

TUYỂN SINH CAO HỌC TẠI ĐẠI HỌC ĐÀ NẴNG
ĐỀ CƯƠNG MÔN THI: THỰC HÀNH TIẾNG ANH

PART ONE:

A - LISTENING (approx. 30 mins.)

I - Objectives:

The Listening Test tests your English proficiency in understanding spoken English used in both everyday and academic discourses;

It tests your ability to understand the main idea of a talk or lecture given in a social or academic setting (listening for gist); to listen for details (listening for specific information); to summarize; to make inferences about the information given in a particular context;

It also involves assessing your ability to understand the structure of a talk, to identify question types, to anticipate what you might hear, and prompt possible answers.

II - Organization of the Test:

The Listening Test comprises four sections of increasing difficulty:

Section 1: a conversation on a general topic with 2 or 3 speakers, usually in social or academic setting;

Section 2: a monologue of on a general topic usually in social or academic setting (e.g. an outing, a tour guide giving instructions or directions);

Section 3: a conversation on an academic topic between two to four speakers, usually in an academic setting;

Section 4: a lecture or speech given as a monologue in academic style.

III - Possible Topic Areas:

Topics are of general interest about social and educational situations;

Conversations or talks are set in an academic context (often on a university campus) discussing student orientation programs, details of assignments, oral presentation, classes, or tutorials, or plans for excursions, holidays or outings;

Discussions might be between two students; a professor or lecturer and a student; or an administrator and a student.

B - READING (approx. 60 mins.)

I - Objectives:

The Reading Test tests your proficiency in reading and understanding academic English;

It tests your ability to understand the main idea (skimming); to look for specific information (scanning); to make summary or inferences; or to paraphrase;

It also involves assessing your ability to identify text structure; to understand logical relationships; to deal with reading problems (either vocabulary or structure); to identify question types; and to read quickly.

II - Organization of the Test:

The Reading Test consists of three reading passages with a variety of questions to answer.

Each reading passage is of approximate 3,000 words in length, and is followed by 10-13 questions.

III - Major Questions Types:

Multiple-choice

Choosing the best title

Choosing the best answer

Short-answer questions

Matching

Choosing from a heading bank to match headings with paragraphs

Matching lists from phrases

Identifying viewpoints, facts, and opinions;

Classifying

Completion

Completing sentences, statements;

Completing charts, tables, figures, summaries, etc.

C - SPEAKING (approx. 10 mins.)

I - Objectives:

The Listening Test tests your English proficiency in speech communication;

It tests your ability to use spoken English fluently and effectively;

It also involves assessing your mastery of language use, your critical thinking, your organization of ideas, your ability to express yourself successfully (clarification, paraphrasing, etc.)

II - Organization of the Test:

The Speaking Test consists of two parts:

Part 1: Self-introduction (approx. 2 mins.)

Part 2: Future Plans (approx. 2 mins.)

Part 3: Extended discourse (approx. 6 mins.)

In Part 1, you are asked to talk about yourself. Apart from the self-introduction, this may involve telling your examiners about your occupation, your current employer, your educational background, your employment history, your major concerns, or whatsoever.

In Part 2, you will be asked to talk about your future plans (changing your job, moving to a new place, getting married, or having a baby, ...), or proposed course of study (which may be this Master course you are going to take). Remember that you are

expected to demonstrate your ability to speculate future occurrences or defend a point of view.

Part 3 may be the most demanding part of the test. You will be asked to render an opinion or present your view on a given topic or statement. Here your ability to describe, to explain, to evaluate, to argue, to generate solutions, to predict necessary actions, to use evidence or examples to support your view is requested.

Remember that the examiners' questions will be integrated within these parts and you must show that you have an ability to communicate effectively, to structure your presentation properly, and to take initiative in that conversation.

III - What will be assessed?

Your knowledge and insight of the field presented

Your ability to communicate effectively

Your ability to use appropriate vocabulary and structures

Your ability to answer questions properly

General fluency, naturalness, and intelligibility

PART TWO: REVISION FOR WRITING TEST (LANGUAGE THEORY) (70 mins)

PHONETICS & PHONOLOGY

A. PHONETICS

I. Sound classes - Description & classification

1. Vowels

2. Consonants

II. Co-articulatory processes:

1. Assimilation

2. Dissimilation

3. Deletion

4. Epenthesis

5. Metathesis

6. V – lengthening

7. Aspiration

8. Syllabicity

9. Flapping

B. PHONOLOGY

I. Segments in contrast

1. The phoneme

2. Minimal pairs

II. Phonetically conditioned variation: Phonemes and allophones

1. The allophone
 2. Complementary distribution
- III. The Syllable
- IV. Phonetic and phonemic transcription

MORPHOLOGY

A. WORD STRUCTURE

I. Morphemes

Definition – characteristic features - Types of morphemes

II. The representation of the internal structure of complex words:

1. The tree structure
2. The bracket diagram

B. WORD FORMATION

Types of morphological processes – Definition – Characteristic features:

