

OLIMPIADA DE LIMBA ENGLEZĂ
ETAPA LOCALĂ – 25 februarie 2023
CLASA a VII-a (STANDARD) Varianta 1
BAREM DE CORECTARE

SUBIECTUL I – USE OF ENGLISH - 50p

I.1. Fill in the blanks with ONE suitable word in each space. (20p)

Charity bike ride

by Sarah Collins

Every year, a charity bike ride is organised in our town (1) **BY** a group of cyclists. It takes place on the last Saturday in April and it raises money for a different charity (2) **EACH / EVERY** year.

This year will be (3) **THE** first time I take part in such a ride. (4) **IF / WHEN** I complete the ride, my friends and family will give me the money for the charity. My friend Howard will be there, too, and he says that the ride will be easy for both of (5) **US** because we are both good (6) **AT** cycling.

More (7) **THAN** one hundred people will take part in the bike ride. Ten kilometres is a long (8) **WAY / DISTANCE** to cycle and I will be tired at the end. I won't win, I'm sure, but (9) **IT / THAT / THIS** doesn't matter. I will feel proud that my effort will (10) **HELP** those in need.

I.2. Choose the variant which best completes each space (20 p).

- | | | |
|-------------------------|------------------------|-------------------|
| 1. a) an | 5. a) understand | 9) c) some |
| 2. c) more hard-working | 6. b) is going to rain | 10) d) have known |
| 3. d) Please | 7. a) often skips | |
| 4. a) who | 8) b) rains | |

I.3. Find and correct the mistake in each sentence. (10p).

- Our English teacher doesn't give us a lot of **HOMEWORK**.
- I **COULD** ski when I was 5 years old.
- We usually have a lot of free time **AT / DURING** the weekend.
- MAY I** use your phone, Mr. Brown?
- They **ARE USUALLY** at home at 7 pm.

SUBIECTUL II - READING COMPREHENSION - (25p)

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

SUBIECTUL III – WRITING (25p).

Write a composition that should start with the following sentence "Everyone in the classroom looked at Zack". Give your composition a title. (120 – 150 words).

MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 5p	Proficient 4p	Partially Proficient 3p	Weak 2p	Incomplete 1p	Points
CONTENT	The essay is completely relevant to topic, describing places/events /characters/atmosphere/ reaching climax, including the final reactions of the protagonist.	The essay is fairly completed with all the sequencing elements of a narrative.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is incomplete, the sequencing of the narrative moments being inconsistent.	
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 fair 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 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 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 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 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 essay is inappropriate for this type writing.	
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 quite poor.	The effect on the reader non-relevant.	