

Bakalaureuseprogrammi lõpueksam Üldine kava

Eksam koosneb neljast osast, sooritamine on jagatud kahele päevale:

- 1) inglise ja ameerika kirjandus – 90 minutit
- 2) Suurbritannia ja teiste inglise keelt kõnelevate maade ühiskond ja kultuur – 90 minutit
- 3) Keeleteadus – 90 minutit
- 4) Praktiline inglise keel – 90 minutit.

Eksam loetakse sooritatuks, kui kõik osad on sooritatud vähemalt E-le. Eksamihinne kujuneb nelja osa hinnete keskmisest, mida ümardatakse üliõpilase kasuks.

Ajakava on järgmine:

I päev

Kell 9.00 – eksamiruumi sisenemine

Kell 9.15 kuni 10.45 – inglise ja ameerika kirjandust puudutavatele küsimustele vastamine.

Kell 10.45 kuni 11.15 – vaheaeg

Kell 11.15 kuni 12.45 - Suurbritannia ja teiste inglise keelt kõnelevate maade ühiskonda ja kultuuri puudutavatele küsimustele vastamine

II päev

Kell 9.00 – eksamiruumi sisenemine

Kell 9.15 kuni 10.45 – keeleteaduslikele küsimustele vastamine

Kell 10.45 kuni 11.15 – vaheaeg

Kell 11.15 kuni 12.45 – praktilise keele eksam.

Korduseksamil tuleb uuesti teha ainult need eksami neljast osast, mida hinnati F-ga (nt ainult inglise ja ameerika kirjandus, ainult keeleteadus jne).

Inglise ja ameerika kirjanduse osa koosneb kahest küsimusest (üks inglise ja üks ameerika kirjandusest).

Kultuuri osa koosneb samuti kahest küsimusest (Suurbritannia ühiskond ja kultuur ning teiste inglise keelt kõnelevate maade ühiskond ja kultuur)

Keeleteaduse osa koosneb neljast küsimusest: leksikoloogia, fonoloogia, struktuur, germanistika (sh inglise keele ajalugu).

Praktilise inglise keele eksami osa koosneb neljast ülesandest.

Järgnevad kõigi osade kordamisküsimused. Mõnel juhul tuleb eksamil vastata konkreetsetl ühele kordamisküsimusele, teistel juhtudel katavad kordamisküsimused kontrollitava materjali – sellisel juhul on lisatud näide võimalikust eksamiküsimusest. Enamuse teemade puhul on ette antud umbkaudne teksti maht sõnades, mõnel juhul ka soovitusel aja planeerimiseks.

REVISION QUESTIONS IN ENGLISH AND AMERICAN LITERATURE FOR THE FINAL EXAMINATION IN ENGLISH LANGUAGE AND LITERATURE (BA)

In the examination paper on English and American literature there will be **one question from each subject**. The exam questions will be chosen from the revision questions (i.e., with the same wording, though without the suggestions for revision). Here is **an example** of the questions as you will get them at the examination:

- 1. Discuss, in broad terms, the specific character of English literature of the baroque period.**
- 2. Discuss, in broad terms, the specific character of Puritan literature.**

Write your answers of no less than 500 words each (i.e. 500 words on English and 500 words on American literature) and bear in mind that you will have approximately 45 minutes to answer each of them, i.e. 90 minutes together for English and American literature together.

ENGLISH LITERATURE

Discuss, in broad terms, the specific character of

1. English literature of the medieval period (you might concentrate on (and these are only very broad suggestions!) the specific nature of Old English writing and the culmination of the tradition in Wessex, the radical changes brought along by the Norman conquest which determine the specific character of Middle English writing, the partial return to the older tradition during the Ricardian Alliterative Revival, the evolution of the code and romances of chivalry and the emergence of Chaucer and other ‘courtly makers’ as precursors of modern English literature)

