

曲阜师范大学 2005 年攻读硕士学位研究生入学考试试题

学科、专业名称: 外国语言学及应用语言学
 考试科目名称: 语言学与应用语言学基础理论

- | | |
|---|----------------------------|
| 注 | 1. 试题共 <u>4</u> 页。 |
| 意 | 2. 答案必须写在答题纸上, 写明题号, 不用抄题。 |
| 事 | 3. 试题与答题纸一并交上。 |
| 项 | 4. 须用蓝、黑色墨水笔或圆珠笔作答, 字迹清楚。 |

I. Fill in the following blanks with what is appropriate. (20%)

- By _____ we mean the forms of linguistic signs bear no natural relationship to their meaning.
- Halliday proposes a theory of metafunctions of language, that is, language has ideational, _____ and textual functions.
- _____ phonetics is the study of the physical properties of the sounds produced in speech.
- The word _____ simply refers to a "unit of explicit sound contrast". By selecting one type of sound instead of another we can distinguish one word from another.
- In order to reduce the ambiguity of the term "word", the term _____ is postulated as the abstract unit underlying the smallest unit in the lexical system of a language, which appears in different grammatical contexts.
- _____ refers to an abnormal type of word-formation where a shorter word is derived by deleting an imagined affix from a longer form already existing in the language.
- The _____ relation, also called ASSOCIATIVE, is a relation holding between elements replaceable with each other at a particular place in a structure, or between one element present and the others absent.
- Mathesius held that apart from the analysis of a sentence in terms of subject and predicate from the formal point of view, there may also be a functional analysis in terms of theme and _____.
- Pairs of words like *good:bad*, *long:short*, *big:small* are examples of _____ antonymy.
- Katz and Fodor's semantic theory consists of two parts: a dictionary and a set of _____, which are responsible for combining the meanings of

words together.

- In the proposition *Socrates is a man*, *Socrates* is the argument and *man* is the predicate. In logical terms, this proposition is represented as _____.
- The study of the evolutionary stages of basic color words is often taken as an example to be against the _____.
- When we speak, we not only produce some units of language with certain meanings, but also make clear our purpose in producing them, the way we intend them to be understood, or they also have certain forces as Austin prefers to say. This is the second sense in which to say something is to do something, and the act performed is known as _____.
- Chomsky believes that language is somewhat innate, and that children are born with what he calls a _____.
- _____ focuses on the study of linguistic features related to literary style.
- According to Krashen's _____ (1985), learners acquire language as a result of comprehending input addressed to them.
- A _____ view of language argues that language is socially constructed. Learners learn language by cooperating, negotiating and performing all kinds of tasks.
- _____ regard errors as evidence of the learning process. By making hypothesis about the target language, the learners arrive at a particular interlanguage. Then he modifies his hypothesis and goes towards the target language.
- There are two influential approaches to language testing, the psychometric-structuralist approach and the _____.
- Lado proposes two basic requirements that a test must fulfill: validity and _____.

Match the linguists under Column A with the books or theories under Column B. (10%)

- | | |
|------------------|--|
| J. L. Austin | a. <i>Course in General Linguistics</i> (1916) |
| Sperber & Wilson | b. <i>Language</i> (1933) |
| H. P. Grice | c. <i>Syntactic Structure</i> (1957) |

- | | |
|--------------------------|---|
| 4. R. Jakobson | d. <i>An Introduction to Functional Grammar</i> (1985) |
| 5. A. N. Chomsky | e. <i>Logic and Conversation</i> (1975) |
| 6. L. Bloomfield | f. <i>Relevance: Communication and Cognition</i> (1986) |
| 7. Ferdinand de Saussure | g. <i>How to Do Things with Words</i> (1962) |
| 8. G. Lakoff | h. etic vs. emic |
| 9. M. A. K. Halliday | i. <i>Linguistics and Poetics</i> (1960) |
| 10. K. Pike | j. generative semantics |

III. Explain the following terms, give examples if necessary. (48%)

- | | | |
|------------------------------------|----------------------------|---------------|
| 1. c-command | 2. inflection | 3. hyponymy |
| 4. linguistic sexism | 5. ostensive communication | 6. syllabus |
| 7. interlanguage | 8. diagnostic test | 9. synecdoche |
| 10. immediate constituent analysis | 11. the cohort theory | |
| 12. garden path sentence | | |

IV. Do the following according to the requirements. (21%)

- Give the description of the following sound segments in English. (5%)
1) [p] 2) [d] 3) [u:] 4) [k] 5) [l]
- Explain the following phonological rule. (4%)
/p/ → [p̣] / [s] _____
 [p^h] elsewhere
- Explain one of the principles of the binding theory by studying the following example. (4%)
John₁ doesn't like Bill's₂ criticism of himself₂.
- Use language learning theories to analyze the following underlined errors and mistakes committed by Chinese learners of English. (8%)
1) He borrowed the book to me.
2) Bill went to the counter and said, "Two teas, please."

V. Answer the following questions briefly. (24%)

- What are the characteristics of conversational implicature. (8%)
- How many stages of development has Chomsky's TG Grammar undergone? (5%)
- What is meant by communicative dynamism? (5%)
- What are the features of women register? (6%)

VI. Discussions. (27%)

- How is the competence-performance distinction related to that between langue-parole? And why is the distinction of competence-performance important in linguistics? (13%)
- What are the problems with the referential theory? How did Ogden and Richards develop their theory about meaning? What influence does their theory have upon linguistics? (14%)