

## OLIMPIADA DE LIMBA ENGLEZĂ – ETAPA LOCALĂ

### Clasa a IX-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. (10x1p= 10p)

Police inspectors 1).....(still, look) for the jewellery thief. He 2) .....(disappear) at Victoria Station yesterday morning while the policemen 3) .....(follow) him. He 4) .....(wear) a grey suit and sunglasses at the time. Afterwards, at lunch time, a policeman 5) .....(see) him near St. James' Palace. He 6) .....(take off) his sunglasses and 7) .....(carry) a small bag. The policemen 8) .....(run) after the thief but he 9) .....(jump) into a taxi and 10).....(escape) again.

##### II. Read the following text and decide which answer A, B, C or D best fits in each gap.(10x1p=10p)

Many people have tried (1) .....smoking at some point in their lives, and these days many of us (2)..... to stop taking (3) .....substance which is not cigarettes, but which (4).....be killing the same number of people (5)..... tobacco, or even more. I am talking about sugar.

When I went to the doctor five years ago, he told me that sugar (6) .....kill me one day if I didn't avoid (7)..... it. My only chance of long-term survival, said the doctor, was (8).....all sugar from my diet. Before that day, I (9).....to quit anything; (10)....., I didn't think it would be too difficult. "I have achieved difficult things in my life, much more difficult than that," I thought. It wasn't true.

- |                       |                     |                   |                     |
|-----------------------|---------------------|-------------------|---------------------|
| 1. A. giving up       | B. to give up       | C. putting down   | D. to put down      |
| 2. A. had attempted   | B. attempted        | C. are attempting | D. attempt          |
| 3. A. another         | B. other            | C. others         | D. the other        |
| 4. A. can             | B. should           | C. be able to     | D. might            |
| 5. A. that            | B. so               | C. as             | D. than             |
| 6. A. will            | B. shall            | C. would          | D. was              |
| 7. A. to eating       | B. eating           | C. to eat         | D. eat              |
| 8. A. seeing down     | B. putting out      | C. cutting out    | D. cutting down     |
| 9. A. had never tried | B. was never trying | C. don't tried    | D. have never tried |
| 10. A. so             | B. even though      | C. although       | D. however          |

##### 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)

Mongkut (0) **did** not become King of Thailand (1) ..... he was 46 years old. Before that he (2)..... spent 25 years as a Buddhist monk, and this experience was a very important

influence when he later became king. (3)..... Thailand, most men spend some time during (4) ..... lives in the monkhood. Usually they go to live for a (5) ..... months in a monastery with other monks. There they live very simply, and study the Buddhist religion.

In the Buddhist monkhood, men come (6) ..... all levels of Thai society, rich and poor, farmers and merchants, and they all live together as equals. So when the young Prince Mongkut joined a monastery, he (7) ..... not called "Prince", but simply became known (8) ..... "Mongkut the Beggar". It is a rule that all monks (9) ..... leave the monastery every day to walk in the streets and to beg for food from the people, so in (10) ..... way Mongkut came to meet and know ordinary people.

#### IV. Use the word given in brackets to form a word that fits in the context. (10 x 1p = 10p)

1. Buying and selling antiques can be a very ..... (PROFIT) hobby if you know how to find a good bargain.
2. We were left without any money for the last part of our holiday because we had ..... (ESTIMATE) the cost of the train ticket to Norway.
3. Mr. Transom stared ..... (CROSS) at the group of students talking in the corner and they shut up immediately.
4. Jennings is so ..... (WONDER) enthusiastic about the game that his enthusiasm spreads to his team-mates and the result is usually a strong performance.
5. I think I was ..... (FAIR) sacked and have decided to bring the company to court.
6. Have you seen my handbag John? It seems to have totally ..... (APPEAR)!
7. You know your father is the most ..... (FASHION) person in the world. He is sure to be wearing one of his old sweaters to the party.
8. People will need to see ..... (SCIENCE) provable information before they can believe in something like life on other planets.
9. The Sultan spent over fifty million dollars making the capital city's main hotel the most ..... (LUXURY) in the country.
10. Police working on solving the bank robbery have by chance ..... (COVER) a plan to murder a leading politician.

#### 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. ( 5 x 2p = 10 points)

##### Summer Treats

Jessica and Ellen were having fun on the swings at the park on a hot summer day. They both loved the feeling of the air on their faces when they would swing high up over the ground. After a little while they dragged their sneakers in the dirt to stop swinging.

Mom had given the twins money to get a summer treat at the park's snack shop.

"What are you getting?" asked Jessica.

"I want an orange popsicle. That's my favorite kind," replied Ellen. "Let's split one so it won't all melt."

The two girls bought the popsicle and then started on home. They wondered where the frozen treat on a stick came from so they asked their Mom.

"Oh, popsicles were invented by a boy just about your age. He was eleven. He mixed something like Kool-Aid and water together and brought it on the porch. He forgot to bring his drink inside and it froze overnight with the stirring stick still in it. That's how the first popsicle was made. Later he sold his treats to the neighbors and then when he grew up he started a popsicle factory."

The twins had only heard about the famous adult inventors and wondered if someday they could make some kind of new invention.

1. The twins were swinging

- A. at home
- B. at school
- C. at the park
- D. at the popsicle factory

2. What treat did they buy?

- A. popsicle
- B. popcorn
- C. candy bar
- D. an orange

3. After playing on the swings where did the twins go?

- A. home
- B. school
- C. grandmother's house
- D. to the snack shop

4. Popsicles were invented by

- A. a ten year-old boy
- B. an eleven year-old boy
- C. a fifteen year-old boy
- D. a teenager



5. Where did the boy invent popsicles?

- A. at his home
- B. at a snack shop
- C. at a factory
- D. at school

**II. Read the text again and write a narrative essay about the encounter of the two girls with the inventor of popsicle. (160-180 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 IX-a – SECȚIUNEA A

#### I. 1px10=10 points

- 1.= are still looking
- 2.= disappeared
- 3.= were following
- 4.= was wearing
- 5.= saw
- 6.= had taken off
- 7.= was carrying
- 8.= ran
- 9.= jumped
- 10.= escaped

#### II. 1px10=10 points

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

#### III. 1x10=10 points

1. until
2. had
3. In
4. their
5. few
6. from
7. was
8. as

9. must
10. that

#### IV. 1px10=10 points

1. profitable
2. underestimated
3. crossly
4. wonderfully
5. unfairly
6. disappeared
7. unfashionable
8. scientifically
9. luxurious
10. uncovered



## **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)**

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

## **II. NARRATIVE ESSAY MARKING**

**SCHEME (160-180 words) 50 points**

See the marking scheme

### MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
<b>CONTENT</b>	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/events/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.	
<b>ORGANIZATION AND COHESION</b>	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.	
<b>VOCABULARY</b>	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 organically integrated all along the discourse.	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 discourse.	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 ideas	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 styles.	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.	
<b>STRUCTURES</b>	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.	
<b>EFFECT ON TARGET READER</b>	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.	