

试卷代号: 1029

中央广播电视大学 2004—2005 学年度第一学期“开放本科”期末考试

## 英语专业 变化中的英语 试题

2005 年 1 月

### 注 意 事 项

一、将你的学号、姓名及分校(工作站)名称填写在答题纸的规定栏内。考试结束后,把试卷和答题纸放在桌上。试卷和答题纸均不得带出考场。监考人收完考卷和答题纸后才可离开考场。

二、仔细阅读题目的说明,并按题目要求和答题示例答题。答案一定要写在答题纸的指定位置上,写在试卷上的答案无效。

三、用蓝、黑圆珠笔或钢笔答题,使用铅笔答题无效。

### Information For The Examinees:

This examination consists of FOUR sections. These are:

Section I : Listening Test (15 points, 30 minutes)

Section II : Knowledge Test (10 points, 30 minutes)

Section III : Reading Test (30 points, 40 minutes)

Section IV : Answering Questions (15 points, 20 minutes)

The total marks for this examination are 100 points. Time allowed for completing this examination is 2 hours (120 minutes).

## Section I: Listening Test

15 points

### Instructions:

- The Listening Test will take approximately 30 minutes.
- There are 2 parts to the test and you will hear each part twice.
- There will be a pause of 30 seconds before each part to allow you to look at your questions.
- There will be a pause of 30 seconds after each part to allow you to think about your answers.
- You can first write your answers on this test paper. You will have an additional 10 minutes at the end of the test to transfer your answers to the Answer Sheet.
- **ALL ANSWERS MUST APPEAR ON THE ANSWER SHEET.**

Part I: A Conversation. Questions 1 — 8 are based on this part.

Listen to a conversation between two people. Then answer the 8 questions below. Choose the best answer from the 4 possible choices marked A, B, C and D.

1. Mr. Chatterjee is Jane's new \_\_\_\_\_.  
A. student  
B. teacher  
C. colleague  
D. roommate
2. Mr. Chatterjee is teaching the students \_\_\_\_\_.  
A. English  
B. Maths  
C. Hindi  
D. Economics

8. Jane thinks that the chances of the students and Mr Chatterjee resolving their problems are \_\_\_\_\_.
- A. rather poor
  - B. pretty good
  - C. about even
  - D. very bad

**Part 2: A monologue. Questions 9 – 15 are based on this part.**

**Listen to a monologue. And decide whether the statements are true (T) or false (F).**

9. On language change, the speaker talks about only three aspects: vocabulary, meanings of words, and sounds.
10. Slang terms however last for a long time.
11. 'Thou' has entirely disappeared from the modern language.
12. If East coast Americans asked for 'sacks' they would be shown something to put on their feet in Chicago.
13. Bostonians find it easy to understand Alabamans when both are using Standard English grammar.
14. Language can be thought of as a social indicator.
15. It is quite clear why and how "ain't" fell into disrepute.

**This is the end of the listening test.**

**40 points**

**Section II : Knowledge Test**

**Part 1: Multiple Choice**

**Questions 16–25 are based on this part. Choose the best answer according to what you have learned in this course.**

16. The term "interlanguage" is used for \_\_\_\_\_.
- A. internationally-understood languages
  - B. languages that are internal to a country
  - C. different stages of language learning
  - D. changes that occur in languages over time

3. The students' problem is with Mr. Chatterjee's \_\_\_\_\_.
- A. accent
  - B. vocabulary
  - C. grammar
  - D. qualifications
4. According to Professor Guide, it is \_\_\_\_\_ to say that Mr. Chatterjee is not a speaker of Standard English.
- A. right
  - B. wrong
  - C. suitable
  - D. difficult
5. The students simply don't have the experience of meeting with people from \_\_\_\_\_.
- A. Indonesia
  - B. England
  - C. India
  - D. America
6. One of Professor Guide's suggestions is that Mr. Chatterjee should \_\_\_\_\_.
- A. repeat everything he says to the students at least twice
  - B. apologise to the students and try to speak more clearly
  - C. put every word he says on the board or on to handouts
  - D. make the most use he can of the written word as an aid for students
7. From the conversation it appears that Mr Chatterjee has \_\_\_\_\_.
- A. asked for Jane's advice
  - B. told Jane to help him
  - C. asked Jane to ask a teacher for help
  - D. told Jane to ask Professor Guide for help

17. New Englishes can be called \_\_\_\_\_.

- A. regional varieties of English
- B. emerging Englishes
- C. local standard Englishes
- D. all of the above

18. According to the Quirk view, some teachers in schools in Britain have felt unable to correct their students' faulty English, because they \_\_\_\_\_.