2. English literature of the renaissance/early modern period (you might concentrate on the impact of humanism and the reformation on English renaissance writing (not omitting here the story of the Bible translation and the big shift from the visual arts to the written word), the period’s love of neo-medievalism and the related cult of Elizabeth I, the emergence and efflorescence of English professional drama)

3. English literature of the baroque period (you might concentrate on the arrival of classicism in England, the court masque under the early Stuarts, metaphysical poetry, the republican concerns of the interregnum, the baroque style as the emblem of Stuart autocracy after Restoration and its decline with the shifting of power from the Crown to the aristocracy after 1688)

4. English literature of the neoclassical/Augustan period (you might concentrate on the impact of Newtonian science, the preoccupation with Roman antiquity in all spheres of artistic endeavour, the general character of neoclassical writing, the expansion of the reading public and the related emergence of new genres (the novel) or fields (journalism), the attempt to form a national canon and transpose the literary ideals on the landscape to create English Arcadia)

5. English literature of the Romantic period (you might concentrate on sensibility, the impact of the American and French revolutions, the rebellion against rationalism)

embodied by the Gothic revival and the recovery of vernacular heritage, the preoccupation with the sublime and the picturesque, philhellenism)

6. English literature of the Victorian period (you might concentrate on the rise of the middle classes and the concomitant Victorian medieval and chivalric revival, the elegiac preoccupation with 'Englishness' as aristocracy goes into decline, the crisis of faith, imperial cultural isolationism, the Golden Age of the novel, the shattering impact of the First World War)

7. English literature of the modernist period (you might concentrate on the nature of the modernist revolution in the arts brought along by the erosion of old certainties due to new scientific discoveries and political turmoil at home and abroad, various insular responses to this (both positive and negative), the breakdown of old literary forms, the new devices for rendering the changed perception of reality (advisably concentrating on modernist poetry which we discussed in class)).

As is evident from the revision questions above, their aim is to make you concentrate on the important aspects which give this or that period its distinctive character. Therefore, when preparing your answers (the exam questions will be exactly the same but without the suggestions for revision given in the brackets), look for those peculiar characteristics which separate one period from another, new developments which occur in the period under discussion, new genres or forms that emerge during the period, some distinctive features which are not found in other periods, preoccupations and styles which set the period apart from others, some striking features which occur nowhere else. It would not be enough to say, for instance, that "poetry and prose were written in the period and maybe some drama too". You have to be more specific and delineate the character of the given period in such a manner that it would be distinctively and unequivocally clear that you know what you are talking about. All names, dates and titles you care to mention are of your own choice. Look that they help your argument along. Any discussion of literary works, their content, characters etc. is up to you and necessary, if you so desire, only insofar as they facilitate the flow of your argument. (NB! There will be no discussion of individual texts in the final exam. All questions, as seen above, are only theoretical.) The recommended sources are the same they were for your exams in English literature, namely your basic textbook Andrew Sanders' *The Short Oxford History of English Literature* and the material to be found in your course books, including pertinent chapters and excerpts from Pat Rogers' *An Outline of English Literature*, Roy Strong's *The Spirit of Britain. A Narrative History of the Arts* and Walter E. Houghton's *The Victorian Frame of Mind, 1830-1870*.

AMERICAN LITERATURE

Discuss, in broad terms, the specific character of

1. Native American literature – the general nature of Native American literature (orature), its status in the past and now, the linguistic and social difficulties involved, the Native American world view as reflected in their folklore, possible parallels and echoes of it with other folklores (e.g. Estonian), etc. Next focus on a Native American text that you have read, discuss its plot, structure, images, and other specific features. While doing this, use your lecture/seminar notes, the internet sources and/or anthologies (Norton, Heath, etc.). Finish with a brief conclusion.

2. The literature of exploration and discovery – structure-wise, follow the above pattern while focusing on a letter of Christopher Columbus (or, should you wish, a text by any other explorer), comment on the aim and/or ulterior motives of the author(s) of those letters, the style and, especially, the literary and historical value of those writings, their impact at the time of their writing and today, also their place within the colonial context. Your own reading, of course, is likewise important.

