

**OLIMPIADA DE LIMBA ENGLEZĂ  
ETAPA LOCALĂ – 15 FEBRUARIE 2025  
CLASA a VIII-a  
BAREM DE CORECTARE**

**USE OF ENGLISH ( 50 points)**

**1. Read the following text and fill in the blanks with the correct verb forms.  
(10x2p=20p)**

1. have written
2. painted
3. found
4. had visited
5. would have revived
6. hadn't seen/had not seen
7. was staring
8. did not believe/ didn't believe
9. had passed
10. were chasing

**2. Use the word given in brackets to form a word that fits in each sentence.  
(5x2p=10 p)**

1. Selection
2. Knowledge
3. Neighbourhood
4. Successful
5. Thought

**3. Correct the mistakes. (10x2p=20 points)**

- 1) Because of/ is seeing
- 2) on
- 3) retired
- 4) do not
- 5) swimming
- 6) Little
- 7) confusing/
- 8) normally
- 9) the
- 10) to

**READING COMPREHENSION (5x5p=25 p)**

**II.a. Read the text below and choose the correct heading (A, B, C or D).**

1. C: Rethinking the Decline of TV
2. E: The Enduring Appeal of TV
3. D: Quality Control in Broadcast vs. Online Content
4. A: Trusting News Sources: Reliability and Accuracy
5. B: Why We Shouldn't Dismiss Traditional Media

**II.b. Choose the best answer (5 x 2p = 10 p).**

1. B 2. C 3. C 4. A 5. B

**WRITING (25 points)**

**Write a narrative essay ending like this: "I finally realised the power of words."**

Write your story in 150-180 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 ending.

### MARKING SCHEME FOR THE NARRATIVE ESSAY

Analytical criteria	Exemplary 5 p	Proficient 4 p	Partially Proficient 3 p	Weak 2 p	Incomplete 1 p
<b>Content</b>	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.
<b>Organization and cohesion</b>	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.
<b>Vocabulary</b>	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.
<b>Structures</b>	A wide range of grammatical structures is used accurately and flexible 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.
<b>Effect on target reader</b>	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 effect on the reader non-relevant.