



**OLIMPIADA DE LIMBA ENGLEZĂ
ETAPA JUDEȚEANĂ
26 MARTIE 2022
CLASA A X-A - SECȚIUNEA A**

Varianta 1

BAREM DE CORECTARE SI NOTARE

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă punctaje intermediare, altele decât cele precizate explicit prin barem.

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the text and decide which answer (A, B, C or D) best fits each space. 10 points
10 x 1p = 10 points

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

II. Fill each of the numbered blanks in the following passage. Use only one word on each space. 10 points
10 x 1p = 10 points

1 been 2 by 3 that 4 in 5 their 6 for 7 of 8 to 9 spite 10 have

III . Read the text below and use the words given in capitals to form words that fit in the gaps. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. 10 points
10 x 1p = 10 points

1 marvellous 2 speaking 3 preparation 4 encouraged 5 correctly 6 liking
7 tastiest 8 dangerous 9 importance 10 heavily

IV. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. 10 points
10 x 1p = 10 points



1. looked up to their
2. is not used to getting
3. wish you had come
4. many of whom I had never
5. did not succeed in entering
6. is such useless information
7. wondered why he had not
8. is said to be leaving
9. had arrived on time
10. from Andrew, none of

SUBIECTUL B – INTEGRATED SKILLS (60 points)

I. For each question decide which answer (A, B, C or D) fits best according to the text.

10 points

5 x 2p = 10 points

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

II. ESSAY WRITING NARRATIVE-DESCRIPTIVE ESSAY (50 points)

Use the Marking Scheme



MARKING SCHEME FOR THE NARRATIVE-DESCRIPTIVE ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
CONTENT	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.	
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-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.	
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	



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MINISTERUL EDUCAȚIEI

							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.

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