

**Etapă județeană / a sectoarelor municipiului București a olimpiadelor naționale școlare – 2025**

**Probă scrisă**

**Limba engleză**

**CLASA a VIII-a**

**BAREM DE EVALUARE ȘI DE NOTARE**

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

**SUBIECTUL I – USE OF ENGLISH**

**(25 points)**

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

**1. got; 2. had stolen; 3. lives; 4. had gone; 5. noticed/had noticed; 6. were disassembling; 7. assumed; 8. had asked; 9. are investigating/have been investigating; 10. have issued**

**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 1p = 10 points**

1. hardly
2. a
3. ✓
4. few
5. ✓
6. the
7. dryly
8. ✓
9. could
10. on

**I.3. Complete the sentences with the correct form of the words in capital letters. 5 x 1p = 5 points**

**1. STRENGTHEN; 2. PROVOCATIVE; 3. UNQUESTIONABLY; 4. DISCLOSURE; 5. UPBRINGING**

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

**II.1 Choose the most suitable heading from the list (A-G) for each part (1-5). There are two extra headings which you do not need to use. 5 x 2p = 10 points**

**1. C 2. E 3. A 4. F 5. D**

**II.2 For questions 1-5, choose the answer A, B, C, or D which you think fits best according to the text. 5 x 3p = 15 points**

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

**SUBIECTUL al III-lea – WRITING (50 points)**

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
<b>CONTENT</b>	The essay is completely relevant to topic, describing places/ events/ characters/ atmosphere, reaching climax, including the final reactions of the protagonist. There is a catchy title.	The essay is fairly completed with all the sequencing elements of a narrative. There is a title.	The essay is partially completed with slight logical impediments in sequencing the moments of the narrative. There is a title.	The essay is faulty including serious logical impediments in the sequencing of events. There is no title.	The essay is incomplete, the sequencing of the narrative moments being inconsistent. There is no title.	
<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 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 organisation 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 on 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 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.	
<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 is nonrelevant.	The effect on the reader is nonrelevant.	