

Examenul național de bacalaureat 2022

Proba C
de evaluare a competențelor lingvistice într-o limbă de circulație internațională
studiată pe parcursul învățământului liceal

Proba scrisă la Limba engleză

Toate filierele, profilurile și specializările/ calificările

Varianta 3

- Toate subiectele sunt obligatorii.
- Timpul efectiv de lucru este de 120 de minute.

ÎNȚELEGEREA TEXTULUI CITIT

SUBIECTUL I

(40 de puncte)

Read the text below. Are the sentences 1-5 '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.

Meet the Woman Who Invented the Automatic Dishwasher

Josephine Garis Cochrane was an independent woman of the mid-1800s. When she married husband William Cochran, she took his last name but added an "e" to the end. And when she realized no one had yet created a proper automatic dishwasher, she invented one herself!

Josephine led a comfortable life in Shelbyville, Illinois. William was a successful businessman, and the couple often held dinner parties in their large home. She even had servants to clean up afterward. But one morning after a party, she found some of her good china had gotten chipped. She was so upset, she decided to wash the dishes herself from then on. It wasn't long before Josephine wondered why no one had invented a machine to do the job ... and soon she had sketched out the idea that would become the first commercially successful automatic dishwasher.

Her design used water pressure to clean, just as today's dishwashers do. It had wire compartments for the dishes, which fit into a wheel inside a copper boiler. A motor turned the wheel while soapy water sprayed onto the dishes. It was practical, but Josephine had a hard time trying to hire a mechanic to build her machine the way she wanted, instead of insisting on building it HIS way. She finally found a man named George Butters to work with, and the Garis-Cochran Dish-Washing Machine was patented in 1886, three years after her husband died.

Josephine thought her invention would appeal to other housewives, but it was more of a hit with hotels and restaurants, maybe because it was an expensive appliance for a regular family to buy. She opened her own factory in 1897, and personally sold her machines nearly up until her death in 1913. In 1926, her company was bought by Hobart, which eventually became the modern appliance giant KitchenAid.

www.kidsdiscover.com

1. Josephine Garis Cochrane invented the dishwasher after she got married.
A. Right B. Wrong C. Doesn't say
2. When some of her dishes got chipped, Josephine immediately invented the dishwasher.
A. Right B. Wrong C. Doesn't Say
3. The design of the dishwasher was too difficult to put into practice.
A. Right B. Wrong C. Doesn't Say
4. Josephine's invention was a success all over the world.
A. Right B. Wrong C. Doesn't say
5. Josephine was personally involved in the selling of her dishwashers.
A. Right B. Wrong C. Doesn't say

SUBIECTUL al II-lea

(60 de puncte)

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.

Digital Divide: What It's Like to Be a Student Without Internet at Home

A video that recently circulated on Twitter shows a young student apparently using a model tablet at a mall store to finish his homework. A commenter's response to it went viral: "Schools making it mandatory for kids to have Internet access to do homework is just another way for poor kids to get left behind and continue the cycle of generational poverty. I'm bothered." With over 185,000 retweets, the message clearly struck a nerve about the extreme lengths students sometimes have to go to complete basic educational responsibilities.

According to a 2018 Pew Research Center report, nearly one in five students lack a high-speed Internet connection at home. [...] And education experts interviewed by *Teen Vogue* say that Internet connectivity is just one of many issues creating a digital divide among students. According to Roxanne Garza, a senior policy analyst for educator quality at New America and Kristina Ishmael, senior project manager for the teaching, learning, and tech program at the same foundation, broadband connectivity needs to be addressed in concert with providing enough devices for efficient student access and requiring teacher training to incorporate digital skills into their classrooms and homes.

Without all of these pieces, schools, teachers, and students are left trying to decide if and when to incorporate digital learning. Educators lacking this needed support, Garza says, are put in the difficult position of deciding whether or not to assign homework knowing students cannot complete it. "There's like a level of unfairness there...and then there's the decision to not assign because of that unfairness...and it's like choosing the least awful choice out there," she said.

While the issue of Internet connectivity gets most of the attention, it is this combination of factors and difficult decisions that Garza says presents the biggest problem. Whether it's a lack of computers or even basic physical resources like textbooks, the challenges force students to jump through hoops in order to complete assignments. "I've seen a lot of high school students type papers with their thumbs...I saw a student sitting in front of me on the Metro here in D.C. who had taken pictures of a textbook page on their phone so they could read it because they didn't have another way to access [it]," Ishmael said. According to Garza, a lack of digital skills can translate to lower levels of academic achievement and lower test scores: "We all have experienced by now that being comfortable in a digital environment is key to being successful."

