

Testare pentru selecția elevilor pentru Centrul de Excelență, clasa a VII-a

SUBIECTUL I – USE OF ENGLISH (50 points)

I. Put the verb in brackets into the correct tense. (10 x 2p = 20 points).

I often 1. (ARGUE) with my friend about punctuality. Why? Because he 2. (ALWAYS BE) late. Last week, for instance, we 3. (THINK)..... about going to the cinema so I 4. (BUY) two tickets. The film 5.(START)..... at 6:00 pm. At 5:55 I 6. (STILL WAIT) in front of the cinema but he wasn't there. I couldn't get in without him, 7.(CAN).....I? In the end, we looked for our seats in the dark while they 8.(PLAY) the commercials. He wants us to go to a concert next week, but one thing is sure: I 9.(NEVER WAIT) for him again if he 10. (NOT SHOW UP)..... in time!

II. Select the correct option, A, B, or C. (10 x 1p = 10 points)

Do you enjoy 1. chocolate or do you feel guilty? Doctors and dentists used to 1. us that chocolate was bad for our skin and our teeth. Now they realise that this is not completely true. They have shown that eating chocolate does not make any particular changes to our skin. In fact skin problems are not usually 3. to what we eat or drink. The sugar present in chocolate is obviously not good for our teeth, but it is no different from the sugar 4. is found in other types of food. On the other 5. , chocolate is made of cocoa butter which covers our teeth and 6. actually help to protect them. 7. we eat chocolate it makes us feel good. This is because it contains 8. 300 different chemicals. Scientists have done a lot of research on chocolate and have discovered that when specific chemical ingredients are 9. together, they give us this “good feeling”. One of the most well-known chemicals found in chocolate is caffeine. 10. it is only present in very small quantities, there is enough to give us more energy and make us feel happy.

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|--------------|-------------|--------------|-------------|
| 1. A. eating | B. eat | C. eaten | D. ate |
| 2. A. say | B. speak | C. tell | D. suggest |
| 3. A. added | B. put | C. connected | D. joined |
| 4. A. that | B. who | C. what | D. where |
| 5. A. hand | B. side | C. part | D. case |
| 6. A. can | B. must | C. need | D. has |
| 7. A. Since | B. Although | C. When | D. That |
| 8. A. more | B. above | C. over | D. most |
| 9. A. ate | B. eat | C. eaten | D. eating |
| 10. A. But | B. Whereas | C. However | D. Although |

III. For each gap, choose **ONE word** which you think best completes the sentence. Look carefully at the words both before and after each space. (10 x 2p = 20 points)

Is there really such a thing 1. luck? I won two concert tickets recently, and a few days later a free holiday. I was very surprised as I do not believe 2. luck, but I found myself asking 3. I might be lucky a third time. Some people think that 4. things happen in groups of three. In fact, in the same week I 5. walking along the street, when a man came up and stole my hand bag. I considered 6. lucky as I was not hurt, but others might say I was unlucky because I lost my bag. I have decided that it all depends 7. your character. If you have an optimistic, positive attitude, you are 8. likely to feel lucky. You are more confident and relaxed about taking a chance 9. a risk. You believe that your success is partly due to good luck so you try to control this luck. That is 10. a student taking an exam, or an athlete running in a race often wears a special shirt or piece of jewellery, for example.

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

- I. Read the text. For each question, choose the correct answer, A, B, or C.

How I learnt to play music

15-year-old Tolly writes about his interest in music.

I first became interested in music when I was very young. I used to watch amazing musicians on TV and I used to dance to them with my sister. There was one guitar player, about the same age as me, who I really liked. Of course, he was very good because he was famous, so I didn't realise how hard it is to play an instrument. It was because of him that I asked my parents for a guitar and they really encouraged me.

I had my first music lesson when I was six. Although I enjoyed it, I wasn't sure if the guitar was right for me. I'm a bit lazy, so I thought maybe I should try something easier, but my teacher reminded me everything takes time! Because she encouraged me, I stayed with it.

And here I am today – after years of practice – doing performances all around the country! Even though I've done so many, I still get very nervous. That's why I have special things to keep me calm. My grandma usually calls me before I play, which is nice because it shows she's really proud! She gave me a T-shirt to wear to bring me luck, although I often forget it. I like to make sure my hands are relaxed and I always move them a lot for about five minutes before I walk onto the stage.

When I meet other young students they always ask me how I got to be this good at playing. They think it's because I practise every day and that you have to stop everything else and only concentrate on music! But I tell them that it's easy as long as you are doing what you enjoy. Just focus on the music you like – don't worry about what anyone else thinks you should be playing.

