

重庆大学 2000 年外国语学院硕士研究生入学考试试题

考试科目：语言学概论

(第一、二部分试题做在试题册上，第二部分写在空白答题纸上。)

Part I: Basic Concepts (20%)

Briefly define the following terms in English.

1. morphology
2. diphthong
3. compound sentence
4. deep structure
5. ellipsis
6. semantics
7. free variation
8. co-operative principles
9. prefix
10. hyponymy

Part II: Language Analysis (50%)

2.1. Give the phonetic symbol for each of the following sounds together with an illustration of the use of the sound in an English word. You are required to give no less than three words for the illustration of each symbol.

- 1) voiceless bilabial stop: \_\_\_\_\_
- 2) high back tense rounded vowel: \_\_\_\_\_
- 3) voiced retroflex: \_\_\_\_\_
- 4) voiceless interdental fricative: \_\_\_\_\_
- 5) high front tense unrounded vowel: \_\_\_\_\_

2.2. Indicate the position of main stress in each of the following words by writing an accent mark ( ) over the appropriate vowel symbol or symbols.

1. apple 2. baboon 3. behest 4. decent 5. descent
6. executive 7. indiscriminate 8. massage 9. yesterday 10. zoological
11. sagacity 12. neurologist 13. facetious 14. caress 15. Washingtonian

2.3. Each of the following compounds is made up of two parts. How do the parts relate to each other? Two examples are given below:

- e.g. fleabite (a bite from a flea)  
bridcage (a cage for bird)
1. bedside \_\_\_\_\_
  2. mailbox \_\_\_\_\_
  3. hardwood \_\_\_\_\_
  4. paintbrush \_\_\_\_\_
  5. password \_\_\_\_\_
  6. windowpane \_\_\_\_\_
  7. outlaw \_\_\_\_\_
  8. nightfall \_\_\_\_\_
  9. rainbow \_\_\_\_\_
  10. sunshine \_\_\_\_\_

2.4. There are ten sentences below, part of the sentence is underlined, read the underlined part carefully and identify its construction type and write the term (Modification, Predication, Complementation and Subordination) in the blank.

One example is given:

Example: John runs slowly. (Modification)

1. Mary stood at the back. ( )
  2. Mary is a nurse. ( )
  3. Mary sings. ( )
  4. The old man likes to come here everyday. ( )
  5. I want to go. ( )
  6. Peter kissed Mary. ( )
  7. She cried when she fell down. ( )
  8. Jack sings but Mary dances. ( )
  9. I know where she is. ( )
  10. John is clever. ( )
- 2.5. Choose from five diagrams, the one that illustrate the relationship among three given classes better than any other diagram offered. One example is given below:  
A) C) D) E)
- e.g. animal, vegetable, tiger(C)
1. bachelors, men, tennis player ( )
  2. sparrows, birds, cats ( )
  3. people, scientists, Chinese ( )
  4. white-haired, doctor, woman ( )
  5. furniture, bed, chair ( )
  6. baseball fans, artists, painters ( )
  7. frogs, mosquitoes, insects ( )
  8. varsity athletes, seniors, members of student honor society ( )
  9. octopi, porpoises, things live in the sea ( )
  10. wood, stone, pine ( )
- 2.6 Explain the meaning of the underlined words in the following sentences. One example is given below:  
e.g. The judge gave orders to clear the court. (order the members of the public to leave)
1. He did not know how to draw a cheque. \_\_\_\_\_
  2. It falls to you to reorganize the football team. \_\_\_\_\_
  3. The bill has twenty days to run. \_\_\_\_\_
  4. Colors run in washing. \_\_\_\_\_
  5. Where does the river take its rise? \_\_\_\_\_
  6. He who cannot take a joke should not make one. \_\_\_\_\_
  7. The company cleared \$5,000 on its cotton exports last season. \_\_\_\_\_
  8. The flap of the envelope has come unstuck. \_\_\_\_\_
  9. They gave their enemy a good beating. \_\_\_\_\_
  10. Where is this carpet to go? \_\_\_\_\_
- 2.7. State, by writing a, b, c, d, etc. where the preposition underlined indicates.
- a. Position b. Destination
  - c. Passaged. Orientation
  - e. Resultative state f. Pervasive (static) state
  - g. Pervasive motion
1. The monkeys disappeared through the window. ( )

