

# 2000 年研究生入学考试试卷

学科专业 英语语言学, 英语教育论

研究方向 \_\_\_\_\_

考试科目 专业英语 542-0543

- 说明: 1. 命题时请按有关说明填写清楚、完整;  
 2. 命题时试题不得超过周围边框;  
 3. 考生答题时一律写在答题册上, 否则造成错批、漏批等后果自负;  
 4.  
 5.

1. Contrast each of the following pairs of terms with one or two appropriate words only: 15%
- 1) Phonetics differs from phonology in that phonetics studies the speech sounds in a \_\_\_\_\_ manner and phonology in a \_\_\_\_\_ manner.
  - 2) Diachronic linguistic studies is different from synchronic studies and synchronic description is logically similar to diachronic description.
  - 3) According to Saussure, "langue" can be best interpreted as \_\_\_\_\_ and "parole" as more \_\_\_\_\_.
  - 4) Derivational morpheme contrasts sharply with inflectional Morpheme in that the former changes the \_\_\_\_\_, but the latter \_\_\_\_\_.
  - 5) In semantics, sense is regarded as \_\_\_\_\_, while reference is both \_\_\_\_\_ and \_\_\_\_\_.
  - 6) Homography refers to the words that are the same in \_\_\_\_\_ and homophony the same in \_\_\_\_\_.
  - 7) Diglossia differs from bilingualism in that diglossia refers to two \_\_\_\_\_ of a language.
  - 8) A syntagmatic relation describes the \_\_\_\_\_ dimension of language while a paradigmatic relation describes the \_\_\_\_\_ dimension of language.



2. Define each of the following terms with 20 words at most: 10%

- 1) hyponymy
- 2) adjacency pairs
- 3) nativists or mentalists
- 4) linguistic relativity
- 5) conversational implicature (Grice)

3. (A) Answer the following, limiting each of your answers to 100 words only: 15%

(This part is restricted to linguistic majors only. Foreign language teaching majors should skip over this part and immediately go to next part.) (本部分仅面向语言专业学生)

1) Point out in Austin's speech act theory the locutionary, illocutionary and perlocutionary acts respectively in the following statement: Suppose the speaker says: "The door is over there."

2) Comment briefly upon Sapir-Whorf hypothesis.

3) Evaluate the different effects of generalization and overgeneralization upon second language acquisition and learning.

B. Answer the following, limiting each of your answers to 100 words only: 15% (This part is limited to foreign language teaching majors only. Linguistic majors just ignore it.)

(本部分仅面向外语专业学生)

1) Define Tarone's idea of interlanguage continuum and evaluate its practical significance in foreign language teaching.

2) What does research into the STM and LTM suggest about language learning and teaching?

3) Comment briefly upon the following statement: It has been suggested that the age of 8 or 9 is optimal in starting SLA.



## 4 英汉互译 (共两段, 各30%)

Venice, floating city of green and golden canals. <sup>无情地</sup> ~~Fidelman~~ floated too, from stem to stern. When the sirocco relentlessly blew, in late autumn the island dipped on ancient creaking piles toward the outer isles, then gently tipped to the mainland against the backwash of oily waters. The ex-painter, often seasick in the municipal garbage boat, fished with a net out of the smelly canals, dead rats and lettuce leaves. He had come for the Biennale and stayed on.

November fog settled on the webbed canaled and narrow-streeted city, obscuring campanile, church steeples, and the red-tiled roofs of houses tilted together from opposite sides of streets. Oars <sup>划桨</sup> splashing, he skirted the mist-moving vaporetti, his shouts and curses opposing their horns and the tolling bell buoys in the lagoon. For Fidelman no buoy bells tolled, no church bells either; he kept no track of tide or time. On All Souls' Day, unable to resist, he rowed after a black-and-silver funeral barge and cortege of draped mourning gondolas moving like silent arrows across the water to San Michele, gloomy cypressed isle of the dead; the corpse of a young girl in white laid stiff in a casket covered with wreaths of hothouse flowers guarded by wooden angels. She waits, whatever she waited for, or sought, or hungered for, no longer. Ah, i poveri morti, though that depends on how you look at it. He had looked too long.

没有在浮沉的人海中<sup>①</sup>,翻过筋斗的和尚,不能算善知识<sup>②</sup>;

没有受过恋爱洗礼的人生,不能算真人生。

和尚最大的努力,是否认现世而求未来的涅槃<sup>③</sup>,但他若不曾了解现世,他又怎能勘破现世<sup>④</sup>,而跳出三界<sup>⑤</sup>外呢?

而恋爱是人类生活的中心,孟子说:“食色性也。”所谓恋爱正是天赋之本能;如一生不了解恋爱的人,他又何能了解整个的人生?

所以凡事都从学习而知而能,只有恋爱用不着学习,只要到了相当的年龄,碰到合式(适)的机会,他和她便会莫名其妙地恋爱起来。

恋爱人人都会<sup>⑥</sup>,可是不见得人人都懂<sup>⑦</sup>,世俗大半以性欲伪充恋爱,以游戏的态度处置恋爱,于是我们时刻可看到因恋爱而不幸的记载。

实在的恋爱绝不是游戏,也绝不是堕落的人生所能体验出其价值的,它具有引人向上的鞭策力,它更具有伟大无私的至上情操,它更是美丽的象征。

在一双男女正纯洁热爱着的时候,他和她内心充实着惊人的力量;他们的灵魂是从万有的束缚中,得到了自由,不怕威胁,不为利诱,他们是超越了现实,而创造他们理想的乐园。

不幸物欲充塞的现世界,这种恋爱的光辉,有如萤火之微弱,而且“恋爱”有时适成为无知男女堕落之阶,使维纳斯不禁深深地叹息:“自从世界人群趋向灭亡之途,恋爱变成了游戏,哀哉!” <sup>sigh</sup>