



ROMÂNIA

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BACALAUREAT 2010

PROBA C de evaluare a competenței lingvistice într-o limbă de circulație internațională

Limba engleză

Exemple de itemi

I. Written examination – 90 minutes

A. Reading comprehension

Example 1

Read the text below. Are the sentences 1-7 'Right' (A) or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C). Mark A, B, or C on your exam sheet.

I moved from Korea to the USA when I was 14 years old. The first few weeks were great – everything was exciting and different. Going to the supermarkets was an adventure: the foods were all new to me and everything was so big!

The biggest culture shock for me was going to high school. First of all, I looked different. All the other girls looked so much older than me. They wore make-up and coloured their hair. And I never went to a school with boys before. So the first thing I did to try to fit in was have a perm. I also started wearing make-up, but I wasn't very good at putting it on. My eye-liner always seemed to smudge and my lipstick was always the wrong colour. I loved nail polish though. I used to wear different colours on each finger. I also got my ears pierced.

I found Americans a lot more open than Koreans. When I ate my dinner in the cafeteria, I always tried to ignore the boys and girls kissing each other over the table. People don't do that in Korea. I found it hard to eat my dinner! The other thing I found hard was holding hands (or not holding hands). In Korea girls hold hands with girls, but in America people think that's really weird. Instead girls hold hands with their boyfriends. I thought that was really weird! I wasn't cool either. In Korea it's good to be clever and do well at school, but in America I was a nerd for liking study (and I wore glasses, which made it worse). I found making friends really hard.

(www.hveser.de)

1. The author moved to the USA when she was in kindergarten.
A Right **B** Wrong **C** Doesn't say
2. The author liked her first weeks in the USA.
A Right **B** Wrong **C** Doesn't say
3. High school girls wore uniforms in the USA.
A Right **B** Wrong **C** Doesn't say
4. The author had a perm.
A Right **B** Wrong **C** Doesn't say
5. In Korea girls hold hands with girls.
A Right **B** Wrong **C** Doesn't say
6. It is good to do well at school in Korea.
A Right **B** Wrong **C** Doesn't say
7. It was not difficult for the author to make friends.
A Right **B** Wrong **C** Doesn't say

Example 2

Read the text below. For questions 1-10, choose the answer (A, B, C or D) which you think fits best according to the text.

Sports Violence

In ancient societies, athletics and especially competitive contact games always have been rough, but aggression in the past was tempered by an insistence that playing hard, playing to win, did not countenance playing to cheat and to hurt. One of the very first nations that expressed athletic ideals, were the Greeks. As enunciated by Pindar, the athletic ideal incorporated courage and endurance with modesty, dignity, and fair-mindedness, those elusive qualities the Greeks called Aidos. As sports became more specialized, the general populace increasingly withdrew into spectatorship. Sports history reveals that although Greek sports had increasingly marred by corruption and bribes, nonetheless they flourished in an era which witnessed the rapid expansion of stadiums and arenas under the Roman Empire. During the Roman Empire, violence in sports became the generally accepted principle and spectators not only endorsed it, but also embraced it as a social norm.

In recent years sports violence has become to be perceived as a social problem. Commissions have been appointed in Canada and England to investigate violence among hockey players and soccer fans. Numerous examples of violence in professional sports exist today, as countries like the United States, Canada, Greece, Italy and Germany, report court cases have been heard which concern the victims of violence perpetrators. Newspapers, magazines and television programs portray bloodied athletes and riotous fans at hockey, boxing, football, soccer, baseball, and basketball games with what appears to be increasing regularity. But are sports violence incidents actually increasing, and if so, what is the reason of such a negative increase? Or does the heightened public attention and media focus on sports violence reflect not an increase in the incidence or severity of aggression, but greater public concern with moral issues and political discourse?

Contrary to popular belief, there appears to be growing dissatisfaction with sports violence. Changes in sports rules, developments in the design of equipment, and even the physical characteristics of modern sports arenas evolved in an effort to reduce violence or its consequences. But still, among athletic management teams, government officials, fans and athletes themselves, there is an ambivalence attitude towards sports violence. The ambivalence takes the form of justifying the existence of violence in sports, but not taking personal responsibility for it. Coaches and managers tend to blame fans, saying that violence is what attracts people into stadiums, as the risk entailed makes the game more "interesting". Athletes frequently admit that they are opposed to violence, but it is expected of them by coaches. Fans justify it by attributing aggressiveness to athletes and to situational aspects of the game. Spectators view violence as an inherent part of some sports as one cannot play games like hockey or football, without accepting the necessity of violent action.

