



Etapa locală a olimpiadelor școlare naționale – 6.02.2026

Probă scrisă

Limba engleză

CLASA a IX-a - SECȚIUNEA A

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 (40 points)

I. Read the following text and put the verbs in brackets in the correct form. 10x1p = 10 points

1. planned, 2. had never been, 3. had checked, 4. would have chosen, 5. was growing, 6. have we been walking, 7. have been walking, 8. starts, 9. had stopped, 10. would never forget

II. Use the word given in capitals to form a word that fits in each sentence. 10x1p = 10 points

1. INNOVATIVE, 2. IRRELEVANT, 3. SOLUTION, 4. REDUCTION, 5. PATIENCE, 6. THOROUGHLY, 7. UNPROFESSIONAL, 8. HARMLESS, 9. FORTUNATELY, 10. BRIGHTEN.

III. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and five words, including the word given. 5x2p = 10 points

1. rather impressed by
2. like David to forget
3. more and more addicted to
4. must have forgotten about
5. is her strength that she

IV. Translate the following text into English (10points)

Suggested answer:

- grammar structures 4 points
- vocabulary 4 points
- fluency 2 points

Back then, houses had faces for me. Human faces, I mean. That's how I used to draw them, too: always with two windows, which were the eyes, and in the middle, down below, an arched gate that was the mouth, sulky and tight-lipped. Sometimes I would put flowerpots with red flowers in their eyes. The flowers were never any other colour: my world was simple and repeated itself without boring me. Someone told me later that this is, in fact, the very definition of Paradise. Of course, when I walked along the old streets of the city where I had been born, the houses revealed themselves to me in many different ways, yet they always had a human face. I remember a large one, with about eight eyes, one of them broken and bandaged; but since it still had seven intact, I didn't consider it one-eyed, unlike another one, a true pirate, with a single eye, the other completely covered in ivy.

SUBIECTUL B – INTEGRATED SKILLS (50 points)

I. 5x2p = 10p

1.D, 2.E, 3.A, 4.B, 5.C

II. WRITING - LETTER OF APPLICATION (40 points)

Use the marking scheme

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.	



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