, când Tatăl-Lup se trezi din somnul de zi, se scărpină, căscă și își întinse lăbuțele una după cealaltă ca să scape de amorțeala din vârfurile lor. Mama-Lupoaică zăcea, cu botul ei mare și cenușiu, sprijinit pe cei patru pui ai ei, iar luna lumina intrarea peșterii în care locuiau cu toții.

— Auhrh! zise Tatăl-Lup. — A venit vremea să vânăm din nou.

Se pregătea să sară în josul dealului când o mică umbră cu o coadă stufoasă trecu pragul și scânci:

— Noroc la vânătoare, o, Căpetenie a Lupilor! Și noroc și dinți tari să aibă odraslele tale, ca să nu uite niciodată de cei flămânzi din lumea asta.

Era șacalul — Tabaqui, Lingătorul de Farfurii — și lupii din India îl disprețuiau, fiindcă semăna zâzanie pe oriunde trecea.



CONCURSUL JUDEȚEAN „VIOREL SADOVEANU”

Ediția a V-a - 23.05.2026

Limba engleză

Clasa a VIII-a

I. Read the text below and decide which answer (A, B, C or D) fits best according to the text. (20 points, 2 points/item)

The sun was shining inside the four walls and the high arch of blue sky over this particular piece of Misselthwaite seemed even more brilliant and soft than it was over the moor. The robin flew down from his tree-top and hopped about or flew after her from one bush to another. He chirped a good deal and had a very busy air, as if he were showing her things. Everything was strange and silent and she seemed to be hundreds of miles away from anyone, but somehow, she did not feel lonely at all. All that troubled her was her wish that she knew whether all the roses were dead, or if perhaps some of them had lived and might put out leaves and buds as the weather got warmer. She did not want it to be a quite dead garden. If it were a quite alive garden, how wonderful it would be, and what thousands of roses would grow on every side!

Her skipping-rope had hung over her arm when she came in and after she had walked about for a while she thought she would skip round the whole garden, stopping when she wanted to look at things. There seemed to have been grass paths here and there, and in one or two corners there were alcoves of evergreen with stone seats or tall moss-covered flower urns in them.

As she came near the second of these alcoves she stopped skipping. There had once been a flower-bed in it, and she thought she saw something sticking out of the black earth—some sharp little pale green points. She remembered what Ben Weatherstaff had said and she knelt down to look at them.

‘Yes, they are tiny growing things and they might be crocuses or snowdrops or daffodils,’ she whispered.

She bent very close to them and sniffed the fresh scent of the damp earth. She liked it very much.

‘Perhaps there are some other ones coming up in other places,’ she said. ‘I will go all over the garden and look.’

She did not skip, but walked. She went slowly and kept her eyes on the ground. She looked in the old border beds and among the grass, and after she had gone round, trying to miss nothing, she had found ever so many more sharp, pale green points, and she had become quite excited again.

‘It isn't a quite dead garden,’ she cried out softly to herself. ‘Even if the roses are dead, there are other things alive.’

She did not know anything about gardening, but the grass seemed so thick in some of the places where the green points were pushing their way through that she thought they did not seem to have room enough to grow. She searched about until she found a rather sharp piece of wood and knelt down and dug and weeded out the weeds and grass until she made nice little clear places around them.

‘Now they look as if they could breathe,’ she said, after she had finished with the first ones. ‘I am going to do ever so many more. I'll do all I can see. If I haven't time to-day I can come to-morrow.’

She went from place to place, and dug and weeded, and enjoyed herself so immensely that she was led on from bed to bed and into the grass under the trees. The exercise made her so warm that she first threw her coat off, and then her hat, and without knowing it she was smiling down on to the grass and the pale green points all the time.

(Frances Hodgson Burnett, *The Secret Garden*)

1. At the beginning of the passage, the atmosphere in the garden is described as...
 - A. dark and oppressive.
 - B. bright and peaceful.
 - C. noisy and crowded.
 - D. chaotic and dangerous.

2. The robin's behaviour can be interpreted as...
 - A. symbolic of guidance and companionship.
 - B. a sign of danger in the garden.
 - C. an attempt to scare the girl away.
 - D. a sign that he is looking for a place to build a nest.

3. What troubled the girl most?
 - A. Whether she could find her way out of the garden.
 - B. Whether she would get in trouble for being in the garden.
 - C. Whether she would meet someone.
 - D. Whether some of the flowers were completely dead.

4. The green points the girl discovers are...
 - A. small stones.
 - B. insects hiding in the soil.
 - C. growing plants.
 - D. plant roots.

5. The girl likes the fresh scent of the damp earth because...
 - A. she is beginning to enjoy and connect with nature.
 - B. it smells of flowers.
 - C. she thinks there is something hidden underground.
 - D. it reminds her of a place where she used to live.

6. Why does the girl stop skipping when she approaches the alcove?
 - A. She hears a strange noise.
 - B. She becomes tired from playing.
 - C. She catches sight of a bird in the alcove.
 - D. She notices something unusual in the soil.

7. Why does the girl start removing grass and weeds?
 - A. To help the plants grow better.
 - B. To find more hidden flowers.
 - C. To make the garden look nicer.
 - D. To keep busy in the garden.

8. The description of the garden suggests that it is...
 - A. completely abandoned and lifeless.
 - B. carefully maintained by gardeners.
 - C. beginning to show signs of renewal.
 - D. losing its previous beauty.

9. As the text progresses, the girl's attitude towards the garden changes from...
 - A. fear to indifference.
 - B. curiosity to disappointment.
 - C. uncertainty to hope.
 - D. excitement to frustration.

10. The tone of the passage is mainly...
 - A. tense and dramatic.
 - B. calm and hopeful.
 - C. dark and mysterious.
 - D. humorous and lighthearted.

II. Use the word in capitals to form a new word that fits in each gap. (10 points, 1 point/item)

Frances Hodgson Burnett was a very (1) (IMAGINE) child with a great love for reading and storytelling. Born in England, she moved to the USA after the (2) (DIE) of her father, where she began writing to help support her family. Her rise to success was due to her ability to combine realistic social themes with elements of (3) (ENCHANT) and wonder. One of her most (4) (FAME) works, "The Secret Garden", explores the healing power of nature, which has the ability to (5) (RICH) people's lives for the better. The story follows Mary Lennox, a spoilt and lonely girl who finds (6) (HAPPY) in a hidden garden. The main character in the book allows Frances to (7) (CRITIC) the cold, elitist attitudes of the British upper class, in contrast with the innocence of childhood. Burnett's writing style is notably appreciated for its emotional (8) (DEEP) and its (9) (BEAUTY) portrayal of human resilience. Even today, her books remain (10) (EXCEPTIONAL) popular among readers of all ages.