3. Puritan literature – the nature of Puritan literature, the so-called ‘plain style’ and its impact on later American writing, the most important authors and genres. As mentioned before, analyse a specific text of your own choosing with an eye on the characteristic themes, mentality and style of Puritan authors.

4. The period of Enlightenment and Revolution -- (Benjamin Franklin, Thomas Jefferson) – Benjamin Franklin as an Enlightenment figure with Puritan roots, his political principles and stylistic requirements, a close analysis of one chapter of his Autobiography, his impact on later American writing. Thomas Jefferson and the Declaration of Independence, its historical significance and stylistic peculiarities.

5. American romanticism (Irving, Cooper, Poe, Whitman, Dickinson) – the contribution of Washington Irving, his many-faceted literary production, analyse “Rip Van Winkle” both content- and style-wise. Cooper’s significance in American literature, analyse one Leather-stocking novel of his. The poetry of Edgar Allan Poe, analyse a poem of his. Poe as the pioneer of short prose in American literature, the impact of his art both in America and Europe. Whitman and his innovative poetry, analyse an example. Emily Dickinson as the first major woman poet in America, her idiosyncratic style and significance in Anglophone poetry today.

Criteria for evaluation:

A (excellent) – Your answer is logically built up, comprehensive and clearly argued according to the norms of good academic writing. You cover the most important aspects of the given period, elaborating your points when necessary and reinforcing them with pertinent examples. Your style is lucid and appropriate to this sort of discussion, not lapsing into wrong registers or bad grammar. You display a firm grasp of the material, an ability to generalize and bring out the most salient points without getting mired in the unnecessary wealth of detail or redundant trivia. Neither do you digress into discussing other periods or personal philosophising on related topics.

B (very good) – when measured against the requirements set for A, your answer exhibits minor slips in facts and statements betraying your less certain grasp of the material. Also some lapses in style, register and grammar can be observed, marring the overall very good impression of your work.

C (good) – when measured against the requirements set for A, your answer betrays certain gaps in your knowledge, for instance you might discuss some important aspects of the period but omit others equally important. The overall trend of your argument is clear, the register and grammar are correct but your argumentation might be insufficient to prove your point or the choice of examples might be unfortunate or downright wrong, thus showing your not entirely sure grasp of the material.

D (satisfactory) – when measured against the requirements set for A, your answer covers only the bare essentials. It is evident that you know some of the material necessary but gaps in your knowledge are big, your points are insufficiently argued, unelaborated or wrongly illustrated.

Lapses in style, register and grammar are frequent. Argumentation is chaotic and unsustained. There is a proliferation of unconnected and unrelated facts and statements which do not make up a coherent whole, betraying your uncertain grasp of the material.

E (poor) – when measured against the requirements set for A, your answer covers the very bare minimum. You know some barely remembered, chaotic facts which do not add up to a coherent answer. Gaps in your knowledge are very big, argumentation is minimal. Illustrations are inadequate or misplaced, grasp of the material barely existent. Lapses in style, register and grammar are very frequent to the extent of interfering with comprehension.

F (unsatisfactory) – all the requirements set for A are unmet.

REVISION QUESTIONS IN BRITISH SOCIETY AND CULTURE, SOCIETY AND CULTURE OF OTHER ENGLISH-SPEAKING COUNTRIES

You will have 90 minutes for this part of the examination.

BRITISH SOCIETY AND CULTURE

The examination question will be on some aspect of identity in contemporary Britain. It may be related to a quotation or based on some data (presented as a table or a graph), which you will need to analyse and relate to the knowledge you have about the British society.

An example question:

George Orwell called England “the most class-ridden country under the sun”. What about the UK today? How important is class? What determines which class you belong to? Study the data in the table below. Why is upper class not mentioned?

Write an essay of approximately 300 words discussing the above questions.

