

**OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ – ETAPA LOCALĂ**  
**IAȘI, 10 FEBRUARIE 2026**  
**LIMBA ENGLEZĂ, CLASA A VII-A**  
**BAREM DE EVALUARE ȘI NOTARE**

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

**SUBIECTUL I – USE OF ENGLISH (25 points)**

**I.1 Read the following text and fill in the blanks with the correct verb forms. 10 points**

**10 x 1p = 10 points**

- (1) has been making
- (2) was
- (3) got
- (4) was sewing
- (5) had
- (6) opened
- (7) is making / makes
- (8) is opening / is going to open
- (9) has already sold
- (10) thinks

**I.2 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. 10 points**

**10 x 1p = 10 points**

1. that
2. √
3. distance
4. √
5. in
6. of
7. √
8. there
9. to
10. on

**I.3 Complete the sentences with the correct form of the word in capital letters. 5 points**

**5 x 1p = 5 points**

1. PERSONALLY 2. USELESS 3. BUSINESS 4. EASILY 5. IMPATIENT

**SUBIECTUL al II-lea – READING COMPREHENSION (25 points)**

**Read the text below and complete the tasks that follow.**

**II.1 Choose the most suitable heading from the list (A-G) for each part (1-5). There are two extra headings which you do not need to use. 10 points**

**5 x 2p = 10 points**

- 1.D 2.G 3.C 4.A 5.E

**II.2 For questions 1-5, choose the answer A, B, C, or D which you think fits best according to the text.**

**5 x 3p = 15 points**

- 1.B 2.C 3.B 4.B 5.C

**III. SUBIECTUL al III-lea – WRITING (40 points). Use the Marking Scheme**

### Marking Scheme for the Narrative Composition

Analytical Criteria	Excellent 8 p	Good 6 p	Adequate 4 p	Limited 3 p	Incomplete/Poor 2 p	Task not attempted 0p
<b>Content</b>	The story is <i>completely relevant</i> to the topic, describing places/events/characters/atmosphere/reaching climax, including the final reactions of the protagonist.	The story is <i>fairly completed</i> with all the sequencing elements of a narrative.	The story is <i>partially completed</i> with slight logical impediments in sequencing the moments of the narrative.	The story is <i>faulty</i> , including serious logical impediments in the sequencing of events.	The story is <i>incomplete</i> , the sequencing of the narrative moments being inconsistent.	
<b>Organization/ Cohesion</b>	There is <i>complete logical connection</i> of paragraphs due to a judicious use of linking devices, mechanics and length requirements.	There is a <i>fairly completion</i> of paragraph organization due to scarce misuse of linking devices, mechanics and length requirements.	There is <i>partial completion</i> of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics and length requirements.	There is <i>serious inconsistency</i> in the organization of the paragraphs due to the misuse of the linking device, mechanics and length requirements.	Paragraphs are <i>incomplete</i> , both linking devices, mechanics and length requirements having been disrespected.	
<b>Vocabulary/ Spelling</b>	A <i>wide range</i> of vocabulary is used appropriately and accurately throughout the story; precise meaning is conveyed; minor errors are rare; spelling is very well controlled.	A <i>range</i> of vocabulary is used <i>appropriately</i> and <i>accurately</i> in the story; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips.	The <i>range</i> of vocabulary is <i>adequately used</i> in the story; errors in word choice/formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times.	A <i>limited range</i> 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.	A very <i>narrow range</i> of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the story obscure at times.	
<b>Structures/ Punctuation</b>	A <i>wide range</i> of grammatical structures is used <i>accurately and flexibly</i> throughout the story; minor errors are rare; punctuation is <i>very well controlled</i> .	A <i>range</i> of grammatical structures is used <i>accurately</i> and with <i>some flexibility</i> along the story; occasional errors are possible; punctuation is <i>well controlled</i> with occasional slips.	A <i>mix of complex and simple</i> grammatical structures is present throughout the story; errors are present when complex language is attempted; punctuation can be <i>faulty</i> at times.	A <i>limited range</i> of grammatical structures is present along the story; complex language is rare and may be often faulty; <i>punctuation errors</i> can make text understanding difficult.	A very <i>narrow range</i> of grammatical structures is present within the story; <i>errors</i> predominate; <i>punctuation errors</i> make the text obscure at times.	
<b>Register and Style / Effect on target reader</b>	The register of the narrative composition is <i>totally relevant</i> to the task, being organically integrated all along the discourse. The interest of the reader is <i>aroused</i> and <i>sustained</i> throughout.	The register of the narrative composition is <i>relevant</i> to the task with slightly incongruent lapses within the discourse. The text has a <i>good effect</i> on the reader.	The register of the narrative composition is <i>partially relevant</i> to the task, with a narrow inconsistency of style, leading to halts in the logical development of ideas. The effect on the reader is <i>satisfactory</i> .	The register of the narrative composition is <i>inconsistent</i> due to the mixture of styles. The effect on the reader is <i>non-relevant</i> .	The register used in the narrative composition is <i>inappropriate</i> for this type writing. The effect on the reader is <i>non-relevant</i> .	