III. Complete each second sentence using the word given, so that it has a similar meaning to the first sentence. Write between two and five words in each gap. Do not change the word given. (20 points, 2 points/item)

1. I am not keen on team sports. LIKE
I team sports at all.
2. My friends got here two hours ago. HAVE
My friends three hours.
3. In the past, people wouldn't go as far away on holiday as they do today. USE
In the past, people as far away on holiday as they do today.
4. The firemen managed to extinguish the fire after three hours. PUT
The firemen managed to after two hours.
5. I have a very good relationship with my cousin. GET
I my cousin very well.
6. Dr. Steward finally succeeded in discovering the secret formula. MANAGED
Dr. Steward finally the secret formula.
7. Our car stopped working on the way to the airport. BROKE
Our car on the way to the airport.
8. We'll save enough money and then we'll buy an iPhone. SOON
We'll buy an iPhone saved enough money.
9. I decided to start learning German last month. UP
I decided German last month.

10. I can't come to the park as I need to look after my younger brother. TAKE
I can't come to the park as I need to my younger brother.

IV. Read the following text and think of the word which best fits each gap. Use only one word in each gap. (10 points, 1 point/item)

THE SECRET LANGUAGE OF FLOWERS

Flowers have been used (1) symbols of human emotion for thousands of years. In the Victorian era, people developed a complex system called floriography to convey secret messages that they could not say out (2)..... (3) instance, while a red rose signified deep love, a yellow rose was often seen as a symbol of friendship or, in some cases, jealousy. Contrary to popular (4) , these floral choices were not merely about picking something pleasing to the (5) ; they were carefully selected (6) represent specific, sometimes hidden, intentions. Beyond their beauty, flowers play a vital role in the ecosystem. It is (7) noting that their primary purpose is survival rather than decoration. They are designed to attract pollinators like bees and butterflies through their vibrant colours and sweet scents. This is most evident when a garden is in full (8), a stage that represents a peak moment in the process of pollination. Through the process of pollination, plants are able to produce seeds and reproduce, (9) is essential for the survival of most life on Earth. Interestingly, some flowers have adapted to survive in harsh environments. Cacti, for example, bloom only for (10) short time to conserve water. Despite their delicate appearance, flowers are much more resilient than they seem, adapting to almost every climate on the planet.

V. Translate the following text into Romanian. (40 points)

They always told us that one day we would move into a house, a real house that would be ours for always so we wouldn't have to move each year. And our house would have running water and pipes that worked. And inside it would have real stairs, not hallway stairs, but stairs inside like the houses on TV. And we'd have a basement and at least three bathrooms so when we took a bath we wouldn't have to tell everybody. Our house would be white with trees around it, a great big yard and grass growing without a fence. This was the house Papa talked about when he held a lottery ticket and this was the house Mama dreamed up in the stories she told us before we went to bed.

But the house on Mango Street is not the way they told it at all. It's small and red with tight steps in front and windows so small you'd think they were holding their breath. Bricks are crumbling in places, and the front door is so swollen you have to push hard to get in. There is no front yard, only four little elms the city planted by the curb. Out back is a small garage for the car we don't own yet and a small yard that looks smaller between the two buildings on either side. There are stairs in our house, but they're ordinary hallway stairs, and the house has only one bathroom. Everybody had to share a bedroom – Mama and Papa, Carlos and Kiki, me and Nenny.

(Sandra Cisneros, *The House on Mango Street*)

Notă:

Toate subiectele sunt obligatorii.
Se punctează doar răspunsurile transcrise pe foaia de concurs.
Timpul de lucru: 120 de minute.
Punctaj maxim: 100 de puncte.
Nu se acordă puncte din oficiu.



CONCURSUL JUDEȚEAN "VIOREL SADOVEANU"

Ediția a V-a - 23.05.2026

Limba engleză

Clasa a VIII-a

Barem de corectare

I. Read the text below and decide which answer (A, B, C or D) fits best according to the text. (20 points, 2 points/item)

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

II. Use the word in capitals to form a new word that fits in each gap. (10 points, 1 point/item)

- | | | | | |
|----------------|----------------|--------------|-----------------|-------------------|
| 1. imaginative | 3. enchantment | 5. enrich | 7. criticise/ze | 9. beautiful |
| 2. death | 4. famous | 6. happiness | 8. depth | 10. exceptionally |

III. Complete each second sentence using the word given, so that it has a similar meaning to the first sentence. Write between two and five words in each gap. Do not change the word given. (20 points, 2 points/item)

1. do not/don't like; 2. have been here for; 3. did not/didn't use to go; 4. put out the fire/put the fire out; 5. get on/along with; 6. managed to discover; 7. broke down; 8. as soon as we have/we've; 9. to take up; 10. take care of.

IV. Read the following text and think of the word which best fits each gap. Use only one word in each gap. (10 points, 1 point/item)

1-as, 2-loud, 3-For, 4-belief, 5-eye, 6-to, 7-worth, 8-bloom/flower, 9-which, 10-a

V. Translate the following text into Romanian. (40 points)

Criteria	Maximum	What is assessed
1. Accuracy of meaning	10 p	All key information transferred correctly, no omissions or distortions of meaning.
2. Fluency and coherence	10 p	Natural, fluent Romanian — not a word-for-word translation.
3. Vocabulary range and appropriacy	10 p	Correct word choice throughout

4. Grammar and structures	10 p	Correct Romanian grammar throughout
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Reference translation:

Ne spuneau mereu că într-o zi ne vom muta într-o casă, o casă adevărată care să fie a noastră pentru totdeauna, astfel încât să nu mai fim nevoiți să ne mutăm în fiecare an. Casa noastră urma să aibă apă curentă și țevi care să funcționeze. Iar în interior să aibă scări adevărate, nu scări de palier, ci scări interioare, ca în casele de la televizor. Și urma să avem subsol și cel puțin trei băi, astfel încât, când facem baie, să nu trebuiască să știe toată lumea. Casa noastră urma să fie albă, înconjurată de copaci, cu o curte imensă și iarbă crescând liberă, fără gard. Aceasta era casa despre care vorbea tata când ținea în mână un bilet de loterie și casa pe care mama o plănuia în poveștile pe care ni le spunea înainte de culcare.

Dar casa de pe strada Mango nu este deloc așa cum spuneau ei. Este mică și roșie, cu trepte strâmte în față și ferestre atât de mici încât ai crede că își țin răsuflarea. Cărămizile se fărâmițează pe alocuri, iar ușa de la intrare este atât de umflată încât trebuie să împingi tare ca să intri. Nu există curte în față, ci doar patru ulmi mici plantați de primărie lângă bordură. În spate este un garaj mic pentru mașina pe care nu o avem încă și o curte mică, ce pare și mai mică între cele două clădiri din părțile laterale. Există scări în casa noastră, dar sunt scări obișnuite de hol, iar casa are o singură baie. Toată lumea trebuie să împartă dormitorul – mama și tata, Carlos și Kiki, eu și Nenny.