- I. Compounding
- II. Derivation
- III. Shortening
- IV. Conversion
- V. Ablaut
- VI. Stress shift
- VII. Inflection

SYNTAX

- I. Identifying sentence elements (clause types)
- II. Transformation of sentences
- III. Sentence analysis (GCE & PSRs)
- IV. Ambiguity
- V. Synthesis of sentences

LEXICOLOGY

A. SEMASIOLOGY (SEMANTICS)

I. Word meaning

1. Types of meanings
2. Components of lexical meaning
3. Types of lexical meaning
4. Motivation of words

5. Polysemy, homonymy and context

II. Semantic change

1. Types of semantic change

2. Figures of speech

- Metaphor: Definition – Characteristic features – Types

- Metonymy: Definition – Characteristic features – Types

B. PHRASEOLOGY

Definition – Characteristic features – Types

SEMANTICS

A. REFERENCE & SENSE

I. Reference

Definition – Characteristic features – Types

II. Sense

Definition – Characteristic features

III. Reference vs Sense

IV. Referring expressions

V. Predicates

B. STUDY OF TRUTH CONDITION

I. Sense Properties

1. Analyticity

2. Syntheticity

3. Contradiction

II. Sense Relations

1. Identity and Similarity of sense

- Synonymy and paraphrases

- Hyponymy and entailment

2. Opositeness and Dissimilarity of sense

- Antonymy and contradictoriness

- Ambiguity

QUESTIONS:

A. Phonetics & Phonology

Classification of sounds in English:

1. In what way(s) are speech sounds divided into vowels and consonants?

(table 2.2 the major difference between consonants and vowels)

(Reference books can be: Contemporary Linguistics (C.L), 1993. p. 18)

2. What does the particular quality of a consonant depend on?

3. How many types of articulatory obstruction? Define or explain them

(Reference books can be: English Phonetics, Moscow. p. 14: table of English consonants, p. 16 - 19)

4. According to what principles are consonants usually classified?

5. On what base are the English vowel phonemes divided into monophthongs and diphthongs?

6. What does the particular quality of a vowel depend on?

7. According to what principles may the English monophthongs be classified?

(Reference books can be: English Phonetics, Moscow 1980, p. 16-24, 57-60)

8. Explain the phonetic features that permit the classification of speech sounds into voiced, voiceless, nasal and oral classes

(Reference books can be: An introduction to language, Australian Ed. 1988, p. 31-32)

9. Explain the terms of:

a. Minimal pairs, Distinctive features (Intro. p. 66-70)

b. Assimilation rules, Dissimilation rules (Intro. 95-111)

c. The functions of phonological rules (Intro. p.105-111)

10. Definition of: syllables, phonemes and allophones with illustrations

(Reference books can be: C.L. p. 54- 72)

B. Morphology

1. What are the most common types of word formation in English? Define them with illustrations (Contemporary Linguistic (C.L), 1993, p. 120-124)

2. Explain the three criteria which are commonly used to help distinguish between inflection and derivational affixes. (C.L, p. 129-131)

3. Indicate the syntactic relations of compounding elements by paraphrasing the following compounds: *Sunrise, washing machine, sightseeing, birth-control, baby-sitter*

4. Words fall into two general classes: Single and Complex. Explain single words versus complex words in free and bound morphemes.

5. Are some contracted forms like *I'll, I'm* ... bound or free morphemes?

6. Is "cran" in "cranberry, cranapple, cranprune" ... free or bound morphemes?

7. Represent the internal structure of the following words by drawing the tree structure and bracket diagram.

Uncomfortableness

Centralization

Denationalization

C. Syntax

1. Analyse the functions of the THAT- CLAUSES, and RELATIVE CLAUSES in the following sentences:

- a. That she is still alive is a consolation.
- b. I told him that he was wrong.
- c. The assumption is that things will improve.
- d. Vote for which ever candidate you like.
- e. Home is where your friends and family are.

(A University Grammar of English (A.U.G.E.), p. 316 - 319)

2. Name (functionally or semantically) the kinds of the underlined clauses in the following sentences:

- a. The best thing would be for you to tell everybody.
- b. With SUBORDINATOR the tree growing tall, we get more shade.
- c. Whether right or wrong, he always comes off worst in an argument.
- d. They left the door open in order for me to hear the baby.
- e. Being a man of ingenuity, he soon repaired the machine.

(AUGE, p. 310-327)

3. The sentence "She looked hard" contain an ambiguity, draw two different tree diagrams to clarify the meanings (Hard can be either adverb or adjective) (Brown & Miller, p. 82)

4. Indicate the borders of the complex noun phrase (as a subject) in the following simple sentences, then analyse the semantic or syntactic relations of clauses in the sentence:

The pretty girl standing in the corner who became angry because you waved to her when you entered is Mary Smith.

