

武汉科技大学

2006 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

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Section One ADVANCED ENGLISH (70%)

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

1. Mark Twain

Mark Twain was the pen name of Samuel Langhorne Clemens (1835-1910), America's most famous humorist and the author of popular and outstanding autobiographical works, travel books and novels. His earlier life as a boy in a little town in Missouri, as a steamboat pilot on the Mississippi, as a reporter on the far western frontier and as a traveler abroad supplied him with copious material which he used later for his best and most successful writings. Among them are *Innocents Abroad* (1869), *Tom Sawyer* (1876), and *Huckleberry Finn* (1885).

2. Oscar Wilde

Oscar Wilde (1856-1900) was born in Dublin and educated at Dublin and Oxford. At Oxford he gained the reputation of founder of an aesthetic cult, the champion of "Art for art's sake." In 1881 he published his first volume of "poems", followed by works of fictions and comedies, of which are *The Picture of Dorian Gray* (1891), *Lady Windermere's Fan* (1892), *A Woman of No Importance* (1893). But the most remarkable of his works were the *Ballad of Reading Gaol* (1895) and *De Profundis* (1905) written from his experiences in prison.

3. Herman Wouk

Herman Wouk (1915-) was American novelist, the son of Russian-Jewish immigrant parents. After his graduation from Columbia University in 1934, he worked for a time as a radio scriptwriter. During World War II he served in the United States Navy and began his first novel during off-duty hours at sea. His novels includes *The Caine Mutiny* (1951), a Pulitzer Prize novel of events aboard a naval vessel, *The Winds of War* (1971), and *War and Remembrance* (1977), which are known as companion novels on the war.

4. The Sad Young Men

The Sad Young Men is term created by F. Scott Fitzgerald in his book *All the Sad Young Men* to describe the disillusioned post-World War I younger generation, especially the young intellectuals, writers and aesthetes of the years who lived as expatriates in west Europe for a short time and rebelled

against former ideals and values, but could replace them only by despair or a cynical hedonism. They were also called the “lost generation” by Gertrude Stein.

5. Exposition

Exposition is one of kinds of writing in English, which is most commonly used to “put forth, expound”. The purpose or intention of the expository writer is to inform or explain. He appeals to a reader’s understanding with verifiable facts and valid information, explaining and interpreting that material so that the reader will accept his point of view or explanation. Thus he must develop his thought objectively and present it with honesty and completeness so that the reader will have confidence in what he is saying.

II. Exemplify the following each figure of speech with a sentence: (10%)

(Optional)

1. Synecdoche: Nowadays the wheel has been moving China forward very fast.
2. Antithesis: Good breeding consists in concealing how much we think of ourselves and how little we think of the other person.
3. Rhetorical Question: If Winter comes, can Spring be far behind?
4. Alliteration: We felt strong, smug, secure.
5. Onomatopoeia: The ice was all round; it cracked and growled, and roared and howled.

III. Vocabulary (20%)

Choose the right word from the list given below for each blank and change the form if you think it is necessary.

In his poetry, W. B. Yeats often praised ritual and ceremony as civilized qualities, without which real civilization, (1) indeed, could not exist. Strangely, even as a child in a small town in Texas — where Yeats himself was quite unknown, I’m sure — I also was given to ritual and ceremony, as this small incident (2) reveals. I had a dog, a red cocker named Irma, who had come to us as a bitch in heat, pursued by a (3) pack of mongrels — and thus acquired by serendipity, just as I had acquired other (4) strays, including my three greyhounds. That first day I sheltered her in my barn. Later she gave (5) birth to five black hounds, whose tails we duly (6) severed with sharp scissors, as befitted even factitious cockers. But one summer day, (7) when I must have been all of twelve, Irma met a sad (8) fate: I started up the ‘47 Studebaker, popped forward — and over something. It was Irma. Irma was dead. So we needed a funeral (9) befitting her status and dignity. Before long I had (10) rounded up my brothers and two of my cousins, and we had neatly (11) boxed Irma, made a wooden cross, and left — with a shovel, a Bible, and my battered old trumpet — for Hidden Valley, a few (12) miles out of town. Our Studebaker stuttered down dirt roads, until we came (13) at last to our destination. Then we (14) hacked out a hole under the cottonwood tree on the bank of a dry (15) creek; after that we gently lowered Irma’s box, and with

dignified ceremony passed the shovel as each of us, tearless but solemn, (16) sprinkled dirt over the old box. Bible in hand, I turned to *Ecclesiastes* to read of the generation that (17) passes away and the generation that comes in its place. Then, finally, (18) trembling, I brought the trumpet to my lips. A thin, quivering, off-key tune (19) sounded over Irma's grave as the cross was driven home. We knew, with childish certainty, that Irma rested at peace in Hidden Valley (20) for ever.

IV. Reading Comprehension (25%)

1. Paraphrase the underlined sentences or parts in the article.

- (1) From the discovery people invented the killing i.e. vaccination of the virus of smallpox. As a result, the smallpox, which had caused a disaster in the Western countries, was eliminated at last.
- (2) There is a saying says, "When the situation becomes more challenging, the strong people work harder. Thus they make things move forward." This is the typical aggressive attitude toward problem-solving.
- (3) The important thing is to make major changes in your perspective, to approach the problem sideways, rather than in a direct manner.
- (4) Just consider this: your physical self is really dependent on your mental self.
- (5) Westerners perceive crisis in a negative way: it has acquired the meaning of danger, and that's it.

