

OLIMPIADA DE LIMBA ENGLEZĂ
ETAPA LOCALĂ 11 februarie 2024
Clasa a IX-a, SECȚIUNEA A- Standard Varianta 1

- Toate subiectele sunt obligatorii.
- Pentru rezolvarea corectă a tuturor subiectelor din Partea A și Partea B se acordă 100 de puncte.
- Timpul de lucru este 3 ore.
- Nu se acordă puncte din oficiu.

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the following text and put the verbs in the brackets into the correct tense. (10 points)

Kevin Adams loves trains. He first saw one when he was four years old and he 1) _____ (think) it was great. He goes to a different railway station every week and writes down the engine number of every train he sees. He 2) _____ (do) this since he was eight. By the time he was fifteen he 3) _____ (collect) over 10.000 different engine numbers in various counties. Once, while he 4) _____ (stand) in a station in Cheshire he saw something very unusual. He 5) _____ (wait) for over an hour for a train to go by when suddenly he 6) _____ (see) a very old steam train coming down the track. It 7) _____ (not/stop) at the station and, as it was passing, Kevin noticed that all the passengers 8) _____ (wear) old-fashioned clothes. When he told the station guard about this, the poor man turned pale. He said that no steam train 9) _____ (pass) through that station for years, and that the last one 10) _____ (crash), killing everyone on board.

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

1. _____, the car got out of control and crashed into the tree. (FORTUNE)
2. We have had a few _____ lately, but on the whole, we are getting along fine. (AGREE)
3. It was not my _____ to embarrass him in front of everyone. (INTEND)
4. People who are _____ often get benefits from the state. (EMPLOY)
5. The _____ died at once when Sandy came in. (LAUGH)
6. He is _____ to be a teacher. He simply can't manage a class. (FIT)
7. The school is located in a quiet _____ area. (RESIDENT)
8. Happiness and misery are two values that are hardly _____. (MEASURE)
9. The bottles are designed to be _____ up to ten times. (USE)
10. The police became _____ when he started telling lies (SUSPECT)

III. Read the text about a famous designer. Decide which of the four words (A, B, C or D) best fits each space. (10 points)

Vera Neumann was a designer and businesswoman whose products (1) _____ their way into the homes of people across the USA. Vera was born in Connecticut in 1907 and showed artistic (2) _____ from an early age. After attending art college in New York, she got a job as a textile designer, but didn't like being (3) _____ what to do. Determined to develop her own styles, Vera started to produce tablecloths each item printed by hand in her kitchen.

But it was her scarves that (4) _____ Vera's name. Good fabric was in short (5) _____ during the Second World War, but Vera was lucky enough to (6) _____ across some silk left over from the manufacture of parachutes. Vera used it to design scarves with floral, abstract and geometric designs. These were an (7) _____ success when they appeared in department stores and during the 1950s they were the (8) _____ of fashion, being worn by celebrities such as the film star Marilyn Monroe. By 1960, the company which Vera had (9) _____ was employing 200 staff and producing 130 patterns per (10) _____.

1	A. Made	B. Created	C. achieved	D. obtained
2	A. expert	B. gift	C. talent	D. training
3	A. directed	B. forced	C. led	D. told
4	A. did	B. gained	C. got	D. made
5	A. availability	B. delivery	C. quantity	D. supply
6	A. come	B. fall	C. happen	D. run
7	A. acute	B. extreme	C. instant	D. urgent
8	A. crown	B. height	C. peak	D. top
9	A. carried off	B. put on	C. set up	D. worked out
10	A. season	B. time	C. moment	D. decade

IV. Read the text below and think of the word which best fits each space. Use only one word in each space. (10 points)

Holidays with friends

I always used to go to Porchester 1) _____ my summer holidays. It is a quiet little town, full of old and interesting buildings. Very 2) _____ visitors ever go there, so there are 3) _____ crowds. I enjoyed its sleepy atmosphere. I work in a big city, so a holiday in Porchester was a complete change from my usual life. Besides, I found 4) _____ about the history of the place. I wanted to learn how life used 5) _____ be in Porchester – the stories of 6) _____ people and buildings.

I made notes on all these things 7) _____ my holidays and I soon knew more about the history of Porchester 8) _____ most of the people 9) _____ lived there.

I am not a rich man and I cannot afford to stay in hotels. When Jack Thompson heard that I wanted to spend my holidays in Porchester again all these years later, he invited me to stay with 10) _____. Jack and I were in the Army together during the war and we were good friends.

SUBIECTUL B - INTEGRATED SKILLS (60 points)

Read the text below and do the tasks that follow:

TO THE MOON

In 1969, three people in a tiny spaceship made history with a trip the world will never forget. NASA officials selected Michael Collins, Edwin "Buzz" Aldrin, and Neil Armstrong. The first manned lunar landing mission

was called Apollo 11, and their destination was the Moon. Tens of thousands of people worked on the Apollo project to send those men to the Moon.

The project, also known as the Apollo program, took ten years of preparation. The first Apollo flight was a disaster because the spacecraft caught fire on the ground. But NASA continued with the Apollo program. During future space missions, the astronauts practised flying their space crafts. They also performed the tasks they needed to know so that they were able to fly to the Moon and land on it. On the Apollo 8 mission, the astronauts flew around the Moon ten times. They were almost ready for the first Moon landing. The rocket that carried the spacecraft and the astronauts into orbit around the Moon was called the Saturn 5. It blasted through space at a speed of at least 25,000 miles an hour. Even at that speed, it took 3 days, 3 hours, and 49 minutes to reach the Moon. The Apollo 11 mission used a lunar module designed only for landing on the Moon. It was called the "Eagle." On July 20, 1969, the Eagle landed on the Moon's desolate surface. Only two astronauts stepped on the Moon that day. Neil Armstrong became the first person to walk on the Moon. Edwin "Buzz" Aldrin followed about twenty minutes later.

