

BAREM DE CORECTARE ȘI NOTARE

SUBIECTUL I: USE OF ENGLISH

(40p)

A. Fill in the gaps with the correct form of the verbs in brackets.

(10x2p=20p)

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|--|--|
| 1. have read/'ve read  | 6. does the flight to Luton take off   |
| 2. did you leave   | 7. were feeding                        |
| 3. am meeting/'m meeting/am going to meet/'m going to meet/ will be meeting/'ll be meeting | 8. are going to fall/'re going to fall |
| 4. will cancel/'ll cancel  | 9. did not invite/didn't invite        |
| 5. has been repairing/'s been repairing  | 10. will use/will be using             |

B. Complete the sentences with the correct form of the words in capitals.

(5x2p=10p)

1. EASILY
2. NINTH
3. POSSIBLY
4. FLIGHT
5. FOGGY

C. Correct the mistakes. Rewrite the sentences correctly.

(10x1p=10p)

1. He **didn't see/did not see** his friends last weekend. OR He hasn't seen/has not seen his friends **this** weekend.
2. Italians are famous **for** their food.
3. She's been studying medicine **for** three years.
4. They really enjoyed **themselves** at the party last Friday.
5. This is the **fastest** way to solve the problem.
6. We don't need to buy **any** eggs, we have plenty.
7. If they **fail** this test, they will be really disappointed.
8. How many **sheep** can you see in this picture?
9. You are the tallest in your class, **aren't** you?
10. The little **girls'/girl's** dresses are very colourful.

SUBIECTUL II: READING COMPREHENSION

(25p)

A. Read the following article about a well-known sport and choose the most suitable heading from the list (A-G) for each part of the text (1-5). There are two extra headings which you do not need to use.

(5x2p=10p)

1. A
2. B
3. G
4. F
5. D

B. Read the article again and, for questions 1-5, choose the best answer a, b, c, or d, which you think fits best according to the text.

(5x3p=15p)

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

SUBIECTUL III: WRITING

(25p)

Write a short story beginning as shown: *I never believed in magic until the day I found a tiny door in my garden...* Give your story a catchy title. Use between 120 and 150 words.

Se acordă 10 puncte din oficiu.

INSPECTORATUL ȘCOLAR JUDEȚEAN SIBIU  
OLIMPIADA DE LIMBA ENGLEZĂ – ETAPA LOCALĂ, 13 februarie 2026  
CLASA A VII-A

**MARKING SCHEME FOR THE STORY**

Analytical criteria	Exemplary 5p	Proficient 4p	Partially Proficient 3p	Weak 2p	Incomplete 1p	Points
<b>CONTENT</b>	The story is completely relevant to topic, describing places/events /characters/ atmosphere, reaching climax, including the final reactions of the protagonist.	The story is fairly completed with all the sequencing elements of a narrative.	The story is partially completed with slight logical impediments in sequencing the moments of the narrative.	The story is faulty, including serious logical impediments in the sequencing of events.	The story is incomplete, the sequencing of the narrative moments being inconsistent.	
<b>ORGANIZATION AND COHESION</b>	There is a completely logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fair completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements.	Paragraphs are incomplete; linking devices, mechanics, and length requirements have been disrespected.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the story; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the story is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the story; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the story is relevant to the task with slightly incongruent lapses within the discourse.	The range of vocabulary is adequately used in the story; errors in word choice /formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the story is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the story; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles.	A very narrow range of vocabulary is present; errors in word choice/ formation predominate; spelling errors can make the story obscure at times. The register used in the story is inappropriate for this type of writing.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the story; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the story; occasional errors are possible; punctuation is well controlled, with occasional slips.	A mix of complex and simple grammatical structures is present throughout the story; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the story; 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 within the story; errors predominate; punctuation errors make the text obscure at times.	
<b>EFFECT ON TARGET READER</b>	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 effect on the reader is non-relevant.	The effect on the reader is non-relevant.	