Key class markers: Category Importance in defining class

	Working Class View	Middle Class View
Upbringing	31%	31%
Job	31%	30%
Income	19%	11%
Education	5%	15%
House/area	7%	10%

The aspects of the course you need to revise include

- Civic/ethnic nations and political/cultural nations – how these dualities are expressed in the UK
- National, racial and ethnic identities in different parts of the UK and among different groups of people
- Class as an aspect of identity and as a force shaping people’s lives
- The role education and religion play in shaping people’s identities
- Political allegiances and their importance to people’s identities
- Gender, age, sexual orientation

Sources particularly useful for the discussion of the issues include, for instance:

- ETHNOS. 2005. Citizenship and belonging: What is Britishness? London: Commission for Racial Equality, http://ethnos.co.uk/what_is_britishness_CRE.pdf.
- Stone, Lucy & Muir, Rick. 2007. Who are we? Identities in Britain, 2007. London: IPPR, <http://www.ippr.org.uk/publicationsandreports/publication.asp?id=525>.
- Wakefield, Matthew. 2003. Is middle Britain middle income Britain? Briefing note No 38, Institute for Fiscal Studies, <http://eprints.ucl.ac.uk/14988/1/14988.pdf>.

SOCIETY AND CULTURE OF OTHER ENGLISH-SPEAKING COUNTRIES

At the exam you will get **one of the questions given below**. In the examination question, you will also be given **about two to four concrete countries that you have to compare**. You are expected to write an answer of approximately 250 words.

Compare the countries studied during the course from the following aspects:

- Languages (official and unofficial languages, minority languages)
- Indigenous peoples (their origin and present-day situation)
- Colonization by Britain and other countries (e.g. France, Spain)
- Gaining independence from Britain (revolutionary, gradual)
- Countries other than Britain from which people have migrated to those countries (European, Asian, African)
- Government systems (republic, monarchy)
- Ethnic minorities (native, immigrant)

REVISION QUESTIONS IN LINGUISTICS

This part of the examination consists of four parts: Lexicology, Structure, Phonology and Germanic Linguistics together with History of English. You have 90 minutes for the part.

LEXICOLOGY, REVISION QUESTIONS

1. Word-formation
 - affixation (prefixes, suffixes, infixes)
 - combining forms
 - compounding
 - conversion
 - back-formation
 - clipping
 - blending
 - initialisms and acronyms
 - onomatopoeia
2. Semantic change
 - extension of meaning (widening, generalization)
 - narrowing of meaning (specialization)
 - amelioration (improvement of meaning)
 - pejoration (deterioration)
 - sense transfer (metaphor and metonymy)
3. Lexical relations
 - hyponymy and hyperonymy
 - polysemy
 - homonymy
 - meronymy and holonymy
 - synonymy
 - opposites

At the examination, you will get one or two of the questions listed above. You have approximately 20 minutes for answering the question(s).

STRUCTURE OF ENGLISH, REVISION QUESTIONS

1. Nouns and NPs
 - the structure and functions of NPs;
 - grammatical categories of number, gender and case
2. Pronouns
 - classification of pronouns
 - categories of case, number, person, gender
3. The English verbal system:
 - main/lexical verbs and their characteristics
 - helping verbs and their characteristics (primary and modal auxiliaries, their differences and similarities)
 - the structure of VPs: finite VPs and non-finite VPs

- categories of the English verb: mood (indicative, imperative, subjunctive), tense (the number of tenses; present, past, constructions for expressing future time), aspect (progressive and perfective), voice (syntactic and semantic valence, grammatical relations, semantic roles, active-passive correspondence, agentless passives, verb constraints, transitivity, characteristics of the personal passive, etc.)

4. Adjectives and adjective phrases;

- four properties of adjectives,
- the structure and functions of the AdjP,
- syntactic subclassification of adjectives,
- semantic classification of adjectives

5. Adverbs and adverb phrases,

- the structure of the adverb phrase,
- functions of adverbs,
- semantic classification of adverbs (see Alexander 1998)

6. Syntactic functions of clause elements: subject, object, complement, adverbial; the four characteristics of clause elements; main semantic roles of clause elements

7. Compound and complex sentences: coordination, subordination; types and functions of subordinate clauses

Here are a few possible **examples** of exam questions to give you an understanding of what to expect:

- Comment on the differences between non-finite and finite verb phrases and illustrate these differences with examples.
- Discuss the realisation of the grammatical categories of number, case and gender in the English nominal system. Illustrate your discussion with examples
- Compare main verbs and helping verbs and discuss their similarities and differences. Illustrate your answer with examples.