I'm really looking forward to the future, with more performances and playing with other people. Sometimes my parents want me to plan more carefully; for example, they tell me it's a good idea to play with professionals to help me improve. But I always say that I want to do things in my own way – I've got here by being myself and I'm happy as I am!

1. Tolly became interested in music because
 - A he liked playing with his sister.
 - B he admired a young musician.
 - C he wanted to please his parents.
 - D he hoped to become famous.

2. How did Tolly feel after his first lesson?
 - A. worried because playing the guitar was difficult
 - B. surprised that the teacher was so nice
 - C. proud that he had done so well
 - D. uncertain about which instrument to play

3. What does Tolly do before every performance?
 - A. He puts on a special T-shirt.
 - B. He walks up and down the stage.
 - C. He practises finger exercises.
 - D. He talks to his grandmother.

4. What advice does Tolly give to young musicians?
 - A. Practise playing regularly each day.
 - B. Don't give up your other interests.
 - C. Play the kind of music you enjoy listening to.
 - D. Don't worry what other people say about you.

5. What does Tolly say about his success?
 - A. I've achieved great things because I started small.
 - B. I want to be a model for learning to play an instrument.
 - C. I've become successful by following my own path.
 - D. I understand how much my family have helped me.

SUBIECTUL al III-lea – WRITING (25 points)

- I. Write a story beginning with the following sentence:

"They picked up the basket of food and walked through the forest".

Give your composition a title. Use between 100 - 120 words. Don't count the words given to start the composition.

Testare selecție Centrul de Excelență

ORADEA – Octombrie 2024

CLASA a VII-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 (50 points)

Itemi de tip obiectiv

I. Put the verbs in brackets into the correct tense. (10 x 2p = 20 points)

1. ARGUE 2. IS ALWAYS BEING/IS ALWAYS 3. THOUGHT/WERE THINKING
4. BOUGHT 5. STARTED 6. WAS WAITING 7. COULD 8. WERE PLAYING
9. WILL NEVER WAIT 10. DOES NOT SHOW UP

II. Select the correct option, A, B, or C. (10 x 1p = 10 points)

1. A 2. C 3. C 4. A 5. A 6. A 7. C 8. C 9. C 10. D

III. For each gap, choose **ONE word** which you think best completes the sentence. (10 x 2p = 20 points)

1. as 2. in 3. if/ whether 4. these/such 5. was 6. myself 7. on 8. more 9. or 10. why

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

Itemi de tip obiectiv

I. Read the text. For each question, choose the correct answer, A, B, or C (5 x 5p = 25 points)

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

SUBIECTUL al III-lea – WRITING (25 points)

Item de tip subiectiv

Analytical criteria	Exemplary 5p	Proficient 4p	Partially Proficient 3p	Weak 2p	Incomplete 1p	Points
CONTENT	The story is completely relevant to topic, describing places/events /characters/atmosphere/ reaching climax, including the final reactions of the protagonist.	The story is fairly completed with all the sequencing elements of a narrative.	The story is partially completed with slight logical impediments in sequencing the moments of the narrative.	The story is faulty, including serious logical impediments in the sequencing of events.	The story is incomplete, the sequencing of the narrative moments being inconsistent.	
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 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 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 story; precise meaning is conveyed; minor errors are rare; spelling is very well controlled. The register of the narrative story is totally relevant to the task, being organically integrated all along the discourse.	A range of vocabulary is used appropriately and accurately in the story; occasional errors in word choice / formation are possible; spelling is well controlled with occasional slips. The register of the narrative story is relevant to the task with slightly incongruent lapses within the discourse.	The range of vocabulary is adequately used in the story; 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 story 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 story; 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 predominant; spelling errors can make the story obscure at times. The register used in the narrative story is inappropriate for this type writing.	
STRUCTURES	A wide range of grammatical structures is used accurately and flexibly throughout the story; minor errors are rare; punctuation is very well controlled.	A range of grammatical structures is used accurately and with some flexibility along the story; occasional errors are possible; punctuation is well controlled with occasional slips.	A mix of complex and simple grammatical structures is present throughout the story; errors are present when complex language is attempted; punctuation can be faulty at times.	A limited range of grammatical structures is present along the story; 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 story; errors predominate; punctuation errors make the text obscure at times.	
ORIGINALITY	Innovative	Very interesting	Interesting.	Somewhat interesting	Common	

*NEÎNCADRARE (mai mult sau mai puțin) PÂNĂ LA 10 CUVINTE, SE SCADE UN PUNCT DIN TOTALUL DE 30 PUNCTE

*NEÎNCADRARE (mai mult sau mai puțin) PESTE 10 CUVINTE, SE SCAD DOUĂ PUNCTE DIN TOTALUL DE 30 PUNCTE