CONCURSUL JUDEȚEAN „VIOREL SADOVEANU”

Ediția a V-a - 23.05.2026

Limba engleză

Clasa a IX-a

**I. Read the article below and decide which answer (A, B, C or D) fits best according to the text.
(20 points, 2 points/item)**

The Enchanting History of Merton College Library

Predating the Aztec Empire, Merton College Library in Oxford has been used by everyone from celebrated 14th-Century mathematicians to JRR Tolkien. In an exclusive interview with the BBC for its 750th birthday, its librarian describes what makes it so special. This month marks the library's 750th anniversary. It's a major milestone. But Merton's extraordinary lifespan has been recognised since the Victorian era, when it was routinely described as the oldest library in England.

In the 20th Century, writers like Rudyard Kipling and John Buchan referenced it in works of historical fiction, bolstering its reputation as a particularly venerable library. As the cultural recognition of "the famous Merton Library" grew, claims about its longevity became exaggerated. Some overzealous Oxonians even declared it the oldest library in the world.

The origins of the historic library

Historians today are more careful about making such bold declarations. "It's a complicated question," says Prof Teresa Webber from the University of Cambridge. "There's no single definition of a library. And there were all sorts of stages in the development of what we think of today as a library."

The origins of the library at Merton are certainly different from how we think of such institutions now. There was no librarian and there were no shelves for browsing. "There was a system of loaning and returning books from the chest," Merton's librarian, Dr Julia Walworth, tells the BBC. "It would have been a formal thing. Rather than just saying, 'Oh, go rummage and find the books you need,' the whole community would come together to open the chest."

Merton's collection started evolving into a modern library quite quickly. Just a few years after the Archbishop's decree, several books were stored outside the chest for the first time. They were chained to a table in the college, making them available at any time. According to Walworth, this innovation "anticipates the modern distinction between loan and reference library collections".

Merton's book treasury moved closer to becoming a modern library in the 1370s, when a purpose-built room was constructed to house the growing collection. It was here that Merton introduced a vital improvement in book storage. "Horizontal shelves were installed for placing books upright," Walworth says. "Merton is the first recorded use in Britain of this method of storing books."

Curiously, Merton's books were shelved with their spines inwards and their titles inked on the paper facing out. This was due to the continued use of chains, which were clipped on the fore-edge of each book's cover. "The fellows were aware that chained books had a better chance of survival than books that went out on loan," Walworth explains.

Today, just a few volumes in the library are chained – purely for display purposes. And the remaining books are now placed in the modern fashion with their spines out. But otherwise, the medieval room remains a remarkable

time capsule of the library's history. Near the entrance, visitors can even see the 13th-Century chest, which Walworth believes is the original. During term time, the historic library room is still used by students. And this ongoing use is a major factor in the superlatives that are often applied to the age of Merton's library. "It's hard to think of an earlier library room that's been in continuous use," Webber says.

1. What is the significance of Merton College Library at Oxford?

- A) It is the largest library in England.
- B) It was the first modern library in the world.
- C) It has been in continuous use for 750 years.
- D) It was built after the Aztec Empire.

2. During which period was Merton College Library commonly described as the oldest library in England?

- A) During the Victorian era.
- B) In the 14th Century.
- C) In the 20th Century.
- D) After the 1370s.

3. What role did Rudyard Kipling and John Buchan play in relation to the library?

- A) They were librarians of Merton College.
- B) They founded the library.
- C) They wrote historical fiction referencing the library.
- D) They introduced the first loan system.

4. According to Prof Teresa Webber, what complicates defining Merton as the oldest library?

- A) The library's exact founding date is unknown.
- B) It was not open to the public originally.
- C) Books were not initially stored on shelves.
- D) There is no single definition of what constitutes a library.

5. How were books originally accessed at Merton College Library?

- A) By browsing shelves freely.
- B) By borrowing books from chained tables.
- C) By using a card catalog.
- D) Through a system of loaning and returning books from a chest.

6. What was innovative about the book storage system introduced in the 1370s?

- A) Books were stored flat on tables.
- B) Books were kept locked in a chest.
- C) Books were placed upright on horizontal shelves.
- D) Titles were written on the spine of the books.

7. Why were the books shelved with their spines inwards during medieval times?

- A) Spines were too fragile to face outwards.
- B) The chains were clipped on the fore-edge of the covers.
- C) It was easier to write titles on the paper.
- D) It was part of a religious tradition.

8. What is the purpose of the few chained volumes still in the library today?

- A) To allow students to borrow them easily.
- B) To demonstrate modern loan systems.
- C) They are the most frequently used books.
- D) For display purposes only.

9. What is unique about the historic library room at Merton College?

- A) It has the oldest collection of books in the world.
- B) It contains the only 13th-Century chest in England.
- C) It is still used regularly by students during term time.
- D) It has never undergone any renovations.

10. Why do some people apply superlatives to Merton's library?

- A) Due to its continuous use over many centuries.
- B) Because it has the largest number of books in Oxford.
- C) Because it is considered the most beautiful library.
- D) Due to its famous writers and mathematicians.

II. Use the word in capitals to form a new word that fits in each gap.

(10 points, 1 point/item)

Have you ever heard of scorpion fish? I was completely **1**..... they existed until I trod on one in the sea. I can't **2**..... enough how painful it was! The fish has a spike which gives you an **3**..... of a **4**..... substance. It's not dangerous, but you begin to feel extremely **5**....., and the pain just gets worse and worse. Luckily, there was a doctor on the beach – she was a **6**..... at the local hospital – and she told me what the best **7**..... was. I had to bathe my foot in warm, salty water and then apply an ammonia-based solution. After my holiday, my foot still seemed to be a little infected, so my local GP gave me a **8**..... for antibiotics. Unfortunately, it turned out I was **9**..... to them, so I came out in a red rash all over my body. It was over a week before I had made a complete **10**.....

AWARE
EMPHASIS
INJECT
POISON
COMFORT
SURGERY
TREAT

PRESCRIBE
ALLERGY
RECOVER

III. Complete each second sentence using the word given, so that it has a similar meaning to the first sentence. Write between three and six words in each gap. Do not change the word given. (20 points, 2 points/item)

1. I lost my keys once before this month. **SECOND**
This is the my key this month.
2. I started playing squash six years ago. **FOR**
I six years.
3. I can't wait until I'm old enough to go to a match on my own. **FORWARD**
I'm really old enough to go to a match on my own.
4. Accidents are often caused by careless driving. **RESULTS**
Careless driving accidents.
5. It's a waste of time denying that you did it when we've got proof. **POINT**
There that you did it when we've got proof.
6. Don't you wish you could travel into space? **ABLE**
Wouldn't you love into space?
7. I called the travel agent to check that I had the right timetable. **MAKE**
I called the travel agent to I had the right timetable.
8. I'm afraid you're too young to go down the water slide. **OLD**
I'm afraid you to go down the water slide.
9. My mum says doctors weren't so expensive in the past. **USE**
My mum says doctors so expensive.
10. Ed was very lonely at university and he left after only one month. **OUT**
Ed after only one month because he was very lonely.