You will get one question. The approximate length of discussion is 500 words. (It is advised to plan 25 minutes for this question).

Material for revision:

Lecture notes, handouts, tasks

Alexander, L.G. 1998. *Longman English Grammar*. London and New York: Longman.

Greenbaum, S. and Quirk, R. 1990. *A Student's Grammar of the English Language*. Harlow: Longman.

PHONOLOGY OF ENGLISH, REVISION QUESTIONS

1. Write on **Daniel Jones**, his status, work and the development of the definition of the **phoneme**. Explain the terms 'phonemes' and 'allophones'. In the given pairs of words, underline either P (a phoneme) or A (an allophone) for the CAPITALISED letter in the respective word:

Touch - Much	P / A	Pin - sPin	P / A
Pot - sPot	P / A	Letter - Better	P / A
Feature - Teacher	P / A	sCorn - Corn	P / A

2. Write about the terms of connected speech '**phonetic environment**' and '**assimilation**'. Write about possible changes in Cf and Ci as the cases of assimilation. Show possible instances of assimilation of how Ci influences Cf in the following word combinations:

foot brake -

put by -

food poisoning -

brown paper -
fat girl -

queen mother -
good cook -

foreign mission –
nice shoes –

3. Intonation: Write about English typical tones, define a tone unit and analyse the structure of a tone unit (by **P. Roach**). Find and name all the occurring parts of the following tonogram:



4. Write about the difference between the linguistic fields of **phonetics** and **phonology**. Explain the term **IPA**. What are (5 minimum) requirements for the **transcription** of English texts? Transcribe the proper names:

Derbyshire, London, New York City

At the examination, you will receive **one of the four questions** listed above. **You will have approximately 20 minutes for answering the question.**

GERMANIC LINGUISTICS AND HISTORY OF ENGLISH, REVISION QUESTIONS

First consonant shift

Verner's Law

Second consonant shift

Ablaut

Umlaut

Suppletion

Breaking

Metathesis

Strong and weak verbs

Preterite-present verbs

Strong and weak nouns

Strong and weak declensions of adjectives

Great Vowel Shift

For revision, use materials both from the course “Germanic Linguistics“ and “History of English“.

At the examination, you will get **two of the questions listed above**. You will also get **four lines from the excerpt we have studied from Beowulf to translate from Old English to Modern English**.

You have approximately 25 minutes for answering the question(s) and translating the excerpt.

REVISION QUESTIONS IN PRACTICAL ENGLISH (TEXT ANALYSIS, GRAMMAR AND PRACTICAL PHONETICS)

TEXT ANALYSIS

Task types for revision (from Upstream Proficiency C2, V.Evans, J.Dooley):

1. Task type:

Word formation

For revision:

- Self- assessment module 1: Ex. 6
- Self- assessment module 2: Ex. 6
- Self- assessment module 3: Ex. 6
- Self- assessment module 4: Ex. 6

2. Task type:

Underline the correct word

Aims at checking the knowledge of vocabulary, idiomatic expressions, collocations, etc

For revision:

- ✓ Revise the vocabulary of long and shorter texts
- ✓ Revise the vocabulary of language focus exercises
- ✓ Self- assessment module 1: Ex. 1,3
- ✓ Self- assessment module 2: Ex. 3
- ✓ Self- assessment module 3: Ex. 1,3
- ✓ Self- assessment module 4: Ex. 1

Example task

Undeline the correct word

1. Your cordless phone operates similarly to your **usual/ common/ conventional** phone.
2. When reading, you have more time to appreciate the **shadows/subtleties/ tones** of meaning.
3. The carpenter's **pupil/learner/apprentice** envied his master's skill.
4. Jill **fell/dropped/ skipped** out of school after her father's accident.
5. Bring your skates, we are going to the ice **ring/rink/floor**

3. Task type:

Rewrite the sentence.

