

CLASA A VII - A

- Toate subiectele sunt obligatorii.
- Nu se acordă puncte din oficiu.
- Timpul efectiv de lucru este de 2 ore.

SUBIECTUL I - USE OF ENGLISH (25 points)

I.1 (10 points) Read the following text and put the verbs in brackets into the correct form.

Hi Wendy,

We (1) ____ (**just/ return**) from our fantastic holiday in Mexico. My family and I often (2) ____ (**go**) on interesting holidays when I was little, but this was something else!

Let me tell you about our trip. We went there at the beginning of August, and we (3) ____ (**stay**) at a beautiful hotel. When we (4) ____ (**get**) there a soft breeze (5) ____ (**blow**), so Lisa and I (6) ____ (**head**) straight to the beach.

The coral reefs in Mexico are breathtaking. I (7) ____ (**never/see**) anything more beautiful. Cancun (8) ____ (**offer**) some great shopping as well. Lisa, who loves to shop, had such a fabulous time that for the last hour she (9) ____ (**email**) all her friends about it. I (10) ____ (**also/take**) some gorgeous photos to show you. Let me know what you've been doing.

Love,

Jenny

I.2 (10 points) Read the following text and decide which answer (A, B, C or D) best fits in each gap..

The story of gold is an adventure 1) ____ kings, queens, pirates, explorers, conquerors, and the native 2) - ____ they conquered. Throughout history, gold has woven a magic spell over those it touched. Gold is beautiful and rare; a soft shiny metal that can be moulded into many 3) ____ . It has been used for money, jewellery, and to decorate special buildings such 4) ____ palaces and places of worship. 5) ____ the precious metal was discovered, prospectors rushed to mine it, starting new cities and countries as they went. Gold and the people who love it have helped shape the world we live 6) ____ today. Gold is one of many elements, or substances that cannot be changed by normal chemical means, that are found in the Earth's crust. Gold has a warm, sunny colour and 7) ____ it does not react 8) ____ air, water, and most chemicals, its shine never fades. In its natural 9) ____ , gold is soft and easily shaped. When heated to 1,062 degrees Celsius, it melts and can be poured into moulds to form coins, gold bars, and other objects. Stories have been told, movies 10) ____ and legends born about the discovery of the world's great gold deposits. It is a saga of dreams, greed, ambition and exploration.

- | | | | | | | | | |
|-----|---|-----------|---|-----------|---|-------------|---|----------|
| 1. | A | including | B | involving | C | implying | D | using |
| 2. | A | peoples | B | countries | C | territories | D | lands |
| 3. | A | formats | B | outlines | C | shapes | D | lines |
| 4. | A | as | B | like | C | many | D | to |
| 5. | A | Whoever | B | However | C | Forever | D | Whenever |
| 6. | A | at | B | in | C | for | D | on |
| 7. | A | yet | B | despite | C | because | D | so |
| 8. | A | with | B | in | C | of | D | at |
| 9. | A | estate | B | stage | C | state | D | position |
| 10. | A | done | B | made | C | composed | D | built |

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

1. She ought to write things down if she is so _____ (**FORGET**).
2. The noise coming from next door was so loud, it was almost _____ (**BEAR**).
3. The _____ (**DESTROY**) of the rainforests in Brazil is everyone's problem.
4. She has to take the medicine _____ (**HOUR**).
5. It was a very attractive plan but quite _____ (**PRACTICE**).

SUBIECTUL II - READING COMPREHENSION (25 points)

Read the text below and choose the correct answer (A, B, C or D). (10 points)

My job at a summer camp

Every summer I work at a summer camp for kids and I really enjoy seeing the children do things they never thought they could do. Nearly all the kids know how to swim and play table tennis before they come, but things like rock climbing are new experiences for most. Some of them are very nervous, but after a bit of encouragement, they agree to try and they all get to the top in the end, which makes them feel great.

The kids stay several weeks and some do miss home. You might expect it to be really young ones who feel like that the most, but it's actually the ten-to-thirteen year olds. We don't let them use their mobile phones all the time. First we tell them they can phone home after lunch. Then when they ask again, usually after dinner, we say it's a little bit too late to phone and suggest doing it the next day. Most children are fine in a couple of days and at the end of their stay, it's amazing how many come and thank us because they have had a great time.

It's not just the children who get lonely. We get parents who are on the phone the whole time, asking how their child is getting on, which is quite unnecessary. Often their son or daughter will be busy, playing games or doing something else, so we have to tell parents to ring back another time.