IV. Read the following text and think of the word which best fits each gap. Use only one word in each gap. (10 points, 1 point/item)

YOUR FIRST TELESCOPE

Many people look up at 1. night sky and become fascinated by the wonders of the universe. 2. that sounds like you, then perhaps it's time you got your own telescope. Astronomy 3. be a great hobby and we've provided this simple guide for those of you thinking of 4. it up. If you don't have enough money, try a pair of binoculars. You can still see a lot as 5. as you don't expect to see so 6. detail. Explore the Moon and the stars – and who knows? You might 7. discover a comet! Remember, though, that you 8. never look at the Sun directly through binoculars or a telescope.

What kind of telescope do you need? Depending on what you want to do, you need to choose 9. a refracting and a reflecting telescope. A refracting telescope (with two glass lenses) is 10. great way of quickly finding your way around heavens. If you want to really explore the universe, then you might need a reflecting telescope with a mirror.

Whatever you decide, welcome to the wonderful world of astronomy!

V. Translate the following text into English. (40 points)

Aduții fuseseră și ei copii în aceeași casă. Acum voiau s-o schimbe, s-o îndrepte, s-o peticească: ba acoperișul prin care intra ploaia, ba vopseauascorjită a scărilor, câte o ușă care nu se mai închidea, umflată de umezeală, niște țevi vechi, canalul înfundat, șoarecii din pod, în fine, n-o lăseau o clipă în pace, iar ea le răspundea exact la fel, nu le dădea pace. Spuneau că-Ibătrână, că n-a fost gândită bine de la-nceput și că n-avem loc. Nu mai vorbesc că mereu vindeau câte ceva din ea – te durea sufletul. Spuneau că n-au de ales. Spuneau că nu trebuie să te atașezi de lucruri. Spuneau că au nevoie de bani. Spuneau „Noi să fim sănătoși!” În schimb pentru noi, copiii, casa era mereu proaspătă și atrăgătoare, unloc de explorat, fără cusur, fără margini și fără moarte. Pe-atunci nu știam încă nici despre oameni că mor, darămite despre case sau orașe, despre civilizații sau stele. Dar viața tocmai se pregătea să-mi arate că nu-i așa. Asta am învățat eu toată viața: că nimic nu-i deloc așa.

(Ioana Pârvulescu- Inocenții)

Notă:

Toate subiectele sunt obligatorii.

Se punctează doar răspunsurile transcrise pe foaia de concurs.

Timpul de lucru: 120 de minute.

Punctaj maxim: 100 de puncte.

Nu se acordă puncte din oficiu.



CONCURSUL JUDEȚEAN "VIOREL SADOVEANU"

Ediția a V-a - 23.05.2026

Limba engleză

Clasa a IX-a

Barem de corectare

I. Read the article below and decide which answer (A, B, C or D) fits best according to the text.
(20 points, 2 points/item)

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

II. Use the word in capitals to form a new word that fits in each gap. (10 points, 1 point/item)

1. UNAWARE 2. EMPHASISE 3. INJECTION 4. POISONOUS 5. UNCOMFORTABLE 6. SURGEON 7. TREATMENT 8. PRESCRIPTION 9. ALLERGIC 10. RECOVERY

III. Complete each second sentence using the word given, so that it has a similar meaning to the first sentence. Write between three and six words in each gap. Do not change the word given. (20 points, 2 points/item)

1. second time I have /'ve lost 2. have been playing squash for 3. looking forward to being 4. often results in 5. is no point (in) denying 6. to be able to travel 7. make sure/ certain (that) 8. are not/ aren't old enough 9. did not/ didn't use to be 10. dropped out of university

IV. Read the following text and think of the word which best fits each gap. Use only one word in each gap. (10 points, 1 point/item)

1. the 2. if 3. can 4. taking 5. long 6. much 7. even 8. should/must 9. between 10. a

IV. Translate the following text into English. (40 points)

Criteria	Maximum	What is assessed
1. Accuracy of meaning	10 p	All key information transferred correctly, no omissions or distortions of meaning.
2. Fluency and coherence	10 p	Natural, fluent English — not a word-for-word translation.
3. Vocabulary range and appropriacy	10 p	Correct word choice throughout
4. Grammar and structures	10 p	Correct English grammar throughout

Reference translation:

The adults, too, had once been children in that same house. Now they wanted to change it, to fix it, to patch it up: whether it was the roof letting in the rain, the peeling paint on the stairs, a door that wouldn't close because it was swollen with damp, some old pipes, a clogged drain, mice in the attic—in short, they didn't leave it alone for a single moment, and the house responded in kind, giving them no peace.

They said it was old, that it hadn't been well-designed from the start, and that there wasn't enough room. Not to mention that they were always selling bits and pieces of it—it was heartbreaking. They said they had no choice. They said you shouldn't get attached to things. They said they needed the money. They said, "As long as we have our health!"

In contrast, for us children, the house was always fresh and inviting, a place to be explored, flawless, boundless, and deathless. Back then, I didn't even know that people died, let alone houses or cities, civilizations or stars. But life was just preparing to show me otherwise. That is what I have spent my whole life learning: that nothing is ever quite like that.



CONCURSUL „VIORELA SADOVEANU”

Ediția a V-a - 23.05.2026

Limba engleză

Clasa a X-a

I. Read the text below and decide which answer (A, B or C) fits best according to the text. (20 points, 2 points/item)

Mrs Flanders had left the lamp burning in the front room. There were her spectacles, her sewing, and a letter with the Scarborough postmark. She had not drawn the curtains either.

The light blazed out across the patch of grass; fell on the child's green bucket with the gold line round it, and upon the aster which trembled violently beside it. For the wind was tearing across the coast, hurling itself at the hills, and leaping, in sudden gusts, on top of its own back. How it spread over the town in the hollow! How the lights seemed to wink and quiver in its fury, lights in the harbour, lights in bedroom windows high up! And rolling dark waves before it, it raced over the Atlantic, jerking the stars above the ships this way and that.

