

**MINISTERUL EDUCAȚIEI
ȘI CERCETĂRII
AL REPUBLICII MOLDOVA**

**AGENȚIA NAȚIONALĂ
PENTRU CURRICULUM ȘI
EVALUARE**

Raionul

Localitatea

Instituția de învățământ

Numele, prenumele elevului

TESTUL Nr. 2

LIMBA ENGLEZĂ

TEST PENTRU EXERSARE
CICLUL LICEAL

Profil real, umanist, arte, sport
februarie, 2026
Timp alocat: 180 de minute

Rechizite și materiale permise: *pix cu cerneală albastră.*

Instrucțiuni pentru candidat:

- Citește cu atenție fiecare item și efectuează operațiile solicitate.
- Lucrează independent.

Îți dorim mult succes!

Punctaj acumulat _____

COMMUNICATIVE DOMAIN

I. Assessment of Communicative Language Competences. Reading Comprehension - 30 points.

Read the text and complete the tasks that follow.

FOOTBALL BEYOND BORDERS

Football Beyond Borders (FBB) is a charity organisation in the United Kingdom that uses football to support young people in their education and personal development. The organisation believes that football can be more than just a sport. It can be a powerful tool for learning, building confidence and developing important life skills.

Football Beyond Borders was founded in 2014 by Jack Reynolds, Jasper Kain and a group of university students in London. They wanted to connect education to young people's interest in football and create positive learning experiences. Since then, the organisation has grown and now works with schools in several cities across England, such as Manchester, Birmingham and Liverpool. One of the main projects run by the organisation is *the FBB Schools Programme*. This programme takes place during the school year and is designed for students aged 11 to 18. Participants attend weekly sessions led by trained FBB coaches.

Each weekly session is divided into two parts: classroom learning and football-based activities. In the classroom, students work on projects that help them improve skills such as communication, teamwork, planning and problem-solving. Lessons often use real-life topics, including leadership, goal-setting and future careers. These activities are interactive and encourage students to express their ideas and opinions. The football part of the session focuses on cooperation, fair play and confidence rather than competition. Coaches use football games to teach lessons about respect, decision-making and working with others. Football helps create a relaxed and motivating environment where students feel comfortable participating.

Football Beyond Borders also runs a project called *Career Pathways*. This programme helps older students explore different career options connected to sport and education. Participants meet professionals working in areas such as coaching, media, fitness and community work. They also learn how to write a CV, prepare for interviews and make plans for the future. The organisation works with well-known professional football clubs, schools and community organisations. These partnerships help FBB offer high-quality programmes and give students opportunities to visit stadiums, meet role models and take part in special events.

Many young people say that Football Beyond Borders helps them feel more confident at school and more positive about learning. They often enjoy the mix of classroom activities and football, as it makes learning more active and meaningful. Teachers also notice improvements in students' classroom participation and communication skills.

Football Beyond Borders shows how football can support education in creative ways. By combining learning with sport, the organisation helps young people develop skills that are useful both at school and in everyday life. It is a strong example of how passion and education can work together to create positive change.

No	Items	Score	
I.	Circle the letter of the correct option to complete the statements based on the text.	4 points	
	<p>1. According to the text, classroom activities mainly help students to ...</p> <p>a) memorise information from textbooks and perform well in written tests.</p> <p>b) focus only on leadership training and future career planning.</p> <p>c) improve the way they communicate, work together and solve problems.</p> <p>2. According to the text, coaches teach important values by using ... during the sports sessions.</p> <p>a) football games</p> <p>b) high-quality programmes</p> <p>c) real-life topics</p> <p>3. According to the text, <i>Career Pathways</i> is designed to help older students ...</p> <p>a) prepare for school exams and academic assessments.</p> <p>b) become physically stronger by taking part in sport activities.</p> <p>c) learn about different job options related to sport and education.</p> <p>4. According to the text, many young people enjoy ..., as it makes learning more active and useful.</p> <p>a) preparing for interviews</p> <p>b) combining classroom work with sport</p> <p>c) making plans for the future</p>	<p>A 0 1</p> <p>A 0 1</p> <p>A 0 1</p> <p>A 0 1</p>	<p>A 0 1</p> <p>A 0 1</p> <p>A 0 1</p> <p>A 0 1</p>
II.	Circle the letter corresponding to the correct option.	2 points	
	<p>1. In the text, the word '<i>powerful</i>' means:</p> <p>a) interesting</p> <p>b) popular</p> <p>c) effective</p> <p>2. In the text, the word '<i>environment</i>' is closest in meaning to:</p> <p>a) system</p> <p>b) atmosphere</p> <p>c) location</p>	<p>A 0 1</p> <p>A 0 1</p>	<p>A 0 1</p> <p>A 0 1</p>
III.	Briefly answer the questions below, choosing information from the text.	4 points	
	<p>1. Where was the organisation first created?</p> <p>_____</p> <p>2. Which programme focuses specifically on work with schools?</p> <p>_____</p> <p>3. What age group can take part in <i>the FBB Schools Programme</i>?</p> <p>_____</p> <p>4. How often do participants attend the organised sessions?</p> <p>_____</p>	<p>A 0 1</p> <p>A 0 1</p> <p>A 0 1</p> <p>A 0 1</p>	<p>A 0 1</p> <p>A 0 1</p> <p>A 0 1</p> <p>A 0 1</p>