Nevertheless, public opinion tends to focus more and more on sports violence as major advances in the technologies used have increased media coverage making information available to a vast global audience. Thus, contemporary critics tend to consider sports violence as a worldwide phenomenon with highly disturbing future course and social outcomes.

(Jonathon Hardcastle, www.enzinearticles.com)

1. In ancient societies
 - A athletics and competitive contact games were rough.
 - B football and contact games were rough.
 - C only competitive contact games were rough.
 - D no game was rough.

2. During the Roman Empire, spectators
 - A tried to tolerate violence in sports.
 - B detested any type of violence in sports.
 - C regarded violence in sports as a social norm.
 - D did not support violence in sports.

3. Sports violence has started to be regarded as a social problem
 - A lately.
 - B since the 70's.
 - C these days.
 - D since the beginning of the 20th century.

4. Canada and England
 - A are able to explain violence among hockey players.
 - B are trying to discover the cause of violence among hockey players.
 - C show no concern about sports violence.
 - D are in favour of sports violence.

5. Regarding sports violence there seems to be a feeling of
 - A appreciation.
 - B dissatisfaction.
 - C indifference.
 - D support.

6. In order to reduce violence
 - A only sports rules have been changed.
 - B mass media coverage has been banned.
 - C sports rules and equipment design have been modified.
 - D sport rules, equipment design and sports arenas have been adjusted.

7. Government officials, fans and athletes
 - A have the same attitude towards sports violence.
 - B are ambivalent towards sports violence.
 - C take personal responsibility for sports violence.
 - D try not to justify sports violence.

8. Risk makes the game more interesting according to
- A coaches.
 - B fans.
 - C athletes.
 - D government officials.
9. The tendency of the public opinion towards sports violence is
- A to show less interest.
 - B to be more concentrated on it.
 - C to show disapproval.
 - D to accept it.
10. Critics regard sports violence as
- A an international reality.
 - B a local reality.
 - C a regional reality.
 - D a national reality.

B. Writing

Example 1

Write an email to your English-speaking friend explaining that you would like to apply to do a course at one of the colleges in the city he lives. Tell him/her what type of studies you have been doing for the past few years and ask for assistance in contacting an appropriate institution.

Write your answer in 80-100 words.

Example 2

You have seen this announcement in a high school magazine: *Describe your best experience as a student.*

Write your article in 180-200 words.

II. Speaking – 10-15 minutes

Examples of questions:

- What kind of work would you like to do in the future?
- Describe your favourite film.
- *Does modern technology make life more convenient, or was life better when technology was simpler? Give reasons for your answers.*

Students will receive points for their ability to interact with the examiners.

III. Listening – 20 minutes

The listening section contains two parts. Each part contains a recorded text and corresponding comprehension tasks. Each part is heard twice. You may answer the questions while listening to the recorded texts.

Part 1

You will hear an interview with the writer Sara Shepard. For questions 1 – 4, choose the best answer (A, B, C or D).

1. With whom did Sara invent alternate universes?
 - A. her mother
 - B. her brother
 - C. her sister
 - D. her cousin

2. How does Sara feel towards her English teachers?
 - A. helpful
 - B. thankful
 - C. likely
 - D. responsible

3. Why are teens different today? Because
 - A. they have more access to things.
 - B. they have more pocket money.
 - C. they have totally different experiences.
 - D. they are not familiar with the new technology.

4. *Pretty Little Liars* is
 - A. a game.
 - B. a soap opera.
 - C. a film.
 - D. a book.

Part 2

You will hear a young woman called Jennifer Iverson speaking about her experience as a student in a foreign country. For questions 5 – 10, choose the best answer (**A**, **B**, **C** or **D**).

5. Sara spent a year in
- A. a small town in the U.S.
 - B. a village in the U.S.
 - C. a small town in the U.K.
 - D. a village in the U.K.
6. In Sara's opinion, travelling
- A. is not very important.
 - B. teaches you important things about life.
 - C. is less beneficial than staying at home.
 - D. is very expensive.
7. How many organized travel opportunities are mentioned?
- A. three
 - B. thirty
 - C. two
 - D. thirteen
8. What is one of the advantages of studying abroad?
- A. become more persuasive
 - B. become richer
 - C. learn a new language
 - D. practise a new sport
9. When did Sara apply to study abroad?
- A. When she was a high school student.
 - B. When she was a student at McGill.
 - C. When she graduated university.
 - D. When she was 18.
10. What will SWAP help you?
- A. get accommodation
 - B. get a job
 - C. process a work permit
 - D. get a grant

Tapescript

Part 1

A Chat with Author Sara Shepard

FAZE: I read that you were considering quite a number of different professions when you were a teenager—from a writer to a Claymation artist. Where do you think all these different talents came from? Did your experiences as a teen help to shape your creative genes?

