FACULTATEA DE LITERE / DEPARTAMENTUL DE LIMBI STRAINE SPECIALIZATE
Numele şi Prenumele (cu iniţiala/iniţialele tatălui, aşa cum se găsesc în catalog)

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Facultatea de_____

Specializarea si grupa _____

Anul de Studiu _____

Proba	Citire	Scriere	Vorbire	Ascultare	Calificativ general
Nota (în cifre)					
Nivel cf. CECR					

GRADUATION TEST OF ENGLISH

PART I   LISTENING (20 minutes)   **(10 POINTS)**

Exercise 1

You will hear a recording about video games. While you listen, decide if the following five sentences are true (T) or false (F). You will hear the recording twice.

1. Pong was firstly released in 1972. ☐

2. Space Invaders didn't prove that the video game industry was extremely profitable. ☐

3. Pac-man was soon to be a pop culture phenomenon. ☐

4. Mario, the character of the video game with the same name, had the greatest impact at the same of its release. ☐

5. Chronologically, World of Warcraft precedes Lara Croft. ☐

Exercise 2

You will hear the beginning of a talk in which the speaker discusses 3D printing. For questions 1-5, complete the sentences with a word or short phrase. You will hear the recording twice.

Recently additive manufacturing showcased its [1] _____

So is the 3D printing revolution here to stay or is it merely a [2] _____

3D printing is the process of making solid three-dimensional objects from a [3] _____

also called additive manufacturing.

3D printing is the opposite of more traditional [4] _____ which usually involves (…)

After a [5] _____ behind a key method of 3D printing fused deposition modelling

expired in 2009, prices for the FDM printers dropped from more than $10,000 to less than $1,000.

PART II   **READING COMPREHENSION (35 minutes)**   **(10 POINTS)**

You are going to read an article about the effects of digital media on people's minds. For sentences 1-5, mention if they are true (T) or false (F) and, for questions 6-10, choose the appropriate answer (A, B, C or D).

Is the internet making us stupid?

In an article in *Science*, Patricia Greenfield, a developmental psychologist who runs UCLA's Children's Digital Media Center, reviewed dozens of studies on how different media technologies influence our cognitive abilities. Some of the studies indicated that certain computer tasks, like playing video games, increase the speed at which people can shift their focus among icons and other images on screens. Other studies, however, found that such rapid shifts in focus, even if performed adeptly, result in less rigorous and 'more automatic' thinking.

In one experiment at an American university, half a class of students was allowed to use internet-connected laptops during a lecture, while the other half had to keep their computers shut. Those who browsed the web performed much worse on a subsequent test of how well they retained the lecture's content. Earlier experiments revealed that as the number of links in an online document goes up, reading comprehension falls, and as more types of information are placed on a screen, we remember less of what we see.

Greenfield concluded that 'every medium develops some cognitive skills at the expense of others'. Our growing use of screen-based media, she said, has strengthened visual-spatial intelligence, which can strengthen the ability to do jobs that involve keeping track of lots of rapidly changing signals, like piloting a plane or monitoring a patient during surgery. However, that has been accompanied by 'new weaknesses in higher-order cognitive processes', including 'abstract vocabulary, mindfulness, reflection, inductive problem-solving, critical thinking and imagination'. We're becoming, in a word, shallower.

Studies of our behaviour online support this conclusion. German researchers found that web browsers usually spend less than ten seconds looking at a page. Even people doing academic research online tend to 'bounce' rapidly between documents, rarely reading more than a page or two, according to a University College London study. Such mental juggling takes a big toll. In a recent experiment at Stanford University, researchers gave various cognitive tests to 49 people who do a lot of media multitasking and 52 people who multitask much less frequently. The heavy multitaskers performed poorly on all the texts. They were more easily distracted, had less control over their attention, and were much less able to distinguish important information from trivia. The researchers were surprised by the results. They expected the intensive multitaskers to have gained some mental advantages. That wasn't the case, though. In fact, the multitaskers weren't even good at multitasking. 'Everything distracts them,' said Clifford Nass, one of the researchers.

It would be one thing if the ill effects went away as soon as we turned off our computers and mobiles, but they don't. The cellular structure of the human brain, scientists have discovered, adapts readily to the tool we use to find, store and share information. By changing our habits of mind, each new technology strengthens certain neural pathways and weakens others. The alterations shape the way we think even when we're not using the technology. The pioneering neuroscientist Michael Merzenich believes our brains are being 'massively remodelled' by our ever-intensifying use of the web and related media. In 2009, he said that he was profoundly worried about the cognitive consequences of the constant distractions and interruptions the internet bombards us with. The long-term effect on the quality of our intellectual lives, he said, could be 'deadly'.

Not all distractions are bad. As most of us know, if we concentrate too intensively on a tough problem, we can get stuck in a mental rut. However, if we let the problem sit unattended for a time, we often return to it with a fresh perspective and a burst of creativity. Research by Dutch psychologist Ap Dijksterhuis indicates that such breaks in our attention give our unconscious mind time to grapple with a problem, bringing to bear information and cognitive processes unavailable to conscious deliberation. We usually make better decisions, his experiments reveal, if we shift our attention away from a mental challenge for a time.

But Dijksternhuis's work also shows that our unconscious thought processes don't engage with a problem until we've clearly and consciously defined what the problem is. If we don't have a particular goal in mind, he writes, 'unconscious thought does not occur'. The constant distractedness that the Net encourages is very different from the kind of temporary, purposeful diversion of our mind that refreshes our thinking. What we seem to be sacrificing in our surfing and searching is our capacity to engage in the quieter, attentive modes of thought that underpin contemplation, reflection and introspection.

1. The performance of the students using internet-connected laptops during their tasks gradually developed. ☐

2. Multitasking is preferable in performing jobs or school related tasks as they increase the quality of our work. ☐

3. Using new technology can strengthen all the neural pathways without consequences. ☐

4. Detaching from a problem or an issues helps our mind to reevaluate it from a new perspective. ☐

5. Unconscious only helps at problem-solving when we fully described the problem in our minds. ☐

6) What do we learn about Patricia Greenfield's research in the first paragraph?

A It focused on problems resulting from use of media technologies.
B It did not produce consistent patterns in connection with computer use.
C It involved collating the results of work done by other people.
D It highlighted differences between people when using computers.

7) Two of the experiments mentioned in the second paragraph concerned

A the amount of attention people pay to what they see on computers.
B the connection between computer use and memory.
C the use and non-use of computers for studying.
D changes that happen if people's computer use increases.

8) One of Greenfield's conclusions was that

A certain claims about the advantages of computer use are false.
B computer use has reduced a large number of mental abilities.
C people do not care about the effects of computer use on their minds.
D too much emphasis has been placed in the benefits of computer use.

9) One of the pieces of research mentioned in the fourth paragraph indicated that

A some people are better at multitasking than others.
B 'mental juggling' increases the mental abilities of only a few people.
C beliefs about the effectiveness of multitasking are false.
D people read online material less carefully than other material.

10) What is the writer's purpose in the fifth paragraph?

A to advise on how to avoid the bad effects of new media technology
B to present opposing views on the consequences of the use of new media technology
C to warn about the damage done by the use of new media technology
D to summarise the findings of the previously-mentioned research.

PART III   WRITING (50 minutes)   **(10 POINTS)**

WRITE AN ESSAY OF 200-250 WORDS ON <u>ONE</u> OF THE FOLLOWING TOPICS:

1.   Advantages and disadvantages of using Metaverse environments.
2.   Some people consider that 5G technology represents a threat for our health. Do you agree?