

MINISTERUL EDUCAȚIEI NAȚIONALE / INSPECTORATUL ȘCOLAR JUDEȚEAN SIBIU
OLIMPIADA DE LIMBA ENGLEZĂ
PROBA SCRISA DIN CADRUL SECȚIUNII B (profil bilingv)
FAZA JUDEȚEANĂ 1 MARTIE 2014
CLASA a X-a

TASK 1

The following excerpt comes from an article published by New York Times. Write a **letter to the editor of the newspaper**, addressing the views presented and expressing your opinion (agreeing or disagreeing with the topic). Use arguments to support your opinions. **(200 words)**

A Generation of Slackers?

“YOU’D think there would be a little sympathy. This month, college graduates are jumping into the job market, only to land on their parents’ couches: the unemployment rate for 16- to 24-year-olds is a whopping 17.6 percent.

The reaction from many older Americans? This generation had it coming. Generation Y — or Millennials, the Facebook Generation or whatever you want to call today’s cohort of young people — has been accused of being the laziest generation ever. They feel entitled and are coddled, disrespectful, narcissistic and impatient, say authors of books like “The Dumbest Generation” and “Generation Me.” And three in four Americans believe that today’s youth are less virtuous and industrious than their elders, a 2009 survey by the Pew Research Center found.

So, is this the Laziest Generation? There are signs that its members benefit from lower standards. Technology has certainly made life easier. But there may also be a generation gap; the way young adults work is simply different.

(<http://www.nytimes.com/2011/05/29/>)

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TASK 2

Read the text below presenting the moment Columbus landed on the shores of the American continent and **write a narrative-descriptive essay** to continue the text. **(300 words)**

It was on Friday morning, the 12th of October that Columbus first beheld the New World. As the day dawned he saw before him a level island, several leagues in extent, and covered with trees like a continual orchard. Though apparently uncultivated, it was populous, for the inhabitants were seen issuing from all parts of the woods and running to the shore. They were perfectly naked, and, as they stood gazing at the ships, appeared by their attitudes and gestures to be lost in astonishment. Columbus made signal for the ships to cast anchor, and the boats to be manned and armed. He entered his own boat, richly decorated in scarlet, and holding the royal standard, whilst Martin Alonzo Pinzon, and Vincent Janez his brother, came out of their boats, each with a banner emblazoned with a green cross, having on either side the letters F. and Y., the initials of the Castilian monarchs Fernando and Ysabel, surmounted by crowns.

([http://www.publicbookshelf.com/public_html/
The_Great_Republic_By_the_Master_Historians_Vol_I/christophe_bb.html](http://www.publicbookshelf.com/public_html/The_Great_Republic_By_the_Master_Historians_Vol_I/christophe_bb.html))

MARKING SCHEME FOR THE NARRATIVE-DESCRIPTIVE ESSAY
10th Grade/ Section B

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
CONTENT	The essay is completely relevant to topic, describing people/places/events/atmosphere, having a clear development and including the final reactions of the protagonist	The essay is fairly completed with the description of people/places/events/atmosphere, having a clear development	The essay is partially completed with slight logical impediments in the logical development of the description.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is wholly inadequate the quality of the descriptions failing the requirements of the task.	
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 descriptive 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 descriptive 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 descriptive 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 descriptive essay is inappropriate for the type of functional 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 text has a negative effect on the reader.	