

华 东 师 范 大 学

2000 年攻读硕士学位研究生入学试题

考试科目: 对外汉语教学理论与英汉翻译

招生专业: 语言学及应用语言学

语言学理论部分试题 (60%, 两方向共用试题)

一. 给下列汉语词和英语词标注国际音标 (尽可能使用窄式音标) (8%)

1. 东方 2. 日本 3. 女儿 4. 泉水
5. Japanese 6. English 7. American 8. Italian

二. 运用变换的方法分化下列汉、英歧义句 (8%)

1. 他就不用去找了。
2. 我们一个也不要。
3. He decided on the train.
4. It's a miracle that the old magician was able to work.

三. 填空题 (12%)

1. 借用信息论的术语, 语言交际过程大体可分成五个阶段, 即: _____、_____
_____, _____。
2. 与其他动物的交际方式 (如叫喊、舞蹈) 相比, 人类的交际方式有以下本质特点 _____、
_____, _____。
3. 常见的语流音变有以下几种: _____、_____, _____等。
4. 常见的语法范畴有以下一些项目: _____、_____, _____、_____, _____、
_____等。
5. 语言随社会的分化而分化, 从而形成 _____、_____。

四. 解释或比较下列语言学术语 (24%)

1. 对立、互补 2. 组合关系、聚合关系 3. 语言结构的递归性
4. 母语 (同名的两个术语) 5. morpheme 6. sociolect

五. 举例说明语言的结构类型和普遍特征之间的关系 (8%)

对外汉语教学理论部分试题 (40%, “汉英对比与对外汉语” 方向专用试题)

六. 填空题 (10%)

1. 对外汉语教学的基础汉语教学以_____为目标, 以_____为核心。
2. 作为第二语言的汉语教学跟其他第二语言教学有以下不同之处: _____、_____、_____。
3. 对外汉语教学的教学内容应包括_____、_____、_____、_____五个方面。
4. 语言测试可分成以下测试类型: _____、_____、_____。
5. 教材编写和课堂教学在功能项目的选择和安排方面要注意以下四个因素: _____、_____、_____、_____。

七. 解释或比较下列概念 (15%)

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|----------------|--------------|---------|
| 1. 语言习得、语言学习 | 2. 中介语 | 3. 交际文化 |
| 4. 对外汉语教学的总体设计 | 5. 对外汉语教学教学法 | |

八. 问答题 (15%)

1. 对外汉语教学过程的四大环节之间存在着怎样的联系?
2. 以你之见, 如何提高对外汉语教学的课堂教学质量?

英汉翻译部分试题 (40%, “翻译理论与实践” 方向专用试题)

九. Put the following into English 20%

天下事有难易乎? 为之, 则难者亦易矣; 不为, 则易者亦难矣。人之为学有难易乎? 学之, 则难者亦易矣; 不学则易者亦难矣。

蜀之鄙有二僧, 其一贫, 其一富。贫者语于富者曰: “吾欲之南海, 何如?”

富者曰: “子何恃而往?”

曰: “吾一瓶一钵足亦。”

富者曰: “吾数年来欲买舟而下, 犹未能也。子何恃而往!”

越明年, 贫者自南海还, 以告富者。富者有惭色。

西蜀之去南海, 不知几千里也, 僧富者不能至而贫者至

†. Put the following into Chinese 20%

I protest to you, gentlemen, that if I had to choose between a so-called university which dispensed with residence and tutorial superintendence, and gave its degrees to any person who passed an examination in a wide range of subjects, and a university which had no professors or examinations at all, but merely brought a number of young men together for three or four years, and then sent them away as the University of Oxford is said to have done some sixty years since, if I were asked which of these two methods was the better discipline of the intellect--- I do not say which is morally the better, for it is plain that compulsory study must be a good and idleness an intolerable mischief--- but if I must determine which of the two courses was the more successful in training, molding, enlarging the mind, which sent out men the more fitted for their secular duties, which produced better public men, men of the world, men whose names would descend to posterity, I have no hesitation in giving the preference to that university which did nothing, over that which exacted of its numbers an acquaintance with every science under the sun.