

MINISTERUL EDUCAȚIEI NAȚIONALE / INSPECTORATUL ȘCOLAR JUDEȚEAN SIBIU
OLIMPIADA DE LIMBA ENGLEZĂ
FAZA JUDEȚEANĂ 1 MARTIE 2014
CLASA a IX-a

Question I (50 points)

A magazine is running a competition for a best short story starting with the following sentence: "The moment I entered the building I realized something was going to be terribly wrong". Write your **story for the competition in 250 words**.

Question II (25 points)

You had an unpleasant experience while travelling abroad. Write **a letter to a friend** describing your experience and explaining why you will think twice before going abroad alone again. Write **120-150 words**.

Question III (25 points)

A. Put the verbs in brackets in the right tense and voice.

(10 points)

Henry 1. _____ (always / be) a fan of Real Madrid. The first time he 2. _____ (go) to see a football match with his father he 3. _____ (become) addicted to that sport. His first question on their way home after the match was: "Daddy, when 4. _____ (we / go) to see the next one?" "This time next month they 5. _____ (play) again. I promise I 6. _____ (buy) you a ticket," his father replied. Two years after Henry 7. _____ (get) married, he 8. _____ (start) going to football stadiums again. At first his wife didn't agree at all, but Henry told her: "Please, try to understand that I 9. _____ (wait) for this match for so long." This 10. _____ (go on) for a few more years until their son was old enough and they all started to go to matches together. They were a happy family.

B. Read the text below and use the word given in capitals on the right to form words that fit in the gaps. The words in capitals are given in the order you need to use them. (5 points)

Hollywood star Bubbles Pratt claims that it was never her 1) to become so famous. It all happened 2), she says in an interview in <i>Why?</i> magazine. According to Bubbles, she wasn't 3) and in fact when she was younger she led a rather 4) life. She just wanted to enjoy herself and before she found fame she didn't have the 5) to reach the top.	INTEND ACCIDENT AMBITION CARE DETERMINE
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C. Complete the second sentence in each of the pairs below so that the meaning stays the same. Include the word given without changing it. Fill in the gap with 2-5 words (10 points)

1) In the end, I spent all my money in that nightclub.

ended

I all my money in that nightclub.

2) I thought that he would lose his temper in a few seconds.

about

I thought that his temper.

3) It's a pity the car is so expensive.

wish

I so expensive.

4) I read the book but it was extremely boring.

worth

It the book because it was extremely boring.

5) Lots of people start doing a hobby as a way of relaxing.

take

Lots of people as a way of relaxing.

TOTAL: 100 PUNCTE
TOATE SUBIECTELE SUNT OBLIGATORII.
TIMP DE LUCRU 3 ORE.
NU SE ACORDĂ PUNCTE DIN OFICIU.

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BAREM DE CORECTARE

Use of English

Question 3 - 25 points

A. Verb forms 10 words x 1 point = 10 points

1. has always been
2. went
3. became
4. are we going
5. will be playing / are going to play
6. will buy
7. had got / got
8. started
9. have been waiting
10. had been going on / went

B. Word formation 5 words x 1 point = 5 points

1. intention
2. accidentally
3. ambitious
4. carefree
5. determination

C. Key word transformations 5 sentences x 2 points = 10 points

1. ended up][spending
2. he was about][to lose
3. wish the car][weren't/wasn't
4. was not worth][reading
5. take up][a hobby

Any other correct answer(s) will be accepted.

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MARKING SCHEME FOR THE NARRATIVE ESSAY

9th Grade

Analytical criteria	Excellent 10p		Good 8p		Adequate 6p		Weak 4p		Inadequate 2p		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 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 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 style		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 the type of functional 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 non-relevant		The effect on the reader non-relevant.		

MARKING SCHEME - FORMAL/ INFORMAL LETTER

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
Task achievement	The letter is completely relevant to the task, fully developing all content points; the format of the letter is fully observed; the purpose of the letter is clearly and fully explained; the register is appropriate throughout.		The letter covers the requirements of the task but the content points could be more fully extended; the format of the letter is observed; the purpose of the letter is presented; the register is appropriate, although minor inconsistencies are possible.		The letter addresses the requirements of the task but not all content points are included; the format may be faulty at times; the purpose of the letter is presented but it is not very clear; there are inconsistencies in register.		The letter does not cover the requirements of the task; bullet points are attempted but many irrelevant details are included; the format is faulty; the purpose for writing is missing; there are major inconsistencies in register.		The letter does not relate to the task.		
ORGANIZATION AND COHESION	There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive devices is used effectively.		There is a logical progression although minor inconsistencies are possible; the paragraphs are well built but could be more extended; a range of cohesive devices is used effectively.		The text is generally coherent but the internal organization of some paragraphs may be faulty; the topic sentence is not always clear or may be missing; cohesive devices are used but sometimes they are not accurate.		There is serious inconsistency in the organization of the text; the sequencing of ideas can be followed with difficulty; paragraphing may be missing; cohesive devices are limited or most of them are faulty.		The text is not logically organized and does not convey a message; No control of cohesive devices.		
VOCABULARY	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled.		A range of vocabulary is used appropriately and accurately; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips.		The range of vocabulary is adequate; errors in word choice/formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times.		A limited range of vocabulary is present; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult.		A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times.		
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.		A range of grammatical structures is used accurately and with some flexibility; occasional errors are possible; punctuation is well controlled with occasional slips.		A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.		A limited range of grammatical structures is present; 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; 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 text has not a relevant effect on the reader.		The text has a negative effect on the reader.		

