

北京师范大学
2001 年招收攻读硕士学位研究生入学考试试题

专业: 英语语言文学
研究方向: 语言教学:

科目代码: 436
考试科目: 专业英语

I. Linguistics 40%

1. Discuss the relation between langue and parole to some details. Can the parole of individuals be changed or incorporated into langue? In what way?
2. Are there any allomorphs of the morpheme [past tense] in the following English words? If yes, identify them. (You can use IPA notation if necessary.)

worked, said, alarmed, wanted, paid, learnt

3. In daily communication people often adjust their pronunciation or expressions to their partners. Supply examples, and give your explanation in terms of sociolinguistics.
4. Supply cleft sentences to paraphrase with emphasis each part of the following sentence:

John read a novel on Sunday

If there can be more than one type of cleft sentence, give your explanation.

II. Analytical Reading. 20%

Read the following two excerpts and answer the questions:

1.

It was still quite light out of doors, but inside with the curtains drawn and the smoldering fire sending out a dim, uncertain glow, the room was full of deep shadows.

Brantain sat in one of these shadows; it had overtaken him and he did not mind. The obscurity lent him courage to keep his eyes fastened as ardently as he liked upon the girl who sat in the firelight.

She was very handsome, with a certain fine, rich coloring that belongs to the healthy brune type. She was quite composed, as she idly stroked the satiny coat of the cat that lay curled in her lap, and she occasionally sent a slow glance into the shadow where her companion sat. They were talking low, of indifferent things which plainly were not the things that occupied their thoughts. She knew that he loved her—a frank, blustering fellow without guile enough to conceal his feelings, and no desire to do so. For two weeks past he had sought her society eagerly and persistently. She was confidently waiting for him to declare himself and she meant to accept him. The rather insignificant and unattractive Grantain was enormously rich; and she liked and required the entourage which wealth could give her.

from The Kiss by Kate Chopin

2.

The hills across the valley of the Ebro were long and white. On this side there was no shade and no trees and the station was between two lines of rails in the sun. Close against the side of the station there was the warm shadow of the building and a curtain, made of strings of bamboo beads, hung across the open door into the bar, to keep out flies. The American and the girl with him sat at a table in the shade, outside the building. It was very hot and the express from Barcelona would come in forty minutes. It stooped at this junction for two minutes and went on to Madrid.

“What should we drink?” the girl asked. She had taken off her hat and put it on the table.

“It’s pretty hot,” the man said.

“Let’s drink beer.”

“Dos cervezas,” the man said into the curtain.

“Big ones?” a woman asked from the doorway

“Yes. Two big ones.”

...

The girl looked at the bead curtain. “They’ve painted something on it,” she said. “What does it say?”

“Anis del Toro. It’s a drink.”

“Could we try it?”

...
“It tastes like licorice,” the girl said and put the glass down.
“That’s the way with everything.”

“Yes,” said the girl. “Everything tastes of licorice. Especially all the things you’ve waited so long for, like absinthe*.”

“Oh, cut it out.”

“You started it,” the girl said. “I was being amused. I was having a fine time.”

from Hills Like White Elephants by Ernest Hemingway

*absinthe: bitter, green alcoholic drink made with wormwood and other herbs.

- 1. What kind of a person is the young woman in the first excerpt? Her name is Nathalie. Support your opinion with the details from the excerpt.**
- 2. Point out the differences between the styles of the two stories. And briefly discuss what effects they respectively produce.**

Language Teaching 40 %

- 1. Make a list of the most effective language learning strategies that you have used in your learning experience. Discuss their effectiveness and their respective functions in improving your learning. If you have been a teacher or would become a teacher, how did/would you help your students in developing their learning strategies?**

- 2. Do you remember any of the three classroom activities that you liked best in either your learning experiences or teaching experiences? What are they? Explain why or in what way they have been most effective in your improvement of English or your students' improvement of English.**

- 3. How do you understand quality-oriented education? How do you think it can be implemented in English language teaching either in the university or in the secondary school?**