

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ – ETAPA LOCALĂ**

**Clasa a IX-a, SECȚIUNEA A**

**11 februarie 2026**

**BAREM DE EVALUARE ȘI DE NOTARE**

* Se punctează oricare alte modalităţi de rezolvare corectă a cerinţelor.
* Se acordă 10 puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH – 40p**

**Subiectul I. (10x1p=10p)**

**1**. have been working/ have worked

2. have been feeling / have felt

3. is increasing/has been increasing

4. manage

5. will/may/could recommend

6. have not met

7. is visiting/ is going to visit/ will be visiting

8. realise/ have realised

9. am going to study / am studying

10. prefer

**Subiectul II. (10x1p=10p)**

1. UNEXPECTED

2. EAGERNESS

3. DISAPPEARANCE

4. CONFUSING

5. PROFESSIONALISM

6. DISTURBING

7. STRENGTHEN

8. IMAGINATION

9. SPACIOUS

10. CARELESS

**Subiectul III. (10x1p=10p)**

1. a) decided

2. b) looking

3. b) there

4. d) put

5. c) Unfortunately

6. b) an

7. c) which

8. c) had

9. a) more

10. a) one

**Subiectul IV (5x2p=10p)**

1**.** warned me/us // not to touch/against touching 4. is unlikely // to go

2. must //have been tired 5. giving us // a lift

3. is by far // the kindest

**SUBIECTUL B – INTEGRATED SKILLS – 50p**

**Subiectul I. (5x2p=10p)**

1. B 2. C 3. D 4. C 5. B

**Subiectul II – Writing a letter of application - see attached marking scheme - 40 p**

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| --- | --- | --- | --- | --- | --- | --- |
| **Analytical criteria** | **Excellent**  **8p** | **Good**  **6p** | **Adequate**  **4p** | **Weak**  **2p** | **Inadequate**  **1p** | **Task not attempted 0p** |
| **Task achievement** | The letter is completely relevant to the task, fully developing all content points; the format of the letter is fully observed; the purpose of the letter is clearly and fully ex- plained | The letter covers the require- ments of the task but the con- tent points could be more fully extended; the format of the letter is observed; the purpose of the letter is presented. | The letter addresses the re- quirements of the task but not all content points are included; the format may be faulty at times; the purpose of the letter is presented but it is not very clear. | The letter does not cover the requirements of the task; bullet points are attempted but many irrelevant details are included; the format is faulty; the purpose for writing is missing. | The letter does not relate to the task. |  |
| **ORGANIZATION AND COHESION** | There is a logical pro- gression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive  devices is used effec- tively. | There is a logical progression although minor inconsistencies are possible; the paragraphs are well built but could be more extended; a range of cohesive devices is used ef- fectively. | The text is generally coherent but the internal organization of some paragraphs may be faulty; the topic sentence is not always clear or may be missing; cohesive devices are  used but sometimes they are not accurate. | There is serious inconsistency in the organization of the text; the sequencing of ideas can be followed with difficulty; paragraphing may be missing; cohesive devices are limited or most of them are faulty. | The text is not logically organized and does not convey a message; no control of cohesive devices. |  |
| **VOCABULARY** | A wide range of vocabu- lary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well con- trolled;  the register is appropri- ate throughout.. | A range of vocabulary is used appropriately and accurately; occasional errors in word choice/ formation are possible; spelling is well controlled with occasional slips; the register is appropriate , although minor inconsistencies are possible. | The range of vocabulary is adequate; errors in word choice/ formation are present when more sophisticated items of vocabulary are at- tempted; spelling can be faulty at times; there are inconsist- encies in register. | A limited range of vocabulary is present; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult; there are major inconsistencies in register. | A very narrow range of vocabulary is present; errors in word choice/formation pre- dominate;  spelling errors make the text obscure at times. |  |
| **STRUCTURES** | A wide range of gram- matical structures is used accurately and flexibly; minor errors are rare; punctuation is very  well controlled. | A range of grammatical struc- tures is used accurately and with some flexibility; occasion- al errors are possible; punc- tuation is well controlled with  occasional slips. | A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be  faulty at times. | A limited range of grammati- cal structures is present; complex language is rare and may be often faulty; punctua- tion errors can make text  understanding difficult. | A very narrow range of grammatical structures is present; errors predomi- nate; punctuation errors make the text obscure at  times. |  |
| **EFFECT ON TAR- GET READER** | The interest of the read-  er is aroused and sus- tained throughout. | The text has a good effect on the reader. | The effect on the reader is satisfactory. | The text has not a relevant effect on the reader. | The text has a negative effect on the reader. |  |

**MARKING SCHEME – FORMAL LETTER**