

专 业：外国语言学及应用语言学

科目代码：442

研究方向：外国语言学及应用语言学的各个方向

考试科目：英语语言与教学

**[注意]** 答案全部写在答题纸上，写在试卷上无效。**I. Obligatory problems for candidates of linguistics and language teaching.****Note.** All candidates must solve the following problems (100 points).

1. Compare and contrast the following pairs of terms. (15 points)
  - (a) synchronic and diachronic studies of language
  - (b) Endocentric and Exocentric constructions of sentences
  - (c) rules and exceptions
2. What are the major design features of language? Please explain them with examples. (15 points)
3. In the sentence "I saw him on the bus", there can be three interpretations of the meaning. Try to analyze this sentence to bring out your different interpretations. Give equivalent expressions in Chinese, if necessary. (10 points)
4. Point out the problems in the following sentences. (10 points)
  - (a) As we have said in Chapter 2 that ambiguity is universal in languages.
  - (b) We can not only do it, but do it well.
  - (c) I am inconvenient to tell you about it right now.
5. In the literature on SLA, learning is often differentiated from acquisition. What are the major differences? What does "classroom second language acquisition" mean? (10 points)
6. Can you name and describe three characteristics of "good language learners"? (10 points)
7. Listeners and readers use both top-down processes and bottom-up processes in language comprehension. Please explain these two types of processes. How can we apply them in language teaching and learning? Please give examples if necessary. (15 points)
8. "Instruction that focuses primarily on meaning but allows for a focus on grammar within meaningful contexts works better than grammar-only, or communication-only instruction (Spada, 1987)". What is your understanding of these words? What role(s) do you think grammar plays in foreign language learning? (15 points)

**II. Optional problems for candidates of linguistics and language teaching respectively.**

注意：9-13 题为语言学、语法学、英汉语言对比方向必做题，14-17 题为外语学习理论、英语教学理论与实践方向必做题

9. Define the following phonemes. (10 分)
  - (a) /f/ (b) /tʃ/ (c) /z/ (d) /e/ (e) /v/
10. Can you tell the social statuses of the speakers from what they have said? What makes you decide your judgements? (10 分)
  - (a) Speaker A: 这事儿咱们来合计合计。
  - (b) Speaker B: 这个问题嘛，我们可以研究研究。
  - (c) Speaker C: 对于这个问题，我们拟做进一步的探讨。
11. How can we account for the extension of the meaning of the word "foot" in the following sentences? Please offer two more similar examples. (10 分)
  - (a) the foot of the boy
  - (b) the foot of the mountain
12. In actual communication, there is often a gap between the literal meaning of a sentence and what it really means. What branch of learning can account for this? How? (10 分)
13. What are the major contributions of the Prague School to modern linguistics? (10 分)

14. What is the affective filter hypothesis? What implications does this hypothesis have for the practice of language teaching? (10 points)
15. The three sentences below have grammatical errors. What types of errors are they according to the theory of error analysis? (10 points)
- (1) Although he was ill, but he still came.
  - (2) I falled from the bicycle.
  - (3) She has been smoking less, isn't she?
16. Language teaching and learning take place in context. What are the contextual factors that need be considered when designing and implementing a language program? (15 points)
17. The two tasks below are taken from an English test paper for middle school students. Please comment on the reliability and validity of the two tasks. (15 points)
- A. Fill in the missing letters to complete the words. Write only ONE letter in each blank.
- (1) 100 years    c \_ \_ t \_ \_ y
  - (2) news or knowledge    in \_ \_ \_ m \_ \_ \_ \_ \_
- B. Give the words which are opposite in meaning.
- (1) noisy    \_ \_ l \_ \_ \_
  - (2) old    \_ \_ \_ \_ \_ t
  - (3) general    \_ \_ \_ \_ i \_ u \_ \_ \_