2. Write a summary of the passage in Chinese (word limit: 200 words)

人们的思维经常陷入僵局。当我们观察一个问题，试图解决它时，却似乎走进了死胡同。如何走出死胡同？办法就是改变你观察问题的角度。爱德华·詹纳医生就是最好的例子。他把注意力从染上天花的病人身上转移到挤奶工身上，从而得到了牛痘可以预防天花这一发现。

改变视角的途径有两个。一是“纵向思维”，一是“横向思维”。西方人解决问题时多用前者，东方人则喜欢用后者。在解决一些棘手的问题时，横向思维明显优于纵向思维。

Section Two LINGUISTICS (50%)

I. Compare the following terms: (20%)

1. **Phone and phoneme**—A phone is phonetic unit or segment. It does not necessarily distinguish meaning. Some do, some don't. The speech sounds we hear and produce during linguistic communication are all phones. For instance, the [p. t. f. i:. i. ʃ] in [pit], [tip], [fi: ʃ] are all phones. While, a phoneme is the smallest unit of sound in a language which can distinguish meaning. But it is an abstract unit; it is a collection of distinctive phonetic

features.

2. **Langue and parole**—This pair of terms is created by Swiss linguist F. de Saussure early last century. Langue refers to the abstract system of a language, or the rules of a language including grammar, syntax and vocabulary. It is also a set of conventions shared by members of a speech community. So it is relatively stable and systematic. Parole, however, is what a person says or a message. It is the application of the rules or the concrete use of social conventions. So it is more variable and may alter according to the situation.
3. **ICs and UCs**—ICs and UCs are two concepts in structural linguistics, which hold that a sentence can be segmented into smaller linguistic units. This segment or cut or division is known as the immediate constituents (shortened as Ics). And the final segment or cut or division is known as the ultimate constituents (shortened as UCs).
4. **Paradigmatic and syntagmatic relations**—Paradigmatic relations are also called relations of substitution. It refers to the relations between words or phrases that can be substituted for each other in the same grammatical position. These are called Paradigmatic relations. Syntagmatic relations are also relations of position, which refer to the sequential arrangement of words and phrases into sentences. Such relations are called syntagmatic relations.
5. **Sense and reference**—Sense relates to the complex system of relationships that hold between linguistic elements (mostly words). It is concerned only with intra-linguistic relations. While, reference deals with the extra-linguistic relationships between words and expressions and the world they describe.

II. **Why do some linguists say that human language is context independent, while animal language is context dependent? (10%)**

According to some linguists, most animals can only communicate about their immediate or direct environment. Their communication is tied to the context in which it takes place. For example, a dog will growl only in fear or anger and in the presence of the cause of the fear or anger. Dogs do not growl about something that happened yesterday or last week or about something that might happen tomorrow. Human language, however, can be used to refer to things that are not present when we talk about them. It can be used to talk about the past, the future, as well as the present. So human language is context independent, while animal language is context dependent.

III. **What are the five types of illocutionary speech acts Searle has specified? What is the illocutionary point of each type? (20%)**

One of contributions Searle has made to Speech Act Theory is his classification of illocutionary acts. According to Searle, speech acts fall into five general categories, i.e. there are five general types of things we do with language. Each type has a common, general purpose:

1. representatives: stating or describing, saying what the speaker believes to be true
2. directives: trying to get the hearer to do something
3. commissives: committing the speaker himself to some future course of action
4. expressives: expressing feelings or attitude towards an existing state
5. declarations: bringing about immediate changes by saying something

The illocutionary point of the representatives is to commit the speaker to something's being the case, to the truth of what has been said. Stating, believing, swearing, hypothesizing are among the most typical of the representatives.

Directives are attempts by the speaker to get the hearer to do something. Inviting, suggesting, requesting, advising, warning, ordering are all specific instances of directives.

Commissives are those illocutionary acts whose point is to commit the speaker to some future course of action. Promising, vowing are the most typical cases.

The illocutionary point of expressives is to express the psychological state specified in the utterance of apologizing, thanking, congratulating, etc.

The last class "declarations" has the characteristic that the successful performance of an act of this type brings about the correspondence between what is said and reality.

Section Three LANGUAGE ACQUISITION (30%)

I. What is the major factor that contributes to the difficulties most second language learners encounter? (15%)

It has been suggested by some SLA scholars that learning difficulties confronting adult L2 learners arise from the fact that for most people a second language is learned in a formal setting, rather than acquired in a natural environment. Language acquisition is contrasted with language learning on the ground that acquisition is subconscious, focusing on meaning, while learning is conscious, focusing on form. It is argued that conscious knowledge of linguistic forms does not ensure acquisition of the rules, that is, does not ensure an immediate guidance for actual performance. This is the major factor that contributes to the difficulties most second language learners encounter in their second language learning.

II. Different theories of child language acquisition have been advanced. Dis

Discuss the two contrasting views (The Behaviorist view and The Nativist view) with the reference to the behaviorist learning model and the nativist biological model. (15%)

According to the Behaviorist view, language acquisition is a process of habit formation. Language is learned through stimulus and response. Reinforcement of selected responses is the key to understanding language development. Children learn to produce correct sentences because they are positively reinforced when they say something right and negatively reinforced when they say something wrong.

But the Nativists hold the view that language acquisition is the species-specific property of human beings. Children are born with an innate ability to acquire language. They are predisposed to develop their native language along a universal, predetermined route through similar stages. They go about acquiring the grammar of their native language using principles unique to language acquisition.