There was a click in the front sitting-room. Mr Pearce had extinguished the lamp. The garden went out. It was but a dark patch. Every inch was rained upon. Every blade of grass was bent by the rain. Eyelids would have been fastened down by the rain. Lying on one's back, one would have seen nothing but muddle and confusion--clouds turning and turning, and something yellow-tinted and sulphurous in the darkness.

The little boys in the front bedroom had thrown off their blankets and lay under the sheets. It was hot, rather sticky, and steamy. Archer lay spread out, with one arm striking across the pillow. He was flushed, and when the heavy curtain blew out a little, he turned and half-opened his eyes. The wind actually stirred the cloth on the chest of drawers and let in a little light, so that the sharp edge of the chest of drawers was visible, running straight up until a white shape bulged out, and a silver streak showed in the looking-glass.

In the other bed by the door, Jacob lay asleep, fast asleep, profoundly unconscious. The sheep's jaw with the big yellow teeth in it lay at his feet. He had kicked it against the iron bed-rail.

Outside, the rain poured down more directly and powerfully as the wind fell in the early hours of the morning. The aster was beaten to the earth. The child's bucket was half-full of rainwater, and the opal-shelled crab slowly circled round the bottom, trying with its weak legs to climb the steep side; trying again and falling back, and trying again and again.

(Virginia Woolf, *Jacob's Room*)

1. Mrs Flanders left in the front room

- A. a book, a lamp, and a newspaper
- B. her spectacles, her sewing, and a letter
- C. her spectacles, a child's toy and a basket
- D. her sewing, an umbrella, and a letter

2. The light from the front room

- A. illuminated the harbour
- B. reflected on the waves of the Atlantic
- C. shone across the grass and nearby objects
- D. lit the whole town

3. According to the passage, what was the weather like outside?

- A. Calm and foggy
- B. Windy and heavily rainy
- C. Cold and snowy
- D. Dry but cloudy

4. Who put out the light in the sitting-room?

- A. Jacob
- B. Archer
- C. Mrs. Flanders
- D. Mr. Pearce

5. How is Archer described while sleeping?

- A. curled tightly under the blankets
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- C. spread out and partially disturbed by the wind
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6. What object lay at Jacob's feet?

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- B. s sheep's jaw
- C. a silver mirror
- D. a green bucket

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8. What was the crab doing inside the bucket?

- A. Hiding beneath the rainwater
- B. Swimming in the seawater
- C. Trying repeatedly to climb out
- D. Floating motionlessly at the surface

9. What can the reader infer about the relationship between the children and the natural world?

- A. They are frightened of it and avoid it completely
- B. Nature is presented as closely connected to their lives
- C. They are unaware that the storm exists
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10. What does the final image of the crab most likely suggest?

- A. the uselessness of human effort
- B. the cruelty of the children
- C. persistence in difficult circumstances
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II. Use the word in capitals to form a new word that fits in each gap. (10 points, 1 point/item)

Ali Baba's restaurant in central London is one of the best restaurants I've been to for a long time. It has an (1) _____ (EXTEND) range of Turkish dishes including plenty of (2) _____ (CHOOSE) which are (3) _____ (SUIT) for vegetarians. The restaurant has a very pleasant atmosphere and is (4) _____ (ATTRACT) decorated in a Mediterranean style. At weekends diners can enjoy (5) _____ (PERFORM) by Turkish singers and dancers. At the end of the evening, diners not (6) _____ (FREQUENT) join in the dancing. We are sure that you will have a (7) _____ (MEMORY) evening if you go to Ali Baba's. You will also find it (8) _____ (EXPECT) inexpensive. A meal for two will cost you roughly £40 with the (9) _____ (PROVIDE) that you stick to the house wines. But there is an excellent (10) _____ (VARY) of these on the wine list.

III. Complete each second sentence using the word given, so that it has a similar meaning to the first sentence. Write between two and five words in each gap. Do not change the word given. (20 points, 2 points/item)

1. Tom never apologised for his mistake. DID
At no for his mistake.
2. If Mr Smith hadn't intervened, the boys would have seriously hurt each other. BUT
The boys would have seriously hurt each other, intervention.
3. Although she is clever, she is very arrogant. THOUGH
Clever, she's very arrogant.
4. It's possible that he did not want to help you. MAY
Heto help you..
5. The plane arrived late because of the storm. ON
Due to the storm, the plane time.
6. If she weren't shouting, we could probably hear each other better. STOP
I wish so we could hear each other better.
7. The book was better than the film. AS
The filmthe book.
8. John's parents promised they would help us pay the rent. WORD
John's parents they would help us pay the rent.
9. He had just returned from India when they sent him to Brazil. SOONER
No from India than they sent him to Brazil.

10. Brown bread is healthier and tastier than white bread. ONLY

Not than white bread, but it is healthier too!

IV. Read the following text and choose the word that best fits each gap. Use only one word in each gap. (10 points, 1 point/item)

Many of us will (1) had food delivered to our door recently, and as a service, it has visibly gained in popularity over the last decade. That popularity benefited greatly from a surge during the pandemic, and from a customer's (2), the system seems too good to be true. However, have you ever taken a second to think about it through the eyes of the delivery worker, what they (3) have survived and overcome to get your favourite meal to you in the (4) possible time? The stories of what these people have gone through may (5) you quite a surprise. Let's take, for example, the story of a guy who headed (6) the suburbs to deliver a huge stack of pizzas to what he presumed was going to be a large social gathering. When he arrived at the home, he was (7) with a question that he couldn't have predicted: "Do you want to see something amazing in my basement?" The delivery driver just presumed it was a typical party, so he tentatively (8) the house, but when he got to the basement, he couldn't believe (9) eyes. What he found was a "puppy party", where the owner of the house (10) organised every type of puppy for his fifth-grade daughter and her friends to play with.

V. Translate the following text into English. (40 points)

Și se uita străin într-o parte, însemna că nici persoana lui Iosif nu-l mai interesa? Urmă o tăcere. Iosif se gândea: Existau situații nepotrivite unei apropieri a doi oameni care au fost odată apropiați și existau situații potrivite, cu efect sigur. Altfel, vorbești în zadar. Și dacă unul nu vrea, înseamnă că e chiar așa cum spune, s-a rupt de toate și nimic nu-l mai poate readuce la ce-a fost. Și îl întrebă pe Niculae ce treabă avea acum la ora asta? Era obligat să stea în grădină? Vedea că stătea în casă, nu era mai bine să iasă undeva împreună, să ia masa într-un restaurant în București și să mai stea și ei de vorbă? De ce nu? Răspunse Niculae cu un glas de parcă ar fi zis: De ce da? Și se uită la fostul său prieten cu o privire sfidătoare: îl interesa altceva în prezența lui Iosif. Începu deci să se îmbrace. Când ieșiră, Niculae o luă repede înainte și goni foarte poruncitor câinele, nu fără să insiste.

