

OLIMPIADA DE LIMBA ENGLEZĂ – ETAPA LOCALĂ**Clasa a X-a – SECȚIUNEA A****22 februarie 2020****Varianta 1****SUBIECTUL A – USE OF ENGLISH****I. Read the following text and put the verb in brackets in the correct tense. (10 x 1p = 10p)**

Dear Tony,

I 1).....(be) here for almost a week now. I still 2).....(decide) whether to take the job. I just can't 3).....(make) a decision. Do you remember Bill Hemskey? I 4).....(meet) him by chance two days ago. He was one of those tall, thin Americans I 5).....(know) when I 6).....(study) at Cambridge. Anyway, he is an analyst now. He thinks I should 7).....(take) the job, even if only for a year or so because it will be excellent experience.

You told me before I 8).....(come) here that I shouldn't let our relationship influence my decision. Do you really think that? They 9).....(give) me a month to decide. We can talk about it when I 10).....(get) back to London next week.

II. Read the following text and decide which answer A, B, C or D best fits in each gap. (10 x 1p = 10p)

While skyscraper offices and elegant apartment blocks remain the public (1)..... of most major cities, these cities also have a mass of secret tunnels and hidden pipes below ground which keep everything working. This other world exists, forgotten or neglected by all but a tiny (2)..... of engineers and historians.

For example, there are more than 150 kilometres of rivers under the streets of London. Most have been (3) over and, sadly, all that (4) is their names. Perhaps the greatest (5)to the city is the River Fleet, a (6) great river which previously had beautiful houses on its (7) It now goes underground in the north of the city and (8) into the River Thames by Blackfriars Bridge.

The London Underground (9)1,000 kilometres of underground railway track winding under the capital and more than 100 stations below street level. Along some underground railway lines, commuters can sometimes catch a (10)..... glimpse of the platforms of more than 40 closed stations which have been left under the city.

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|---------------|--------------|------------|--------------|
| 1. A. face | B. outline | C. surface | D. top |
| 2. A. number | B. amount | C. total | D. few |
| 3. A. covered | B. protected | C. hidden | D. sheltered |
| 4. A. stays | B. stops | C. remains | D. keeps |
| 5. A. miss | B. absence | C. waste | D. loss |
| 6. A. once | B. past | C. then | D. prior |
| 7. A. borders | B. coasts | C. banks | D. rims |
| 8. A. gets | B. flows | C. leaks | D. lets |
| 9. A. holds | B. contains | C. has | D. consists |
| 10. A. rapid | B. brief | C. fast | D. sharp |

III. Read the text below and think of the word which best fits each space. Use only ONE word in each space. There is an example at the beginning (0). (10 x 1p = 10p)

I was born in one of (0) **the** most interesting cities in Malaysia. It has a rich, colourful history and many parts of the city have hardly change at (1)..... during the last five centuries. However, nowadays, it is (2)..... longer the trade centre that it once (3)..... It is difficult to imagine that at one time its harbour (4)..... to be visited by over 2,000 ships a week, and that the huge warehouses along the quayside would have (5)..... full of spices and silks, jewels and tea.

The old city centre is small, which (6)..... it very easy to explore (7)..... foot. A river neatly divides the town, (8)only physically but in spirit too. On one side, you find many grand houses, but on crossing the river, you find yourself in ancient Chinatown, where you really (9)..... a step back into the past. It is great fun to wander through the colourful, noisy backstreets. As (10)..... as having shops that sell a wide range of clothes and shoes, some of these streets are also famous for high-quality antiques.

IV. For each question, fill the space in the sentence using the base word given in bold at the end. (10 x 1p = 10p)

<p>A massive clean-up (1)..... is now under way in the south-west of the country after a (2)..... storm unexpectedly struck the region. Among the worst affected were (3)..... areas, where many small boats were sunk or destroyed, though, (4)....., there are no reports of anyone missing or seriously injured.</p>	<p>OPERATE POWER COAST FORTUNE</p>
<p>In many towns, however, there was (5)..... damage to property, with trees and fences blown over. In one street, almost every house had its roof blown off, leaving many families (6).....until repairs can be carried out. The (7)..... conditions also affect transport links leading to the closure of motorways and the (8)..... of nearly all rail services.</p>	<p>EXTENT HOME WIND CANCEL</p>
<p>Further inland, where the monthly average (9)..... is about 80 mm, over 10 mm fell in just a few hours. This resulted in several rivers bursting their banks and flooding huge areas of (10)..... land.</p>	<p>RAIN AGRICULTURE</p>

SUBIECTUL B – INTEGRATED SKILLS

I. Read the text below and for questions 1-5, choose the answer (A, B, C, D) which you think fits best according to the text. (5x 2p = 10 points)

After a long time I knew my aunt must be sleeping. I took off my shoes and went quietly down. I found a good candle in my aunt's storeroom. Then I went quickly out of the house.

