

BACALAUREAT 2009

PROBA ORALĂ - LIMBA ENGLEZĂ

STRUCTURA PROBEI ORALE

COMPETENȚE DE EVALUARE

Pentru a evalua competențele de comunicare orală, candidații vor fi solicitați:

- ◆ să facă dovada că înțeleg un text necunoscut atât în detaliu (pentru o anumită informație / un anumit amănunt), cât și în ansamblu (conținut, temă, mesaj), prin rezolvarea unor sarcini de lucru, conform cerințelor date;
- ◆ să exprime un punct de vedere și să emită judecăți de valoare în legătură cu ideile din textul respectiv, să facă trimiteri, asociații sau comparații cu alte texte cunoscute sau cu aspecte din viața de fiecare zi;
- ◆ să realizeze un monolog / o expunere orală (de tip narativ, descriptiv, argumentativ) pe baza unei teme date; discursul trebuie să fie echilibrat, logic și coerent, interesant și convingător prin relevanța argumentelor și a exemplelor folosite;
- ◆ să facă dovada capacității de a comunica eficient prin utilizarea în mod adecvat (stilistic și funcțional) a elementelor de construcție a comunicării și a funcțiilor specifice limbii engleze.

Proba orală va avea următoarea structură:

L1 (normal) / L2 și L3/ Minorități

A. Reading Comprehension – va consta dintr-un text necunoscut, nestudiat anterior, pe care candidatul îl va citi în timpul acordat pentru pregătirea subiectelor, urmând să rezolve sarcinile de lucru menționate în cerință, cum ar fi: formularea de răspunsuri la întrebări, formularea de întrebări, ordonarea logică / cronologică a unui text, comentarea unei fraze din text, evidențierea temei / a ideii centrale și a ideilor principale ale textului, exprimarea unor opinii personale și justificarea răspunsurilor alese.

B. Speaking / Oral Discourse – va consta din realizarea unui discurs oral pe o temă dată, conform domeniilor tematice din programa școlară în vigoare și din programa de bacalaureat 2009.

L1 Intensiv / L1 3- 4 ore și L1 Bilingv

A. Reading Comprehension – va consta dintr-un text necunoscut, nestudiat anterior, pe care candidatul îl va citi în timpul acordat pentru pregătirea subiectelor, urmând să rezolve sarcinile de lucru menționate în cerință, cum ar fi: rezumarea textului, identificarea punctului de vedere și a atitudinii autorului, exprimarea opiniei personale, realizarea unor comparații între textul respectiv și alte texte / experiența personală / experiența altor persoane.

B. Speaking / Oral Discourse – va consta din realizarea unui discurs oral pe o temă dată, conform domeniilor tematice din programa școlară în vigoare și din programa de bacalaureat 2009 și va evalua capacitatea de a exprima idei, un punct de vedere personal, susținut de argumente și exemple relevante.

Dificultatea subiectelor va fi în raport cu numărul de ore pe săptămână alocate studierii disciplinei.

TEXTE ȘI TEME

Textele și temele pentru comunicarea orală vor fi alese din următoarele domenii:

- personal:
- identity, ideals, feelings;
 - home, family, friends, acquaintances, relationships;
 - clothing, personal health, diet;
 - books, pets, plants, hobbies;
 - meals, food and drinks, eating habits;
 - family occasions, holidays and trips;
 - entertainment and leisure activities: TV and radio programmes, reading, music;
 - incidents, accidents, happenings, events;

- public:
 - everyday life and living routine etc.
 - railways, airports, means of transport, travels (by air/land/sea);
 - shops, supermarkets, shopping;
 - sports, games, sporting events, sportsmen;
 - theatre, cinema, museums, exhibitions;
 - hotels, pubs, restaurants, services;
 - the media: television, radio, newspapers and magazines;
 - advertising; the environment;
 - customs and traditions; social and political events etc.
- educational:
 - school / college life, classes, subjects, teachers, mates, learning strategies, careers;
 - visits, trips; exchanges, matches, competitions;
 - libraries, computers, books versus computers;
 - festivals, shows, cultural events;
 - books: stories, short-stories, novels, plays etc.
- general:
 - human achievements in science and technology;
 - human rights, democratic values, responsibilities, (in)justice;
 - (in)tolerance, extremism, terrorism;
 - wars, conflicts, dangers; peace struggle;
 - positive thinking, prejudices, stereotypes;
 - elements of British and American culture and civilisation etc.