(Marin Preda – Moromeții)

Notă:

Toate subiectele sunt obligatorii.

Se punctează doar răspunsurile transcrise pe foaia de concurs.

Timpul de lucru: 120 de minute.

Punctaj maxim: 100 de puncte.

Nu se acordă puncte din oficiu.



„VIOREL SADOVEANU” VERSENY

V. kiadás – 2026.05.23

Angol nyelv

X. osztály

I. Read the text below and decide which answer (A, B or C) fits best according to the text. (20 points, 2 points/item)

Mrs Flanders had left the lamp burning in the front room. There were her spectacles, her sewing, and a letter with the Scarborough postmark. She had not drawn the curtains either.

The light blazed out across the patch of grass; fell on the child's green bucket with the gold line round it, and upon the aster which trembled violently beside it. For the wind was tearing across the coast, hurling itself at the hills, and leaping, in sudden gusts, on top of its own back. How it spread over the town in the hollow! How the lights seemed to wink and quiver in its fury, lights in the harbour, lights in bedroom windows high up! And rolling dark waves before it, it raced over the Atlantic, jerking the stars above the ships this way and that.

There was a click in the front sitting-room. Mr Pearce had extinguished the lamp. The garden went out. It was but a dark patch. Every inch was rained upon. Every blade of grass was bent by the rain. Eyelids would have been fastened down by the rain. Lying on one's back, one would have seen nothing but muddle and confusion--clouds turning and turning, and something yellow-tinted and sulphurous in the darkness.

The little boys in the front bedroom had thrown off their blankets and lay under the sheets. It was hot, rather sticky, and steamy. Archer lay spread out, with one arm striking across the pillow. He was flushed, and when the heavy curtain blew out a little, he turned and half-opened his eyes. The wind actually stirred the cloth on the chest of drawers and let in a little light, so that the sharp edge of the chest of drawers was visible, running straight up until a white shape bulged out, and a silver streak showed in the looking-glass.

In the other bed by the door, Jacob lay asleep, fast asleep, profoundly unconscious. The sheep's jaw with the big yellow teeth in it lay at his feet. He had kicked it against the iron bed-rail.

Outside, the rain poured down more directly and powerfully as the wind fell in the early hours of the morning. The aster was beaten to the earth. The child's bucket was half-full of rainwater, and the opal-shelled crab slowly circled round the bottom, trying with its weak legs to climb the steep side; trying again and falling back, and trying again and again.

(Virginia Woolf, *Jacob's Room*)

1. Mrs Flanders left in the front room

- A. a book, a lamp, and a newspaper
- B. her spectacles, her sewing, and a letter
- C. her spectacles, a child's toy and a basket
- D. her sewing, an umbrella, and a letter

2. The light from the front room

- A. illuminated the harbour
- B. reflected on the waves of the Atlantic
- C. shone across the grass and nearby objects
- D. lit the whole town

3. According to the passage, what was the weather like outside?

- A. Calm and foggy
- B. Windy and heavily rainy
- C. Cold and snowy
- D. Dry but cloudy

4. Who put out the light in the sitting-room?

- A. Jacob
- B. Archer
- C. Mrs. Flanders
- D. Mr. Pearce

5. How is Archer described while sleeping?

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V. Translate the following text into English. (40 points)

És idegenül félrenézett; ez azt jelentette, hogy már József személye sem érdekelte? Csend következett. József elgondolkodott: léteztek helyzetek, amelyek alkalmatlanok voltak két olyan ember közeledésére, akik egykor közel álltak egymáshoz, és voltak alkalmas, hatásos helyzetek is. Máskülönben, hiába beszél az ember. És ha az egyik nem akarja, az azt jelenti, hogy valóban úgy van, ahogy mondja: elszakadt mindentől, és semmi sem hozhatja vissza ahhoz, ami egykor volt. Megkérdezte hát Niculaétól, mi dolga volt éppen? Muszáj volt a kertben maradnia? Láta, hogy a házban ül; nem lenne jobb valahová együtt kimenni, beülni egy bukaresti étterembe vacsorázni, és egy kicsit beszélgetni? Miért ne? – válaszolta Niculae olyan hangon, mintha azt mondta volna: Miért igen? És dacos pillantással nézett egykori barátjára: valami más érdekelte József jelenlétében. Elkezdett hát öltözködni. Amikor kiléptek, Niculae gyorsan előrement, és nagyon parancsoló hangon elzavarta a kutyát, nem is egyszer ismételve.

(Marin Preda – A Moromete család)

Megjegyzés:

Minden tétel kötelező.

Csak a versenylapra átírt válaszokat pontozzák.

A munkaidő: 120 perc.

Maximális pontszám: 100 pont.

Nem jár pont hivatalból.



CONCURSUL ”VIOREL SADOVEANU”

Ediția a V-a - 23.05.2026

Limba engleză

Clasa a X-a

Barem de corectare

I. Read the text below and decide which answer (A, B or C) fits best according to the text. (20 points, 2 points/item)

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

II. Use the word in capitals to form a new word that fits in each gap. (10 points, 1 point/item)

- | | | | | |
|--------------|-----------------|-----------------|-----------------|--------------|
| 1. extensive | 3. suitable | 5. performances | 7. memorable | 9. provision |
| 2. choices | 4. attractively | 6. infrequently | 8. unexpectedly | 10. variety |

III. Complete each second sentence using the word given, so that it has a similar meaning to the first sentence. Write between two and five words in each gap. Do not change the word given. (20 points, 2 points/item)

1. time did Tom apologise; 2. but for Mr Smith's ; 3. though she may be; 4. may not have wanted; 5. didn't arrive on time; 6. she would stop shouting; 7. was not as good as.; 8. gave their word that; 9. sooner had he returned; 10. only is brown bread tastier.

IV. Read the following text and choose the word that best fits each gap. Use only one word in each gap. (10 points, 1 point/item)

1 have, 2-perspective, 3-must, 4-quickest/shortest/fastest, 5- give, 6-into/to, 7-greeted/faced, 8-entered, 9-his, 10-had

V. Translate the following text into Romanian. (40 points)

And he looked away, distantly, aside- did that mean that even Iosif's very presence no longer mattered to him? A silence followed. Iosif was thinking: there were situations unsuited to the renewed closeness of two people who had once been close, and there were situations that were suited to it, with a certain effect. Otherwise, one spoke in vain. And if one of them did not want it, then it truly was as he said: he had broken away from everything, and nothing could bring him back to what he had been.

And he asked Niculae what business he had now, at this hour. Was he obliged to stay in the garden? He could see that he was staying indoors; wouldn't it be better to go out somewhere together, have a meal at a restaurant in Bucharest, and spend some time talking, the two of them? Why not?

