

Etapa locală a olimpiadei de limba engleză

Proba scrisă 9 februarie 2025

CLASA a VII-a Standard/Intensiv, Varianta 1

- Toate subiectele sunt obligatorii.
- Pentru rezolvarea corectă a tuturor subiectelor se acordă 100 de puncte.
- Nu se acordă puncte din oficiu.
- Timpul efectiv de lucru este de 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. (10 x 2p = 20 points)**

When I first arrived in this city and started going to university here, I _____¹ (**know**) no one. I was lonely and felt that I _____² (**not, have**) a friend in the world.

One day, while I _____³ (**watch**) TV alone in my room, a woman I had met in one of my classes knocked on my door and asked me if I wanted to accompany her to the student centre. That was the beginning of my friendship with Lisa King.

Since then, we _____⁴ (**borrow**) her brother's car several times to visit her aunt in the countryside. We usually _____⁵ (**see**) each other every day and she often _____⁶ (**pay**) me a visit at the weekend. Next week we _____⁷ (**take**) a bus to Fall City to see a football match. She _____⁸ (**already / buy**) the tickets and now we _____⁹ (**look**) forward to seeing our favourite players. I really enjoy _____¹⁰ (**spend**) time with Lisa!

I.2. Read the text below and look carefully at each line. If the line is correct, write a tick (✓). If it has a word that should not be there, write the word. (10 x 2p = 20 points).

00	One day in <u>the</u> May, Jack Smith was walking in Northern Oregon. It was	the
0	a place he liked walking in and he knew it well. He was walking along	✓
1	a path when he saw a black bear, a female, with two cubs. Jack stopped
2	to watch the bears. Because of he walked along that path regularly, the
3	old bear has knew who he was. It wasn't afraid and it didn't try to attack
4	him. While he was watching the bears, something fierce, large and heavy
5	was hit Jack from behind. It was a mountain lion! He tried to get away
6	from the mountain lion and while whose he was fighting it, the mother
7	of the two little bears ran towards him to. But the bear didn't attack Jack,
8	it would attacked the mountain lion. It stood on its two back legs and
9	pulled the lion off Jack's back. Jack wasn't badly hurt. He was sure the
10	bear recognized him and wanted not to save his life. Pure luck!

I.3. Complete the sentences with the correct form of the words in capital letters. (5 x 2p = 10 points).

- | | |
|---|-------------|
| 1. Nobody has seen the old lady next door for about a month now – the police are investigating her _____. | APPEAR |
| 2. In this painting, the _____ has tried to show his love of nature and light. | ART |
| 3. My sister dreams of becoming someone _____. | FAME |
| 4. Please, _____ that to Jake when he arrives! | EXPLANATION |
| 5. Tim can be nice and the next minute he gets angry. He is very _____. | MOOD |

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

Read the text below and complete the tasks that follow.

TALENT SHOWS

Everyone knows *The Voice*! It is a talent show for people who want to become famous singers. All of the singers on the show are good and some are excellent! There are lots of other talent shows around the world as well. In many countries, talent shows are the most popular shows on TV.

1. _____

There are shows like *Got Talent* for musicians, people doing magic, singers...and lots more. There's a show for dancers, too. It's called *Strictly Come Dancing*. Every year, there are new ideas for talent shows. There are even some national talent shows for robots and singing dogs!

2. _____

Yes, most of the talent shows on TV are live. It's also possible to go to the studio and be a member of the audience. Then you can watch a talent show live on stage.

3. _____

I'm sure you know the answer to this one. Usually, the people watching the shows on TV and in the theatre vote for who (or what) they like best. Sometimes, famous people are the judges as well. On *Masterchef*, only the professional chefs choose the winner.

4. _____

In a competition, there is always a winner. The winner of the final usually gets a prize and sometimes becomes a star. On some shows, the runner-up gets a prize, too, and a few of them become stars. On a few shows, the winner gets nothing – but they often become famous!

5. _____

Most of the time, the people on the shows can say, sing or do what they want to. Sometimes, the show tells them what words to say, so they are a bit like actors or performers. But this does not happen on all the shows.

II.1 Choose the most suitable heading question from the list (A – E) for each part (1 – 5). (5 x 2p = 10 points)

A. Do talent shows tell people what to say or can they choose?

B. What different kinds of talent shows are there?

C. What do winners of talent shows usually get?

D. Who chooses the winners?

E. Are talent shows live?

II.2 For questions 1 – 5, choose the answer A, B, C or D which best fits according to the text. (5x3p=15 points)**1. What is true about *The Voice*?**

A. All of the singers are excellent.

B. It is a reality show for actors.

C. Participants want to become known artists.

D. People can dance and do magic as well.

2. What makes some national talent shows unique?

- A. The performers are not human.
- B. They are always live, not recorded.
- C. They only feature famous people.
- D. They only allow dancers to compete.

3. Who sometimes decides the winner of the talent show?

- A. The TV producers.
- B. The studio audience.
- C. The people watching at home.
- D. Other celebrities.

4. What happens to the winners of a talent show?

- A. They sometimes get a prize and become a star.
- B. They always become stars.
- C. They usually get a prize, but they don't become famous.
- D. Few of them get no prize.

5. What can participants do on most talent shows?

- A. Follow a script like actors do.
- B. Perform freely.
- C. Only perform songs chosen by the judges.
- D. Only dance, not sing or act.

SUBIECTUL III - WRITING (25 points).

Write a composition that should start with the following sentence "*Stephen was just an ordinary teenager getting on with his life. But, in 2022, when he was only 14,*". Give your composition a title. (120 – 150 words). 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 start 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)

**Etapa locală a olimpiadei de limba engleză
Proba scrisă 9 februarie 2025**

**CLASA a VII-a Standard/Intensiv, Varianta 1
BAREM DE CORECTARE**

Se punctează oricare alte modalități de rezolvare corectă a cerințelor.

SUBIECTUL I – USE OF ENGLISH – 50 points

I.1. Read the following text and fill in the blanks with the correct verb forms. (10 x 2p = 20 points)

1. knew 2. didn't have 3. was watching 4. have borrowed 5. see 6. pays 7. are taking 8. has already bought
9. are looking 10. spending

I.2. Read the text below and look carefully at each line. If the line is correct, write a tick (✓). If it has a word that should not be there, write the word. (10 x 2p = 20 points).

1. ✓ 2. of 3. has 4. ✓ 5. was 6. whose 7. to 8. would 9. ✓ 10. not

I.3. Complete the sentences with the correct form of the words in capital letters. (5 x 2p = 10 points).

1. DISAPPEARANCE 2. ARTIST 3. FAMOUS 4. EXPLAIN 5. MOODY

SUBIECTUL II - READING COMPREHENSION - (25 points)

II.1 1. B 2. E 3. D 4. C 5. A - (5 x 2p = 10 points)

II.2. 1. C 2. A 3. D 4. D 5. B - (5 x 3p = 15 points)

SUBIECTUL III – WRITING (25 points).

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- 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 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 quite poor.	The effect on the reader non-relevant.	