

**Etapa județeană/sectoarelor municipiului București a olimpiadelor naționale școlare -
2019**

Probă scrisă

Limba engleză

CLASA a XII-a - SECȚIUNEA B

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 text below and do the tasks that follow.

A. Answer the following questions, according to the text. (4x2p=8p)

SUGGESTED ANSWERS

1. Easter (the last "normal" day before the austerity of Lent)
2. Mardi Gras owes as much to Afro-Caribbean customs and the Latin American carnival tradition as it does to the French colonists.
3. About a month before the main carnival, a season of elaborate balls and parties begins, the official Mardi Gras program is published, and shops start selling the very sweet and colorful "King Cake", a delicacy that can only be found during this holiday season.
4. He found himself quickly caught up in the frenzy, scraping on the sidewalk among the surging spectators to proudly pick up his plastic prize.

B. Choose the synonym for the words given below, according to their meaning in the text. (3x2p=6p)

1.a; 2.d; 3.c

C. Rephrase the following sentences so as to preserve the meaning. (3x2p=6p)

1. It was a few days before the parade that/when my first Mardi Gras party took place in a friend's apartment in New Orleans.
2. What may/might/could have been the most astonishing aspect of Zulu and other parades was the "throws".
3. Not only does Mardi Gras owe much to Afro-Caribbean customs and the Latin American carnival tradition, but also to the French colonists.

II. Use the word given in brackets to form a word that fits in each gap. (10x1p=10 p)

1 - unwieldy; 2 - disclose; 3 - Granted; 4 - coughing; 5 - foot; 6 - altogether; 7 - guardian(s); 8 - waiver; 9 - Rescinding; 10 - completion

III. Translate into English.

10 points

grammar structures	4 points
vocabulary	4 points
fluency	2 points

SUGGESTED ANSWER

That evening I was in such a state of exhaustion that I would not have thought I could get up for anything in the world/for the world / for anything/for all the tea in China. But I suddenly found myself in the middle of the room, standing, desperately glancing / looking at the clock / glancing / looking at the clock in despair. I had remembered I had been invited to dinner by Pantazi. What a piece of luck / Just my luck that I had woken up / to have woken up after all! I now eyed gratefully / looked gratefully at the letter from my parent(s); if it hadn't been for it/had it not been for it / but for it, I would have missed my appointment with / meeting my dearest friend. I got dressed and went out. It hadn't been raining / hadn't rained, yet everything was wet around / Although it hadn't been raining / hadn't rained, everything was wet around; the ditches were weeping, the bare branches of the trees were dripping heavy drops.

SUBIECTUL B - INTEGRATED SKILLS (60 points)

I. For each question decide which answer (A, B, C or D) fits best according to the text.

(5 x 2p = 10p)

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

II. ESSAY WRITING - REFLECTIVE ESSAY

50 points

Use the Marking Scheme

MARKING SCHEME FOR THE REFLECTIVE ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
CONTENT	The essay is completely relevant to the topic, the introduction being an essay in miniature, whilst the contents offer a triadic perspective on the subject and lead to an open-ending.	The essay is fairly completed, the thesis of the first paragraph organizes the topic which is further developed through three perspectives that become relevant to the end.	The essay is partially relevant to the topic, there is no thesis formulated in the first paragraph, which leads to inconsistencies in the logical development of the triadic approach.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is wholly inadequate, there is no thesis in the first paragraph, while the perspectives offered lack logical development.	
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, linking devices, mechanics are faulty, and length requirements are barely respected.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately throughout the essay; precise meaning is conveyed; errors are rare; spelling is very well controlled. The register of the	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	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	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	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	

Ministerul Educației Naționale
Centrul Național de Evaluare și Examinare

	reflective essay is totally relevant to the task, being properly integrated throughout the discourse.	occasional slips. The register of the reflective essay is relevant to the task with slightly incongruent lapses within the discourse.	times. The register of the reflective essay is partially relevant to the task with a narrow inconsistency of style, leading to halts in the logical development of ideas.	difficult. The register is inconsistent due to the mixture of styles.	in the reflective essay is inappropriate for the type of functional writing.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout the essay; 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 mixture 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 reader's interest is aroused and sustained throughout.	The text has a good effect on the reader.	The effect on the reader is satisfactory.	The essay has no effect on the reader.	The text has a negative effect on the reader.	