INSPECTORATUL ŞCOLAR JUDEŢEAN COVASNA
OLIMPIADA DE LIMBA ENGLEZĂ
Etapa locală
31 ianuarie 2026
Clasa a VII-a
BAREM DE CORECTARE ŞI NOTARE

Se acordă 10 p din oficiu.

I. USE OF ENGLISH - 40 points

I.1 Complete the following sentences with the correct tense and form of the verbs in brackets. (10x1=10 points)

1. were talking
2. always rains
3. is taking
4. was sitting, began
5. has just landed
6. arrived
7. is he looking
8. don't go
9. does he eat

I.2 Complete the sentences with the correct form of the words in capital letters. (5x2=10 points)

1. unbelievable
2. international
3. description
4. appointment
5. useful

I.3 Choose the variant which best completes each space. (10x1=10 points)

1. a
2. b
3. c
4. d
5. b
6. c
7. b
8. a
9. b
10. b

I.4 Read the text below and look carefully at each line. If the line is correct, write a tick (√). If it has a word that should not be there, write the word. (10x1=10 points)

1. and
2. √
3. on
4. the
5. is
6. much
7. in
8. was
9. √
10. √

II. READING – 25 points

II.1 Vocabulary: 1-b, 2-d, 3-f, 4-e, 5-a, 6-c, 7-g. **(7x1p = 7 points)**

II.2 Multiple Choice: 1-b, 2-a, 3-c, 4-b, 5-b, 6-b, 7-c, 8-b. **(8 x 1p = 8 points)**

II.3 True/False: 1-F, 2-T, 3-F, 4-F, 5-T. **(5 x 2p = 10 points)**

III. WRITING – 25 points

Write a composition that should start with the following sentence
"It was a cool August night. All was quiet and peaceful in my house."

Give your composition a title. (140 – 170 words). Pay attention to the following:

- You don't need to write long descriptions.
- Use dialogues only if they are relevant to your characters or events.
- Don't count the words given to start the essay.
- You should use this plan:
  - **Introduction** (paragraph 1 – set the scene)
  - **Main body** (paragraph(s) 2/3 – develop the story)
  - **Conclusion** (paragraph 4 – end the story)

MARKING SCHEME FOR THE NARRATIVE ESSAY, 25 POINTS

Analytical criteria	Exemplary 5 POINTS	Proficient 4 POINTS	Partially Proficient 3 POINTS	Weak 2 POINTS	Incomplete 1 POINT	Task not Attempted 0 points
CONTENT	The essay is completely relevant to topic, describing places/events/characters/atmosphere / reaching climax, including the final reactions of the protagonist.	The essay is fairly completed with all the sequencing elements of a narrative.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is incomplete, the sequencing of the narrative moments being inconsistent.	
ORGANIZATIO N AND COHESION	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly 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, both linking devices, mechanics, and length requirements having been disrespected.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled.	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips.	The range of vocabulary is adequately used in the essay; errors in word choice /formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times.	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; 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 essay; 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 non-relevant	The effect on the reader non-relevant.	