I kept in the shadows as I walked along the street. Everyone was asleep in Moonfleet, and there were no lights in any of the windows except in the Why Not. I went close to the window of the inn and tried to see inside. I could not see in, but I heard a number of voices. What were they all talking about so late at night?

When I reached the graveyard I began to feel afraid. This was the place and time that Blackbeard had loved, and I quite expected to see him spring out from the shadows. But nothing moved. There was no sound but that of my feet moving across the grass. I looked at the hole under the stone, and I stood uncertain whether to go on or back. Then, to my surprise, I saw a boat lying near the shore. It was a strange thing for a boat to be in Moonfleet Bay so late at night. Then I saw a blue light on the boat. I knew that it was a smugglers' boat and that the seamen were telling someone on the shore that they were there ready. I took one last look round and entered the hole.

Holding my candle high up in front of me, I walked down the passage. I was still thinking of the diamond and all the things I would do when I was rich. There were many marks of feet on the ground – more than I had seen before. This made me fear that perhaps someone else had been there before me and found the diamond.

1. John understood that
 - A. he had to put on his shoes
 - B. his aunt was not at home
 - C. his aunt was likely to be sleeping
 - D. there was no candle in his aunt's house
2. When John went out of the house
 - A. there were no lights in the village
 - B. there were no lights in the village except in the inn
 - C. there were lights in most of the windows of the village
 - D. there were only few lights in the village
3. When John reached the graveyard
 - A. he saw the ghost of Blackbeard
 - B. he started to be afraid
 - C. he heard someone singing
 - D. he saw something moving
4. John was surprised
 - A. to see a red light in the bay
 - B. to discover a hole under the stone
 - C. to see some shadows across the grass
 - D. to see a boat in the bay at that time of night
5. Walking down the passage, John
 - A. found the diamond
 - B. saw more marks of feet on the ground than he had seen before
 - C. saw fewer marks of feet on the ground than he had seen before
 - D. could not see the marks of feet on the ground

II. Read the text again and write a narrative-descriptive essay about what happened in the graveyard that night. (180-200 words) (50 points)

Notă: Toate subiectele sunt obligatorii. Timp de lucru: 3 ore. Nu se acordă puncte din oficiu.

OLIMPIADA DE LIMBA ENGLEZĂ

BAREM

Clasa a X-a – SECȚIUNEA A

USE OF ENGLISH

I. 1px10=10 points

- 1.= have been
- 2.= haven't decided
- 3.= make
- 4.= met
- 5.= knew
- 6.= was studying
- 7.= take
- 8.= came
- 9.= have given
- 10.= get

II. 1px10=10 points

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

10. B

I. III. 1px10=10 points

1. all
2. no
3. was
4. used
5. been
6. makes
7. on
8. not
9. take
10. well

II. IV. 1px10=10 points

1. operation
2. powerful
3. coastal
4. fortunately
5. extensive
6. homeless
7. windy
8. cancellation
9. rainfall

10. agricultural

SUBIECTUL B – INTEGRATED SKILLS

I. 2px5=10 points

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

II. NARRATIVE-DESCRIPTIVE ESSAY MARKING SCHEME – (180-200 words) 50p

See the marking scheme

MARKING SCHEME FOR THE NARRATIVE-DESCRIPTIVE ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
CONTENT	The essay is completely relevant to topic, describing people/places/events/atmosphere, having a clear development and including the final reactions of the protagonist	The essay is fairly completed with the description of people/places/event s/atmosphere, having a clear development	The essay is partially completed with slight logical impediments in the logical development of the description.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is wholly inadequate the quality of the description failing the requirements of the task.	
ORGANIZATION 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. The register of the narrative-descriptive essay is totally relevant to the task, being	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 register of the narrative-descriptive essay is relevant to the task with slightly incongruent lapses within the	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. The register of the narrative-descriptive essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of	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. The register of the narrative-descriptive essay is inconsistent due to the mixture of	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The register used in the narrative-descriptive essay is inappropriate for this type of writing.	



	organically integrated all along the discourse.	discourse.	ideas	styles.			
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 text has a negative effect on the reader.		