武汉科技大学

2005 年硕士研究生入学考试试题参考答案

课程名称：专业综合 336
专业名称：外国语言学及应用语言学　　　　共 5 页

Section One　　ADVANCED ENGLISH (70%)

I.　　Explain each of the following cultural figures or terms briefly: (15%)

1. **Black Humor**

   A term derived from Black Comedy. Its origin can be traced back to Shakespeare's time. But now the term is usually used to refer to some Western, especially American Post-World War II writers. It is a kind of desperate humor, laughter at tragic things. In the meaningless world, man's fate is decided by incomprehensible powers. We can do nothing but laugh.

2. **Niccolo Machiavelli**

   Italian politician and author, whose name is now synonymous with cunning and cynical statecraft. In his most important political works The Prince and Discourses, he discusses ways in which rulers can advance the interests of their states (and themselves) through an often amoral and opportunitist manipulation of other people.

3. **Ten Commandment**

   In the Old Testament or Hebrew Bible, the laws given by God to the Israelite leader Moses on Mount Sinai, engraved on two tablets of stone. They are: to have no other gods besides Jehovah; to make no idols; not to misuse the name of God; to keep the Sabbath holy; to honor one's parents; not to commit murder, adultery, or theft; not to give false evidence; not to be covetous. They form the basis of Jewish and Christian moral codes.

4. **Malthusian Population Theory**

   A theory on population proposed by Thomas Robert Malthus (1766-1834), an English economist and cleric. It argued for population control, since populations increase in geometric ratio, and food only in arithmetic ratio. This theory saw war, famine and disease as necessary checks on population growth.

5. **The Great Depression**

   is the period also called Recession or the Slump during the early 1930s, when worldwide economic collapse precipitated commercial failure and mass unemployment. Starting in the USA in 1929, when share prices fell so disastrously that caused international repercussions that led to Roosevelt's New Deal (1934).

II. Identify the figures of speech in the following sentences: (10%)

1. All the perfumes of Arabia will not sweeten this little hand. (Hyperbole)
2. Good breeding consists in concealing how much we think of ourselves and how little we think of the other person. (Antithesis)
3. Empire offered a few men a source of profit, many men a sense of mission and, to the anonymous everyman of Europe's slums, a sense of pride. (Climax)
4. Gray peace pervaded the wilderness-ringed Argentina Bay in Newfoundland. (Transferred epithet)
5.   The young moon lies on her back tonight as is her habit in the tropics, and as, I think, is suitable if not seemly for a virgin. (Personification)

III. Vocabulary (20%)

1. **Explain the meaning of the following prefixes or suffixes as italicized in the following words:**

   a) *Pseudo*classics (false or imitation)
   b) *ultra*violet (extremely or beyond)
   c) *fore*cast (before or front)
   d) dictator*ship* (status or condition)
   e) flesh*y* (full of or covered with)

2. **Write out the full forms of the following shortenings, acronyms or blends:**

   a) Radar (radio detecting and ranging)
   b) MIT (Massachusetts Institute of Technology)
   c) Flu (influenza)
   d) Stagflation (stagnation inflation)
   e) Quake (earthquake)

IV. Reading Comprehension (25%)

1. **Paraphrase the underlined sentences or parts in the article.**
   (1) We human beings should put priority on more urgent needs like environment protection, poverty and famine rather than luxurious space exploration.
   (2) His opinion is that humanity remains to be an infant unable to grow up as adult.
   (3) Most of us are mere followers of public opinion without any idea of our own.
   (4) We make great progress and breakthroughs in terms of science and

technology, but at the same time we create a society out of harmony.

(5) No matter which above-mentioned idea you agree to, it is high time for us to ask ourselves if we are really on the way of emotional degeneration.

2. Write a summary of the passage in Chinese (word limit: 150 words)

当今社会科技进步日新月异，但是人们的思想道德水平却日益败坏。人类不断开发新技术如电脑，手机，微电子，空间探索等以便让我们的生活更加舒适愉快。但是社会好像每前进一步，我们的精神生活就倒退一步。我们自私、狭隘，不仅不愿分享科技成果，还千方百计阻碍他人进步，好像总也长不大的孩子。我们正在为科技进步付出精神生活倒退的代价。

Section Two LINGUISTICS (50%)

II. Define the following terms: (20%)

1. Stress—refers to the degree of force used in producing a syllable. It is one of the suprasegmental features to distinguish meaning in English, including both word stress and sentence stress. A basic distinction is made between stressed and unstressed syllables, the former being more prominent due to an increase in loudness, length or pitch.

