

OLIMPIADA DE LIMBA ENGLEZĂ
ETAPA LOCALĂ – 11 februarie 2024
CLASA a VIII-a Varianta 1

- Toate subiectele sunt obligatorii.
- Nu se acordă puncte din oficiu.
- Timpul efectiv de lucru: două ore.

SUBIECTUL I – USE OF ENGLISH (50 points)

I.1. Read the following text and fill in the blanks with the correct verb forms and voice. (20 points)

One study in Japan concludes that computer and video games (1) (create) _____ a new generation of children who are far more likely to use violence than their parents' generation. The tendency to lose control is due to the fact that playing games always (2) (prevent) _____ the proper development of the brain. Professor Kawashima (3) (expect) _____ then to find that playing computer games and video games stimulated brain activity. However, he (4) (surprise) _____ by what he discovered. He (5) (find) _____ out that playing computer games only stimulated the parts of the brain associated with vision and movement. The arithmetical exercise, on the other hand, stimulated brain activity in the frontal lobe, which is the part of the brain that stops antisocial and violent behaviour. *`This is a very important discovery`*, the professor told reporters. *`These students (6) (not develop) _____ proper self control in the future if they (7) (continue) _____ playing games instead of learning arithmetic`*. However, another study (8) (just, conclude) _____ that children who become addicted to computer and video games could actually be more intelligent than average. It's certain that more research (9) (be) _____ needed before they (10) (make) _____ any definite conclusions about whether playing computer games is good or bad for children.

I.2 Read the following text and decide which answer (A, B, C or D) best fits in each gap. (20 points)

The End of an Era

`May the Force be with you! Always!` is (1) of the most recognizable quotes of all time. First (2) in 1977, it marked the beginning of a beloved franchise that lasted for more than forty years, (3) culminated with its last instalment in 2019. It is, of course, *`Star Wars`*.

Its creator, George Lucas, stated that he wanted to build a sci-fi universe like no (4) before. And so he did. Lucas managed to create a world (5) colourful and complex that fans were absolutely shocked when the first movie *`Star Wars 1: A New Hope`* premiered in 1977.

After that, eight more movies appeared in the Star Wars universe, each of them bringing something new (6) the story. The films introduced some unforgettable characters such (7) Han Solo, Obi Wan Kenobi and, of course, Darth Vader, who is widely considered one of the most infamous (8) of all time.

With *`Star Wars 9: The Rise of Skywalker`*, fans saw the saga (9) to an end in spectacular fashion. But...who knows? The Star Wars franchise may still have (10) for its fans. Or is it wishful thinking?

- | | | | |
|--------------|------------|------------|----------|
| 1. A. one | B. what | C. - | D. this |
| 2. A. pushed | B. telling | C. uttered | D. say |
| 3. A. which | B. whose | C. who | D. whom |
| 4. A. none | B. neither | C. all | D. other |
| 5. A. such | B. so | C. that | D. as |

- | | | | |
|-----------------|------------|--------------|---------|
| 6. A. at | B. to | C. by | D. - |
| 7. A. as | B. like | C. of | D. than |
| 8. A. character | B. stories | C. villains | D. hero |
| 9. A. enter | B. leave | C. come | D. read |
| 10. A. nothing | B. any | C. something | D. some |

I.3. Use the word given in brackets to form a word that fits in each sentence. (10 points)

- | | |
|---|---------|
| 1. I'd like to take a job as a TV _____ when I leave school. | PRESENT |
| 2. She works for a _____ magazine. | WEEK |
| 3. People had to leave their homes at the _____ of the century. | BEGIN |
| 4. Mr. Park's lessons are really _____. I really hate them. | BORE |
| 5. Unless you _____, I won't forgive you. | APOLOGY |

SUBIECTUL II – READING COMPREHENSION (25p)

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

HEALTHY EATING IN SCHOOLS

by Kate O'Donnell

When I started secondary school, I thought it would be great having a shop in school where we could buy what we wanted for lunch. In primary school, we only had the choice of school meals or a packed lunch which we brought from home. However, the new reality was different. The shop offered mainly chocolate, crisps and fizzy drinks, which are not exactly healthy options for lunch, so I started bringing a packed lunch to school, but some colleagues made fun of me because they thought I couldn't afford to buy lunch from the shop.