TIMPUL la dispoziția candidatului:

- **pentru elaborarea răspunsurilor: 10 – 15 minute** (conform Art.41/ alin.4 din Metodologia de organizare și desfășurare a examenului de bacalaureat 2009)

- **pentru prezentare: 10 – 15 minute** (conform Art.39/ alin.2 din Metodologia de organizare și desfășurare a examenului de bacalaureat 2009)

COMISIA / EXAMINATORII

Biletele pentru proba orală vor consta dintr-un text la prima vedere pe baza căruia trebuie efectuate anumite sarcini de lucru.

Se recomandă comisiei de examen:

- să facă un set de bilete pentru candidați și câte un set pentru fiecare profesor examinator.

Fiecare profesor examinator trebuie:

- să urmărească expunerea fiecărui candidat venind cu întrebări ajutătoare, numai dacă este cazul;
- să evite întrebările “capcană”;
- să facă o evaluare pozitivă prin cuantificarea elementelor corecte din răspunsurile fiecărui candidat;
- să aplice baremul de notare;
- să consemneze, în borderourile individuale, punctajul acordat, iar nota finală în fișa individuală a candidatului.

BAREMUL DE NOTARE are un punctaj pe scara de la 10 la 100. Nota finală, pe scara de la 1 la 10, conform sistemului de notare românesc, se obține prin împărțirea la 10 a punctajului obținut de către candidat. De exemplu: 83 puncte: $10 = 8,30$. Această notă se rotunjește la cel mai apropiat întreg, adică 8, iar dacă nota astfel obținută este 6,50, candidatul primește nota 7 – rotunjirea se face în favoarea elevului.

Fiecare profesor examinator evaluează răspunsul candidatului cu **note întregi de la 1 la 10**, după care se stabilește nota finală, făcându-se media aritmetică a celor două note. Nota finală astfel obținută se trece în catalog și în fișa individuală a candidatului.

MODELE DE BILETE DE EXAMEN

MODEL de bilet de examen pentru **L3/ Minorități**:

Read the text below and complete the following tasks.

Anna, 7th Duchess of Bedford had the idea of asking her butler to bring tea, bread and butter to her chambers at 5 o'clock, as she found herself hungry before dinner, and soon started inviting her friends to join her in her sitting room for this new social event. Eventually, tea became generally affordable and the growing middle class imitated the rich and found that the meal tea was a very economical way of entertaining several friends without having to spend too much money, and afternoon tea quickly became the norm.

Afternoon tea is a light meal typically eaten between 3 and 5 o'clock. It originated in the UK, though various places that used to be part of the former British Empire also have such a meal. Traditionally, tea would be served in a teapot with milk and sugar. This would be accompanied by various sandwiches and usually cakes and pastries.

While afternoon tea used to be an everyday event, nowadays it is more likely to be taken as a treat in a hotel, cafe, or tea shop, although many Britons still have a cup of tea and slice of cake or chocolate at teatime.

- A.**
- 1. Who started the tradition of the 5 o'clock tea and why?**
 - 2. What does afternoon tea mean today?**
- B.** **Talk about eating habits in Romania.**

MODEL de bilet de examen pentru **L1 (normal) / L2**:

Read the text below and complete the following tasks.

Other part-time jobs which are popular especially among young boys is managing a paper route or mowing the lawns of people in one's neighbourhood. These jobs also require a sense of maturity and responsibility and can be a source of good income for a high school student. Young boys who run paper routes are required to get up early in the morning to deliver the daily news regardless of the weather. This job has no holidays and requires the newspaper to be delivered every day without exception. In America there are no newspaper holidays.

