

**Etapa județeană/seктоarelor municipiului București a olimpiadelor naționale școlare – 2020**

**Probă scrisă**

**Limba engleză**

**CLASA a VII-a**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

**SUBIECTUL I – USE OF ENGLISH (25 points)**

**I.1. Read the following text and fill in the blanks with the correct verb forms.**

**10 points**

**10 x 1p = 10 points**

(1) have ever been (2) woke up (3) Am I dreaming? (4) brought (5) was getting  
(6) fell (7) heard / could hear (8) came (9) I've been going (10) I'm going to take part / I will take part

**I.2. Read the following text and decide which answer A, B, C or D best fits in each gap.**

**10 points**

**10 x 1p = 10 points**

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

**I.3. Use the word given in brackets to form a word that fits in each sentence.**

**5 points**

**5 x 1p = 5 points**

1. SCIENTIFICALLY 2. POVERTY 3. DISOBEDIENT 4. STRAIGHTENED 5. SPECTACULAR

**SUBIECTUL al II-lea – READING COMPREHENSION (25 points)**

**Read the text below and choose the correct answer (A, B, C or D).**

**5 x 5p = 25 points**

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

**SUBIECTUL al III-lea – WRITING (50 points)**

**MARKING SCHEME FOR THE NARRATIVE ESSAY**

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
<b>CONTENT</b>	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.	
<b>ORGANIZATION AND COHESION</b>	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.	
<b>VOCABULARY</b>	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.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors	A mix of complex and simple grammatical structures is present throughout the essay; errors	A limited range of grammatical structures is present along the essay; complex language is rare and may be often faulty; punctuation errors	A very narrow range of grammatical structures is present within the essay;	

	very well controlled.		are possible; punctuation is well controlled with occasional slips.		are present when complex language is attempted; punctuation can be faulty at times.		can make text understanding difficult.		errors predominate; punctuation errors make the text obscure at times.	
<b>EFFECT ON TARGET READER</b>	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.	

**Etapă județeană/seктоarelor municipiului București a olimpiadelor naționale școlare – 2020**

**Probă scrisă**

**Limba engleză**

**CLASA a VIII-a**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

**SUBIECTUL I – USE OF ENGLISH**

**(25 points)**

**I.1. Read the following text and fill in the blanks with the correct verb forms. 10 points**

10 verbs x 1p = 10 points

1. am standing; 2. have just arrived; 3. normally work; 4. made; 5. chose; 6. goes out; 7. have been practising; 8. have already learned/learnt; 9. looks; 10. are clearly having

**I.2. Read the following text and decide which answer A, B, C or D best fits in each gap.**

**10 points**

10 x 1p = 10 points

1-b, 2-b, 3-a, 4-c, 5-a, 6-c, 7-c, 8-b, 9-a, 10-b.

**I.3. Use the word given in brackets to form a word that fits in each sentence. 5 points**

5 words x 1p = 5 points

1-UNDERAGE, 2-COOKERY, 3-TERRIFYINGLY, 4-KNOWLEDGEABLE, 5-LIVE

**SUBIECTUL al II-lea – READING COMPREHENSION (25 points)**

**Read the text below and choose the correct answer (A, B, C or D).**

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

5 sentences x 5p = 25 points

**SUBIECTUL al III-lea –WRITING (50 points)**

**MARKING SCHEME FOR THE NARRATIVE ESSAY**

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
<b>CONTENT</b>	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.	
<b>ORGANIZATION AND COHESION</b>	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.	
<b>VOCABULARY</b>	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.	
<b>STRUCTURES</b>	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	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted;	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	

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			slips.		punctuation can be faulty at times.				errors make the text obscure at times.		
<b>EFFECT ON TARGET READER</b>	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.		

**Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare – 2020**

**Probă scrisă**

**Limba engleză**

**CLASA a IX-a - SECȚIUNEA A  
BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH**

**I. 10x1p = 10p**

1. are; 2. has been promoted; 3. have started; 4. are coming/are going to come/will be coming; 5. have not seen; 6. will have to; 7. were decorated; 8. moved; 9. will be able; 10. am looking

**II. 10x1p = 10p**

1. DEVOTION, 2. REMARKABLE, 3. UNCONVINCING, 4. CONSERVATIVE, 5. INACCESSIBLE, 6. PERSONALITY, 7. COURTSHIP, 8. OVERCHARGED, 9. UNIMPRESSIVE, 10. IMAGINATIVE.

**III. 10x1p = 10p**

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

**IV. Translate the following text into Romanian.**

**10 points**

**Suggested answer:**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

**A FLIGHT ACROSS THE ATLANTIC OCEAN**

It was my first flight across the Atlantic Ocean. It took nine hours to travel from New York to London. When/while I boarded/was boarding the plane, I saw the pilots' cabin. The door was wide open so I could look at all the equipment. I was a little afraid before taking off. I tried not to think about collisions on the runway and hijackers. A few minutes after take-off, all my fear was gone. I had a window seat and could admire/look at the beautiful views. The journey was pleasant.

**SUBIECTUL B – INTEGRATED SKILLS**

**I. 5x2p = 10p**

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

**II. ESSAY WRITING**

**NARRATIVE ESSAY (50 points) ----- Use the Marking Scheme**

MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 10p		Proficient 8p		Partially Proficient 6p		Weak 4p		Incomplete 2p		Points
<b>CONTENT</b>	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.		
<b>ORGANIZATION AND COHESION</b>	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 disregarded.		
<b>VOCABULARY</b>	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.		
<b>STRUCTURES</b>	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		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		



					times.				obscure at times.		
<b>EFFECT ON TARGET READER</b>	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.		

**Etapa județeană/seктоarelor municipiului București a olimpiadelor naționale școlare - 2020**

**Probă scrisă**

**Limba engleză**

**CLASA a IX-a - SECȚIUNEA B**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the paragraph below and do the tasks that follow.**

**A. Answer the questions. (4x2p=8p)**

**SUGGESTED ANSWERS**

1. after he learned he could not collect flies
2. he couldn't get the equipment he needed.
3. many occasions arise when people need unexpected things
4. with younger ant specialists

**B. Choose the right synonym. (3x2p=6p)**

**1.b 2. d 3 b.**

**C. Rephrase the following sentences so as to preserve the meaning. (3x2p=6p)**

1. the time he got/grew/became older
2. if/whether any such thing existed
3. ant species are being discovered at every

**II. Use the word given in brackets to form a word that fits in each gap. (10x1p=10 p)**

1. warrior 2. fighters 3. ferocious 4. appearance 5. essentially 6. killers 7. habitats 8. environmentalists 9. fortunately 10. awareness

**III. Translate into English.**

**10 points**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

**SUGGESTED ANSWER**

After I had reached home I realized that I had taken care of everything except the most important of all: the place where my friend would take shelter. He had talked to me about a chalet in the mountain but this chalet had to be found, and we had to reach it before daybreak in order not to be noticed/as as not to be noticed/ lest we should be noticed.

Our plan appeared childish: we had to climb the mountain backpack carrying a dozen blankets and food, without knowing which way we were heading, running the risk that my friend would stop a few hundred meters farther away because he had not been eating/had not eaten for a week.

**SUBIECTUL B – INTEGRATED SKILLS (60 points)**

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

**(5 x 2p = 10p)**

**1-C; 2-B; 3-D; 4-B; 5-A;**

**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
<b>CONTENT</b>	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.	
<b>ORGANIZATION AND COHESION</b>	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.	
<b>VOCABULARY</b>	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.	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 range of vocabulary is adequately used in the essay; errors in word choice /formation are present when more sophisticated items of vocabulary are attempted;	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	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure at times. The	

	The register of the narrative-descriptive essay is totally relevant to the task, being organically integrated all along the discourse.		The register of the narrative-descriptive essay is relevant to the task with slightly incongruent lapses within the discourse.		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		difficult. The register of the narrative-descriptive essay is inconsistent due to the mixture of styles.		register used in the narrative-descriptive essay is inappropriate for this type of writing.		
<b>STRUCTURES</b>	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.		
<b>EFFECT ON TARGET READER</b>	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.		

**Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare - 2020**

**Probă scrisă**

**Limba engleză**

**CLASA a X-a - SECȚIUNEA A**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the following text and put the verbs in brackets in the correct form. 10 points**

10 x 1p = 10 points

1- have fared, 2- will reveal, 3- influenced/had influenced, 4- is, 5- has been, 6- was demolished, 7- to catch, 8- would have known / knew/ had known, 9- will be shown, 10- is strongly advised

**II. Use the word given in brackets to form a word that fits in each sentence 10 points**

10 x 1p = 10 points

1-applicant, 2-indebted, 3-scornfully, 4-Likewise, 5- disobedient, 6- lessen, 7- insensitive, 8-certainty, 9-publicized/publicised, 10-flawless

**III. Read the following text and decide which answer A, B, C or D best fits in each gap**

**10 points**

10 x 1p = 10 points

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

**IV. Translate into English. 10 points**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

**SUGGESTED ANSWER**

He could have caught the eight o'clock bus in the morning, but, as he was approaching the stop, he caught sight of a young woman, and it seemed to him that she was waiting for him, seated on a bench, pretending to be reading. He saw her constantly look up from her magazine and glance around with curiosity, sometimes turning her head towards the tables on the pavement. Emanuel walked down the first little street that came his way, and, as he very soon saw a barber's, went in there. When he came back, at about half past eight, the woman was still there, on the bench, bored, leafing through her magazine. Emanuel hesitated for a few moments, then he went back again and looked for a café. He asked for a cup of tea and drank it at ease, thoughtfully.

## 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.C; 2.B; 3.A; 4.B; 5.B.

## 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
<b>CONTENT</b>	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.	
<b>ORGANIZATION AND COHESION</b>	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.	
<b>VOCABULARY</b>	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	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.	

				ideas					
<b>STRUCTURES</b>	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.			
<b>EFFECT ON TARGET READER</b>	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.			

**Etapă județeană/sectoarelor municipiului București a olimpiadelor naționale școlare -  
2020**

**Probă scrisă**

**Limba engleză**

**CLASA a X-a - SECȚIUNEA B**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the paragraph below and do the tasks.**

**A. Answer the questions.**

**(4x2p=8p)**

**SUGGESTED ANSWERS**

1. ...“Pre-schoolers can get help learning the alphabet, grade-schoolers can learn about nature”...
2. ... “is often promoted as a fun and effective way”...
3. ...”violent acts are perpetrated by good guys”...
4. ...”behaviour problems, nightmares and difficulty in speaking”...

**B. Choose the right synonym.**

**(3x2p=6p)**

1. a. 2. d. 3. c.

**C. Rephrase the following sentences so as to preserve the meaning.**

**(3x2p=6p)**

1. turns 18, he will have witnessed
2. can be frightened by
3. can TV be an excellent educator but

**II. Use the word given in brackets to form a word that best fits in each sentence. (10 x 1p=10p)**

- 1.USUALLY 2.NEIGHBOURHOOD 3. SIGHT 4.ELEVATED 5.INNOVATIVE 6. UNLIKE  
7.CAREFULLY 8.ENJOYMENT 9.STRIKING 10. REMARKABLE

**III. Translate into English:**

**10 points**

- |                    |          |
|--------------------|----------|
| grammar structures | 4 points |
| vocabulary         | 4 points |
| fluency            | 2 points |

**SUGGESTED ANSWER**

His daughter wouldn't/didn't take care of him anymore. No one thought of him anymore and he gave them everything he owned – his entire fortune. In moments like that one Master Dinu hated everybody, Tincuta included. Angry as he was, he got closer to the laundry chest-of-drawers which he opened and rummaged in it until he found a pile/heap of socks carefully arranged and started to cut them up with the scissors. When Tincuta entered his room/came in to wish him good-night she found him panting/breathing heavily as if he were choking with every breath of air.



