

曲阜师范大学 2006 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

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| 注 | 1. 试题共 <u>5</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%)

- The ability for a native speaker to understand a sentence that has never been heard before is referred to as _____.
- Ritual exchanges about health or weather such as *Good morning, God bless you, Nice day* often state the obvious, but they play an important function called _____.
- _____ phonetics is the study of the physical properties of the sounds produced in speech.
- Pair of words like *tin* and *din*, *tie* and *die* are known as _____ in phonology.
- 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.
- Concerning word formation, *smog* is a case of _____.
- Deep structures are changed into surface structures by means of _____.
- 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 _____.
- C-command is short for _____.
- Words like *rose*, *tulip*, *lily*, *peony* are the _____ of the superordinate word *flower*.
- In terms of componential analysis, the distinctive component in *boy* and *woman* is _____.

- In the sentence **Sincerity shook hands with the black apple*, some _____ have been violated, which lead to the semantic ill-formedness of the sentence.
- Sentence like *I promise to love you forever* and *I fire you* are typical _____ sentences in pragmatics.
- Chomsky believes that language is somewhat innate, and that children are born with what he calls a _____.
- CALL which is short for _____ refers to the use of computer in the teaching or learning of a second or foreign language.
- According to Krashen's _____ (1985), learners acquire language as a result of comprehending input addressed to them.
- _____ is formed when the learner attempts to learn a new language, and it has features of both the first language and the second language but is neither.
- The American TOEFL and the current PETS tests offered by the Ministry of Education are examples of _____ test.
- Schemata operate in a _____ or conceptually driven way to facilitate interpretation of environmental stimuli.
- Examples like "morning star" and "evening star" are cases of words with the same reference but different _____.

II. Determine whether the following statements are true or false. (12%)

- Such issues as official languages are concerns of the sociolinguistic study of society.
- Modern linguistics gives priority to diachronic studies of language.
- In the semantic triangle, there is no direct relationship between symbol and referent.
- If a word has sense, it must have reference.
- Standard dialect is usually based on a regional dialect.
- There has already been an established theory about the origin of human language.
- Etic and emic originate from the American linguist Pike's distinction of phonetics and phonemics.

8. The phonological structure of a word and its morphemic structure do not necessarily correspond.
9. In *Speak about the language*, *speak* governs *the language*.
10. Pairs of words like *big:small*, *long:short* for a relation of complementary antonymy.
11. Items like multiple choice and true-or-false response often appear in discrete point tests.
12. The London School is well-known for its study of phonology and phonological oppositions.

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

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| 1. J. L. Austin | a. <i>The Meaning of Meaning</i> (1946) |
| 2. Sperber & Wilson | b. <i>An Integrated Theory of Linguistic Description</i> |
| 3. H. P. Grice | c. <i>Lectures on Government and Binding</i> (1981) |
| 4. William Labov | d. <i>An Introduction to Functional Grammar</i> (1985) |
| 5. A. N. Chomsky | e. <i>Conversational Implicature</i> |
| 6. Katz and Fodor | f. <i>Relevance: Communication and Cognition</i> (1986) |
| 7. Ogden and Richards | g. <i>How to Do Things with Words</i> (1962) |
| 8. F. de Saussure | h. <i>Papers in Linguistics</i> (1951) |
| 9. M. A. K. Halliday | i. paradigmatic and syntagmatic relations |
| 10. J. R. Firth | j. <i>The Social Stratification of English in New York City</i> (1966) |

IV. Explain the following terms, give examples if necessary. (40%)

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| 1. linguistic relativity | 2. diachronic study | 3. allophone |
| 4. illocutionary act | 5. immediate constituent analysis | |
| 6. conceptual meaning | 7. structural syllabus | 8. pidgin and creole |
| 9. arbitrariness | 10. argument | |

V. Do the following according to the requirements. (20%)

1. Give the description of the following sound segments in English. (5%)
1) [b] 2) [t] 3) [u] 4) [g] 5) [l]
2. Explain the following word formation process. (4%)

gangling	→	gangle
editor		edit
peddler		peddle
enthusiasm		enthuse
3. Translate the following logical forms into English, where a=Ann, b=Bill, c=Carol, L=like, M=mother. (4%)
 - 1) M(a, b)
 - 2) L(b, c) & L(c, b)
 - 3) L(a, b) & ~L(a, c)
 - 4) $\exists x (L(x, b))$
4. Study the following statement *My bag is heavy*. And then try to analyze its sentence meaning from the perspective of semantics and its utterance meaning from the perspective of pragmatics. (7%)

VI. Questions and discussions. (48%)

1. How to explain the following dialogue in terms of the co-operative principle? (5%)
 A: *What did your sister buy at Sears yesterday?*
 B: *She bought a red dress, she bought a green dress, and she bought a blue dress.*
2. Study the following extract from Jane Austen's novel *Pride and Prejudice*. Analyze it in terms of language behavior and gender differences. (10%)
 Mrs Bennet, excited after participating in a party, talked to her husband about Mr. Bingley as follows:
 Oh! My dear Mr. Bennet, we have had a *most excellent* ball. ... Jane was so *admired*. Every body said *how well* she looked. Mr. Bingley thought her *quite beautiful*, ... I was so *vexed* to see him stand up with her. ... I am *quite delighted* with him. He is so *excessively handsome*! ... [Mr. Darcy] is a *most disagreeable*.

horrid man. So high and so conceited that there was no enduring him! He walked here, and he walked there, fancying himself so very great! Not handsome enough to dance with.

3. Analyze the following sentences in terms of syntactic processing. (5%)

The horse raced past the barn fell.

The boat floated downstream sank.

While Mary was mending the sock fell off her lap.

4. Analyze the following sentences in terms of binding theory and its problems. (8%)

1) 小张₁认为小李₂太自卑,总是瞧不起自己₂。

2) 小张₁认为小李₂太狂妄,总是瞧不起自己₁。

5. How do the various linguistic views influence language learning and teaching?

The various linguistic views may include traditional grammar, structural linguistics, transformational-generative linguistics, functional linguistics and the theory of communicative competence. (10%)

6. What is the heritage concerning the study of language and culture in England and North America which leads to the Sapir-Whorf Hypothesis? (10%)