The astronauts set up a TV camera, and the whole world watched the landing on TV. Michael Collins waited for them in the spacecraft and orbited the Moon. His job was to take care of the spacecraft that would take them back home. He had to make sure nothing happened to it!

I. For each question decide which answer (A, B, C or D) fits best according to the text. (10 points)

- 1) What is the writer's main purpose in writing the text?
 - A) to talk about Edwin "Buzz" Aldrin
 - B) to talk about the first trip to the Moon
 - C) to explain that the first Apollo mission was a disaster
 - D) to explain how difficult it is to travel in space
- 2) Which Apollo mission took the first astronauts to land on the Moon?
 - A) Apollo 11
 - B) Apollo 1
 - C) Apollo 8
 - D) Apollo 6
- 3) How did the "Eagle" arrive at the Moon?
 - A) It was sent there by satellite
 - B) It flew there on its own
 - C) Neil Armstrong sent it there
 - D) It was carried by the Saturn 5 rocket
- 4) How many astronauts walked on the Moon on July 20, 1969?
 - A) One
 - B) Two
 - C) Three
 - D) Four

5) What can a reader find out from the text?

A) why the Apollo program was so successful

B) how much the Apollo program cost

C) when humans first visited the Moon

D) who the commander of Apollo 11 was

II. Write a narrative essay beginning with “Tom opened the door of the spacecraft and he couldn’t believe his eyes.” (160-180 words) (50 points)

**OLIMPIADA DE LIMBA ENGLEZĂ
ETAPA LOCALĂ 11 februarie 2024
Clasa a IX-a, SECȚIUNEA A- Standard
BAREM DE EVALUARE**

Varianta 1

- Toate subiectele sunt obligatorii.
 - Pentru rezolvarea corectă a tuturor subiectelor din Partea A și Partea B se acordă 100 de puncte.
 - Timpul de lucru este 3 ore.
 - Nu se acordă puncte din oficiu.
-
- Se punctează oricare alte modalități de rezolvare corectă a cerințelor.

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the following text and put the verbs in the brackets into the correct tense. (10 points)

1. thought, 2. has been doing, 3. had collected, 4. was standing, 5. had been waiting, 6. saw, 7. didn't stop, 8. were wearing, 9. had passed 10. crashed / had crashed.

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

1. UNFORTUNATELY, 2. DISAGREEMENTS, 3. INTENTION 4. UNEMPLOYED, 5. LAUGHTER, 6. UNFIT, 7. RESIDENTIAL, 8. MEASURABLE, 9. REUSED, 10. SUSPICIOUS

III. Read the text about a famous designer. Decide which of the four words (A, B, C or D) best fits each space. (10 points)

1. A (made), 2. C (talent), 3. D (told), 4. B (gained), 5. D (supply), 6. A. (come), 7. C (instant), 8. B (height), 9. C (set up), 10. A (season)

IV. Read the text below and think of the word which best fits each space. Use only one word in each space. (10 points)

1. for / during, 2. few, 3. no, 4. out, 5. to, 6. its/ the, 7. during / on, 8. than, 9. who/ that, 10. him

SUBIECTUL B - INTEGRATED SKILLS (60 points)

1. B, 2. A, 3. D, 4. B, 5. C (10 points)

MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Po int s
CONTENT	The essay is completely relevant to topic, describing places/events/characters/atmosphere/reaching climax, including the final reactions of the protagonist.	The essay is fairly completed with all the sequencing elements of a narrative.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is incomplete, the sequencing of the narrative moments being inconsistent.	
ORGANIZATION AND COHESION	There is complete logical connection of paragraphs due to a judicious use of linking devices, mechanics, and length requirements.	There is a fairly completion of paragraph organization due to scarce misuse of linking devices, mechanics, and length requirements.	There is partial completion of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics, and length requirements.	There is serious inconsistency in the organization of the paragraphs due to the misuse of the linking devices, mechanics, and length requirements	Paragraphs are incomplete, both linking devices, mechanics, and length requirements having been disrespected.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative essay is totally relevant to the task, being organically integrated all along the discourse	A range of vocabulary is used appropriately and accurately in the essay; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips. The register of the narrative essay is relevant to the task with slightly incongruent lapses within the discourse	The range of vocabulary is adequately used in the essay; errors in word choice /formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times. The register of the narrative essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	A limited range of vocabulary is present within the essay; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult. The register of the narrative is inconsistent due to the mixture of styles	A very narrow range of vocabulary is present; errors in word choice/formati on predominate; spelling errors can make the essay obscure at times. The register used in the narrative essay is inappropriate for this type writing.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout the essay; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the essay; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the essay; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the essay; complex language is rare and may be often faulty; punctuation errors can make text understanding difficult.	A very narrow range of grammatical structures is present within the essay; errors predominate; punctuation errors make the text obscure at times.	
EFFECT ON TARGET READER	The interest of the reader is aroused and sustained throughout.	The text has a good effect on the reader	The effect on the reader is satisfactory.	The effect on the reader non-relevant	The effect on the reader non-relevant.	