Shandiin Herrera, 22, is all too familiar with the struggles that Garza and Ishmael describe. Herrera grew up on the Navajo Nation reservation in Monument Valley on the Arizona/Utah border, commuting to school over 20 miles away in Kayenta, Arizona. Growing up, she lived in a household without broadband access, and little cell service. The same was true for most people in her community, she told *Teen Vogue*.

While a young student, this did not present huge challenges. But when she began to research summer schools off the reservation, she ran into trouble. "Every application was online at that point so I'd either have to ask a teacher to stay later that day...Even being on the computer was hard because I didn't know how to navigate since I didn't grow up with it."

Herrera said that these are systemic issues in many communities like hers. "I was very fortunate to have a mother who is a high school guidance counsellor so I would go to her office like an evening with her, or something...but that was not the case for many of my peers," she said.

Despite these challenges, Herrera was able to pursue higher education, graduating from Duke University this past May. But her lack of familiarity with technology and her inability to pay for devices made completing regular assignments difficult. "I didn't have a laptop throughout high school, but when I got on campus everyone had laptops," she recalled. The Internet was required to submit homework, to check grades, to e-mail professors.

These are the kinds of experiences that many low-income students and students of colour face every day. "I remember going back and forth with a professor because I had an assignment due and not having Internet that day, and her just not even understanding... I had to learn how to navigate challenges throughout college, and to advocate not only on my own behalf, but for other native students who go back to rural communities," Herrera said.

Herrera's story speaks to the fact that the digital divide cannot be separated from other inequities that the country's most at-risk communities face. "As long as we continue to dramatically underfund certain schools, I don't know that developing digital skills is going to be considered a top priority...but it should be," Garza says.

www.teenvogue.com

1. What is the attitude of the Twitter commenter regarding the fact that students need Internet access in order to be able to do their homework?
 - A. He is against the idea.
 - B. He considers it beneficial.
 - C. He is surprised.
 - D. He is neutral.
2. Internet connectivity leads to
 - A. students being able to communicate faster.
 - B. a gap among the students.
 - C. increased interest towards homework.
 - D. disruptions in class.

3. What issue does Roxanne Garza say needs to be addressed in order to successfully introduce digital learning in classrooms and at home?
- A. The attitude of the students and the teachers.
 - B. The financial obstacles.
 - C. The lack of facilities in schools.
 - D. Internet connectivity and teacher training.
4. When facing obstacles in the completion of their homework, students generally
- A. do the best they can.
 - B. give up.
 - C. find an easier way around it.
 - D. cheat.
5. What does Garza say a lack of digital skills leads to?
- A. Better academic performance.
 - B. A decrease in academic performance.
 - C. Development in mental abilities.
 - D. Stress caused by failure to adjust.
6. Shandiin Herrera grew up in a community
- A. which didn't have access to Internet.
 - B. which cherished closeness to nature.
 - C. where people resented the lack of access to technology.
 - D. which had really good schools despite the lack of technology.
7. As a child, Shandiin Herrera felt that living in the Navajo Nation reservation
- A. was not a problem.
 - B. negatively affected her development.
 - C. allowed her to have more opportunities.
 - D. influenced her greatly.
8. While at university, Shandiin Herrera felt her lack of digital skills
- A. made her unpopular with the rest of the students.
 - B. caused her grades to drop irremediably.
 - C. represented an obstacle.
 - D. turned her into a high-achiever.
9. What does *it* in the last line refer to?
- A. a top priority
 - B. the digital divide
 - C. the Internet
 - D. developing digital skills

10. The purpose of this article is

- A. to shed light on a certain issue.
- B. to show the real problems in education.
- C. to ask for more funding for schools.
- D. to highlight the usual problems faced by students.

PRODUCEREA DE MESAJE SCRISE

SUBIECTUL I

(40 de puncte)

You have received an email from George, your penfriend, who needs your help with a school project about a festival in your country. Write an email to George telling him about a festival in your country, providing him with details regarding the place, the events and the people who attend it. **Write your email in 80 - 100 words.**

SUBIECTUL al II-lea

(60 de puncte)

You have taken part in a class discussion on whether growing up in big cities is beneficial for the development of a child. You have decided to write an essay for your teacher presenting both sides of the argument. **Write your essay in 180 - 200 words.**