2. I went into the bathroom to get a drink of water. (
3. I looked in the mirror and thought I had a monkey's face. (
4. A monkey was sitting on the edge of the bath. (
5. It was squeezing toothpaste all over its chest. (
6. I rushed out of the house, shouting for help. (
7. Out of the house, I felt calmer. (
8. I sent for the monkey-catcher, who lived across the river. (
9. We ran behind the house and watched. (
10. Paper lay scattered all over the floor. (

2.8. Indicate by a, b, c, whether the object underlined in the following sentences is:

- a. affected
- b. effected
- c. locative

1. Has anyone touched the television today? (
2. Who is making all that noise? (
3. We are just passing the Eiffel Tower. (
4. Take the deep breath. (
5. Somebody took my coat by mistake. (
6. I climbed the hill as light fell short. (
7. A gas leak can cause a serious explosion. (
8. We have fought a good fight - and lost. (
9. Have you dropped your handkerchief, my dear? (
10. After that I paid her a visit every evening. (

2.9. Give at least three verbs to illustrate each of the following types of speech acts.

One example is given for each type.

1. Assertives: assert, \_\_\_\_\_
2. Declarations: declare, \_\_\_\_\_
3. Directives: invite, \_\_\_\_\_
4. Commissives: commit, \_\_\_\_\_
5. Expressives: apologize, \_\_\_\_\_

### Part III: Detailed Discussion (30%)

There are 4 given topics below. You may choose any three of them to give detailed discussion. (write your answer on the blank paper)

1. What is communicative competence?
2. What is indirect speech act?
3. Use your own experience in learning English to show culture is very important in language learning.
4. Can you give examples to illustrate the phenomena of the interlanguage in learning a foreign language?

重庆大学外国语学院研究生考试试题（英汉、汉英翻译）2000年

(考生注意：现代汉语部分直接做在试题上，翻译做在空白纸上)

I. 英译汉 (40%)

Some old things with which we had grown familiar, and which had begun to creep into the very habit of our thought and of our lives, have altered their aspect as we have latterly looked critically upon them, with fresh, awakened eyes; have dropped their disguises and shown themselves alien and sinister. Some new things, as we look frankly upon them, willing to comprehend their real character, have come to assume the aspect of things long believed in and familiar, stuff of our own convictions. We have been refreshed by a new insight into our own life.

We see that in many things that life is very great. It is incomparably great in its material aspects, in its body of wealth, in the diversity and sweep of its energy, in the industries which have been conceived and built up by the genius of individual men and the limitless enterprise of groups of men. It is great, also, very great, in its moral force.

But the evil has come with the good, and much fine gold has been corroded. With riches has come inexcusable waste. We have squandered a great part of what we might have used, and have not stopped to conserve the exceeding bounty of nature, without which our genius for enterprise would have been worthless and impotent, scorning to be careful, shamefully prodigal as well as admirably efficient. We have been proud of our industrial achievements, but we have not hitherto stopped thoughtfully enough to count the human cost, the cost of lives snuffed out, of energies overtaxed and broken, the fearful physical and spiritual cost to the men and women and children upon whom the dead weight and burden of it all has fallen pitilessly the years through. The groans and agony of it all had not yet reached our ears, the solemn, moving undertone of our life, coming up out of the mines and factories and out of every home where the struggle had its intimate and familiar seat.

At last a vision has been vouchsafed us of our life as a whole. We see the bad with the good, the debased and decadent with the sound and vital. With this vision we approach new affairs. Our duty is to cleanse, to reconsider, to restore, to correct the evil without impairing the good, to purify and humanize every process of our common life without weakening or sentimentalizing it. There has been something crude and heartless and unfeeling in our haste to succeed and be great. Our thought has been "Let every man look for himself, let every generation look for itself, while we reared giant machinery which made it impossible that any but those who stood at the levers of control should have a chance to look out for themselves."

