

Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare –2024

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 fill in the blanks with ONE word only. 10 points
10 x 1p = 10 points

1. out; 2. on; 3. among; 4. far; 5. this; 6. Despite/With/Having; 7. with; 8. made; 9. set; 10. most

II. Choose the correct answer A, B, C or D. 10 points
10 x 1p = 10 points

1.c; 2. a; 3. b; 4. b; 5. b; 6. c; 7. b; 8. d; 9. c; 10. c

III. 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 two and five words, including the word given 10 points

5 x 2p = 10 points

- 1. he wouldn't risk getting/being**
- 2. can't/couldn't have been pleased**
- 3. resented being treated as if/as though**
- 4. had their garden done up**
- 5. been on speaking terms**

IV. Translate into English. 10 points

grammar structures 4 points

vocabulary 4 points

fluency 2 points

SUGGESTED ANSWER:

That day I was coming with an armful of flowers...He hadn't waited for me... I had only wanted to live the moment again...something from the past, and I obeyed the wish as if you were getting a single glass of wine knowing you couldn't stand more...but the servant gave me a note when I rang the bell. A hideous, pale blue, almost white envelope. It was as if a poisonous thought had spread in my blood and my skin got dry.

I did not know what to answer, neither did I read the note, because I no longer cared about its content. I only felt a huge pity for my joy and for the flowers I was carrying in my arms. I was so tired I couldn't walk and I regretted, all of a sudden, having let the carriage, out of superstition, leave. I do not know why I was ashamed of being seen by the maid bringing unwanted flowers home. I usually buy flowers for myself which I bring home and which I scatter in vases.

SUBIECTUL B - INTEGRATED SKILLS - 60 POINTS

- I. 5x2=10 points 1D, 2A, 3F, 4 B, 5 E,
- II. 50 points MARKING SCHEME REPORT

MARKING SCHEME - REPORT/PROPOSAL

Analytical criteria	Excellent 10p	Good 8p	Adequate 6p	Weak 4p	Inadequate 2p	Task not attempted 0p
Task achievement	The report/proposal is completely relevant to the task, fully developing all content points; the format of the report/proposal is fully observed; the purpose of the report/proposal is clearly and fully explained, the information is appropriately categorized, a relevant conclusion is drawn	The report/proposal covers the requirements of the task but the content points could be more fully extended; The format of the report/proposal is observed; the purpose of the report/proposal is presented; the information is appropriately categorized in spite of minor inaccuracies; the conclusion drawn could be better substantiated	The report/ proposal addresses the requirements of the task but not all content points are included; the format may be faulty at times; the purpose of the report/ proposal is presented but it is not very clear; there are lapses in the categorization of the information; the conclusion is not logically linked to the content	The report/ proposal does not cover the requirements of the task; the content points are attempted but many irrelevant details are included, the format is faulty; the purpose for writing/ the conclusion is missing or the information is inappropriately categorized	The report/ proposal does not relate to the task	
Organization and cohesion	There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive devices is used effectively.	There is a logical progression although minor inconsistencies are possible; the paragraphs are well built but could be more extended or balanced; a range of cohesive devices is used effectively.	The text is generally coherent but the internal organization of some paragraphs may be faulty; the topic sentence is not always clear or may be missing; cohesive devices are present but sometimes they are not accurate.	There is serious inconsistency in the organization of the text; the sequencing of ideas can be followed with difficulty; paragraphing may be missing; cohesive devices are limited or most of them are faulty.	The text is not logically organized and does not convey a message; no control of cohesive devices.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled; the register is appropriate throughout..	A range of vocabulary is used appropriately and accurately; occasional errors in word choice/ formation are possible; spelling is well controlled with occasional slips; the register is appropriate, although minor inconsistencies are possible.	The range of vocabulary is adequate; errors in word choice/ formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times; there are inconsistencies in register.	A limited range of vocabulary is present; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult; there are major inconsistencies in register	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present; 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; 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 text has not a relevant effect on the reader.	The text has a negative effect on the reader.	