



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

SUBIECTUL A – USE OF ENGLISH – 40p

Subiectul I. (10x1p=10p)

- | | |
|--------------------------------------|---|
| 1. have been working/ have worked | 6. have not met |
| 2. have been feeling / have felt | 7. is visiting/ is going to visit/ will be visiting |
| 3. is increasing/has been increasing | 8. realise/ have realised |
| 4. manage | 9. am going to study / am studying |
| 5. will/may/could recommend | 10. prefer |

Subiectul II. (10x1p=10p)

- | | |
|--------------------|----------------|
| 1. UNEXPECTED | 6. DISTURBING |
| 2. EAGERNESS | 7. STRENGTHEN |
| 3. DISAPPEARANCE | 8. IMAGINATION |
| 4. CONFUSING | 9. SPACIOUS |
| 5. PROFESSIONALISM | 10. CARELESS |

Subiectul III. (10x1p=10p)

- | | |
|---------------------|-------------|
| 1. a) decided | 6. b) an |
| 2. b) looking | 7. c) which |
| 3. b) there | 8. c) had |
| 4. d) put | 9. a) more |
| 5. c) Unfortunately | 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

MARKING SCHEME – FORMAL LETTER

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