- A. were afraid of making students feel humiliated and resentful
- B. were uncertain what was, and was not, correct
- C. did not want to spend time correcting the students' mistakes
- D. thought students would not learn from the correction of their mistakes

19. Local varieties of English are not so difficult to learn as Standard English because \_\_\_\_\_.

- A. the grammar can be shown to be more logical
- B. the vocabulary is specifically chosen for a particular task
- C. mistakes can be corrected much more easily
- D. they develop from the local culture

20. Error analysis is \_\_\_\_\_.

- A. a way of learning by studying common mistakes in order not to make any mistakes
- B. teaching in the belief that mistakes are necessary to learning and useful to teachers
- C. a way of teaching by correcting the students' mistakes in the exercises whenever they occur
- D. a research method in order to see how well the students have learned

21. English is not unique in being an international language. There are other international languages, such as \_\_\_\_\_.

- A. Spanish
- B. Swedish
- C. Japanese
- D. Danish

22. The 'opportunity cost' of language learning refers to \_\_\_\_\_.

- A. the amount of money that has to be invested in the opportunity
- B. the expenditure of valuable time that could be spent on other things
- C. the lost opportunities you may face at work because you are studying
- D. the extra opportunities you will get if you become good at English

23. At the beginning and intermediate stages of learning, people are concerned almost entirely with \_\_\_\_\_.

- A. information about English
- B. proficiency in English
- C. the meanings of words
- D. the language learning process

24. By cultural imperialism of English is meant \_\_\_\_\_.

- A. the spread to other places of products and cultural ideas that are associated with English
- B. the attempt by some countries to conquer other countries by way of culture
- C. some countries use military forces as well as culture to conquer other countries
- D. the attempt to take over other countries and force them to learn and speak English

25. The shrinking world has been brought about by \_\_\_\_\_.

- A. global warming
- B. global trade
- C. global communication
- D. global disasters

Part 2: True or False

Questions 26--35 are based on this part. Decide whether the following statements are True (T) or False (F) according to what you have learned from the course.

26. EL1 is English as a mother tongue (first language); ESL is English as a second language; EFL is English as a foreign language.

27. Tok Pisin is a Creole, and can be understood by competent English users with some difficulty.

28. In the Kachru view, all deviations from standard English are mistakes and should be corrected.

29. In the three circles of English language users, former colonial countries of Britain belong to the Outer Circle.

30. Any language used internationally tends to spread the culture of its country of origin.

31. Studying English is the same as learning about English.

32. In the worldwide community of users of English, a Chinese student majoring in English stands in the Outer circle.

33. Television programs were a major reason why English became popular globally after the second world War.

34. The end of the 20<sup>th</sup> century is often called the age of rapid communication.

35. The Communicative Approach is a view of ELT that emphasizes understanding and being understood by another person.

(1029号)变化中的英语试题第6页(共12页)

### Section III: Reading Test

30 points

- There are Three parts to the test, each including one reading passage.
- The test will take approximately 30 minutes.
- There will be NO extra time to transfer answers to the Answer Sheet; therefore, you should write ALL your answers on the Answer Sheet as you do each task.

Part 1: Questions 36--40 are based on this part.

#### Passage 1

Read the following passage, and decide whether the statements are T (True) or F (False). Write your answers on your Answer Sheet.

The regional speech patterns that developed during the settlement of the United States are still present and are still important aspects of American English. However, social circumstances have changed in the 20th century. Large-scale immigration and initial settlement have given way to movements between established regions of the country, and people who stay in one area develop local speech patterns. These social conditions lead, paradoxically, both to wider use of a spoken standard American English and to greater variety in local speech types. Some scholars believe that local accents in American cities differ more now than ever before.

This paradox occurs because people talk differently depending on whom they are talking to and on the circumstances of the conversation. For instance, people who work together in different kinds of jobs have special words for their jobs; lawyers know legal language, doctors know medical terms, and factory workers know the right terms to describe the products they make and the processes used to make them. Such job related language not only has special purposes, it also identifies the user as somebody who knows the job. For example, someone who cannot use legal language convincingly is probably not a lawyer.

Language for particular needs and for identification occurs in connection not only with jobs

(1029号)变化中的英语试题第7页(共12页)

but also with social groups — groups formed by region, gender, ethnic affiliation, age, other criteria.

