南京大学 2007 年攻读硕士学位研究生入学考试试题(三小时)

考试科目名称及代码 _____英语语言学 463_____

适 用 专 业: 英语语言文学、外国语言学及应用语言学

注意:

　　1.所有答案必须写在研究生入学考试答题纸上,写在试卷和其他纸上无效;

　　2.本科目允许/不允许使用无字典存储和编程功能的计算器。

I. Write the international phonetic alphabet for the following words. (12/150)

(1) advertisement　　　　　(2) inventory

(3) Indian　　　　　　　　(4) ignorant

(5) demonstrate　　　　　　(6) employee

(7) massage　　　　　　　(8) mechanism

(9) association　　　　　　(10) portray

(11) mastery　　　　　　　(12) photographer

II. For each group of items in the following, point out which item does not fall under the same category as the rest and explain the reason in ONE sentence. (Write your answers on the answer sheet.) (24/150)

(1) A. resolution　　　B. resident　　　C. restart　　　D. resignation

　　[Focus on the pronunciation of "s"]

(2) A. conquer　　　B. consonant　　　C. winkle　　　D. income

　　[Focus on the pronunciation of "n"]

(3) A. reiterate　　　B. considerate　　　C. obstinate　　　D. literate

　　[Focus on the pronunciation of "a"]

(4) A. include　　　B. convey　　　C. attain　　　D. prosper

　　[Focus on the location of the stress]

(5) A. consist　　　B. marry　　　C. accompany　　　D. contact

　　[Focus on transitivity]

(6) A. domicile　　　B. purchase　　　C. chuck　　　D. diminutive

　　[Focus on formality]

—1—

(7) A. lean   B. rely   C. persist   D. hinge

[Focus on collocation]

(8) A. corpulent   B. statesman   C. slim   D. decease

[Focus on connotation]

(9) A. school/college   B. move/run   C. furniture/table   D. mature/ripe

[Focus on the type of semantic relation]

(10) A. threaten   B. advise   C. beseech   D. urge

[Focus on the type of illocutionary act]

(11) A. cookie   B. pavement   C. gray   D. movie

[Focus on the geographical origin]

(12) A. burgle   B. fridge   C. auto   D. math

[Focus on the type of word formation]

III. Which of the following sentences are ambiguous? For those you find ambiguous, paraphrase them so as to illustrate why they are ambiguous. (16/150)

(1) This is my colleague, Frank.

(2) Are you tired of cleaning yourself? Let us do it.

(3) In the film, Pat was a witch.

(4) He promised me to come next week.

(5) Patent medicines are sold by frightening people.

(6) Dog for sale: eats anything and is fond of children.

(7) I found something interesting on the Internet.

(8) Killer Sentenced to Die for Second Time in 10 Years

IV. Discuss briefly how the following pairs of sentences are different from each other. (12/150)

(1) a. The bees swarmed in the garden.

     b. The garden swarmed with bees.

(2) a. The door does not shut easily.

     b. John cannot shut the door.

(3) a. The stone broke the window.

     b. The window broke.

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(4) a. Jack lay on his bed.

    b. Jack lay in his bed.

V. For each of the following sentences, discuss (1) the linguistic problem you find; and (2) a situation in which this sentence might be used. (18/150)

(1) I'm the last office on the corridor.

(2) The cheeseburger didn't order onions.

(3) Business is business.

(4) Time is the best cure.

(5) Maybe your car isn't your car.

(6) Golf plays Jack.

VI. In English, the suffix "-*able*" as in "X + able" means "able to be X-ed." (1) Use an example to illustrate this rule. (2) What kind of words can function as "X"? (3) In words like "unthinkable," the suffix –*able* means more than "able to be X-ed." Think of TWO more words of this type. (12/150)

VII. A very large part of language is made up of prefabricated chunks, or, ready-made expressions which do not have to be constructed from individual words each time they are used. Examples of these chunks include "for example," "think of" and "on the whole." (1) Give TWO more examples that you consider to be chunks. (2) Why do you think they are chunks? (3) Why do Chinese students often use "in the campus" rather than the correct form "on campus"? (4) What help does it give you when you use these chunks in your communication? (5) What pedagogical implications can you draw from this mistake? (18/150)

VIII. Use ONE sentence to give the reason why we would use "the" in each of the following sentences: (Hint: Where is the item following "the" identified?) (18/150)

(1) I do not know **the** man you have mentioned.

(2) Jack had a very good math teacher, but **the** boy failed the math exam.

(3) We should not depend on **the** government for solving all the problems.

(4) I would love this skirt if **the** color is not so bright.

(5) He is very good at playing **the** flute.

(6) It was pitch black and we couldn't even see **the** moon.