Luckily, the situation changed in my second year. As part of a healthy-eating project, our school set up a group whose aim was to change students' eating habits. The group consisted of five students (I was one of them), two parents and two teachers. Before any changes were made, we did two things. Firstly, all classes had lessons on healthy eating. Then we asked all students, parents and teachers (they have to eat at school, too!) to fill in a questionnaire about what they thought of the food available in school as well as healthier options they thought would be popular.

The results were spectacular. Sales of chocolate and crisps fell immediately as students chose to eat more fruit and cereal bars. Students started drinking water and fruit juice when the shop stopped selling fizzy drinks; the new options of soup, salads and healthy sandwiches are very popular with students and teachers alike. The project was such a success that our group was asked to visit schools that hadn't started the project to talk about our experience and we visited schools all over the country.

1. What was Kate looking forward to at secondary school?

- A. spending money in the school shop.
- B. being able to choose whatever she wanted to eat.
- C. having the option of taking a packed lunch to school.
- D. eating more chocolate and crisps.

2. In Kate's opinion, the food options available at her secondary school were

- A. better than those at primary school.
- B. so expensive that some students couldn't afford them.
- C. not as healthy as they should have been.
- D. various and healthy.

3. The questionnaire asked the people

- A. their opinion on what was sold in the school shop.
- B. what they liked buying at the school shop.
- C. if the school shop should be closed.
- D. what they usually eat at home.

4. What changes happened as a result of the project?

- A. Nobody bought food from the school shop.
- B. New, healthier choices were available in the shop.
- C. They all brought a packed lunch from home.
- D. The food available in the shop after the questionnaire wasn't popular.

5. What might Kate say when she visits a school?

- A. 'EAT WHATEVER YOU WANT, WHENEVER YOU WANT'.
- B. 'ALTHOUGH I ENJOYED THE PROJECT, IT WASN'T A SUCCESS'.
- C. 'THE CHANGES WE MADE WERE BASED ON HEALTHY EATING LESSONS ALONE'.
- D. 'IT'S IMPORTANT TO ASK EVERYONE FOR THEIR OPINIONS BEFORE MAKING ANY DECISIONS'.

SUBIECTUL III - WRITING (25p).

Write a narrative essay ending like this: *Sometimes, I wonder whether perhaps, just perhaps, I should have accepted their offer.* Write your story in 150-180 words (do not count the words given) and give it an appropriate **title**.

Pay attention to the following:

- You don't need to write long descriptions.
- Use dialogues only if they are relevant to your characters or events.
- Don't count the words given to end the essay.
- You should use this plan:

Introduction (paragraph 1 – set the scene)

Main body (paragraph(s) 2/3 – develop the story)

Conclusion (paragraph 4 – end the story)

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BAREM DE CORECTARE**

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

SUBIECTUL I – USE OF ENGLISH – 50 p

I.1. Read the following text and fill in the blanks with the correct verb forms. – 20 points

10 verbs x 2p = 20 points

1. have created / create / are creating; 2. prevents; 3. expected; 4. was surprised; 5. found; 6. won't develop;
7. continue; 8. has just concluded; 9. is / will be; 10. make.

I.2. Read the following text and decide which answer A, B, C or D best fits in each gap. – 20 points

10 x 2p = 20 points

1-A one, 2-c uttered 3-A which, 4-D other, 5-B so, 6-B to, 7-A as, 8-C villains, 9-C come, 10-C something.

I.3. Use the word given in brackets to form a word that fits in each sentence. – 10 points

5 words x 2p = 10 points

1-PRESENTER, 2-WEEKLY, 3-BEGINNING, 4-BORING, 5-APOLOGIZE

SUBIECTUL II - READING COMPREHENSION - (25p)

5 x 5 p = 25 p

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

SUBIECTUL III – WRITING (25p).

Write a narrative essay ending like this: *Sometimes I wonder whether perhaps, just perhaps, I should have accepted their offer.* Write your story in 150-180 words (do not count the words given) and give it an appropriate **title**.

Pay attention to the following:

- You don't need to write long descriptions.
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MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 5p	Proficient 4p	Partially Proficient 3p	Weak 2p	Incomplete 1p	Points
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 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.	
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 / formation predominant; 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 quite poor.	The effect on the reader non-relevant.	