Outside of schools and other formal situations, regional and social variations thrive in American English. The majority of Americans now live in urban and suburban communities instead of on isolated farms, and this change in residence patterns encourages development of informal speech types, each one of which is called a vernacular. Vernaculars develop especially in neighborhoods where people have a great deal of daily contact, but they develop more broadly according to regional and social patterns of contact. Old regional vernaculars sometimes fade, but new ones take their place in regional vernaculars.

36. Early mass immigration and settlement, which gave rise to local speech patterns, now been replaced by cross-regional movements in the US.

37. The author thinks it strange that a more extensive spread of standard spoken American English and a wider flourishing of local speech patterns have arisen from the same factors.

38. It is a universal belief of all the experts that the difference in local accents in urban areas of the US is widening rather than narrowing.

39. The author is unable to explain the fact that accents are becoming increasingly varied.  
40. The formation of vernaculars has been heavily influenced by the urbanization of America.

Passage 2: Questions 41 — 45 are based on this part.

Read the following passage, and choose the best answer from the 4 possible choices marked

B, C and D. Write your answers on your Answer Sheet.

A pidgin is an auxiliary language (a language used for communication by groups of people who have different native tongues) that develops when people speaking different languages are brought together and forced to develop a common means of communication without a common language.

time to learn each other's native languages properly. Typically, a pidgin language derives most of its vocabulary from one of the languages. Its grammatical structure, however, will either be highly variable, reflecting the grammatical structures of each speaker's native language, or it may in time become stabilized in a manner very different from the grammar of the language that contributed most of its vocabulary. Historically, plantation societies in the Caribbean and the South Pacific have originated many pidgin languages. Tok Pisin is the major pidgin language of Papua New Guinea. Both its similarities to and its differences from English can be seen in the sentence "Pik bilong dispela man i kam pinis," meaning "This man's pig has come," or, more literally, "Pig belong this-fellow man he come finish."

Since a pidgin is an auxiliary language, it has no native speakers. A Creole language, on the other hand, arises in a contact situation similar to that which produces pidgin languages and perhaps goes through a stage in which it is a pidgin, but a Creole becomes the native language of its community. As with pidgin languages, Creoles usually take most of their vocabulary from a single language. Also, as with pidgins, the grammatical structure of a Creole language reflects the structures of the languages that were originally spoken in the community. A characteristic of Creole languages is their simple morphology. In the Jamaican Creole sentence "A fain Jan fain di kluoz," meaning "John found the clothes," the vocabulary is of English origin, while the grammatical structure, which doubles the verb for emphasis, reflects West African language patterns. Because the vocabularies of Tok Pisin and Jamaican Creole are largely of English origin, they are called English-based.

41. A pidgin is a language that has \_\_\_\_\_.
- A. arisen naturally and slowly
  - B. been patched together by necessity
  - C. been thought out carefully
  - D. come about by pure accident

42. Characteristics of a pidgin are that it \_\_\_\_\_.

- A. derives its vocabulary and grammar from just one of the languages around it
- B. has a largely stable vocabulary but a grammar that can never stabilize
- C. takes most of its vocabulary from one language, but its grammar can vary
- D. has a variable vocabulary, but a grammar that resembles the parent language

43. Anyone who speaks a pidgin \_\_\_\_\_.

- A. speaks it as a mother-tongue
- B. may have no other language
- C. has learned it at school
- D. also speaks another language

44. Creoles and Pidgins are hybrid languages that \_\_\_\_\_.

- A. have gone through exactly the same process and are more or less the same
- B. differ in that Creoles are spoken as a mother tongue while Pidgins are not
- C. are always mixtures of English vocabulary and some other language's grammar
- D. can never become mother tongues or national languages in the normal sense

45. Jamaican Creole has one major characteristic typical of all Creole languages, namely; \_\_\_\_\_.

- A. it has simplified word-structures
- B. its grammar is from English
- C. its vocabulary is West African
- D. it has no native speakers

Passage 3: Questions 46—50 are based on this part.

Read the following passage, and answer the questions that follow. Write your answers on your Answer Sheet.

An International Language refers to any of several languages, natural or deliberately

constructed, used to facilitate communication among peoples with different native languages.

From time to time different natural languages have been used as universal tongues. As a result of conquest or colonialism, subjugated nations have been forced to abandon their own languages or have gradually adopted the language of the conqueror; conversely, occupying forces have often gradually assimilated the languages of the conquered, as was the case of the Normans in England. In other cases, peoples neighboring on a commercially, culturally, or politically preeminent nation have voluntarily, although usually only partly, adopted the language of that nation as auxiliary to their own. By such means the Latin language came closest of all native languages to becoming a truly universal tongue. Similarly, French from the 18th to the 19th century and English in the 20th century enjoyed relative universality in diplomatic, scientific, and commercial circles.

