

OLIMPIADA DE LIMBA ENGLEZĂ - ETAPA LOCALĂ**CLASA A VIII-A 22 februarie 2020****Varianta 1****SUBIECTE****I. Complete the second sentence so that it means the same as the first. (10 points)**

1. The jacket was so expensive that I didn't buy it.

It that I didn't buy it.

2. The shop had nothing on sale last week.

The shop didn't last week.

3. Practise more! You'll do better.

The more

4. "Who broke the window?" the teacher asked the students.

The teacher asked the students

5. We will have the party outdoors if it isn't cold.

Unless

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

1. There are more than 200 for this job.

APPLY

2. They sell a variety of organic

PRODUCE

3. Their report gave a surprising

CONCLUDE

4. His was badly-timed.

ARRIVE

5. They had a very evening at the theatre.

ENJOY

6. My mum is the manager's assistant. She has a lot of

RESPONSIBLE

7. I reported the of my passport to the authorities.

LOSE

8. Parks are regarded as green islands in a city.

USUAL

9. Her is for comfortable rather than stylish clothes.

PREFER

10. The students managed to pass the exam quite

EASY**III. Choose the best answer A, B, C or D. (20 points)****Blogs**

A blog is your own web site. It's short for "web log" and it's a place where you can write whatever you want. It can be a chat site, a news page, a diary, a collection of articles or links to other sites: all (1) a

single page!

But it's not just a web site for people to read; it's interactive! People can read what you write and make comments, (2) web links, chat, send you news, and so on. There are (3) many possibilities!

There are millions of blogs by millions of people on millions of subjects. Your blog (4) be anything you want it to be.

You could set (5) a blog about your (6) actor or singer. (7) you are a part of a team or some kind of group, why not start a blog to (8) the group's news and ideas?

Not sure how to (9) started? Try (10) out other people's blogs for interesting ideas.

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|-----------------|-------------|------------|------------|
| 1. A. on | B. of | C. at | D. to |
| 2. A. advise | B. suggest | C. tell | D. look |
| 3. A. such | B. not | C. too | D. so |
| 4. A. must | B. would | C. can | D. will |
| 5. A. up | B. out | C. off | D. down |
| 6. A. favourite | B. best | C. popular | D. leading |
| 7. A. Because | B. Whether | C. As | D. If |
| 8. A. divide | B. deliver | C. share | D. split |
| 9. A. be | B. get | C. have | D. become |
| 10. A. looking | B. checking | C. finding | D. making |

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

Fourteen-year-old Neil Atkins talks about working on a house-building project in the United States.

I got involved in the house-building project through my Uncle Brian. We went to stay with him in the United States for six weeks during the summer holiday. He was helping out on the project and asked me to come along. At first I wasn't interested. I was enjoying watching lots of new channels on TV! But after a while I got bored and went along to see what he was doing. I realised that what he was doing was really great!

He was helping out for an organisation that builds houses for people who can't usually afford them. Instead, the organisation buys all the wood and bricks and things you need to build a house. It lends the family the tools and hires some guys who know what they're doing. They also get people like my uncle, who aren't builders but who just want to help out in the community, to do the most simple building jobs. The family eventually pay all the money back to the organisation, but they can do this over many years, and it's much cheaper than buying a new house.

I helped out with moving dirt and preparing tea. It was a bit disappointing that I wasn't allowed to use the tools and do jobs like cutting wood and nailing things together. I understand why they did it: I was too young; but I study design and technology at school so I know I could do it right. Some people had no idea how to use a hammer correctly! But if I go back next year, I'll be able to do it, because I'll be fifteen then.

1. Why was Neil's uncle involved in the building project?
 - A. He lent the family his tools.
 - B. He is a qualified builder.
 - C. He enjoys helping out other people.
 - D. He wants to build his own house.
2. Which of the following is true about the building project?
 - A. The organisation provides free homes for poor people.
 - B. The project was filmed and shown on television.
 - C. No experienced builders were needed to build the house.
 - D. The future owners are involved in the project.
3. Neil was surprised that...
 - A. his uncle had such good building skills.
 - B. some adults didn't know how to use tools.
 - C. he wasn't allowed to cut wood.
 - D. houses are so expensive in the USA.
4. Neil will be able to use the tools next year because...
 - A. he is planning to study design and technology.
 - B. he will be old enough.
 - C. his uncle is going to teach him how to use them.
 - D. there will be fewer people on the project.
5. What might Neil write in his diary about his experience?
 - A. Building the house was okay, but it wasn't as fun as watching American TV!
 - B. I learnt a lot of useful things for my design and technology course from working on the building project.
 - C. I really enjoyed building the house. It gave me the chance to use my design and technology skills.
 - D. Building the house was better than watching TV, but I wanted to do more building work.

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

Notă : Toate subiectele sunt obligatorii. Timp de lucru : 2 ore.

Nu se acordă puncte din oficiu.

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)

- | | |
|------|-------|
| 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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