IX. Researchers may ask language learners to "think aloud" when they are reading a passage, that is, to report what goes on in their mind moment by moment. The following is a transcript of such a report by a college student when reading an English passage. Read the transcript and the original reading passage and then fulfill the task that follows. (20/150)

Transcript of the reading process

(1) 这个文章，我先看一下首句是什么，看它是不是符合那种总分结构的文章。(2) When we talk about intelligence, we do not mean the ability to get good scores on certain kinds of tests or even the ability to do well in school. For instance, if you look at children, (3) 哦，显然不是很明显的总分结构，那我只能一句一句读了。(4) When we talk about intelligence, we do not mean the ability to get good scores on certain kinds of tests or even the ability to do well in school. (5) When we talk about intelligence, we do not mean the ability to get good scores on certain kinds of tests or even the ability to do well in school, we do not mean the ability to get good scores on certain kinds of tests or even the ability to do well in school. (6) 哦，这篇文章讲的就是 intelligence。(7) By intelligence we mean a way of living and behaving, especially in a new or upsetting situation. (8) 哦，它是说，我们指的这个智商方面的东西是讲一种生活呀行为的一种方式，尤其是面对一种新的或者是让人觉得 upsetting 的 situation。(9) If we want to test intelligence, we need to find out how a person acts instead of how much he knows what to do, we need to find out how a person acts instead of how much he knows what to do. (10) 测试智商是要查出这个人，他是怎么样，他是怎么样行为，而不是他知道了多少。(11) 那我们现在的教育更多方面的是告诉了你是什么，然后以知道多少，在试卷上反应出多少来衡量，而没有给出一个实际情况，来考查他实际解决问题的能力。(12) 以前我们有个高老师告诉我们要，learn to be 和 learn to do is the most important thing，而不光指是你积累了多少知识。(13) For instance, when in a new situation, an intelligent person thinks about the situation, not about himself or what might happen to him. (14)

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这部分在举例子说明。(15) when in a new situation, an intelligent person thinks about the situation, not about himself or what might happen to him。(16) 不光考虑他自己的问题。(17) He tries to find out all he can, and then he acts immediately and tries to do something about it. (18) 哦,他试图去发现他所能做的,然后积极的行动起来去解决问题。(19) 这就想到了以前的一个心理老师说,在遇到问题时,不是应该回避,或者一直在想怎么办,而是要理出一个头绪,知道我现在唯一能做的事情是什么,然后立即付诸行动。(20) He probably isn't sure how it will all work out, but at least he tries. 他可能不知道会有什么用,但他至少行动了,试过了。(21) 这个,以前不知那个名人说过一句话,如果我无所畏惧,我会怎么样去做,大概就有点那个意思。(22) And, if he can't make things work out right. he doesn't feel ashamed that he failed; he just tries to learn from his mistakes. (23) 这句话我很赞同,就是在做错事情的时候,一点都不要觉得羞愧的,至少我试过,我就没有什么可后悔的。(24) 好,再往下看。(25) An intelligent person, even if he is very young, has a special outlook on life, a special feeling about life, and knows how he fits into it. An intelligent person, even if he is very young, has a special outlook on life. (26) 有很特殊,有一种对生活的期望,(27) a special feeling about life. (28) 有一种特殊的感觉,(29) and knows how he fits into it. (30) 这句话的意思大概是有智慧的聪明的人应该对生活有一种期望和想望,不但只是庸庸碌碌的生活,有一种对生活特殊的感觉,要去经历它。(31) 我觉得有道理,做人要有目标,然后付诸行动。 (32) 整篇文章读下来,不觉得很难。

Reading passage

When we talk about intelligence, we do not mean the ability to get good scores on certain kinds of tests or even the ability to do well in school. By intelligence we mean a way of living and behaving, especially in a new or upsetting situation. If we want to test intelligence, we need to find out how a person acts instead of how much he knows what to do.

For instance, when in a new situation, an intelligent person thinks about the situation, not about himself or what might happen to him. He tries to find out all he can, and then he acts immediately and tries to do something about it. He probably isn't sure how it will all work out, but

at least he tries. And, if he can't make things work out right, he doesn't feel ashamed that he failed; he just tries to learn from his mistakes. An intelligent person, even if he is very young, has a special outlook on life, a special feeling about life, and knows how he fits into it.

Task: Identify all the possible reading strategies (i.e., methods) the reader was adopting when comprehending the passage. Categorize them. Name each category and briefly explains it. Then, list the number(s) of sentence(s) that illustrate(s) the strategies. An example is provided for your reference.

Reading Strategies	Explanation	Examples
Rereading	The reader repeats the text in order to understand it.	5, 9, 25

— The End —