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华南理工大学
2018 年攻读硕士学位研究生入学考试试卷

(试卷上做答无效, 请在答题纸上做答, 试后本卷必须与答题纸一同交回)

科目名称: 英语语言文学综合

适用专业: 外国语言文学

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Part One

Fundamentals of Linguistics and Literature

(外国语言学及应用语言学和英语语言文学考生共答部分)

I. Define the following terms in your own words (20 points)

1. Turn-taking
2. Validity
3. Modernism
4. Irony

II. Answer the following questions (40 points)

1. The Australian linguist Halliday considers language as having three main functions. Please specify these three functions.
2. What are homophones? Please give two pairs of examples.
3. What is narration? Can you support your answer with examples?
4. What is stream of consciousness? Please explain it with an example from a literary text you've read.

Part Two

Test for Students of Linguistics and Applied Linguistics

(外国语言学及应用语言学考生必答部分)

I. Discuss and comment on the following topics (40 points)

1. Competence and performance
2. Error and mistake
3. The relationship between pragmatics and semantics
4. In Hymes' view, learning language is learning to perform certain functions.

II. Analyze the language data according to the requirements (50 points)

1. Read the following two passages, and analyze the varieties of language use and the different perspectives on language in an essay of about 250 words. Please back up your idea with the related linguistic theories. (25 points)

Passage A:

A living language is continually changing, even in a small community. Usually, linguistic changes take place so slowly that it is only by looking back over at least several decades that one can detect changes. The most obvious changes in the language of a large, sophisticated community occur in the field of vocabulary, for in such a community new words are constantly being created and old words discarded.

(D. Ward, *The Russian Language Today*)

Passage B:

Hampshire: Am I right in thinking — you must correct me if I'm wrong — that your studies of language have led you to the conclusion that there are certain ... common ... underlying structures common to all languages which constitute something like a universal grammar?

Chomsky: Yes. It seems to me that the evidence available to us suggests that there must be some very deep ... inborn principles, probably of a highly restrictive nature that determine how knowledge of a language emerges in an individual given the very scattered and degenerate data available to him.

Hampshire: Your evidence is derived really from learning, the study of learning language?

Chomsky: It seems to me that if you want to study learning in a serious way, what one really has to do is to study a sort of input-output situation. We have an organism of which we know nothing; we know what kind of data is available to it; we can discover that; and the first question we must then try to answer is: what kind of a mental structure does the organism develop when that evidence is presented to it?

2. Read and compare the following two passages, and analyze the linguistic structures and styles in an essay of about 250 words. (25 points)

Passage C:

We, the peoples of the U. N., determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold suffering to mankind, and to reaffirm faith in fundamental rights, in the dignity and worth of the human

person, in the equal rights of men and women and of nations large and small, and to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in larger freedom, and for these ends, to practice tolerance and live together in peace with one another as good neighbors, and to unite our strength to maintain international peace and security, and to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and to employ international machinery for the promotion of economic and social advancement of all peoples, have resolved to combine our efforts to accomplish these aims.

(The Charter of the United Nations)

Passage D:

He stepped into the stream. It was a shock. His trousers clung tight to his legs. His shoes felt the gravel. The water was a rising cold shock.

...

His mouth dry, his heart down, Nick reeled in. He had never seen so big a trout. There was a heaviness, a power not to be held, and then the bulk of him, as he jumped. He looked as broad as a salmon.

Nick's hand was shaky. He reeled in slowly. The thrill had been too much. He felt, vaguely, a little sick, as though it would be better to sit down.

(Ernest Hemingway, Big Two-Hearted River)

Part Three

Test for Students of English Language and Literature

(英语语言文学考生必答部分)

I. Discuss and comment on the following topics (40 points)

1. Comment on Hemingway (Code) Heroes.
2. Comment on Oedipal Complex in literature.
3. Comment on the importance of interior monologue in any literary text written by a female writer.
4. Comment on realism and its significance in literary history.

II. Analysis and appreciation (50 points)

1. Analyze the following passage from *Moby Dick* (1851), written by Herman Melville (1819-1891), in an essay of no less than 250 words. (25 points)

Now, when I say that I am in the habit of going to sea whenever I begin to grow hazy about the eyes, and begin to be over conscious of my lungs, I do not mean to have it inferred that I ever go to sea as a passenger. For to go as a passenger you must need to have a purse, and a purse is but a rag unless you have something in it. Besides, passengers get sea-sick- grow quarrelsome- don't sleep of nights- do not enjoy themselves much, as a general thing;- no, I never go as a passenger; nor, though I am something of a salt, do I ever go to sea as a Commodore, or a Captain, or a Cook. I abandon the glory and distinction of such offices to those who like them. For my part, I abominate all honorable respectable toils, trials, and tribulations of every kind whatsoever. It is quite as much as I can do to take care of myself, without taking care of ships, barques, brigs, schooners, and what not. And as for going as cook,- though I confess there is considerable glory in that, a cook being a sort of officer on ship-board- yet, somehow, I never fancied broiling fowls;- though once broiled, judiciously buttered, and judgmatically salted and peppered, there is no one who will speak more respectfully, not to say reverentially, of a broiled fowl than I will. It is out of the idolatrous dotings of the old Egyptians upon broiled ibis and roasted river horse, that you see the mummies of those creatures in their huge bake-houses the pyramids.

