

EXAMENUL NAȚIONAL DE DEFINITIVARE ÎN ÎNVĂȚĂMÂNT

20 aprilie 2017

**Probă scrisă
LIMBA ȘI LITERATURA ENGLEZĂ**

VARIANTA 3

- Toate subiectele sunt obligatorii. Se acordă 10 puncte din oficiu.
- Timpul de lucru efectiv este de 4 ore.

SUBIECTUL I

(60 de puncte)

A. Consider the following text:

Well, three or four months run along, and it was well into the winter now. I had been to school most all the time and could spell and read and write just a little, and could say the multiplication table up to six times seven is thirty-five, and I don't reckon I could ever get any further than that if I was to live forever. I don't take no stock in mathematics, anyway.

At first I hated the school, but by and by I got so I could stand it. Whenever I got uncommon tired I played hookey, and the hiding I got next day done me good and cheered me up. So the longer I went to school the easier it got to be. I was getting sort of used to the widow's ways, too, and they warn't so raspy on me. Living in a house and sleeping in a bed pulled on me pretty tight mostly, but before the cold weather I used to slide out and sleep in the woods sometimes, and so that was a rest to me. I liked the old ways best, but I was getting so I liked the new ones, too, a little bit. The widow said I was coming along slow but sure, and doing very satisfactory. She said she warn't ashamed of me.

One morning I happened to turn over the salt-cellar at breakfast. I reached for some of it as quick as I could to throw over my left shoulder and keep off the bad luck, but Miss Watson was in ahead of me, and crossed me off. She says, "Take your hands away, Huckleberry; what a mess you are always making!" The widow put in a good word for me, but that warn't going to keep off the bad luck, I knowed that well enough. I started out, after breakfast, feeling worried and shaky, and wondering where it was going to fall on me, and what it was going to be. There is ways to keep off some kinds of bad luck, but this wasn't one of them kind; so I never tried to do anything, but just poked along low-spirited and on the watch-out.

(Mark Twain, *The Adventures of Huckleberry Finn*)

- a. Contextualize the text from a historical and cultural point of view. (10-15 lines) **10 points**
- b. Identify two of Twain's recurring themes and/or motifs and comment on how they make *The Adventures of Huckleberry Finn* fit into the tradition of the bildungsroman. (20-25 lines) **20 points**

B.

a. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not alter the word in any way. You must use between three and six words, including the word given. **10 points**

1. I want you to try really hard to pass the final exam. **EFFORT**
I want you to pass the final exam!
2. The local officials said that the problems were caused by rubbish in the streets. **PUT**
The local officials..... to rubbish in the streets.
3. I don't want you to buy exactly the same sunglasses as I've got. **RATHER**
I buy exactly the same sunglasses as I've got.

4. Sheila tasted the jam for me to see how sweet it was. **HAD**
I the jam for me to see how sweet it was.

5. Women don't often get promoted in some industries. **EVER**
Hardly get promoted in some industries.

b. Use the words in bold to form another word. 10 points

Sociology of Sport and Social Theory introduces readers to the historical and theoretical underpinnings of social theory, how sport studies have incorporated or diverged from these theories, and how the application of (1) (**VARY**) sociological lenses to sport contexts may converge for future (2) (**SEARCH**). Merging the fields of sport studies and sociology, the text provides readers with

- a fresh view on how prominent social issues may be applied to exciting issues in sport;
- an opportunity to analyze engaging topics in sport, including Tiger Woods' dominance, the costs of building stadiums, and NCAA institutional logic; and
- an accessible presentation of (3) (**SEEM**) complex theories from scholars with backgrounds in sociology and sport studies.

Structured in four parts, this text expands discussion beyond theoretical paradigms typically employed by sport (4) (**SOCIOLOGY**) to consider traditional theories and contemporary sociological theories and their application in sport contexts. Each chapter begins with a theory overview and (5) (**CONCLUSION**) with suggestions for future research and an annotated list of additional resources.

c. Specify and illustrate three ways of expressing necessity and two ways of expressing lack of necessity. 10 points

SUBIECTUL al II-lea (30 de puncte)

a. Present and discuss three advantages of using video materials in class. 12 points

b. Devise a pre-reading activity based on the text in SUBJECT I. 18 points

- Specify the time limit and the type(s) of classroom interaction.
- Mention the learning objective(s)/outcome(s) and the competence(s) targeted by the learning activity.
- Describe the procedure.
- Specify the teacher's role(s).