

INSPECTORATUL ȘCOLAR JUDEȚEAN PRAHOVA

OLIMPIADA DE LIMBA ENGLEZĂ - ETAPA LOCALĂ

08.02.2025

CLASA a IX-a, SECȚIUNEA A

VARIANTA 1

ANSWERS

SUBIECTUL A - USE OF ENGLISH (40 points)

I. 10X1p=10p

1. had to; 2. could; 3. am going; 4. have had; 5. do you think; 6. examine/have examined; 7. was working; 8. had stopped; 9. get; 10. working;

II. 10X1p=10p

1. discovery; 2. reality; 3. safety; 4. historians; 5. existence 6. symbolised/symbolized; 7. accidental; 8. rethink; 9. unknown; 10. mysteriously;

III. 10X1p=10p

1. where; 2. take; 3. every; 4. from; 5. other; 6. first; 7. about; 8. who; 9. so; 10. from

IV. 5X2p=10p

1. wish I had seen; 2. must have forgotten; 3. wouldn't have fainted if; 4. is as likely as John; 5. looking forward to seeing;

SUBIECTUL B – INTEGRATED SKILLS (60 points)

I. 5X2p=10p

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

II. LETTER OF APPLICATION - 50p

MARKING SCHEME - FORMAL LETTER OF APPLICATION

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	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.		