



OLIMPIADA DE LIMBA ENGLEZĂ

ETAPA LOCALĂ

12 FEBRUARIE 2026

CLASA a IX a

SECȚIUNEA A

BAREM

VARIANTA A

Se punctează oricare alte modalități de rezolvare corectă a cerințelor.

SUBIECTUL A -USE OF ENGLISH

40 points

I. Read the following text and put the verbs in brackets into the correct form.

(10 × 1 p = 10 points)

- 1.have finished/finish
- 2.have been using
- 3.wouldn't have trusted
- 4.limiting
- 5.sharing
- 6.had already experimented
- 7.have been warned
- 8.would have prevented
- 9.asking
- 10.have become

II. For questions 1–10, read the text below and decide which answer (A, B, C or D) best fits each gap.

(10 × 1 p = 10 points)

- 1.A – develop
- 2.A – seriously
- 3.C – contribute
- 4.D – more intensely
- 5.A – express
- 6.D – get
- 7.A – key
- 8.B – difference
- 9.C – build
- 10.D – have

III. For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

(5 × 2 p = 10 points)



1. If I **had revised enough**, I wouldn't have failed the test.
2. He **must have forgotten** about the meeting.
3. I **had my laptop** repaired yesterday.
4. Not only **is she intelligent but also** extremely hard-working.
5. She whispered **to avoid waking** the baby.

IV. Use the word given in brackets to form a word that fits in each sentence. (10x1p=10p)

1. pointless, 2- broadens, 3- contradictory, 4- carelessly, 5- patience, 6- frightening, 7- unbroken, 8- unsafe, 9- interruption, 10- encouragement

SUBIECTUL B – INTEGRATED SKILLS

50 points

I. For each question decide which answer (A, B, C or D) fits best according to the text (5x2p=10p)

- 1- C, 2-A, 3-D, 4-B, 5-A

II. Write a letter of application (180-200 words) (40p)

See Marking Scheme below.



MARKING SCHEME - FORMAL LETTER OF APPLICATION

Analytical criteria	Excellent 8 p	7p	Good 6 p	5p	Adequate 4 p		Weak 3-p		Inadequate 2p	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.		

NOTA: SE ACORDA 10 PUNCTE DIN OFICIU.

TOTAL 100 DE PUNCTE.