Rewrite the sentence using the given word. Use between 3 and 8 words. Do not change the meaning of the original sentence.

For revision:

- Self- assessment module 1: Ex. 4
- Self- assessment module 2: Ex. 4
- Self- assessment module 3: Ex. 4
- Self- assessment module 4: Ex. 4

4. Task type:

Reading comprehension.

Read the following text and answer to the questions.

- ✓ Self- assessment module 1: Ex. 7
- ✓ Self- assessment module 2: Ex. 7
- ✓ Self- assessment module 3: Ex. 7
- ✓ Self- assessment module 4: Ex. 7

Example task. Read the text and answer the questions

Waiting for a visitor.

The course members are assembled in the Common Room, awaiting the something rather special arranged by Toby for tonight, Wednesday night. Several people have been mildly disappointed when this is announced as a visit by Richard Waterton, the writer; they had hoped for something a bit more dashing. Someone talking doesn't sound that exciting, and most of them have never heard of him anyway; Tessa, learning that he must be seventy plus, loses interest in the evening altogether and torments herself trying to summon up courage to wander nonchalantly over to the studio and see if Bob is around. Mary Chambers has read several of Waterton's books, and explains that they are rather intellectual novels but – this, with difference – actually, she rather enjoyed them. Sue, the librarian, who has not read Waterton, but has frequently shelved him, points out that he is that rather old-fashioned kind of writer who has also in his time produced poetry and books about other books. Short stories, too, someone else remembers. Greg, who was not consulted about the invitation, says that, frankly, Waterton is not spaced out as a Writer, and that his stuff is way back so far as literature is concerned, but he sounds a nice old guy.

1. Which phrase best describes the course members' reaction to Richard Waterton's visit?
A complete indifference
B slight interest
C enormous disappointment
D eager anticipation
2. Sue seems to know about Waterton because
A of her professional duties.
B of her intellectual interests.
C Mary has told her about it.
D she has read his short stories.

PRACTICAL PHONETICS

Task type: Phonetic analysis of the text.

Example task. Find sense groups (tone-units) in the text, separate them by a slash (/) inside the text. Follow the example given in the first sentence (Peter Roach, *English Phonetics and Phonology: a practical course*, Cambridge UP or see your course book 2010).

Waiting for a visitor.

The course members are assembled in the Common Room,/ awaiting the something rather special/ arranged by Toby/ for tonight,/ Wednesday night./ Several people have been mildly disappointed when this is announced as a visit by Richard Waterton, the writer; they had hoped for something a bit more dashing. Someone talking doesn't sound that exciting, and

most of them have never heard of him anyway; Tessa, learning that he must be seventy plus, loses interest in the evening altogether and torments herself trying to summon up courage to wander nonchalantly over to the studio and see if Bob is around. Mary Chambers has read several of Waterton's books, and explains that they are rather intellectual novels but – this, with difference – actually, she rather enjoyed them. Sue, the librarian, who has not read Waterton, but has frequently shelved him, points out that he is that rather old-fashioned kind of writer who has also in his time produced poetry and books about other books. Short stories, too, someone else remembers. Greg, who was not consulted about the invitation, says that, frankly, Waterton is not spaced out as a Writer, and that his stuff is way back so far as literature is concerned, but he sounds a nice old guy.

GRAMMAR

Materials:

- * Alexander, L.G. 1998. *Longman English Grammar*. London and New York: Longman.
- * Handouts provided by the instructors.
- * Handouts and tasks given in the course *Structure of English*.

