

**FINAL EXAMINATION TOPICS  
SECONDARY SCHOOL TEACHER OF ENGLISH AS A FOREIGN  
LANGUAGE**

**Students will be examined on one topic each from both sections A and B. (The topics will be picked randomly at the examination.)**

**A. LITERATURE, HISTORY AND CULTURE**

**1. Survey of medieval and Renaissance literature**

You are required to speak meaningfully about **1** work from each of the following **three** categories (in bold – **altogether 3 works**) You should be familiar with the relevant background of each, including intellectual, social, and artistic trends, but most importantly you should be able to speak in detail about the works of literature themselves, their adaptations (if relevant), and why they are a significant part of British and European cultural heritage. You may be asked about any of the chosen works at the exam.

**Narrative poetry** *Beowulf*; *Sir Gawain and the Green Knight*; Chaucer ('General Prologue,' tales from *The Canterbury Tales* – e.g. 'The Nun's Priest's Tale,' 'The Wife of Bath's Tale,' 'The Pardoner's Tale,' 'The Miller's Tale; *Troilus and Criseyde*); Milton (*Paradise Lost* – Books 1 and 4);

**Lyric and Religious Poetry:** 'Caedmon's Hymn,' 'The Wanderer,' 'The Seafarer,' 'The Dream of the Rood,' 'The Pearl'; Shakespeare (sonnet 75), George Herbert ('Easter Wings'); Andrew Marvell ('To His Coy Mistress'); John Donne ('The Flea,' 'To His Mistress Going to Bed,' Holy Sonnet 14 'Batter my heart, three-person'd God')

**Drama** Morality plays: *Everyman*, *Mankind*; mystery plays: *Noah's Flood*; Renaissance drama: Shakespeare: *Richard III*, *Henry IV part 1*, *Macbeth*, *Hamlet*, *A Midsummer Night's Dream*, *As You Like It*, *The Tempest*; Marlowe: *Doctor Faustus*

**2. Survey of 18<sup>th</sup> and 19<sup>th</sup> century British literature.**

You are required to speak meaningfully about **three** of the following authors (and the works listed in parentheses), including at least one of the novels by Charlotte Brontë, Emily Brontë, or Charles Dickens. You should be familiar with the relevant background of each, including intellectual, social, and artistic trends, but most importantly you should be able to speak in detail about the works of literature themselves, their adaptations (if relevant), and why they are a significant part of British and European cultural heritage. You may be asked about any of the chosen works at the exam.

Daniel Defoe (*Moll Flanders*); Alexander Pope (*The Rape of the Lock*, *Essay on Man*); Jonathan Swift (*Gulliver's Travels*); William Blake (*London*, *The Clod and the Pebble*, *The Proverbs of*

*Hell, The Tyger, The Lamb*); William Wordsworth (*She dwelt among the untrodden ways, It is a beautiful evening, Composed upon Westminster Bridge, My heart leaps up, I wandered lonely as a cloud*); Percy Bysshe Shelley (*Ode to the West Wind*), John Keats (*Ode on a Grecian Urn, Ode to a Nightingale*); Charlotte Brontë (*Jane Eyre*), Emily Brontë (*Wuthering Heights*), Charles Dickens (*Great Expectations*).

### **3. Survey of 20<sup>th</sup> Century British literature.**

You are required to speak meaningfully about **three** of the following authors (and the works listed in parentheses), including at least one of the novels by Virginia Woolf or James Joyce. You should be familiar with the relevant background of each, including intellectual, social, and artistic trends, but most importantly you should be able to speak in detail about the works of literature themselves, their adaptations (if relevant), and why they are a significant part of British and European cultural heritage. You may be asked about any of the chosen works at the exam.

Joseph Conrad (*Heart of Darkness*); W. B. Yeats (“Easter 1916,” “The Second Coming,” “Sailing to Byzantium”); Virginia Woolf (*To the Lighthouse* or *Mrs. Dalloway*); E. M. Forster (*A Room with a View* or *A Passage to India*); James Joyce (*Portrait of the Artist as a Young Man*); Samuel Beckett (*Waiting for Godot*); Philip Larkin (“Church Going,” “High Windows”); Doris Lessing (“The Pit”, “Among the Roses”); Salman Rushdie (*Midnight’s Children*); Kazuo Ishiguro (*The Remains of the Day*).

### **4. Survey of 19<sup>th</sup> and 20<sup>th</sup> century American literature**

You should be able to speak meaningfully about **three** of the following authors (and the works listed in parentheses), including at least one of the novels by Nathaniel Hawthorne OR Mark Twain as well as one of the novels by William Faulkner OR F. Scott Fitzgerald. You should be familiar with the relevant background of each, including intellectual, social, and artistic trends, but most importantly you should be able to speak in detail about the works of literature themselves, their adaptations (if relevant), and why they are a significant part of American cultural heritage. You may be asked about any of the chosen works at the exam.

