

Part I. Linguistics (75 points)

1. Define the following terms (15 points)

- 1). bound morpheme
- 2). allophone
- 3). phonology
- 4). sense relations
- 5). parole
- 6). constituent
- 7). pragmatics
- 8). reference
- 9). proposition
- 10). interlanguage

2. Answer the following questions (10 points):

- 1). What are the design features of human language?
- 2). What is the difference between narrow transcription and broad transcription?

3. Analyze the linguistic data according to the requirements (30 points)

1). Diagram the following sentence by way of IC-analysis:

The pretty girl put on her red and blue coat, kissed her mother, and left.

2). The following infinitives and past participle verb forms are found in Dutch.

Root	Infinitive	Past Participle	
Wandel	Wandelen	gewandeld	“walk”
Duw	duwen	geduwd	“push”
Zag	zagen	gezegd	“saw”

With reference to the morphological processes of prefixing, suffixing, infixing and circumfixing:

- a. State the morphological rule for forming an infinitive in Dutch.
- b. State the morphological rule for forming the Dutch past participle form.

3). Analyze and explain the referential relationship between the nominal phrases in each of the following sentences:

- a. John likes himself.
- b. John likes him.
- c. John likes John.

4). Explain the rules and principles underlying the ungrammaticality involved in the following sentences:

- a. *Is the man who tall is cleaver?
- b. *The boy likes probably the girl.
- c. *The doors were broke and the windows.

4. Write on the following topics (20 points)

- 1). Competent and performance
- 2). Language Acquisition Device

Part II. Literature (75 points)

1. Name a masterpiece of each of the following authors (10 points)

- 1). William Faulkner
- 2). Thomas Hardy
- 3). J. D. Salinger
- 4). Arthur Miller
- 5). D. H. Lawrence
- 6). Doris Lessing
- 7). Toni Morrison
- 8). Eugene O'Neill
- 9). T. S. Eliot
- 10). Washington Irving
- 11). William Golding
- 12). E. M. Forster
- 13). Kingsley Amis
- 14). F. Scott Fitzgeralds
- 15). Emily Brontë
- 16). George Eliot
- 17). Bram Stoker
- 18). John Buchan
- 19). Herman Melville
- 20). Edith Wharton

2. Define the following terms in your own words (10 points)

- 1). Expressionism
- 2). Harlem Renaissance
- 3). The New Criticism
- 4). Expatriates
- 5). Jazz Age

3. Summarize the plots of two of the following works. (10 points)

- 1). *Oliver Twist*
- 2). *Vanity Fair*
- 3). *The Moonstone*
- 4). *Sons and Lovers*
- 5). *Absalom, Absalom!*
- 6). *A Passage to India*
- 7). *The Last of the Mohicans*
- 8). *Farewell to Arms*

4. Answer the following questions (20 points)

1). Who is the unnamed narrator of “A Rose for Emily” by William Faulkner? Why do you think the narrator uses *we* rather than *I*? How does the narrator represent the opinions of the townsfolk?

2). Comments on Thomas Hardy’s *The Return of the Native*.

5. Literary interpretation (25 points)

Read the following excerpt from Charles Dickens’s *Hard Times* and comment on the characterization of the school principal.

“Now, what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them. This is the principle on which I bring up my own children, and this is the principle on which I bring up these children. Stick to Facts, sir!”

The scene was a plain, bare, monotonous vault of a schoolroom, and the speaker’s square forefinger emphasized his observations by underscoring every sentence with a line on the schoolmaster’s sleeve. The emphasis was helped by the speaker’s square wall of a forehead, which had his eyebrows for its base, while his eyes found commodious cellars

in two dark caves, overshadowed by the wall. The emphasis was helped by the speaker's mouth, which was wide, thin, and hard set. The emphasis was helped by the speaker's voice, which was inflexible, dry, and dictatorial. The emphasis was helped by the speaker's hair, which bristled on the skirts of his bald head, a plantation of firs to keep the wind from its shining surface, all covered with knobs, like the crust of a plum pie, as if the head had scarcely warehouse-room for the hard facts stored inside. The speaker's obstinate carriage, square coat, square legs, square shoulders—nay, his very neckcloth, trained to take him by the throat with an unaccommodating grasp, like a stubborn fact, as it was—all helped the emphasis.

“In this life, we want nothing but Facts, sir; nothing but Facts!”

The speaker, and the schoolmaster, and the third grown person present, all backed a little, and swept with their eyes the inclined plane of little vessels then and there arranged in order, ready to have imperial gallons of facts poured into them until they were full to the brim.