

**THE INTERNATIONAL ENGLISH LANGUAGE OLYMPIAD
CONSTANȚA SEPTEMBER 2024
INTEGRATED SKILLS B2**

I. LISTENING Key: 1. D; 2. C; 3.B; 4. C; 5. A
II. MARKING SCHEME - ARTICLE

(10 points)
(50 points)

Analytical criteria	Exemplary 10p	Proficient 8p	Partially Proficient 6p	Weak 4p	Incomplete 2p
CONTENT	The content of the article is completely relevant to the task, fully responding to its requirements; the format of the article is fully observed; an introduction/a conclusion is present; the register is appropriate throughout.	The article covers the requirements of the task but the key ideas could be better substantiated; the format of the article is observed; an introduction/a conclusion is present but not fully linked to the topic; the register is appropriate, although minor inconsistencies are possible.	The article addresses the requirements of the task but not all key ideas are relevant; the format may be faulty at times (e.g. the introduction or the conclusion may be missing/unclear); there are inconsistencies in register.	The article does not cover the requirements of the task; the format is faulty (e.g. the introduction and the conclusion are missing or totally irrelevant; many irrelevant details are included; there are major inconsistencies in register.	The article does not relate to the task.
ORGANIZATION AND COHESION	There is a logical progression throughout; the paragraphs are well built, well extended, the topic sentences are 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 sentences are 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.	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 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.	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.	A very narrow range of vocabulary is present; errors in word choice/formation predominate; spelling errors make the text obscure at times.
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 doesn't have a relevant effect on the reader.	The text has a negative effect on the reader.

Videoscript

Jack: They want me to do what?

Mother: Give a tour through the school.

Jack: But Mom, it's summer vacation.

Mother: I know. But your teachers told Mr. Tushman you're known as a good egg.

Jack: No, I'm a bad egg.

Mother: You're a good egg. And I'm actually really proud they thought of you for this.

Jack: Mom, enough with the guilt.

Mother: And you know they gave you a scholarship, right?

Jack: Mom... Who else is doing it?

Mother: Uh, Charlotte and Julian.

Jack: No.

Mother: Why, what's wrong?

Jack: Charlotte will just talk about Broadway the whole time. And Julian is the biggest phony on the planet. So I'm sorry, but no.

Mother: Jack, it's for that boy.

Jack: Who?

Mother: The one from the ice cream shop.

Jack: Oh.

Mother: Yeah. So if a nice kid like your little brother cries when he sees him, what kind of a chance do you think he has in middle school?

Jack: Okay.

Mother: Thank you, kiddo.

Jack: Four things I've learned about Auggie Pullman. First of all, you do get used to his face. (**Teacher:** Now, it's not like regular ice. You can't touch it with your hands, okay?). Second, he's really smart. He's ahead of me in everything. In science, he's ahead of the whole school. (**Teacher:** Everybody watching? Whoo!) Third of all, he's actually pretty funny. But fourthly, now that I know him, I would say I actually do wanna be friends with Auggie. At first, I admit it, I was only friendly to him because my mom asked me to be nice. But now I would choose to hang out with him. Like, he's a good friend. Like if all the guys in fifth grade were lined up against a wall and I could choose anyone I wanted to hang out with, I would choose Auggie.

Jack: Hey, what's wrong?

Auggie: Go away.

Boy 1: Oh, hey, Jack, come sit with us.

Boy 2: Yeah, come on, man.

Girl 1: I wonder what happened.

Girl 2: Maybe Jack touched Auggie and couldn't wash his hands in time. Jack finally got "the plague."

Summer: That's not very nice.

Girl 3: What? We didn't start it.

Girl 2: Where you going?

Summer: Hi. I'm Summer.

Auggie: I know. We're in the same homeroom. You don't have to do this.

Summer: Do what?

Auggie: You don't have to be my friend. I know Tushman talked to you.

Summer: I don't know what you're talking about, Auggie.

Auggie: I know Tushman talked to some kids before school started and told them they had to be friends with me.

Summer: He didn't talk to me.

Auggie: Yeah, he did.

Summer: No, he did not.

Auggie: Yeah, he did.

Summer: No, he didn't, I swear on my life!

Auggie: Okay, okay. You don't have to get mad.

Summer: I don't like being accused of things, okay?

Auggie: Okay. I'm sorry.

Summer: You should be.

Auggie: He really didn't talk to you?

Summer: Auggie!

Auggie: Okay, I just... Why are you sitting here then?

Summer: Because I want some nice friends for a change.

Auggie: Me, too.

Summer: Cool beans.

Auggie: But you'll get "the plague."

Summer: Good.

Girl 2: Summer has "the plague."

Girl 1: Shut up!

Summer: So what happened with Jack Will?

Auggie: Promise you won't tell?