## 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  
(2x5p= 10p)

1. B; 2.A; 3.B; 4. A; 5. B

## II. ESSAY WRITING: FOR- AND -AGAINST ESSAY (50 points) Use the Marking Scheme

### MARKING SCHEME FOR THE FOR AND AGAINST ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
<b>CONTENT</b>	The essay is completely relevant to topic, all arguments are well-rounded, well-grounded, and balanced, developing the thesis of the introduction and leading to a balanced consideration and/or personal opinion.	The essay is fairly completed, the thesis in the introduction being further developed with balanced arguments and relevant ideas.	The essay is partially relevant to topic, there is no thesis formulated in the first paragraph, which leads to inconsistencies in the logical development of arguments.	The essay is faulty, including serious logical impediments in the sequencing of ideas / arguments.	The essay is wholly inadequate, there is no thesis in the first paragraph, while the arguments lack logical development.	
<b>ORGANIZATION AND COHESION</b>	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.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible;	The range of vocabulary is adequately used in the essay; errors in word choice / formation are present when more	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the essay obscure	

Ministerul Educației și Cercetării  
Centrul Național de Evaluare și Examinare

	conveyed; minor errors are rare; spelling is very well controlled. The register of the for and against essay is totally relevant to the task, being organically integrated all along the discourse.	spelling is well controlled with occasional slips. The register of the for and against essay is relevant to the task with slightly incongruent lapses within the discourse	sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the for and against essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas	faulty; spelling errors can make text understanding difficult. The register of the essay is inconsistent due to the mixture of styles.	at times. The register used in the for and against essay is inappropriate for the type of functional writing.		
<b>STRUCTURES</b>	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.		
<b>EFFECT ON TARGET READER</b>	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.		

**Etapă județeană/sectoarelor municipiului București a olimpiadelor naționale școlare –  
2020**

**Probă scrisă**

**Limba engleză**

**CLASA a XI-a - SECȚIUNEA A**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the following text and put the verbs in brackets into the correct form. 10 points**

10 x 1p = 10 points

1 – were evacuated; 2 – was the heat; 3 – to be evacuated; 4 – arrived; 5 – were ordered;  
6 – would leave; 7 – were heard; 8 – didn't want; 9 – had we not taken; 10 – have moved.

**II. Use the word given in brackets to form a word that fits in each gap. 10 points**

10 x 1p = 10 points

1 – unprovoked; 2 – wonderful; 3 - playwright; 4 – thoughtfully; 5 – enclosing; 6 – unfortunately;  
7 – unable; 8 – updated; 9 – politician; 10 – lifelong.

**III. Choose the correct answer A, B, C or D best fits in each gap. 10 points**

10 x 1p = 10 points

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

**IV. Translate into English. 10 points**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

**Suggested answer**

Usually, those I would ask would shrug their shoulders and walk away. However, a red head with a squeaky/shrill, unpleasant voice, suddenly came to attention/became alert/started paying attention, was all ears and came closer. 'Why are you looking for him?' he asked. Normally, I wouldn't have said a word about what I thought I had seen, for fear I might be taken for / considered crazy. The guy had been working hard all day long; but he looked as if/as though he had hardly worked/he hadn't worked at all.

## 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.C, 2. D, 3.A, 4. C, 5.D.

II. ESSAY WRITING FOR AND AGAINST ESSAY (50 points) -----Use the Marking Scheme

### MARKING SCHEME FOR THE FOR AND AGAINST ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
<b>CONTENT</b>	The essay is completely relevant to topic, all arguments are well-rounded, well-grounded, and balanced, developing the thesis of the introduction and leading to a balanced consideration and/or personal opinion.	The essay is fairly completed, the thesis in the introduction being further developed with balanced arguments and relevant ideas.	The essay is partially relevant to topic, there is no thesis formulated in the first paragraph, which leads to inconsistencies in the logical development of arguments.	The essay is faulty, including serious logical impediments in the sequencing of ideas / arguments.	The essay is wholly inadequate, there is no thesis in the first paragraph, while the arguments lack logical development.	
<b>ORGANIZATION AND COHESION</b>	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.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately	A range of vocabulary is used appropriately and accurately in the essay; occasional	The range of vocabulary is adequately used in the essay; errors in word choice /	A limited range of vocabulary is present within the essay; less common	A very narrow range of vocabulary is present; errors in word choice/formatio n predominate;	

	throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the for and against essay is totally relevant to the task, being organically integrated all along the discourse.	errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the for and against essay is relevant to the task with slightly incongruent lapses within the discourse	formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the for and against essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas	items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the essay is inconsistent due to the mixture of styles.	spelling errors can make the essay obscure at times. The register used in the for and against essay is inappropriate for the type of functional writing.	
<b>STRUCTURES</b>	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.	
<b>EFFECT ON TARGET READER</b>	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.	

**Etapă județeană/sectoarelor municipiului București a olimpiadelor naționale școlare -  
2020**

**Probă scrisă**

**Limba engleză**

**CLASA a XI-a - SECȚIUNEA B**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the paragraph below and do the tasks that follow.**

**A. Answer the following questions. (4x2p=8p)**

**Suggested answers**

1. because of all the animals on earth, only *Homo Sapiens* has a conscious mind.
2. a flow of subjective experiences, such as pain, pleasure, anger and love.
3. a frenzied collection of experiences made of interlinked sensations, emotions and thoughts, which flash for a brief moment and immediately disappear.
4. Unlike the everlasting soul, the mind has many parts, it constantly changes, and there is no reason to think it is eternal.

**B. Choose the right synonym. (3x2p=6p)**

1 – d; 2 – c -; 3 – d

**C. Rephrase the following sentences so as to preserve the meaning. (3x2p=6p)**

1. .... neither some mystical eternal soul, nor...
2. ....reflection, experiences are often ....
3. .... this frenzied collection of experiences that/which....

**II. Use the word given in brackets to form a word that fits in each gap. (10x1p=10 p)**

1 – entitled; 2 – increasingly; 3 – temporarily; 4 – allegations; 5 – misrepresented; 6 – undeniably; 7 – relentless; 8 – passionate; 9 – unprecedented; 10 – invariable

**III. Translate into English.**

**10 points**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

### Suggested answer

Needs are vital for the organism/body. Their gratification ensures the survival and (the) development of the organism. Desires/wishes, on the other hand/however, are not vital. They can be put off/delayed/postponed and yet, the organism as a whole will not suffer/without the organism as a whole to suffer. If you wish for/want a two-storey house with eight rooms in order to have enough space, you will not be devastated/destroyed if you live your entire/whole life in a three-bedroom flat/apartment. But if you need a house/place/home because it is winter(time) and you cannot sleep outdoors, you will settle for the shabbiest/most humble hut/cabin/shanty.

## 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. C; 2. B; 3. A; 4. B; 5. A

## II. ESSAY WRITING OPINION ESSAY

50 points

Use the Marking Scheme:

### MARKING SCHEME FOR THE OPINION ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Point s
<b>CONTENT</b>	The essay is completely relevant to topic, the introduction clearly stating opinion, whilst the contents offer arguments to support it, followed by a counterargument, leading to a conclusion in which the opinion is restated.	The essay is fairly completed, the opinion in the introduction being further developed with arguments and relevant ideas, the counterargument is present but could be better substantiated, the conclusion is present but the restated opinion might be missing	The essay is partially relevant to topic, there is no opinion formulated in the first paragraph, which leads to inconsistencies in the logical development of arguments.	The essay is faulty, including serious logical impediments in the sequencing of arguments / ideas.	The essay is wholly inadequate; there is no opinion in the first paragraph, while the arguments offered lack logical development.	
<b>ORGANIZATION AND COHESION</b>	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and	There is a fair completion of paragraph organization due to scarce misuse of linking devices, mechanics, and	There is partial completion of the task. Paragraphs are partially complete due to unfinished	There is serious inconsistency in the organization of the paragraphs due to the	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been	

	length requirements.	length requirements.	ideas and scarce use of linking devices, mechanics, and length requirements.	misuse of the linking devices, mechanics, and length requirements.	disrespected.		
<b>VOCABULARY</b>	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 opinion 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 opinion 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 opinion 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 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 opinion essay is inappropriate for this type of writing.		
<b>STRUCTURES</b>	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.		
<b>EFFECT ON TARGET READER</b>	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.		



**Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare -  
2020**

**Probă scrisă**

**Limba engleză**

**CLASA a XII-a - SECȚIUNEA A**

**BAREM DE EVALUARE ȘI DE NOTARE**

- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.
- Nu se acordă puncte din oficiu.

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the following text and put the verbs in brackets into the correct form. 10 points**

10 x 1p = 10 points

1. had the door swung; 2. stepped/had stepped; 3. to go/to have gone; 4. telling/having told; 5. should something happen/were something to happen; 6. had told; 7. was going/would go; 8. had been put through; 9. struck; 10. to relax

**II. Use the word given in brackets to form a word that fits in each gap. 10 points**

10 x 1p = 10 points

1. LIVELY; 2. NEWSPAPERS; 3. CREATURES; 4. UNASSUMING; 5. YOUTHFUL; 6. ACCOMPANY; 7. EXPRESSIVE; 8. ICONIC; 9. RECOGNIZABLE; 10. VISUAL

**III. Choose the correct answer A, B, C or D. 10 points**

10 x 1p = 10 points

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

**IV. Translate into English. 10 points**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

**SUGGESTED ANSWERS**

For almost a quarter of a century, ever since the high-school had moved into the building with a clock tower which loomed large over the northern side of the town, the great amphitheatre on the ground floor had only been opened/would only be opened three times a year: at the beginning of the school year, in the middle of March, when the school celebrated its anniversary, and at the end of the school year. Any other celebration, no matter how important, was held/would be held in other places/locations, usually in the gym. No headteacher had ever dared break with tradition/Never had a headteacher dared break with tradition. As a result, the amphitheatre remained the most coveted place in the school, not only because it rarely opened its doors, on certain (predetermined) dates, but also because its stern architecture was breathtaking.

## 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 2 p= 10 points

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

## II. ESSAY WRITING OPINION ESSAY

50 points

Use the Marking Scheme:

### MARKING SCHEME FOR THE OPINION ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Point s
<b>CONTENT</b>	The essay is completely relevant to topic, the introduction clearly stating opinion, whilst the contents offer arguments to support it, followed by a counterargument, leading to a conclusion in which the opinion is restated.	The essay is fairly completed, the opinion in the introduction being further developed with arguments and relevant ideas, the counterargument is present but could be better substantiated, the conclusion is present but the restated opinion might be missing	The essay is partially relevant to topic, there is no opinion formulated in the first paragraph, which leads to inconsistencies in the logical development of arguments.	The essay is faulty, including serious logical impediments in the sequencing of arguments / ideas.	The essay is wholly inadequate; there is no opinion in the first paragraph, while the arguments offered lack logical development.	
<b>ORGANIZATION AND COHESION</b>	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.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word	The range of vocabulary is adequately used in the essay; errors in word choice / formation are	A limited range of vocabulary is present within the essay; less common items of	A very narrow range of vocabulary is present; errors in word choice/formatio n predominate; spelling errors	

	conveyed; minor errors are rare; spelling is very well controlled. The register of the opinion essay is totally relevant to the task, being organically integrated all along the discourse.	choice/formation are possible; spelling is well controlled with occasional slips. The register of the opinion essay is relevant to the task with slightly incongruent lapses within the discourse	present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the opinion essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the essay is inconsistent due to the mixture of styles	can make the essay obscure at times. The register used in the opinion essay is inappropriate for this type of writing.		
<b>STRUCTURES</b>	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.		
<b>EFFECT ON TARGET READER</b>	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.		

**Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare - 2020**

**Probă scrisă - Limba engleză**

**CLASA a XII-a - SECȚIUNEA B**

**BAREM DE EVALUARE ȘI DE NOTARE**

**Se punctează oricare alte modalități de rezolvare corectă a cerințelor.**

**Nu se acordă puncte din oficiu.**

**SUBIECTUL A – USE OF ENGLISH (40 points)**

**I. Read the text below and do the tasks that follow.**

**A. Answer the following questions, according to the text. (4x2p=8p)**

**SUGGESTED ANSWERS**

1. The writer believes that Morris's advice, insightful as it sounds, turns out to be rather impractical, because our possessions define who we are.
2. Younger people value the utilitarian aspects of objects. They may prize their smartphone above all else, although it may not be an enduring attachment.
3. Just imagining that something is ours makes it seem more valuable and is what drives us to acquire it in the first place.
4. The study shows that the pursuit of material possessions may not be detrimental to consumer well-being when kept within certain limits.

**B. Choose the synonym for the words given below, according to their meaning in the text.**

**(3x2p=6p)**

1. c; 2.a; 3. b

**C. Rephrase the following sentences so as to preserve the meaning. (3x2p=6p)**

1. It is **our possessions that/which we are defined by**.
2. We would more likely buy a coat once we have tried it on if **we visualised how it would** change us.
3. It is **popularly/ commonly/ widely believed/ known** that the pursuit of material possessions may not actually be detrimental to consumer well-being, which is not true.

**II. Use the word given in brackets to form a word that fits in each gap. (10x1p=10 p)**

- 1 - SUBSCRIPTION; 2 - PAYMENT; 3 - ADMINISTRATIVE; 4 - REDUCTION; 5 - SAVING; 6 - INAPPLICABLE; 7 - RENEWAL; 8 - AUTOMATICALLY; 9 - REMINDER; 10 - UNPOSTED

**III. Translate into English.**

**(10 points)**

grammar structures	4 points
vocabulary	4 points
fluency	2 points

**SUGGESTED ANSWER**

Yes, of course you'll get back to Narnia again someday. But don't go trying to use the same route twice. Indeed, don't try to get there at all. It'll happen when you're not looking for it. And don't talk too much about it even among yourselves. And don't mention it to anyone else unless you find that they've had adventures of the same sort themselves. What's that? How will you know? Oh, you'll know all right. Odd things they say — even their looks — will let the secret out. Keep your eyes open. Bless me, what do they teach them at these schools? And that is the very end of the adventure of the wardrobe. But if the Professor was right it was only the beginning of the adventures of Narnia.

**SUBIECTUL B – INTEGRATED SKILLS (60 points)**

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

**(5 x 2p = 10p)**

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

**II. ESSAY WRITING - REFLECTIVE ESSAY**

**50 points**

**MARKING SCHEME FOR THE REFLECTIVE ESSAY**

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
<b>CONTENT</b>	The essay is completely relevant to the topic, the introduction being an essay in miniature, whilst the contents offer a triadic perspective on the subject and lead to an open-ending.	The essay is fairly completed, the thesis of the first paragraph organizes the topic which is further developed through three perspectives that become relevant to the end.	The essay is partially relevant to the topic, there is no thesis formulated in the first paragraph, which leads to inconsistencies in the logical development of the triadic approach.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is wholly inadequate, there is no thesis in the first paragraph, while the perspectives offered lack logical development.	
<b>ORGANIZATION AND COHESION</b>	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, linking devices, mechanics are faulty, and length requirements are barely respected.	
<b>VOCABULARY</b>	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; errors are rare; spelling is very well controlled. The register of the <b>reflective essay</b> is totally relevant to the task, being properly integrated throughout 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 <b>reflective essay</b> 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 <b>reflective essay</b> 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 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 <b>reflective essay</b> is inappropriate for the type of functional writing.	
<b>STRUCTURES</b>	A wide range of grammatical structures is used accurately and flexibly throughout the essay; 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 mixture 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.	
<b>EFFECT ON TARGET READER</b>	The reader's interest is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The essay has no effect on the reader.	The text has a negative effect on the reader.	