(AUGE, p. 375-376)

5. Paraphrase the following sentences and do not change its meaning.

- a. In two ways (use THAT/ IT):
Unfortunately, Bob rejected the offer.
- b. In one way:
To our regret, Bob rejected the offer.

Explain the following sentence by saying *who* or */* and *what are fortunate*:

Fortunately, John returned the book yesterday.

7. Underline the attitudinal disjunct which indicates the subject of the clause:

- a) Surprisingly, John returned the money.
- b) Rightly, John returned the money.

8. Draw four tree diagrams to illustrate grammatical relations of the sentences:

- a. *The people in the room frightened the boy.*

- b. *The boy frightened the people in the room.*
 c. *Several people who were wearing hats came in.*
 d. *Several people came in who were wearing hats.*
9. The following sentences are ambiguous. Show their ambiguity by drawing appropriate tree diagrams.

John believed Mary and Fred trusted Sally.

They have wounded men there.

Combine the following set of simple sentences to form a complex sentence:

Ramah will not play against the Hindu school. It has a very strong team. He has declared this to be his intention. He does not wish to tire himself before the cup-match.

10. Combine each set of simple sentences into one complex sentence

1. The personnel manager made proposals. Some opposed the proposals. The majority supported them. They were carried out.

2. The man was innocent. He could have defended himself.

He refused to speak. He was afraid of convicting his friend.

D. Lexicology and semantics

Word meaning

Motivation of word

1. State the motivation for the underlined words in the following sentences (morphologic, semantic or phonological). Provide reason(s) for your choice.

a) Helen used to be his girlfriend.

b) He's a lion.

c) I could hear the hens cackling in the garden.

d) He broke the neck of the bottle.

2. Examine the underlined words in following sentences and answer the questions

a) He earns his living by his pen.

b) He is a fox.

c) She gave me a warm welcome.

d) The room burst out laughing.

i) For each of the underlined words, determine whether it is used as metaphor or metonymy.

ii) Give reason for your choice.

Ambiguity: Polysemy and homonymy

(Intro. p. 207-208; Semantics - a coursebook, p. 121-128)

3. Decide whether the following words are examples of homonymy or polysemy.

a) *bark (of a dog vs. of a tree)*

- b) *fork* (*in a road* vs. *instrument for eating*)
- c) *tail* (*of a coat* vs. *of an animal*)
- d) *lip* (*of a jug* vs. *of a person*)
- e) *punch* (*blow with a fist* vs. *kind of fruity alcoholic drink*)

4. Examine the following sentence conversation and answer the questions:

Mouse: *Mine is a long and sad tale!*

Cat: (looking with wonder at the mouse's tail)

It is a long tail, certainly, but why did you call it sad?

- i) Determine whether the misunderstanding happened due to the case of homonymy or polysemy.
- ii) Give reason for your choice.

Sense and reference

5. State major difference between reference and sense. (Semantics - a coursebook, p.25-33). Provide your own example.

Sense properties:

Analyticity, Syntheticity and Contradictoriness (Semantics - a coursebook, p.91-93)

6. Examine these sentences below and answer the following questions

- a) Cats are animal.
- b) Bachelors are unmarried.
- c) No cats like to bathe.
- d) Bachelors cannot form lasting relationships.
- e) John killed Bill, who remained alive for many years after.

i) Determine whether each of the sentences above is analytic or synthetic or contradictory

ii) Give reason for your choice

Sense relations:

7. State types of antonyms and provide examples for illustration:

Binary (complementary) antonyms;

Converse (relational) antonyms;

Gradable antonyms

(Semantics - a coursebook, p.114-119)

8. Examine the data below and answer the following questions:

- a) near - far
- b) cheap - expensive
- c) beautiful - ugly
- d) top - bottom

- e) father - son
- f) above - below
- i) Decide whether each pair of the following words are binary or converse or gradable
- ii) Give reason for your choice

REFERENCE BOOKS:

- [1] Fromkin, Victoria & Robert Rodman, Peter Collins, David Blair (1990), *An Introduction to Language*, Holt, Rineart & Winston
- [2] Hurford, James R. & Brendan Hearsley (1996), *Semantics - A coursebook*, Longman
- [3] Jacob, Roderick A. (1995), *English Syntax*, Oxford University Press
- [4] O'Grady, William & Michael Dobrovolsky (1993), *Contemporary Linguistics - An introduction*, St. Martin Press, New York
- [5] Quirk, Randolph & Sidney Greenbaum, Geoffrey Leech, Jan Svartvik (1975), *A University Grammar of English*, CUP.
- [6] Truong, Hoang Tat (1993), *Basic English Lexicology*, Foreign Languages College, Vietnam National Universities, Hanoi