



MINISTERUL EDUCAȚIEI



**THE INTERNATIONAL ENGLISH LANGUAGE OLYMPIAD
BUCHAREST SEPTEMBER 2023
INTEGRATED SKILLS (LISTENING AND WRITING) LEVEL B1**

I. Keys: 1.C; 2.A; 3.C; 4.C; 5.B

Videoscript

Benjamin: Radar's going to prom.

Quentin: Radar has a girlfriend, so he has to go to prom. Lame.

Benjamin: Radar, has she been to your house yet?

Quentin: Oh, yeah. Has your girlfriend come to your house yet?

Radar: Stop.

Quentin: Isn't there a certain reason why she doesn't come to your house?

Benjamin: Radar, what up with that?

Radar: You know very well "what up with that."

Quentin: We just like to hear you say it.

Benjamin: Could you tell us again?

Quentin: Because of what?

Benjamin: I cannot hear you.

Quentin: Can you project?

Radar: My parents own the world's largest collection of black Santas!

Quentin: On, yeah. You heard that correctly. Radar's parents were trying to get into The Guinness Book of World Records...for the largest collection of black Santas in one house. There were over a thousand. And they were everywhere. And not just at Christmas. Even so, Radar was the first one of us to get a serious girlfriend.

Radar: Hey, you need a prom date. Why don't you ask that girl you slept with at summer camp?

Quentin: Oh. She's made up.

Benjamin: No, she's not.

Radar: No, but you can ask the girl from Saskatchewan.

Quentin: Oh, yeah, you could ask...Oh, no, she's also made up.

Benjamin: No, they are both real. Not made up.

Quentin: Define "real."

Benjamin: I don't know.

Radar: Gotta go. Hi.

Angela: Hey.

Radar: Hey. Let's go.

Angela: We have 10 minutes, we could...

Radar: No, we're fine. Let's go.

Benjamin: Hi, Angela. Bye, Angela.

Quentin: It was nice talking to you, Angela.

Benjamin: Oh, God. She's great.

Quentin: Glad we can have these chats.

Quentin: So most of my days were exactly like this. I threw myself into my classes... SATs, extracurriculars. By the end of high school...I barely thought of her at all. I just had to graduate, go off to college, find someone new. And forget the miracle ever happened. And it almost worked out that way. Until this one night.

Quentin: Margo?

Margo: Shh.

Quentin: Margo, hey.

Margo: I need to borrow your car.

Quentin: What?

Margo: Your car.

Quentin: I don't have a car.

Margo: I mean your mom's car.

Quentin: Why can't you use your car?

Margo: My parents locked the keys in the safe beneath their bed. And while I'm sure I could go in there and crack the combo...it just so happens that Myrna Mountweazel's in there... and that goddamn dog despises me. Anyway, so like I said, I need to borrow your car.

Quentin: Mmm-mmm.

Margo: Also, I need you to drive the car because I have nine things I need to do tonight and more than half of them require a getaway driver.

Quentin: What, are you committing felonies?

Margo: Ooh. Remind me, is breaking and entering a felony?

Quentin: Yes. What?

Margo: Well, Okay, I gotta go, so are you in or out?

Quentin: Why can't you just get one of your underlings to help you out? Like Jase, or Lacey, or Becca?

Margo: They're part of the problem, actually.

Quentin: What problem?

Margo: There are nine problems.

Quentin: And your boyfriend's one of them?

Margo: Ex-boyfriend.

Quentin: Hmm.

Quentin: Do you care to tell me where we're going?

Margo: Uh, first, we are going to BJ's.

Quentin: We're going shopping?

Margo: No, we're not going shopping. We are righting wrongs. Then after that we're gonna wrong some rights. Basically, this is gonna be the best night of your life.

Quentin: Okay-I really don't wanna get into trouble.

Margo: You're a very anxious person, aren't you, Q?

Quentin: I'm not an anxious person. I just... I have plans and goals. None of which involve jail or dying.

Margo: Pull in here.

Margo: So, what plans?

Quentin: Huh?

Margo: You said you had plans.

Quentin: Uh... I just meant I'm going to Duke in the fall... then go to med school and become an oncologist...and obviously... get married and have kids by, like, 30.

Margot: And then you'll be happy?

Quentin: Huh?

Margot: When you're 30 in 12 years. Married, kids, career. Then you'll be happy. Is that actually what you're saying?

Quentin: Um... Yeah. I guess. Yeah.

Margot: Isn't there something that could make you happy now? Like, that's the saddest thing I've ever heard. Bingo!

Quentin: Nair? Wait, why do you need Nair?

Margot: All will be revealed shortly, my young friend.

Quentin: Six months older than you. Remember that?

Margo: Oh, really? Are you?

Quentin: Margo, don't. Stop, stop! Don't.

II. MARKING SCHEME FOR THE NARRATIVE-DESCRIPTIVE ESSAY

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p	Points
CONTENT	The essay is completely relevant to topic, describing people/places/events/atmosphere, having a clear development and including the final reactions of the protagonist	The essay is fairly completed with the description of people/places/events/atmosphere, having a clear development	The essay is partially completed with slight logical impediments in the logical development of the description.	The essay is faulty, including serious logical impediments in the sequencing of events.	The essay is wholly inadequate the quality of the description failing the requirements of the task.	
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, both linking devices, mechanics, and length requirements having been disrespected.	
VOCABULARY	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-descriptive 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-descriptive 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-descriptive 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-descriptive essay 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-descriptive essay is inappropriate for this type of writing.	
STRUCTURES	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.	
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 effect on the reader non-relevant.	The text has a negative effect on the reader.	