No, when I go to sea, I go as a simple sailor, right before the mast, plumb down into the fore-castle, aloft there to the royal mast-head. True, they rather order me about some, and make me jump from spar to spar, like a grasshopper in a May meadow. And at first, this sort of thing is unpleasant enough. It touches one's sense of honor, particularly if you come of an old established family in the land, the Van Rensselaers, or Randolphs, or Hardicanutes. And more than all, if just previous to putting your hand into the tar-pot, you have been lording it as a country schoolmaster, making the tallest boys stand in awe of you. The transition is a keen one, I assure you, from a schoolmaster to a sailor, and requires a strong decoction of Seneca and the Stoics to enable you to grin and bear it. But even this wears off in time.

What of it, if some old hunks of a sea-captain orders me to get a broom and sweep down the decks? What does that indignity amount to, weighed, I mean, in the scales of the New Testament? Do you think the archangel Gabriel thinks anything the less of me, because I promptly and respectfully obey that old hunks in that particular instance? Who ain't a slave? Tell me that. Well, then, however the old sea-captains may order me about- however they may thump and punch me about, I have the satisfaction of

knowing that it is all right; that everybody else is one way or other served in much the same way- either in a physical or metaphysical point of view, that is; and so the universal thump is passed round, and all hands should rub each other's shoulder-blades, and be content.

Again, I always go to sea as a sailor, because they make a point of paying me for my trouble, whereas they never pay passengers a single penny that I ever heard of. On the contrary, passengers themselves must pay. And there is all the difference in the world between paying and being paid. The act of paying is perhaps the most uncomfortable infliction that the two orchard thieves entailed upon us. But being paid, - what will compare with it? The urbane activity with which a man receives money is really marvelous, considering that we so earnestly believe money to be the root of all earthly ills, and that on no account can a monied man enter heaven. Ah! how cheerfully we consign ourselves to perdition!

Finally, I always go to sea as a sailor, because of the wholesome exercise and pure air of the fore-castle deck. For as in this world, head winds are far more prevalent than winds from astern (that is, if you never violate the Pythagorean maxim), so for the most part the Commodore on the quarter-deck gets his atmosphere at second hand from the sailors on the fore-castle. He thinks he breathes it first; but not so. In much the same way do the commonalty lead their leaders in many other things, at the same time that the leaders little suspect it. But wherefore it was that after having repeatedly smelt the sea as a merchant sailor, I should now take it into my head to go on a whaling voyage; this the invisible police officer of the Fates, who has the constant surveillance of me, and secretly dogs me, and influences me in some unaccountable way- he can better answer than anyone else. And, doubtless, my going on this whaling voyage, formed part of the grand programme of Providence that was drawn up a long time ago. It came in as a sort of brief interlude and solo between more extensive performances. I take it that this part of the bill must have run something like this:

"Grand Contested Election for the Presidency of the United States.

"WHALING VOYAGE BY ONE ISHMAEL."

"BLOODY BATTLE IN AFFGHANISTAN."

Though I cannot tell why it was exactly that those stage managers, the Fates, put me down for this shabby part of a whaling voyage, when others were set down for magnificent parts in high tragedies, and short and easy parts in genteel comedies, and jolly parts in farces- though I cannot tell why this was exactly; yet, now that I recall all the circumstances, I think I can see a little into the springs and motives which being cunningly presented to me under various disguises, induced me to set about performing the part I did, besides cajoling me into the delusion that it was a choice resulting from my own unbiased freewill and discriminating judgment.

Chief among these motives was the overwhelming idea of the great whale himself. Such a portentous and mysterious monster roused all my curiosity. Then the wild and distant seas where he rolled his island bulk; the undeliverable, nameless perils of the whale; these, with all the attending marvels of a thousand Patagonian sights and sounds, helped to sway me to my wish. With other men, perhaps, such things would not have been inducements; but as for me, I am tormented with an everlasting itch for things remote. I love to sail forbidden seas, and land on barbarous coasts. Not ignoring what is good, I am quick to perceive a horror, and could still be social with it- would they let me- since it is but well to be on friendly terms with all the inmates of the place one lodges in.

By reason of these things, then, the whaling voyage was welcome; the great flood-gates of the wonder-world swung open, and in the wild conceits that swayed me to my purpose, two and two there floated into my inmost soul, endless processions of the whale, and, mid most of them all, one grand hooded phantom, like a snow hill in the air.

2. Read the following Sonnet by William Shakespeare (1564-1616), and write an analytical essay in about 250 words. (25 points)

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate:
Rough winds do shake the darling buds of May,
And Summer's lease hath all too short a date:
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
And every fair from fair sometime declines,
By chance, or nature's changing course, untrimm'd:
But thy eternal summer shall not fade
Nor lose possession of that fair thou owest;
Nor shall death brag thou wander'st in his shade
When in eternal lines to time thou growest:
So long as men can breathe or eyes can see,
So long lives this and this gives life to thee.