“Why yes?” Niculae replied, in a voice that sounded as if he were saying: *Why should we?* And he looked at his former friend with a defiant gaze: something else held his interest in Iosif’s presence. He therefore began to get dressed. When they went out, Nicule quickly took the lead and drove the dog away with sharp authority, not without pressing the matter.



CONCURSUL JUDEȚEAN „VIOREL SADOVEANU”

Ediția a V-a - 23.05.2026

Limba engleză

Clasa a XI-a

**I. Read the article below and decide which answer (A, B, C or D) fits best according to the text.
(20 points, 2 points/item)**

It is my opinion that literature is at the same time and at once the most intimate and the most articulate of all the art forms. It is impossible for it to impart its effect through the senses or the nerves as can other forms of art; it is beautiful only through the intelligence of both the reader and the writer; it is the mind speaking to the mind; until it has been put into absolute terms, of an invariable significance, it does not exist at all. It is able to awaken one emotion in one person and a totally different emotion in another; if it fails to convey precisely the meaning of the author, if it is not an expression of him or her, it says nothing and thus it is nothing. So that when a poet has put their heart and soul, more or less, into a poem, and has sold it to a magazine, the scandal is far greater than when a painter has sold a picture to a paying patron, or a sculptor has modelled a statue to order, or a photographer has produced a landscape photograph for a popular magazine. These are artists less articulate and less intimate than the scribe; they are removed from the work they produce; they are often less personally involved in their work, they part with less of themselves.

That Tennyson, Longfellow and Emerson sold their poems and essays – works in which they had couched the most mystical messages their genius was charged to bequeath to mankind- does not, however, diminish the virtuosity of their achievements. They submitted to the conditions from which no one can escape, which are nonetheless the conditions of hucksters because they are generally imposed upon poets and writers. If it will serve to make my meaning clearer, we will suppose that a poet has been crossed in love, or has suffered some bad fortune or some real sorrow, like the loss of a wife or a child. He pours out his broken heart in verse that shall bring tears of scared sympathy from his readers, and an editor pays him a hundred pounds for the right of bringing his verse to their notice and for allowing them to print it in their publications. It is perfectly true that the real reason that the poem was written was not for the monetary benefit, but it is perfectly true that it was sold for it. The poet is forced into using his emotions to pay his bills; he has no other means of making a living; society does not propose to pay his bills for him, after all, so what choice does he have? At the end of the day, the unsophisticated witness finds the transaction ridiculous, repulsive and, to a great extent, exploitative. But deep down they are aware that if our huckster civilisation did not at every moment violate the relationships we undertake in the world, the poet's song would not have been given to it, and the scribe wouldn't have been extolled by the whole of humanity, as any human should be who does the duty that every human owes it.

The instinctive sense of the dishonour which money brings to art is so strong that sometimes men or women of letters able to pay their bills, to pay their way through other means, refuse money for their work, as Lord Byron did, from a noble conscience. But Byron's publisher profited from a generosity which did not reach his readers; and the Countess Tolstoi collects the copyright royalties which her husband forgoes; so that these two instances of protest against business in literature may hardly be said to have shaken the world of commerce in literature to the core of its money basis. I know of no others but there may be many that exist of whom I am culpably ignorant. Still, I would very much doubt if there are enough to affect the fact that literature has become business as well as

art. At present, business is the only human solidarity; we are all bound together with that chain, whatever the interests, tastes and principles that otherwise separate.

1. What distinction does the author make between literature and other forms of art?
 - A. Literature is more commercially viable as it can be easily reproduced in magazines.
 - B. Literature relies solely on the intellect rather than physical senses to convey its message.
 - C. Literature is less intimate because the writer is more removed from the final product.
 - D. Literature is more scandalous because it requires less effort than physical modelling.

2. The author implies that writers
 - A. are not sufficiently paid for their work.
 - B. are incompetent in business.
 - C. profit against their will.
 - D. are greedy.

3. According to the second paragraph, what is the writer's view on famous poets like Tennyson or Longfellow selling their work?
 - A. Their willingness to sell their work suggests their messages were not truly mystical.
 - B. The financial transaction actually increased the virtuosity of their achievements.
 - C. They were forced to submit to commercial conditions.
 - D. They were hucksters who cared more about profit than the emotional impact of their verse.

4. What does the author lament about the aforementioned poets?
 - A. they wrote mystical poems.
 - B. they had to sell their poetry and essays.
 - C. they were not appreciated in their contemporary time.
 - D. they were prolific poets.

5. What does the author propose that writers and artists should do?
 - A. make the best of a bad situation.
 - B. attempt to induce society to change its values.
 - C. withhold their work until they gain recognition.
 - D. produce purely commercial, rather than original work.

6. What does the author say about creators accepting payment for their work?
 - A. the works of art can be justified in terms of society's wants and desires.
 - B. they are part of the degeneration of the human condition.
 - C. they are writing and painting solely for monetary gain.
 - D. they share their life experiences with society.

7. According to the author, what did Byron do?
 - A. he didn't financially gain from his literary pursuits.
 - B. he combined literature with business.
 - C. he copyrighted his work to help his wife.
 - D. he became well known in the business community.

8. What does the writer imply about business in the final paragraph?
 - A. It is a corrupting force that will eventually destroy literature.
 - B. It is an inescapable bond that connects all of humanity.
 - C. It is a temporary trend that artists should actively resist.
 - D. It is an unnecessary obstacle to true human solidarity.

9. What is the author's attitude towards the 'violation' of relationships by „huckster civilisation”?
 - A. it is a tragic loss that writers must fight to reverse.
 - B. it is a necessary betrayal that allows art to reach humanity.
 - C. it is an avoidable scandal caused by greedy editors.
 - D. it is a sign that modern literature has lost its intimacy.

10. The writer seems to suggest that
 - A. writing literature is a good way to get rich quickly.
 - B. the integrity of works is not greatly undermined by their commercialism.
 - C. literature is appreciated by businessmen and professionals generally.
 - D. literature causes divisions amongst people.

II. Use the word in capitals to form a new word that fits in each gap. (10 points, 1 point/item)

Although the precise nature of sleep is (1) (KNOW), studies have allowed scientists to gain an (2) (SEE) into the effects sleep can have on our psychological well-being after (3) (EXPOSE) to trauma. Consequently, there has been a dramatic improvement in the (4) (EFFECT) of the treatments offered to patients suffering from post- traumatic stress disorder.

The (5) (FIND) of one recent study suggest that seeking solace in slumber too soon after trauma might lead to increased stress. In this particular study, it was determined that a period of (6) (SLEEP) immediately following a traumatic event disrupts the (7) (SOLID) of trauma memories that can grow stronger when we nod off. Therefore, sleep (8) (DEPRIVE) appears to be the best initial treatment for a trauma victim. For those whose unwanted memories of a traumatic event have become ingrained, falling into a slumber while (9) (DESPAIR) trying to forget them can prove relief. According to another study, this is because sleeping aids the (10) (THERAPY) process by weakening unpleasant memories and removing lingering reminders of trauma.