II. 汉译英 (40%)

拂晓，迷蒙的浓雾笼罩在北河沿街葱郁的洋槐树上，故都的清晨还沉在朦胧的雾霭中。快活的麻雀飞跃在青色的枝头，挟着春意的晓风吹过，使人们确切地感到春天是来到了。渐渐地，北大红墙后面的大操场上，迎着东升的红日一小群一小群和三三两两的青年学生正络绎地向这儿集合着。

他跳下床用力把被子一甩，脸也不洗，早点也没吃就踏着沉重的大步奔向红楼后面的图书馆去。几个月来，图书馆成了他的避难所。当他感到了私人生活的不如意，以及在某些浪潮中感到自己已经丧失了青年人的锐气因而也激起了某些矛盾或羞惭的情绪时，他就赶快藏身到

图书馆里去。而且如果能够在某一种书籍中，某一些章句中，找到了可供参考的有用材料，那他就更加喜欢更加得意地忘掉了一切烦恼。他翻着书，不知怎的，心里突然闪过了曹孟德的几句话：

“对酒当歌，人生几何？譬如朝露，去日苦多……”

一种飘渺的幻灭似的悲哀，在很短的一霎间抓住了他的心灵，他擦下书本，茫然地起身到窗前去。枝头汪着湿润的绿色，温暖的阳光下，几株碧桃含苞待放，空气是醉人的清新馥郁。这时，“三一八”纪念大会在红楼大操场上进行着。突然，狂鸣着的枪声已经砰砰地在人群的头上呼啸起来了。人群发生了骚乱，有大声喊着口号的，也有乱跑起来的。

“站住！不许动！——再动，开枪啦！”荷枪实弹、浑身黑老鸦一样的警察，对着这些手无寸铁的青年人，好像对着百万雄兵的大敌一样，有的端着刺刀，有的举着大枪，有的拿着木棒，从四面八方杀了上来。学生的领队不知从哪个角落里突然钻到队伍前面来，他洪亮的嗓音，震响在空中：

“打倒日本帝国主义！打倒认贼作父的国民党！”

这些激昂悲壮的口号声，不时远远地传送到图书馆里肃静的空气中。人群在昂扬地呼喊，激愤地搏斗。刚才零乱了的队伍经这么一鼓动又组织起来了。八个一排，臂膀挽着臂膀，怀里揣着石块，唱着歌，高呼着口号一直和北大红楼前的大门冲过去。

起来，饥寒交迫的奴隶！

起来，全世界受苦的人！

满腔的热血已经沸腾！……

歌声突然像爆发的山洪，在断续的枪声中悲愤地倾泻在广漠的春天的上空。

### III. 现代汉语 (20%)

1. 请从下列词语中选出外来词分别填在括号中。(5%)

扑克，花头，沙皇，阿飞，派出所，博览会，俱乐部，窝窝头

(1) 移植的外来词 ( )

(2) 音译兼义译的外来词 ( )

(3) 音译的外来词 ( )

(4) 音译加义类的外来词 ( )

2. 请在括号中用汉语注出下面划线的字是虚语素还是实语素。(5%)

(1) 女子 ( )

(2) 作家 ( )

(3) 大家 ( )

(4) 纸头 ( )

(5) 男性 ( )

3. 请从下列五个方面去填写同义词和辨析同义词。(5%)

(1) 局面 ( ) (从 去辨析)

(2) 部署 ( ) (从 去辨析)

(3) 粗犷 ( ) (从 去辨析)

(4) 轻便 ( ) (从 去辨析)

(5) 发挥 ( ) (从 去辨析)

4. 请阅读下列句子，看是否有错，若无，则在“无错”栏打“√”。若有错，则用简洁的汉语（不超过十个汉字）说明错误的原因，并就在句中改正错误。(5%)

(1) 长江厂和长征厂一百余名职工，为造房与拆房之争发生混战，致使重伤两人，轻伤十八人的严重后果。

(错误的原因: ) (无错: )

(2) 我市各单位首批赴上海参观的代表, 均由先进工作者组成。

(错误的原因: ) (无错: )

(3) 认真开展增产节约运动, 减少了不必要的开支和浪费。

(错误的原因: ) (无错: )

(4) 在学生中树立革命风尚, 是当前全国中小学工作的当务之急。

(错误的原因: ) (无错: )

(5) 对于师范院校的学生, 今后要当教师, 学点教育学、心理学很有必要。

(错误的原因: ) (无错: )