Other attempts at universal means of communication have been made by the use of a lingua franca or pidgin, or by simplifying existing languages; an example of the latter is Basic English, devised between 1925 and 1930. The use of living native languages has generally, however, proved to be impracticable because of difficulties in learning them or because of nationalistic prejudices.

For these reasons, many attempts have been made to construct artificial universal languages, based on elements of natural languages with simplifications of grammar and spelling. Volapük, devised in 1880 by the German priest Johann Martin Schleyer, and Esperanto, invented in 1887 by a Polish oculist (a physician who treats diseases of the eye), Dr. Ludwik L. Zamenhof, were both based on a combination of Latin, the Romance languages, and the Germanic languages. Volapük eventually proved too difficult to learn and to use; Esperanto is still the most widely spoken of the artificial languages. Interlingua, created in 1951 by the International Auxiliary Language Association, is derived from English and the Romance languages; it has primarily been used in international scientific and

technological journals, thus eliminating the need for costly multiple translations.

**Give short answers to the following questions:**

46. Whose language do subjugated nations often adopt?
47. Can you give an example of a conquering nation adopting the language of the subjugated nation?
48. What was the first genuinely universal language in history?
49. What is Basic English an example of?
50. Who invented the most widely spoken of the artificial languages?

**Section IV: Answering Questions**

15 points

**Write short notes according to what you have learned in the course.**

51. There are many ways in which English learns from other languages through borrowing. Please list three (3) of them and give two examples for each. (6 points)
52. What can you tell about a speaker of a poor, uneducated social variety that you cannot tell about a speaker of a high class, educated social variety? (3 points)
53. Artificial languages, even Esperanto, have never rivaled English as an International language. Why are they not more successful? Please list at least three reasons. (6 points)

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英语专业 变化中的英语

试题答案及评分标准

(供参考)

2005 年 1 月

Section I : Listening Test

15 points

Part 1 Question No.	Answer (1 point each)	Part 2 Question No.	Answer (1 point each)
1.	C	9.	F
2.	D	10.	F
3.	A	11.	T
4.	B	12.	T
5.	C	13.	F
6.	D	14.	T
7.	A	15.	F
8.	B		

Section II : Knowledge Test

40 points

Part 1 Question No.	Answer (2 points each)	Part 2 Question No.	Answer (2 points each)
16.	C	26.	T
17.	D	27.	F
18.	A	28.	F
19.	D	29.	T
20.	B	30.	T
21.	A	31.	F
22.	B	32.	F
23.	B	33.	T
24.	A	34.	T
25.	C	35.	T

(1029 号)变化中的英语答案第 1 页(共 3 页)

Section III : Reading Test

30 points

Passage 1 Question NO.	Answer (2 points each)
36.	T
37.	T
38.	F
39.	F
40.	T
Passage 2 Question NO.	Answer (2 points each)
41.	B
42.	C
43.	D
44.	B
45.	A
Passage 3 Question NO.	Answer (2 points each)
46.	The language of the conqueror(s)
47.	The Normans in England
48.	Latin
49.	Simplifying an existing language.
50.	Dr Ludwik L Zamenhof

Section IV : Answering Questions

15 points

51. ( Any three of them are correct. ) 6 points: 1 point for each way / 0.5 points for each correct example (maximum two examples for each)

- 1) Acronym/abbreviation : WTO ; OPEC , ROM , MTR , OK , BBC
- 2) Borrowed by translation ; Dragon-boat ; white-cloud mountain
- 3) Borrowed by pronunciation ; kongfu, dim sum , pak choi
- 4) Old words with new meanings ; monitor; window; keys ; mouse, menu
- 5) Invented words ; infomania , edutainment

52. ( 3 points; 1.5 points for each correctly answered part underlined — the words do not have to be the same but the same meaning must be obvious)

You can tell what region someone who uses the English of the poorer and the less well educated comes from. The way the better-off use English tells you little or nothing about where that person was born.

(1029 号)变化中的英语答案第 2 页(共 3 页)

53. (Award a maximum of 6 points: 2 points for any one of the reasons listed below.)

- a) Artificial languages based on European languages may be easy for Europeans to learn .....but not for anyone else.
- b) Where there are no native speakers, who decides on what is and isn't correct?
- c) Users of artificial languages will produce the sounds in the way that is natural to them. Users from other language groups may not be able to understand them.
- d) The first learners of an artificial language can have no real books or newspapers to read.
- e) The first learners will have only other learners to talk to, so they will improve only slowly.
- f) Who will teach the first learners?