If they choose to mow lawns, part of the job responsibilities may require that they also periodically rid it of weeds and occasionally re-seed areas which have been burned by the sun or thinned or thinned out by wear. During the winter a snowstorm can become another source of income for the teenager. The young boys make their rounds through their neighborhood equipped with a shovel and offer to clear sidewalks or stoops in front of homes or to dig out a car buried in a meter of snow. These jobs, dependent on the weather, require stamina, diligence, discipline and a spirit of the entrepreneur. While part-time jobs for high schools students may be frowned upon in Japan, in America they are often seen as an opportunity to teach young people about work responsibility and respect for others. The young people learn how to become part of the adult world and to share in the making of society.

(PART-TIME JOBS FOR TEENAGERS AND YOUNG ADULTS)

- A.**
- 1. Which is a popular job for young boys?**
 - 2. What is the value of a part-time job besides the chance to make money?**
 - 3. What do young people learn on their part-time jobs besides responsibility and respect for others?**

- B. Speak about the role of part-time jobs among teenagers in our country. Give arguments and examples to support your ideas.**

MODEL de bilet de examen pentru **L1 Intensiv / L1 3- 4 ore:**

Read the text below and complete the following tasks.

During the teenage years your child may become blinkered in their outlook to life. This is the age when young people often give up interests, hobbies and sports that they participated in from a young age. The pull to 'do things' with their friends to the exclusion of all else can become very strong. For many teens this is a temporary phase, but it does potentially have negative consequences for their present and future well-being. It's important to recognise that teenagers have a great need to feel part of their immediate peer group. They have a constant desire to be up on everything that's going on. This can be very frustrating to parents as they watch their once all tap-dancing, tennis-playing, and drama-clubbing child disappear. Only to be replaced by a grunting adolescent who appears to have no interests other than what their friends are doing. Research demonstrates this strong need to be part of a cohesive peer group is found in the vast majority of teenagers. However, it also shows that those with the most general confidence, and measured encouragement, are also the ones who can find balance: continuing with outside interests and academic work, and continuing to have aspirations. You can help to encourage this balance. Research also shows that schoolwork can suffer from the many distractions that friends and socialising offer if there's no structure at home to encourage a happy medium. If they become disheartened with their schoolwork it may decline, leading to a self-fulfilling cycle where they have less interest in their future and have fewer aspirations. Then they are even less likely to participate in outside interests when the opportunity arises. Never think you can't make a difference, though.

(Broadening Your Teen's Horizons, by Dr Pam Spurr)

- A. 1. Identify the theme of the text.
2. Sum up the text and dwell on the idea it contains.**
- B. Comment on the following statement: *During the teenage years your child may become blinkered in their outlook to life.* Bring arguments and examples to sustain your ideas.**

MODEL de bilet de examen pentru **L1 Bilingv:**

Read the text below and complete the following tasks.

Agriculture has been the cause of significant modification of landscapes throughout the world. Tillage of land changes the infiltration and runoff characteristics of the land surface, which affects recharge to ground water, delivery of water and sediment to surface-water bodies, and evapotranspiration.

Two activities related to agriculture that are particularly relevant to the interaction of ground water and surface water are irrigation and application of chemicals to cropland.

Contaminants may be present in water or in air as a result of natural processes or through mechanisms of displacement and dispersal related to human activities.

Contaminants from point sources discharge either into ground water or surface water through an area that is small relative to the area or volume of the receiving water body. Examples of point sources include discharge from sewage-treatment plants, leakage from gasoline storage tanks, and seepage from landfills.

Nonpoint sources of contaminants introduce contaminants to the environment across areas that are compared to point sources, or nonpoint sources may consist of multiple, closely spaced point sources. A nonpoint source of contamination that can be present anywhere, and affect large areas, is deposition from the atmosphere, both by precipitation (wet deposition) or by dry fallout (dry deposition).

