

INSPECTORATUL ȘCOLAR JUDEȚEAN PRAHOVA

OLIMPIADA DE LIMBA ENGLEZĂ - ETAPA LOCALĂ 28.02.2026

CLASA a IX-a, SECȚIUNEA A

VARIANTA 2 - ANSWERS

Toate subiectele sunt obligatorii. Se acordă 10 puncte din oficiu. Timpul efectiv de lucru este de 3 ore.

SUBIECTUL A - USE OF ENGLISH (40 points)

I. 10X1p=10p

1. Have you ever felt; 2. did; 3. sat; 4. had given/gave; 5. was missing; 6. rang; 7. opened; 8. saw; 9. are taking; 10. would be/was going to be

II. 10X1p=10p

1	comfortable	6	commuting
2	troublesome	7	unpleasant
3	extensive	8	daily
4	stressful	9	boredom
5	frustration	10	temptation

III. 10X1p=10p

1. for; 2. deal/cope/tackle; 3. to; 4. from; 5. a/one; 6. which; 7. under; 8. was; 9. a; 10. him

IV. 5X2p=10p

1. are not/aren't capable of doing
2. did she become a
3. can/ will make you buy
4. were/was better, he could be
5. haven't seen each other

SUBIECTUL B – INTEGRATED SKILLS (50 points)

I. 5X1p=5p

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

II. LETTER OF APPLICATION - 45p

MARKING SCHEME - LETTER OF APPLICATION

Analytical criteria	Excellent 9 p	Good 7 p	Adequate 5 p	Weak 3 p	Inadequate 1 p	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; fewer 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.	