IV.	Match the halves of the sentences. Write the answers in the table below. One is extra.	4 points									
	<p>1. The organisation believes that football</p> <p>2. The organisation has expanded its work</p> <p>3. FBB's partnerships with different organisations</p> <p>4. Participants meet professionals from different areas</p> <p>a. help students get new chances to learn and grow.</p> <p>b. is more than just a sport.</p> <p>c. because it is the most popular sport among teenagers in England.</p> <p>d. to schools in different cities across England over recent years.</p> <p>e. in order to gain useful skills for future jobs.</p> <table border="1" data-bbox="236 555 1331 656"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	1	2	3	4					A 0 1 A 0 1 A 0 1 A 0 1	A 0 1 A 0 1 A 0 1 A 0 1
1	2	3	4								
V.	Identify whether the statements are <i>true</i> or <i>false</i>. Circle the correct option. Justify your answer by quoting the text and write it on the lines below.	6 points									
	<p>1. Football Beyond Borders is a US-based charity.</p> <p style="text-align: center;">a. True b. False</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. In the football sessions of the programme, teamwork and positive behaviour are valued more than competition.</p> <p style="text-align: center;">a. True b. False</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. Teachers report that students become more involved in classroom activities and communicate better.</p> <p style="text-align: center;">a. True b. False</p> <p>_____</p> <p>_____</p> <p>_____</p>	A 0 1 2 A 0 1 2 A 0 1 2	A 0 1 2 A 0 1 2 A 0 1 2								
VI.	Write the most important ideas in the order they appear in the text. Fill in the table with the letter corresponding to the correct option (A, B, ...).	8 points									
	<p>A. Older participants receive guidance to help them think about future jobs and make career choices.</p> <p>B. Taking part in these activities helps students feel more confident and become more active in learning.</p> <p>C. Young people join weekly sessions that consist of learning tasks and organised sport activities.</p> <p>D. A small group of students first created the organisation in the capital and later involved schools in other cities across England.</p> <table border="1" data-bbox="261 1906 1331 2033"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	1	2	3	4					A 0 2 A 0 2 A 0 2 A 0 2 A 0 2	A 0 2 A 0 2 A 0 2 A 0 2 A 0 2
1	2	3	4								

VII	What is the main idea of the text? Circle the letter corresponding to the correct option.	2 points	
	<p>A. FBB helps teenagers prepare for future jobs by arranging meetings with specialists and visits to sports venues.</p> <p>B. FBB encourages young people to develop positive attitudes and better learning habits by using organised sport activities.</p> <p>C. FBB inspires schools in England to add regular sport sessions to make physical education classes more attractive.</p>	A 0 2	A 0 2

II. Assessment of Communicative Language Competences. Written Production - 40 points.
Write a 180-200-word text according to the given task.

No	Item	Score	
I.	<p>Today more and more people are travelling around their own country. What are the advantages and/or challenges of this type of tourism?</p> <p>When writing your essay, consider the following:</p> <ul style="list-style-type: none"> • <i>introduce the topic and explain why tourism is important today.</i> • <i>identify <u>three</u> advantages and/or challenges of travelling within one's own country.</i> • <i>support your ideas with <u>two</u> specific examples taken from real-life situations, media, documentaries, or books. You may also use personal experience. Your example should include clear details (e.g. who, when, where and how).</i> • <i>express your personal opinion on the issue.</i> • <i>suggest <u>two</u> practical ways to make travelling within one's own country more enjoyable and responsible.</i> <p>Follow the structure of an essay: introduction, body, conclusion.</p>	40 points	
		A	A
		0	0
		2	2
		4	4
		0	0
		2	2
		4	4
		6	6
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		2	2
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		0	0
		2	2
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		0	0
		1	1
		2	2
		3	3
		0	0
		1	1
		0	0
		1	1
		2	2
		3	3
		4	4
		5	5
		6	6
		7	7
		8	8
		9	9
		10	10
		11	11
		12	12
		0	0
		1	1
		2	2
		3	3
		4	4

CULTURAL DOMAIN

III. Assessment of Pluri/Intercultural and Communicative Language Competences. Written Production - 30 points. Write a 100-110-word text according to the given task.

No	Item	Score	
I.	<p>Your school newspaper/magazine has asked you to write an article about a museum situated in an English-speaking country.</p> <p>In your article, consider the following:</p> <ul style="list-style-type: none"> • <i>name the <u>museum</u> and the <u>city/country</u> it is located in.</i> • <i>present <u>three</u> details/facts about this museum and/or its collections.</i> • <i>name <u>two</u> specific groups of people and explain how they may benefit from visiting this museum.</i> • <i>give <u>two</u> clear reasons why you would recommend this museum to a friend.</i> <p>Follow the structure of an article: <i>title, introduction, body, conclusion.</i></p>	30 points	
		A	A
		0	0
		1	1
		0	0
		1	1
		0	0
		2	2
		4	4
		6	6
		0	0
		2	2
		4	4
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		2	2
		3	3