

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

BAREM DE CORECTARE ȘI NOTARE

SUBIECTUL I: USE OF ENGLISH (40p)

I.1 Put the verbs in brackets into the correct tense.

(10 x 2p = 20p)

- | | |
|-------------------------------|----------------------------------------------------|
| 1. would want / 'd want | 6. belongs |
| 2. did / have done / 've done | 7. have been using / 've been using |
| 3. have become | 8. have caused / have been causing |
| 4. were getting | 9. will definitely be / are definitely going to be |
| 5. had made / 'd made | 10. do not use / don't use |

I.2. Complete the sentences with the correct form of the words in brackets.

(5 x 2p = 10p)

1. RUDENESS
2. SATISFIED
3. SHORTEN
4. ILLEGIBLE
5. ANGRILY

I.3. Correct the mistakes. Rewrite the sentences correctly.

(10 x 1p = 10p)

1. Walking round town all day yesterday was really **exhausting**.
2. If you had one million pounds, what **would** you buy?
3. I was looking **for** my keys, when I found my mobile phone.
4. Too **much** homework gives stress and makes schoolbags heavier.
5. My sister cooks very **badly**.
6. I **could** read when I was four years old.
7. While my mum was **shopping**, something strange happened.
8. He has **gone** to the gallery, so he will be back later.
9. Sue has **never** learnt how to play the guitar.
10. I have lived here **for** a year.

SUBIECTUL II: READING COMPREHENSION (25p)

II.1 Choose the correct heading for each of the different sections of the following text (A-E). There are two extra headings you do not need to use.

(5 x 2p = 10p)

- A. 1 B. 6 C. 7 D. 4 E. 5

II.2 Read the text and for each question (1-5) choose the best answer A, B, C or D according to the text.

(5 x 3p = 15p)

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

SUBIECTUL III: WRITING (25p)

Write a 150-180-word story ending with the following line: And as they walked away, a quiet hope filled the air. Give your story a catchy title.

- 5 points – Content
- 5 points – Organization and Cohesion
- 5 points – Vocabulary
- 5 points – Structures
- 5 points – Effect on target reader

Se acordă 10 puncte din oficiu.

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MARKING SCHEME FOR THE STORY

Analytical criteria	Exemplary 5p	Proficient 4p	Partially Proficient 3p	Weak 2p	Incomplete 1p	Points
CONTENT	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.	
ORGANIZATION AND COHESION	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.	
VOCABULARY	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.	
STRUCTURES	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.	
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 effect on the reader is non-relevant.	The effect on the reader is non-relevant.	