

**Proba scrisă
Limba engleză
CLASA a X-a –SECȚIUNEA A
BAREM DE EVALUARE ȘI DE NOTARE**

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

SUBIECTUL A – USE OF ENGLISH (40 points)

I. Read the following text and fill in the blanks with ONE word only. 10 points
(10 x 1p)

1) not, 2) has, 3) more, 4) less, 5) Despite, 6) on, 7) until, 8) may/might, 9) some, 10) being.

II. Use the word given in brackets to form a word that fits in each sentence. 10 points
(10 x 1p)

1) DISCOURAGING, 2) IMPRACTICALITY/ IMPRACTICABILITY, 3) ADVISABLE, 4) STRENGTHEN, 5) DEPARTURE, 6) INDECISIVE, 7) CONFIDENTLY, 8) RELATIONSHIP, 9) MISREPRESENTING, 10) ILLEGALITY.

III. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. 10 points
(5 x 2p)

1. was **highly** regarded by everyone
2. John had **left** the previous
3. must have **been** the sound
4. **did** I realize / **did** I know how addictive
5. is going to **have** her

IV. Translate into English. 10 points

grammar structures	4 points
vocabulary	4 points
fluency	2 points

SUGGESTED ANSWER

That evening, however, as soon as she confessed her great past love / love from the past, Ileana changed once again: she began to resemble the woman I had known at the beginning, as though until then she had been uneasy and troubled by a concern unfamiliar to her. Once again, she reminded me how easily I had forgotten my promise to bring her the book. She then asked me whether novelists truly always recounted their own experiences, and to what extent the woman they had loved could be transformed into the heroine of a book. She tried / was trying, in every way / by any means, to divert / steer the conversation into a harmless field / realm – that of neutral facts. I was beginning to come to my senses, and I was glad to find an intelligent woman with whom I could talk about the art and technique of writing.

SUBIECTUL B – INTEGRATED SKILLS (50 points)

I. Five sentences have been removed from the article. Choose from the sentences A-F the one which fits each gap (1-5). There is one extra sentence which you do not need to use. 10 points
(5 x 2p)

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

II. Review - 40 points

MARKING SCHEME FOR THE REVIEW

Analytical criteria	Excellent 8p	Good 6p	Adequate 4p	Weak 2p	Inadequate 1p	Task not attempted 0p
TASK ACHIEVEMENT	The content of the review is completely relevant to the task, fully responding to its requirements; the format of the review is fully observed; an introduction and a recommendation is present	The review covers the requirements of the task but the key ideas could be better substantiated; the format of the review is observed; an introduction and a recommendation is present but not fully linked to the topic	The review addresses the requirements of the task but not all key ideas are relevant; the introduction or the recommendation may be missing	The review does not cover the requirements of the task; the introduction/ recommendation are missing or totally irrelevant; many irrelevant details are included	The review does not relate to the task	
ORGANIZATION AND COHESION	There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentence is clear; a wide range of cohesive devices is used effectively.	There is a logical progression although minor inconsistencies are possible; the paragraphs are well built but could be more extended or balanced; a range of cohesive devices is used effectively.	The text is generally coherent but the internal organization of some paragraphs may be faulty; the topic sentence is not always clear or may be missing; cohesive devices are present but sometimes they are not accurate.	There is serious inconsistency in the organization of the text; the sequencing of ideas can be followed with difficulty; paragraphing may be missing; cohesive devices are limited or most of them are faulty.	The text is not logically organized and does not convey a message; no control of cohesive devices.	
VOCABULARY	A wide range of vocabulary is used appropriately and accurately; precise meaning is conveyed; minor errors are rare; spelling is very well controlled; the register is appropriate throughout	A range of vocabulary is used appropriately and accurately; occasional errors in word choice/ formation are possible; spelling is well controlled with occasional slips; the register is appropriate, although minor inconsistencies are possible	The range of vocabulary is adequate; errors in word choice/ formation are present when more sophisticated items of vocabulary are attempted; spelling can be faulty at times; there are inconsistencies in register	A limited range of vocabulary is present; less common items of vocabulary are rare and may be often faulty; spelling errors can make text understanding difficult; there are major inconsistencies in register	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times, the register is faulty.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present; 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; 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 text does not have relevant effect on the reader.	The text has a negative effect on the reader.	