Washington Irving (*Rip Van Winkle, The Legend of Sleepy Hollow*); Edgar Allan Poe (*The Philosophy of Composition, The Tell-Tale Heart, The Fall of the House of Usher, The Raven, Annabel Lee*); Ralph Waldo Emerson (*Self-Reliance*); Nathaniel Hawthorne (*The Scarlet Letter*); Herman Melville (*Benito Cereno*); Walt Whitman (*Song of Myself, Out of the Cradle Endlessly Rocking, To a Locomotive in Winter*); Mark Twain (*The Adventures of Huckleberry Finn*), Edwin Arlington Robinson (*Richard Cory, Miniver Cheevy*); Robert Frost (*The Road Not Taken, Stopping by Woods on a Snowy Evening*); T. S. Eliot (*The Love Song of J. Alfred Prufrock*); Ernest Hemingway (*Big Two-hearted River, Hills like White Elephants*); F. Scott Fitzgerald (*The Great Gatsby*); William Faulkner (*The Sound and the Fury* OR *As I Lay Dying*); Tennessee Williams (*Streetcar Named Desire*); Vladimir Nabokov (*Lolita*)

### **5. The English Parliamentary Tradition**

Briefly focus on history (the establishment of constitutional monarchy, the relationship of the monarch and Parliament in the 20<sup>th</sup> century), and elaborate on **two** present-day issues (parliamentary parties, elections, the question of national sovereignty vs. the EU, and the process of devolution).

## **6. British Culture**

Discuss **three** of the main pillars of modern British identity versus English/Irish/Scottish/Welsh identities.

## **7. American Culture**

Discuss the Constitution of the United States (the separation of powers, the system of elections with examples from the most recent election, the Bill of Rights and the most significant further amendments).

## **8. Current Social and Cultural Challenges in English Speaking Countries**

Discuss **three** important present-day social and/or cultural challenges in the English-speaking world. Reflect on the various (ideological, historical, cultural, etc.) contexts that are important for their understanding

### **Recommended reading**

Abrams, M. H. (Ed.) (1979) *The Norton Anthology of English Literature*. London: Norton & Co.

Alexander, M. (2007) *History of English Literature*. New York and London: Palgrave and Macmillan.

Baym, N. (Ed.) (1998) *The Norton Anthology of American Literature*. New York and London: Norton & Co.

Bollobás, E. (2005) *Az amerikai irodalom története*. Osiris Kiadó, Budapest.

Carter, R. and McRae, J. (2008) *The Routledge History of Literature in English*. London and New York: Routledge.

Conrad, P. (2006) *Cassell's History of English Literature*. London: Weidenfeld & Nicholson.

High, P. (1986) *An Outline of American Literature*. New York: Longman.

Ruland, R. and Bradbury, M. (1992) *From Puritanism to Postmodernism. A History of American Literature*. New York: Penguin.

Morgan, Kenneth O. *The Oxford Illustrated History of Britain*. Oxford: Oxford University Press, 2009.

Johnson, Paul. *A History of the American People*. New York: Harper Collins, 1997.

## **B. LINGUISTICS**

**1. The verb phrase in English** with special reference to difficulties experienced by Hungarian learners of English (syntactic roles and semantic classes of verbs, valency patterns, morphological processes, time and tense in English, cross-genre differences).

**2. The noun phrase in English** with special reference to difficulties experienced by Hungarian learners of English (morphological processes, categorization of nouns, central and peripheral adjectives, adverbs and adverbials, pronouns, coordination and subordination, cross-genre differences).

**3. The grammar of the clause in English** with special reference to difficulties experienced by Hungarian learners of English (ellipsis and structural condensation, concord rules, dependent and independent clauses, finite and non-finite clauses).

**4. The English vowel system:** phonetic and functional classification, letter-to-sound correspondences. Typical mistakes made by Hungarian learners of English.

**5. The English consonant system:** the classification of English consonants, some phonotactic constraints. Typical mistakes made by Hungarian learners of English.

**6. The following research areas and their relevance to TEFL:** bilingualism; native and non-native teachers; psycholinguistics; individual differences in language learning; L2 assessment.

**7. Contrastive linguistics and translation.** Grammatical and lexical contrasts in translation. Transfer operations.

**8. Differences between British English and American English.** Describe the most important differences between British English and American English in orthography, phonology, morphology, syntax and vocabulary with examples.

### **Recommended reading**

Biber, D., G. Leech, S. Conrad (2002). Longman student grammar of spoken and written English. Harlow: Pearson Education (topics 1,2,3)

Cook, G. (2003) Applied Linguistics, Chapter 4 English Language Teaching and Chapter 5 Language and communication. Oxford Introductions to Language Study.(topic 6)

Csides, Csaba (ms). *English Phonetics and Phonology: Theory and Practice*. Unit 1-6. (topics, 4, 5)

Holmes, Janet (2013) An Introduction to Sociolinguistics Chapter 14. London: Routledge. (topic 6)

Klaudy, Kinga (2002). Languages in Translation. With illustrations in English, French, German, Russian and Hungarian. Budapest: Scholastica. (topic 7)

Lightbown, P.M., & Spader, N. (2013) How Languages are Learned (4th ed.) Chapter 4, Explaining second language learning. Oxford. (topic 6)

Nádasdy, Ádám (2006). *Background to English Pronunciation*. Budapest: Nemzeti Tankönyvkiadó (topics, 4, 5)

Roach, Peter (1991). *English Phonetics and Phonology: A practical course*. Cambridge: CUP (topics, 4, 5)

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