Sara Shepard: I was very creative as a child and as a teenager, and I'm guessing that's where all these career possibilities came from. From a young age, my sister and I were—among other things—writing multi-chaptered stories, making up alternate universes and creatures, putting together ideas for video games, and cranking out newspapers with our toy printing press. But the thing that always stood out for me was writing—I wrote chapter stories of my own from about fourth grade on, and I kept very detailed journals from about seventh grade to my senior year in college. I have a lot of teachers to thank for encouraging me to write—my 10th, 11th and 12th grade English teachers used to read all of my stories, and my 11th grade English teacher even went so far to say that I no longer had to write themes; I could work on a novel for the whole year. Stupidly, I declined her offer. I think the prospect of writing a novel terrified me! But although I always enjoyed writing, I never knew it would come to any fruition—especially creatively. Which is why I'm thrilled to be writing the *Pretty Little Liars* series and other novels. I try never to take this opportunity for granted.

FZ: Do you think teens today are different then when you were a teen?

SS: I think teens now have more access to things—information, networking, YA authors, but I think my experience as a teenager is similar to that of what teens are going through today. It all boils down to emotional turmoil—crushes and heartbreak, pressure and feuds, fitting in or opting out, “breaking up” with friends and trying to assimilate into a new group—I was going through all that, and I think teens today are going through it in almost identical ways. Some of the technology and labels might change, but the big things teens are dealing with aren't. If I didn't believe that I was still pretty familiar with what was going on in today's teen's minds, I probably wouldn't feel very confident about the characters in *Pretty Little Liars*. But I feel like they're both modern and emotionally grounded. Hopefully readers agree!

Part 2

Hit The Road! Study and Work Abroad...See the World

It's hard to imagine myself in a position to give advice. Still, I have managed to learn a couple of lessons that I could have used a few years ago. So, for what it's worth, here's my advice: Get out of here!

I don't have to tell you that the world is getting smaller or point out the immense diversity around you. However, what you might need to hear is that it is never too soon to look beyond your front door.

In one year, at a small town university in the U.S., and then a year later in Paris, I learned some pretty crucial stuff about the world and myself. Things I don't think I would have discovered had I stayed safely cocooned at home.

There are basically three types of organized travel opportunities:

1. Studying Abroad
2. Working Abroad
3. Volunteering Abroad.

All three of these options are guaranteed to open your eyes and give your mind a workout, not to mention look terrific on a resume.

STUDYING ABROAD

What will it get you? A new language, exposure to new cultures and a whole new set of friends. As a high school student, there are programmes that will place you with a host family in another country and send you to a new school for one semester or a full year if you choose. Along with the basics like math and English, you can often choose from some great subjects like dance, photography, art, drama, society and culture, design and technology, computer studies or even join the school band! Check out Campus Education Australia and AFS Interculture Canada.

If living with a host family doesn't appeal, you can always postpone your plans for a few years. However, you'll have to wait until you're at least 18 and permitted to stay on your own. While you're waiting you'll probably be checking out universities, so be sure to add the 'exchange office' to your list of things to look into. Most universities will have programmes set up. Find a university with a strong international focus and you will most likely have the chance to apply for exchange in your third year as a student.

When I was a student at McGill (a great University in Montreal, Quebec), I applied to study abroad and wound up at a small town university in Massachusetts. It's amazing how different the world can be only 8 hours away from home! What's great about these programmes is that they allow you to remain a student of your home university (i.e. pay home tuition!) while studying elsewhere.

WORKING ABROAD

In most cases, these opportunities must wait until you are 18. There tends to be less student support than the programmes offered in highschool, so you may need a little more life experience before you head off on your own.

You must look into the Student Work Abroad Programmes. All you need is to be a student or recent graduate, have a little money in the bank and SWAP will help you process a work permit, a VISA and the health documentation you need to get into a country legally. After that, the job and accommodation search is up to you - though they are full of advice.