Some kids arrive dressed in smart, designer new clothes and they sometimes argue when we tell them to change into something they won't mind getting dirty, but before long they realise what we mean.

- 1. What is the writer trying to do in this text?**
 - a) describe how children make friends at a summer camp
 - b) suggest how parents should choose a summer camp for children
 - c) explain what it is like for children at a summer camp
 - d) advise children how to behave at a summer camp
- 2. What does the writer say about rock climbing at the camp?**
 - a) some children already know how to do it
 - b) some children prefer to swim or play table tennis
 - c) some children refuse to take part
 - d) some children find it more enjoyable than they expected to
- 3. What surprises the writer about the children who stay at the camp?**
 - a) the youngest ones find it hard to be away from home
 - b) they complain if they cannot phone their parents
 - c) they miss meal times with their parents
 - d) they seem grateful for their experience here
- 4. What does the writer think about some parents?**
 - a) they should visit their children instead of phoning them
 - b) they don't need to keep phoning the camp
 - c) they shouldn't allow their children to bring phones to camp

*Congrats on getting this far!
Good luck!*

d) they need to be reminded to phone their children

5. Which postcard might a child at the camp send home?

a) *I was annoyed when they suggested I put on old jeans, but I guess they were right.*

b) *It's so unfair that everyone else can use their mobile phones, but they won't let me use mine.*

c) *I've made some good friends but we're all bored because there isn't much to do here.*

d) *I was really frightened every time we went rock climbing, so they let me do something else instead.*

SUBIECTUL III – WRITING (50 points)

Write a narrative essay beginning like this:

"I sat cradled in three branches at the top of the old oak behind my grandparents' house and saw nothing but the perfect blue sky. All of a sudden..."

Write your story in 120-150 words 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;
- you should use this plan:

1. **Introduction** (paragraph 1 – set the scene)
2. **Main Body** (paragraph(s) 2/3 – develop the story)
3. **Conclusion** (paragraph 4 – end the story).

Don't count the given beginning.

SCRIEȚI RĂSPUNSURILE PE FOAIA DE RĂSPUNS (ANSWER SHEET).

OLIMPIADA DE LIMBA ENGLEZĂ, 2022

ETAPA PE SECTOARE – CLASA a VII-a -

ANSWER SHEET

Nume _____	
Initiala tatalui _____	
Prenume _____	

Scoala de provenienta _____	

Profesor supraveghetor	Semnatura

Subiect	I	II	III	Total	Semnatura
Corector 1					
Corector 2					

Total final / Semnătura

--	--

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

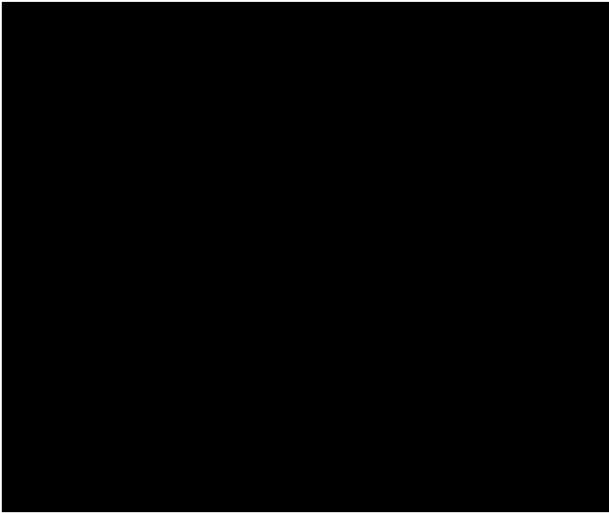
- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 8. _____ |
| 2. _____ | 6. _____ | 9. _____ |
| 3. _____ | 7. _____ | 10. _____ |
| 4. _____ | | |

I.2. (10 points) Read the following text and decide which answer (A, B, C or D) best fits in each gap.

1	2	3	4	5	6	7	8	9	10

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

1	2	3	4	5



II. (25 points) Read the text below and choose the correct answer (A, B, C or D).

1	2	3	4	5

III. (50 points) Write a narrative essay beginning like this. Write your story in 120-150 words and give it an appropriate title.