Agricultural fields, in aggregate, represent large areas through which fertilizers and pesticides can be released to the environment. The differentiation between point and nonpoint sources of contamination is arbitrary to some extent and may depend in part on the scale at which a problem is considered. For example, emissions from a single smokestack is a point source, but these emissions may be meaningless in a regional analysis of air pollution. However, a fairly even distribution of tens or hundreds of smokestacks might be considered as a nonpoint source. As another example, houses in suburban areas that do not have a combined sewer system have individual septic tanks. At the local scale, each septic tank may be considered as point source of contamination to shallow ground water. At the regional scale, however, the combined contamination of ground water from all the septic tanks in a suburban area may be considered a nonpoint source of contamination to a surface-water body.
(National Geographic, *Water Contamination-a Threat to the Environment*)

- A. **1. Identify the theme of the text.**
 2. Sum up the text and dwell on the idea it contains.
- B. **How should individuals and companies who pollute the environment be punished? Use relevant arguments and examples to support your ideas.**

MARKING SCHEME

(FOR ALL SECTIONS)

A. READING COMPREHENSION

45 POINTS

- 1. TASK ACHIEVEMENT20 points**
- **relevance of ideas to topic 10 p**
 - 10 – 7 points: total – partial relevance to topic
 - 6 – 4 points: some – little relevance to topic
 - 3 – 0 points: very little – no relevance to topic
 - **coverage of task points 10 p**
 - 10 – 7 points: coverage of all task points – partial coverage of the task points
 - 6 – 4 points: coverage of some task points – coverage of a few task points
 - 3 – 0 points: coverage of few task points – coverage of no task points
- 2. LANGUAGE ACCURACY10 points**
- **correct grammar structures 5 p**
 - 5 points: no / very few grammar errors
 - 3 points: many grammar errors
 - 0 points: grammar errors hinder communication
 - **range of grammar structures 5 p**
 - 5 points: wide range of grammar structures
 - 3 points: limited range of grammar structures
 - 0 points: very limited range of grammar structures
- 3. ORGANISATION5 points**
- 5 points: very clear organisation, many linking devices
 - 3 points: unclear organisation, few linking devices
 - 0 points: total lack of organisation, total lack of linking devices
- 4. REGISTER AND VOCABULARY5 points**
- 5 points: appropriate register, very varied and appropriate vocabulary
 - 3 points: mostly appropriate register, somewhat varied and appropriate vocabulary
 - 0 points: mostly inappropriate register, basic or inappropriate vocabulary
- 5. DELIVERY: pronunciation, fluency, stress and intonation5 points**
- 5 points: fluent presentation, good pronunciation, stress and intonation
 - 3 points: somewhat fluent presentation, some pronunciation and intonation errors
 - 0 points: no fluency; pronunciation and intonation errors hinder communication

B. SPEAKING / ORAL DISCOURSE

45 points

1. TASK ACHIEVEMENT20 points

- **relevance of ideas to topic 10 p**
 - 10 – 7 points: total – partial relevance to topic
 - 6 – 4 points: some – little relevance to topic
 - 3 – 0 points: very little – no relevance to topic
- **coverage of task points 10 p**
 - 10 – 7 points: coverage of all task points – partial coverage of the task points
 - 6 – 4 points: coverage of some task points – coverage of a few task points
 - 3 – 0 points: coverage of few task points – coverage of no task points

2. LANGUAGE ACCURACY 10 points

- **correct grammar structures 5 p**
 - 5 points: no / very few grammar errors
 - 3 points: many grammar errors
 - 0 points: grammar errors hinder communication
- **range of grammar structures 5 p**
 - 5 points: wide range of grammar structures
 - 3 points: limited range of grammar structures
 - 0 points: very limited range of grammar structures

3. ORGANISATION 5 points

- 5 points: very clear organisation, many linking devices
- 3 points: unclear organisation, few linking devices
- 0 points: total lack of organisation, total lack of linking devices

4. REGISTER AND VOCABULARY5 points

- 5 points: appropriate register, very varied and appropriate vocabulary
- 3 points: mostly appropriate register, somewhat varied and appropriate vocabulary
- 0 points: mostly inappropriate register, basic or inappropriate vocabulary

5. DELIVERY: pronunciation, fluency, stress and intonation5 points

- 5 points: fluent presentation, good pronunciation, stress and intonation
- 3 points: somewhat fluent presentation, some pronunciation and intonation errors
- 0 points: no fluency, pronunciation and intonation errors hinder communication

10 points granted + 90 points = 100 points