3. **Semantic change**--- Semantic change plays a very important role in widening the vocabulary of a language. There are three kinds of semantic changes, namely broadening, narrowing and meaning shift. Class shift and folk etymology also contribute to change in meaning.
   E.g. bird ---young bird ---any kind of bird (broadening)
   Girl ---young person of either sex--- young woman (narrowing)
   Bead—prayer ---- a small, ball-shaped piece of item
   Engineer--- noun--- verb

3. **Sense relations**--- Sense is the semantic relations between one linguistic unit and another. It is concerned with the intra-linguistic relations, different from reference which is about the relation between a linguistic unit and a non-linguistic entity it refers to. Generally speaking, there are three kinds: sameness relation (synonymy), oppositeness relation (antonymy) and inclusiveness relation (hyponymy)

4. **Sociolinguisitics ---** an interdisciplinary study of language use, attempts to show the relationship between language and society, to be more specific, the structural things and their uses in a sociocultural context. There are two approaches in sociolinguistics: macro-sociolinguistics and micro-sociolinguistics.

5. **Cooperative Principle---** a general principle proposed by H. P. Grice which all participants are expected to observe. There are 4 maxims: a) quantity---make your contribution as informative as required; do not make

your contribution more informative than is required. B) Quality--- do not say what you believe to be false, do not say that for which you lack adequate evidence. C) Relation--- be relevant. D) Manner--- avoids obscurity of expression, avoid ambiguity, be brief, and be orderly. When the principles are violated, our language become indirect with implications.

III.   What are "selectional restrictions"?   What role do they play in transformational grammar?   (15%)

Transformational grammar is concerned with syntax. But Chomsky did attempt to deal with meaning. *Selectional restrictions*: restrictions on selection of NPs specified by subcategorization rules E.g.: Verbs eliciting emotion (e.g., scare, frighten, disgust, etc.) are transitive and so require an object NP (subcategorization rule). But NP must be something that can experience an emotion E.g.; scare [V + NP [animate]] I scared the wall. However, senses violating selection restrictions are not considered when there is another sense that satisfies the restrictions. For example, in ``I drink port,'' the noun ``port'' is unambiguously interpreted as a kind of fortified wine, even though it also has senses meaning a harbor, and the left side of a ship. Selection restrictions are needed to predict those cases in which "…some sentences have no sense, even though their individual words are meaningful." Such restrictions on the selection of nouns with verbs might prevent a number of figurative usages in the language. For this reason, many linguists would rather discuss this issue under the topic of semantics rather than syntax.

IV.   How does Halliday relate the functions performed by language to its structures, or systems? (15%)

In Halliday's view, there are three structures, or systems, corresponding to the three functions of ideational, interpersonal and textual. The ideational function is realized as the transitivity system in the clause as a representation of experience, in which there are six processes: material, mental, relational, behavioral, verbal and existential processes. Actor, the so-called logical subject, is an important participant in the material processes. The interpersonal function is realized as the mood system in the clause as an exchange, which is divided into the two major parts of Mood and Residue. And subject is one of the two parts of Mood, the other part being the finite verbal operator. The textual function is realized as the thematic structure of the clause as a message. The two main constituents here are Theme and Rheme, the former being the point of departure of the message, or the concern of the clause, while the latter is the part in which the Theme is developed.

Section Three LANGUAGE TEACHING (30%)

I. **Is syllabus the same with curriculum? List the major factors in syllabus design. (10%)**

Syllabus is the planning of a course of instruction. It is a description of the course content, teaching procedures and learning experiences. Curriculum, though used interchangeably sometimes, is used broadly to include things like learning goals, objectives, contents, processes, resources and means of evaluation planned for students both in and out of the school. The major factors in syllabus design are participants selection, process and evaluation. Participants here refer to both teachers and learners. The designer is supposed to specify the characteristics of the learners and teachers and select individuals who match those specifications through entrance examination. Process is one in which the designer identify the arrangement of content, preparation of materials, selection of teaching methodology and techniques and means of course evaluation. Evaluation is to find out whether and to what degree the learners have reached the teaching objectives. Evaluation of both kinds (internal and external) provides feedback to the whole training program.

II. **Some students feel puzzled, saying "I have been told to learn linguistics, but I don't see any relation between linguistics and English learning." Can you explain contributions of linguistics to the research in language learning? (20%)**

Language is always there, and we make use of it automatically, often without any conscious effort. However, a language is an extremely complex, highly abstract, and infinitely productive system linking meanings with sounds. The goal of linguistics is to describe languages and to explain the unconscious knowledge that all speakers have of their language. As foreign language learners, we will find an understanding of language is highly important in offering insights to English learning as a basic source of information for the development of theories, explanations, and methods. Put it simple, linguistics can contribute to the research in language learning by providing more accurate information about what language is in the first place. Language learning researchers are concerned with how teachers should teach and learners should learn. But the questions of what to teach and what to learn should be answered first. Linguistics certainly has an important role in answering these questions. Besides, applying linguistic analysis to the description of the language produced by language learners can also facilitate our understanding of how learners actually learn language.