LIST OF REVISION TOPICS:

- Clause elements (SVOCA = Subject, Verb, Object [direct vs. indirect object], Complement [subject complement, object complement], Adverbial)
- Word order (basic word order, position of adverbs)
- Types of sentences (simple sentence, compound sentence, complex sentence)
- Parts of speech (nouns, pronouns, determiners, adjectives, adverbs, prepositions, verbs, conjunctions)
- Types of phrases and their structure (noun phrases, verb phrases, adjective phrases, adverb phrases, prepositional phrases; structural elements of these phrases, e.g. head, determiner, premodifier, postmodifier, complement)
- Nouns (lexical subclasses of nouns, regular and irregular plurals, collective nouns (agreement))
- Pronouns (personal, possessive, reflexive, demonstrative, indefinite, relative, reciprocal)
- Determiners (articles, quantifiers, numerals, possessive determiners, demonstrative determiners, partitives)
- Adjectives (attributive vs. predicative adjectives, degrees of comparison: regular and irregular comparative and superlative forms)
- Adverbs (types of adverbs: adverbs of manner, adverbs of place, adverbs of time, adverbs of frequency, adverbs of degree, intensifiers, focus adverbs, viewpoint adverbs; position of adverbs)
- Verbs (transitive vs. intransitive verbs, dynamic vs. stative verbs, irregular verbs)
- Tenses (subject-verb agreement; simple and complex tense forms; finite and non-finite verb forms; finite and non-finite verb phrases ;)
- Passive Voice

EXAMPLE TASKS:

1. Read the text and complete the tasks.

Waiting for a visitor.

The course members are assembled in the Common Room, awaiting the something rather special arranged by Toby for tonight, Wednesday night. Several people have been mildly disappointed when this is announced as a visit by Richard Waterton, the writer; they had hoped for something a bit more dashing. Someone talking doesn't sound that exciting, and most of them have never heard of him anyway; Tessa, learning that he must be seventy plus, loses interest in the evening altogether and torments herself trying to summon up courage to wander nonchalantly over to the studio and see if Bob is around. Mary Chambers has read several of Waterton's books, and explains that they are rather intellectual novels but – this, with difference – actually, she rather enjoyed them. Sue, the librarian, who has not read Waterton, but has frequently shelved him, points out that he is that rather old-fashioned kind of writer who has also in his time produced poetry and books about other books. Short stories, too, someone else remembers. Greg, who was not consulted about the invitation, says that, frankly, Waterton is not spaced out as a Writer, and that his stuff is way back so far as literature is concerned, but he sounds a nice old guy.

Find and write out from the text verb:

- a simple tense form: *explains*
- a complex tense form: *have been disappointed*
- a clause containing a non-finite verb form: *Someone talking doesn't sound that exciting*
- a noun phrase: *the course members*

2. Identify the clause elements of the following sentences by labelling them S (= subject), V (= verb), Od (= direct object), Oi (= indirect object), A (= adverbial), Cs (= subject complement) or Co (= object complement). Use the vertical line | to separate the clause elements from each other.

Examples:

S V A
The course members | are assembled | in the Common Room.

S V Od
Mary Chambers | has read | several of Waterton's books.

S V Cs
He | sounds | a nice old guy.

S V Od Co A
We | elected | him | President | unanimously

3. Identify the parts of speech in the following sentences.

Example:

noun verb adverb verb adverb prep. det. noun
Waterton is not spaced out as a Writer.

9. Transform the following into passives in which the grammatical subjects are formed from the words in italics. Where clauses are to become the subject, only that, and not the whole clause, is italicised.

1. Had they told *me* that someone was to bring up *the subject of finance* at the meeting, I wouldn't have mentioned it.

Answer: Had I been told that the subject of finance was to be brought up at the meeting, I wouldn't have mentioned it.

2. The army authorities needn't have caused *him* so much distress by telling *him* that his brother had died in action, as they later discovered that they had made *a mistake* as to the missing man's identity.

Answer: He needn't have been caused so much distress by being told by the army authorities that his brother had died in action, as it was later discovered that a mistake had been made as to the missing man's identity.

3. He hates people making fun of *him*.

Answer: He hates being made fun of.