

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

Question I (50 points)

Imagine you are waiting for a friend in the school yard during the break. Write a **300-word essay** in which you describe what you see around.

Question II (25 points)

Read the announcement below, which appeared online:

VOLUNTEERS NEEDED

We are looking for volunteers to help out at a famous, international sporting event. We're looking for friendly, respectful people with good communication skills, good team skills and a 'can-do' attitude. We need people to welcome delegates, provide customer service and solve problems. If you think you have what it takes, apply now.

Write a letter of application to become a volunteer. Use 150 - 180 words.

Mention:

- your language skills
- your personal qualities
- examples of times when you have demonstrated team skills
- any relevant work experience

Question III (25 points)

A. Fill each of the numbered blanks in the following passage. Use only one word in each space.
(10 points)

US publication *Rolling Stone* is 1) _____ be launched in China. The magazine, 2) _____ should hit the shelves early next year, will focus on China's emerging youth culture as well 3) _____ on foreign arts and entertainment. *Rolling Stone* magazine 4) _____ licensed Hong Kong-based "*One World*" to publish the Chinese-language edition. Mr Jung, owner of *One World Publishing*, says that the magazine, printed in simplified Chinese characters, will 5) _____ a mix of local texts written primarily 6) _____ Beijing-based staff and translations of articles 7) _____ the US edition. "We want to make 8) _____ that we're faithful to the spirit of the brand," said Jung. He added that 9) _____ Hong Kong and Taiwan had more developed pop cultures, mainland China is more important. "We feel China offers greater potential and we want to be there from the start," said Jung, 10) _____ company also publishes Chinese editions of British car magazine *Top Gear*.

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B. Read the text below and use the word given in capital 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)

Computer Crime

Most people find that computers 1) _____ them to do their work with greater 2) _____. For a few, the attraction of computers lies in the many possibilities they offer for committing crimes. Criminals may use computers to transfer large sums of money 3) _____. Amateur computer experts may get a feeling of 4) _____ by obtaining secret information. These activities may not always receive a lot of 5) _____ because companies, especially financial institutions, do not want to reveal the weaknesses of their computer system.	ABLE EFFICIENT LEGAL EXCITE PUBLIC
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C. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between three and six words, including the word given. Do not change the word given. (10 points)

1. The rescue team managed to rescue all the victims of the crash. **IN**
The rescue team _____ all the victims of the crash.
2. Someone stole Jenny's bracelet as she was leaving the airport. **HER**
Jenny _____ as she was leaving the airport.
3. I walked quietly because I didn't want to wake the baby. **SO**
I walked quietly _____ wake the baby.
4. The union claims its members will only return if the company agrees to a meeting. **NOT**
The union claims its members will _____ the company agrees to a meeting.
5. You shouldn't eat so many sweets if you want to lose weight. **DOWN**
You should _____ amount of sweets you eat if you want to lose weight.

TOTAL: 100 PUNCTE
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TIMP DE LUCRU 3 ORE.
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BAREM DE CORECTARE

Use of English

Question 3 - 25 points

A. Open cloze 10 words x 1 point = 10 points

1. to
2. which
3. as
4. has
5. have / be / contain
6. by
7. from
8. sure
9. although
10. whose

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

1. enable
2. efficiency
3. illegally
4. excitement
5. publicity

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

1. succeeded in][rescuing
2. had/got her bracelet][stolen
3. so as not][to wake
4. not return][unless
5. cut down][on the

Any other correct answer(s) will be accepted.

MARKING SCHEME FOR THE DESCRIPTIVE ESSAY

10th Grade

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
CONTENT	The essay is completely relevant to topic, describing persons/places/events and objects, ascribing the whole description to an engendering idea.	The essay is fairly completed with the descriptions of persons/places/events and objects, being ascribed to an engendering idea.	The essay is partially completed with slight logical impediments in the logical development of the descriptions around an engendering idea.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is wholly inadequate the quality of the descriptions 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 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 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 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 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 descriptive 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 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.		

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.		