III. Complete each second sentence using the word given, so that it has a similar meaning to the first sentence. Write between three and six words in each gap. Do not change the word given. (20 points, 2 points/item)

1. The total number of dropouts from the course was quite unexpected. EXPECTED
No one.....out of the course.
2. I think you should face the reality of the situation instead of ignoring it. TERMS
It's time you.....the reality of the situation.
3. If you happen to change your mind, please let me know! SHOULD
..... your mind, please let me know immediately.
4. The board managed to defuse the strike by offering a small pay rise. HEAD
The board managed to.....by offering a small pay rise.
5. The teacher didn't suspect even for a moment that the student had cheated. TIME
At..... the teacher suspect that the student had cheated.

6. The meeting was dynamic and I gained a lot of useful insights from it. AWAY
The meeting was dynamic and I a lot of useful insights.
7. She regrets not taking the job offer when she had the chance. WISHES
She down the job offer when she had the chance.
8. We had to cancel the outdoor concert because it would not stop raining. ACCOUNT
The outdoor concert had to..... the continual rain.
9. They believe that the artifact dates back to the Bronze Age. THOUGHT
The artifact..... back to the Bronze Age.
10. The project failed solely because the team did not communicate well. FAILURE
The project's a lack of communication within the team.

IV. Read the following text and think of the word which best fits each gap. Use only one word in each gap. (10 points, 1 point/item)

The Evolution of the Modern Workplace

The traditional nine-to-five office model is rapidly becoming a thing of the (1) Thanks to the meteoric rise of digital infrastructure, professionals are no longer tethered to a physical desk. Remote working (2)initially viewed as a temporary perk while now it has solidified (3)a core operational strategy for multinational corporations. This shift, however, is a double-edged (4) On one hand, employees enjoy unprecedented autonomy; on the (5), the boundaries between professional obligations and personal life have become increasingly blurred. Psychologists warn that the inability to switch off can (6) a heavy toll on mental well being. (7) matter how flexible a schedule might be, constant connectivity often leads to burnout. Consequently, forward thinking enterprises are implementing” right to disconnect” policies. (8)only do these guidelines restrict out-of-hours emails, but they also foster a healthier corporate culture. Ultimately, companies (9)fail to adapt to these psychological needs risk losing their top talent to competitors who prioritise a (10) holistic approach to employee welfare.

V. Translate the following text into English. (40 points)

Acum Vicol Antim, întârziind asupra foii de hârtie, impresionat poate de primele trei cuvinte din scrisoare și neîndrăznind să adauge nimic până nu va înțelege pe deplin tâlcul și puterea lor, se descoperi deosebit de emoționat la amintirea acelei zile din casa de pe strada Lima și înțelese că dragostea lui amenință să devină, aici, în Vladia, unul din motivele pentru care viața lui zilnică ar putea ajunge de nesuportat. Emoția, concentrată, aidoma unui val de apă sărată, în gât, îi cuprinse tâmplele și ochii. Clătină brusc din cap, de teamă să nu-i dea lacrimile, și avu concret dimensiunea singurătății sale. Adăugă câteva rânduri banale, în care nu reuși să spună adevărul, și anume că se simte singur. Se ridică brusc de la masă și se apropie de fereastră. În fața geamului pătat de muște își dădu seama că se ridicase ca și cum ar fi fost împins de o forță necunoscută. Pentru o clipă se tulbură, punând totul pe seama stării de surescitare în care se afla. Apoi se neliniști- un simț special îi spunea ca dincolo de ușă, poate chiar mai aproape, se găsește cineva.

(Adapted from Eugen Uricaru, *Vladia*)

Notă:

Toate subiectele sunt obligatorii.

Se punctează doar răspunsurile transcrise pe foaia de concurs.

Timpul de lucru: 120 de minute.

Punctaj maxim: 100 de puncte.

Nu se acordă puncte din oficiu.



CONCURSUL JUDEȚEAN "VIOREL SADOVEANU"

Ediția a V-a - 23.05.2026

Limba engleză

Clasa a XI-a

Barem de corectare

I. Read the article below and decide which answer (A, B, C or D) fits best according to the text. (20 points, 2 points/item)

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

II. Use the word in capitals to form a new word that fits in each gap. (10 points, 1 point/item)

1. unknown	3. exposure	5. findings	7. consolidation	9. desperately
2. insight	4. effectiveness	6. sleeplessness	8. deprivation	10. therapeutic

III. Complete each second sentence using the word given, so that it has a similar meaning to the first sentence. Write between three and six words in each gap. Do not change the word given. (20 points, 2 points/item)

1. expected so many students to drop; 2. came to terms with; 3. should you change/ should you happen to change; 4. bring the strike to a head/ head off the strike; 5. no time did; 6. came away with; 7. wishes she had not/hadn't turned; 8. be cancelled/called off on account of; 9. is thought to date; 10. failure was down to/ failure was caused by

IV. Read the following text and think of the word which best fits each gap. Use only one word in each gap. (10 points, 1 point/item)

1- past, 2- was, 3- into, 4-sword, 5- other, 6- take, 7- No, 8- Not, 9- that/who, 10- more

V. Translate the following text into English. (40 points)

Criteria	Maximum	What is assessed
1. Accuracy of meaning	10 p	All key information transferred correctly, no omissions or distortions of meaning.
2. Fluency and coherence	10 p	Natural, fluent English — not a word-for-word translation.

3. Vocabulary range and appropriacy	10 p	Correct word choice throughout
4. Grammar and structures	10 p	Correct English grammar throughout

Reference translation:

Now Vicol Antim, lingering above the sheet of paper, probably impressed by the first three words of the letter and not daring to add anything before he fully understood their meaning/ significance and their might, found that he was deeply stirred by the memory of the day spent in the house on Lima Street and saw his love threatened to become, here, in Vladia, one of the reasons/ causes why his daily life might become unbearable. This emotion, concentrated, like a salt water lump, in his throat, also seized his temples and his eyes. He suddenly shook his head, lest he should burst into tears/ lest the tears overcome him/, and had a very concrete vision of the size of his loneliness. He added a few banal lines in which he did not manage to state the truth, namely that he was feeling lonely. He stood up from the table and walked to the window. Standing in front of the fly- speckled pane, he realized he had risen as if pushed by an unknown/ obscure force. He was upset for a moment and blamed everything on his nervousness. Then he panicked- a sixth sense was telling him that there was someone behind the door, or maybe even closer.