



ȘCOALA GIMNAZIALĂ
„OCTAVIAN GOGA”,
BAIA MARE

OLIMPIADA NAȚIONALĂ DE
LIMBA ENGLEZĂ - ETAPA LOCALĂ

7 februarie – 2026

CLASA a IX-a - SECȚIUNEA B

BAREM ȘI SOLUȚII



INSPECTORATUL ȘCOLAR
JUDEȚEAN MARAMUREȘ

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

SECTION A – USE OF ENGLISH

(40 points)

I. Reading and language tasks

(10 points)

A. Synonyms (3 × 1 point = 3 points)

1. defining → c) distinctive
2. compromised → a) weakened
3. illusion → d) delusion

B. Rephrasing (3 × 1 point = 3 points)

1. CAPABLE Many teenagers believe they **are capable of handling** several tasks at once.
2. DOUBT Researchers have begun to **doubt this** assumption.
3. GIVES Multitasking **gives the impression of** being efficient.

C. Summary completion (4 × 1 point = 4 points)

1. assumption
2. research
3. distraction
4. productive

II. Word formation

(10 points)

1. CAPABILITY; 2. INSTINCTIVE; 3. COMPLETELY; 4. ILLUSTRATION; 5. UNPREDICTABLE;
6. ALTERATION; 7. AWARENESS; 8. INTUITION; 9. RELIABLE; 10. MISLEADING

III. Error correction

(10 points)

1. ✓, 2. your, 3. many, 4. it, 5. ✓, 6. was, 7. an, 8. ✓, 9. had, 10. too

IV. Translation (Suggested answer)

(10 points)

I sat by her side for three days and three nights. I could have brought Bădia to see her, but Bădia had gone away, he no longer lived in our village: he lived in Bucharest with his sons. Anyway, he would not have cared, even if he had seen her, and he couldn't have done anything for her any more. I would have brought him, and I would have told him:

“Look Bădie, look what you have done...”

And I would have let him go back to Bucharest. Had I told her about that, she would not have agreed. Besides, I wonder if he would have come. I really don't know which of them felt more betrayed in his wishes and expectations. Actually, I am afraid that Bădia was angrier with Adela than Adela was with him. And I also told her why.

- Accuracy of meaning – 4 points
- Vocabulary range and appropriacy – 3 points
- Grammar and structures – 2 points
- Fluency and coherence – 1 point

SECTION B – INTEGRATED SKILLS

(50 points)

I. Gapped text

(10 points)

1. D; 2. C; 3. E; 4. A; 5. F.

II. Writing – REVIEW

(40 points) – according to the marking scheme.

MARKING SCHEME FOR REVIEW

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
TASK ACHIEVEMENT	The content of the review is completely relevant to the task, fully responding to its requirements; the format of the review is fully observed; an introduction and a recommendation is present.	The review covers the requirements of the task but the key ideas could be better substantiated; the format of the review is observed; an introduction and a recommendation is present but not fully linked to the topic.	The review addresses the requirements of the task but not all key ideas are relevant; the introduction or the recommendation may be missing.	The review does not cover the requirements of the task; the introduction/ recommendation are missing or totally irrelevant; many irrelevant details are included.	The review 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 or balanced; 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 present 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, the register is faulty.	
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 does not have relevant effect on the reader.	The text has a negative effect on the reader.	