INSPECTORATUL ȘCOLAR AL MUNICIPIULUI BUCUREȘTI
OLIMPIADA DE LIMBA ENGLEZĂ, 2021-2022
ETAPA PE SECTOARE

CLASA a VII-a
BAREM DE EVALUARE ȘI DE NOTARE - V1

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

SUBIECTUL I (25 points)

I.1 (10 points)

10 x 1point=10 points

- | | |
|-----------------------|----------------------|
| 1. have just returned | 6. headed |
| 2. went/ used to go | 7. have never seen |
| 3. stayed | 8. offers |
| 4. got | 9. has been emailing |
| 5. was blowing | 10. have also taken |

I.2 (10 points)

10 x 1 point = 10 points

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

I.3 (5 points)

5 x 1 point = 5 points

1 - FORGETFUL, 2 - UNBEARABLE, 3 - DESTRUCTION, 4 - HOURLY, 5 - IMPRACTICAL

SUBIECTUL II - READING COMPREHENSION (25 points)

5 x 5 points = 25 points

1c; 2d; 3d; 4b; 5a

SUBIECTUL III - WRITING (50 points)

Write a narrative essay beginning like this:

MARKING SCHEME

Marking Scheme for the Narrative Composition 7 - 8th form

50 points

Analytical Criteria	Excellent 10 p	Good 8 p	Adequate 6 p	Limited 4 p	Incomplete/Poor 2 p
Content	The story is <i>completely relevant</i> to the topic, describing places/events/characters/atmosphere/reaching climax, including the final reactions of the protagonist.	The story is <i>fairly completed</i> with all the sequencing elements of a narrative.	The story is <i>partially completed</i> with slight logical impediments in sequencing the moments of the narrative.	The story is <i>faulty</i> , including serious logical impediments in the sequencing of events.	The story is <i>incomplete</i> , the sequencing of the narrative moments being inconsistent.
Organization/ Cohesion	There is <i>complete logical connection</i> of paragraphs due to a judicious use of linking devices, mechanics and length requirements.	There is a <i>fairly completion</i> of paragraph organization due to scarce misuse of linking devices, mechanics and length requirements.	There is <i>partial completion</i> of the task. Paragraphs are partially complete due to unfinished ideas and scarce use of linking devices, mechanics and length requirements.	There is <i>serious inconsistency</i> in the organization of the paragraphs due to the misuse of the linking device, mechanics and length requirements.	Paragraphs are <i>incomplete</i> , both linking devices, mechanics and length requirements having been disrespected.
Vocabulary/ Spelling	A <i>wide range</i> of vocabulary is used appropriately and accurately throughout the story; precise meaning is conveyed; minor errors are rare; spelling is very well controlled.	A <i>range</i> of vocabulary is used <i>appropriately</i> and <i>accurately</i> in the story; occasional errors in word choice/formation are possible; spelling is well controlled with occasional slips.	The <i>range</i> of vocabulary is <i>adequately used</i> in the story; errors in word choice/formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times.	A <i>limited range</i> of vocabulary is present within the story; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult.	A very <i>narrow range</i> of vocabulary is present; errors in word choice/formation predominate; spelling errors can make the story obscure at times.
Structures/ Punctuation	A <i>wide range</i> of grammatical structures is used <i>accurately and flexibly</i> throughout the story; minor errors are rare; punctuation is <i>very well controlled</i> .	A <i>range</i> of grammatical structures is used <i>accurately</i> and with <i>some flexibility</i> along the story; occasional errors are possible; punctuation is <i>well controlled</i> with occasional slips.	A <i>mix of complex and simple</i> grammatical structures is present throughout the story; errors are present when complex language is attempted; punctuation can be <i>faulty</i> at times.	A <i>limited range</i> of grammatical structures is present along the story; complex language is rare and may be often faulty; <i>punctuation errors</i> can make text understanding difficult.	A very <i>narrow range</i> of grammatical structures is present within the story; <i>errors</i> predominate; <i>punctuation errors</i> make the text obscure at times.
Register and Style / Effect on target reader	The register of the narrative composition is <i>totally relevant</i> to the task, being organically integrated all along the discourse. The interest of the reader is <i>aroused and sustained</i> throughout.	The register of the narrative composition is <i>relevant</i> to the task with slightly incongruent lapses within the discourse. The text has a <i>good effect</i> on the reader.	The register of the narrative composition is <i>partially relevant</i> to the task, with a narrow inconsistency of style, leading to halts in the logical development of ideas. The effect on the reader is <i>satisfactory</i> .	The register of the narrative composition is <i>inconsistent</i> due to the mixture of styles. The effect on the reader is <i>non-relevant</i> .	The register used in the narrative composition is <i>inappropriate</i> for this type writing. The effect on the reader is <i>non-relevant</i> .