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
Task achievement	The report/proposal is completely relevant to the task, fully developing all content points; the format of the report/ proposal is fully observed; the purpose of the report/proposal is clearly and fully explained, the information is appropriately categorized, a relevant conclusion is drawn; the register is appropriate throughout.		The report/proposal covers the requirements of the task but the content points could be more fully extended; The format of the report/ proposal is observed; the purpose of the report/ proposal is presented; the information is appropriately categorized in spite of minor inaccuracies; the conclusion drawn could be better substantiated; the register is appropriate, although minor inconsistencies are possible.		The report/ proposal addresses the requirements of the task but not all content points are included; the format may be faulty at times; the purpose of the report/ proposal is presented but it is not very clear; there are lapses in the categorization of the information; the conclusion is not logically linked to the content; there are inconsistencies in register.		The report/ proposal does not cover the requirements of the task; the content points are attempted but many irrelevant details are included, the format is faulty; the purpose for writing/ the conclusion is missing or the information is inappropriately categorized; there are major inconsistencies in register		The report/ proposal does not relate to the task		
Organization and cohesion	There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive devices is used effectively.		There is a logical progression although minor inconsistencies are possible; the paragraphs are well built but could be more extended or balanced; a range of cohesive devices is used effectively.		The text is generally coherent but the internal organization of some paragraphs may be faulty; the topic sentence is not always clear or may be missing; cohesive devices are present but sometimes they are not accurate.		There is serious inconsistency in the organization of the text; the sequencing of ideas can be followed with difficulty; paragraphing may be missing; cohesive devices are limited or most of them are faulty.		The text is not logically organized and does not convey a message; no control of cohesive devices.		
VOCABULARY	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled.		A range of vocabulary is used appropriately and accurately; occasional errors in word choice/ formation are possible; spelling is well controlled with occasional slips.		The range of vocabulary is adequate; errors in word choice/ formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times.		A limited range of vocabulary is present; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult.		A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times.		
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.		A range of grammatical structures is used accurately and with some flexibility; occasional errors are possible; punctuation is well controlled with occasional slips.		A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.		A limited range of grammatical structures is present; 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; 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 text has not a relevant effect on the reader.		The text has a negative effect on the reader.		

MARKING SCHEME - ARTICLE

Analytical criteria	Excellent 10p	9p	Good 8p	7p	Adequate 6p	5p	Weak 4p	3p	Inadequate 2p	1p	Task not attempted 0p
Task achievement	The content of the article is completely relevant to the task, fully responding to its requirements; the format of the article is fully observed; an introduction/ a conclusion is present; the register is appropriate throughout.		The article covers the requirements of the task but the key ideas could be better substantiated; the format of the article is observed; an introduction/ a conclusion is present but not fully linked to the topic; the register is appropriate, although minor inconsistencies are possible		The article addresses the requirements of the task but not all key ideas are relevant; the introduction or the conclusion may be missing; there are inconsistencies in register		The article does not cover the requirements of the task; the introduction/ conclusion are missing or totally irrelevant; many irrelevant details are included; there are major inconsistencies in register		The article does not relate to the task		
Organization and cohesion	There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive devices is used effectively.		There is a logical progression although minor inconsistencies are possible; the paragraphs are well built but could be more extended or balanced;; a range of cohesive devices is used effectively.		The text is generally coherent but the internal organization of some paragraphs may be faulty; the topic sentence is not always clear or may be missing; cohesive devices are present but sometimes they are not accurate.		There is serious inconsistency in the organization of the text; the sequencing of ideas can be followed with difficulty; paragraphing may be missing; cohesive devices are limited or most of them are faulty.		The text is not logically organized and does not convey a message; no control of cohesive devices.		
VOCABULARY	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled.		A range of vocabulary is used appropriately and accurately; occasional errors in word choice/ formation are possible; spelling is well controlled with occasional slips.		The range of vocabulary is adequate; errors in word choice/ formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times.		A limited range of vocabulary is present; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult.		A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times.		
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.		A range of grammatical structures is used accurately and with some flexibility; occasional errors are possible; punctuation is well controlled with occasional slips.		A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.		A limited range of grammatical structures is present; 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; 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 text has not a relevant effect on the reader.		The text has a negative effect on the reader.		