

OLIMPIADA DE LIMBA ENGLEZĂ - ETAPA LOCALĂ**CLASA A VIII-A****BAREM**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.

I. Complete the second sentence so that it means the same as the first. (2px5=10 points)

1. It *was such an expensive jacket* that I didn't buy it.
2. The shop didn't *have anything on sale* last week.
3. The more *you practise, the better you'll do it*.
4. The teacher asked the students *who had broken the window*.
5. Unless *it is cold, we will have the party outdoors*.

II. Fill in the correct word derived from the word in bold. (2px10= 20 points)

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| 1. applications/applicants | 6. responsibilities |
| 2. products | 7. loss |
| 3. conclusion | 8. usually |
| 4. arrival | 9. preference |
| 5. enjoyable | 10. easily |

III. Choose the best answer. (2px10= 20 points)

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| 1. A | 6. A |
| 2. B | 7. D |
| 3. D | 8. C |
| 4. C | 9. B |
| 5. A | 10. B |

IV. Read the text and answer the questions below choosing the correct option. (5px5=25 points)

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

V. Write a story (150-180 words) ending as shown: *It was an unexpected reward*. (25 points).

Marking Scheme for the Narrative Composition 7 - 8th form
25 points

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 device, 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.	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 <i>very narrow range</i> of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the story obscure at times.
Structures/ Punctuation	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 <i>very 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.



Register and Style / Effect on target reader	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> .
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