



BAREM DE CORECTARE

Olimpiada de limba engleză clasa a VII-a Etapă județeană

VARIANTA 2

I. *Reading comprehension– 25 points*

Read the text about Sunaina and circle the correct option: A, B, C or D.

1 C -5p, 2 B -5p, 3 D -5p, 4 A -5p, 5 D -5p

II. *Use of English -25 points*

A. Error correction - (10x1p.each=10 points)

1. Do you study for your exams at the moment?.(Are you studying)
2. That's the boy who's father is an astronaut. (whose)
3. Have you seen my purse? I am looking for it for half an hour! (have been)
4. She doesn't have any friends, has she? (does she?)
5. This is the man who I borrowed the camera from him. (-)
6. I will tell them the story when I will meet them. (I meet)
7. If you will help me with my homework, we will have time to play. (if you help)
8. They should to learn harder for this exam. (should learn)
9. She has written two letters to her mother a week ago. (wrote)
10. Dan is much more smarter than Mike. (much smarter)

B. FILL IN – ONE WORD - (5x1p.each= 5 points)

1.against 2. not 3.flying 4.do 5. Go

C. For each of these, choose the correct alternative of the tense. (10x1p.each=10 points)

1. By the time the teacher arrived, the pupils **had left**.
2. She **was cooking** dinner when the doorbell rang.
3. What **are you doing** tonight?
4. I **haven't seen** him since Christmas.
5. If it **doesn't snow**, I'll take the children skiing.
6. What time **did you leave** school yesterday?
7. My grandfather often **watches** old films.



8. If Mary worked harder, **she would get** a promotion.
9. Sarah is very tired. She **has been working** hard all day.
10. The plane to London **takes off** at 6.30 a.m.

III. WRITING –50 POINTS

Marking Scheme for the Narrative Composition 7th form

Analytical Criteria	Excellent 10 p	Good 8 p	Adequate 6 p	Limit ed 4 p	Incomplete/ Poor 2 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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