

OLIMPIADA NAȚIONALĂ DE LIMBA ENGLEZĂ
ETAPA LOCALĂ
21 februarie 2024

CLASA A VII-A

BAREM DE EVALUARE ȘI DE NOTARE

- Se punctează orice modalitate de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

READING COMPREHENSION

(5x5p=25 de puncte)

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

USE OF ENGLISH

(50 de puncte)

I. 10x2p=20p

- | | |
|-----------------|--|
| 1. have been/am | 6. are you thinking/have you been thinking |
| 2. prefer | 7. Have you lost |
| 3. discovered | 8. will go/am going/'m going to go |
| 4. was reading | 9. will ask/am going to ask |
| 5. felt | 10. don't want/do not want |

II. 5x2p=10p

- | | | | | |
|----------------|-----------|---------------|-----------|--------------|
| 1. interesting | 2. length | 3. friendship | 4. boyish | 5. pointless |
|----------------|-----------|---------------|-----------|--------------|

III. 10X2p=20p

1. *Are you studying* for your exams at the moment?
2. That's the boy *whose* father is an astronaut
3. She doesn't have any friends, *does she*?
4. This is the man *who* I borrowed the camera from ~~him~~. / This is the man *whose* camera I borrowed ~~from him~~.
5. Have we got *any* milk?

6. Last autumn, there were a lot of *mice* in my garden, trying to find shelter for winter.
7. If you ~~will~~ invite me, I will come to your party.
8. They should ~~to~~ learn harder for this exam.
9. I *haven't seen* him recently.
10. I don't remember the man *who* came to see you

WRITING

(25 de puncte)

See marking scheme below.

Analytical criteria	Excellent 5 p	Good 4 p	Adequate 3 p	Limited 2 p	Incomplete/poor 1 p
Content	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.
Organization/ Cohesion	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 devices, mechanics, and length requirements.	Paragraphs are <i>incomplete</i> , both linking devices, mechanics, and length requirements having been disrespected.
Vocabulary/ Spelling	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. The register is <i>totally</i> relevant to the task, being organically integrated in the story.	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 register of the story is relevant to the task with slightly incongruent lapses within the discourse.	The range 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. The register of the story is <i>partially relevant</i> to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	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. The register of the story is <i>inconsistent</i> due to the mixture of styles.	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. The register used in the story is inappropriate for this type of writing.
Structures/ Punctuation	A <i>wide range</i> of grammatical structures is used accurately and flexibly throughout the story; minor errors are rare; punctuation is very well controlled.	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 faulty at times.	A <i>limited range</i> 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 <i>narrow range</i> of grammatical structures is present within the story; errors predominate; <i>punctuation errors</i> make the text obscure at times.
Effect on reader	The interest of the reader is <i>aroused and sustained</i> throughout.	The text has a <i>good effect</i> on the reader.	The effect on the reader is <i>satisfactory</i> .	The effect on the reader is <i>non-relevant</i> .	The story has a negative effect on the reader.