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课考试
丛书



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语言学 习题集

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序 言

近年来,随着我国英语专业在数量上和整体水平上的稳步提高,学习英语专业“综合英语”部分——语言学、英美文学、英美文化——内容的同学越来越多。能够迅速提高水平,进而在各种相应的考试中获得好的成绩,这是同学们的希望,当然也是老师们应该关注和予以帮助的重要方面。

在这一点上,《英语专业考试丛书》的同仁们做了一件十分有益的事情。内容全面、形式多样、针对性强,这是我读过《丛书》书稿后的印象,从中也足见《丛书》编撰者的良苦用心。我与这些中、青年同事大多都很熟悉,了解他们的素质和业务能力,也了解他们的为人。相信同学们很快就会从书中感受到这一点。

“综合英语”所包含的内容不仅是重要的专业知识,更代表着理论素养和总体语言水平。可以说,一个人如果这些方面能力强、水平高,那么他的英语的整体能力一定也强,水平一定也高;反之,如果他相关领域的知识和能力都很差,他的整体能力不可能强,水平也不可能高。即便是有自称“例外”的人,他的能力和水平也是有明显“缺陷”的。

《丛书》的总主编田强同志嘱我为《丛书》作序,我不想耽搁大家太多的时间来读序言,还是多留些时间来读《丛书》的内容吧。

祝同学们学习和考试获得成功!

贾玉新

乙酉年阳春于哈工大

英语专业的一个特征(代总前言)

近年来越来越多次地听到有人谈论这样一个问题:英语专业和英语公共课有什么区别?言下之意,一是英语专业的专业特征越来越不明显了,二是英语专业已经越来越没有优势可言了。其佐证是非英语专业的英语学习者(通过“双学位”等方式)参加专业四、八级考试(特别是专业四级)的通过率常常相当高;相反,近年来有相当一批英语专业的学生去参加非英语专业的四、六级考试结果却常常是铩羽而归。

这样来看待英语专业是很不公平的:

根据之一,获准参加专业四、八级考试的非英语专业同学基本上都是“主动的”,他们大多都是公共课英语学习中的佼佼者,并且都经过了一段时间的英语专业学习或培训,成绩自然“骄人”;而与此同时,那些参加大学英语四、六级考试的英语专业学生则大多是平日成绩不甚理想、专业四级考试未获通过(自然也就不再说八级了)者。用这样两类不同的考生进行对比恐怕有失公允。

根据之二,我们多数人把考试成绩看得过重,为了准备各种考试而耽搁了正常的专业学习。其他专业除了四、六级外还能拿出别的属于自己专业的东西。英语专业本来也不是没有,只不过不是那样“显著”,而且又“老套”了一点而已;但现在大家却把它放弃了。结果仿佛是英语专业除了四、八级什么也没有了。这就是问题的症结所在。

但是,从另外一个角度讲,我们也不能不问自己这样一个问题:英语专业的专业特征究竟是什么呢?

几年前教育部主管部门的一位领导同志曾提出以“守正出新”为英语专业发展的指导思想,通俗地讲就是“站稳脚跟,再伸出一只手去”。无论是“守正”还是“站稳脚跟”,实际上都是强调要保留和坚持英语专业的传统“内核”。这个“内核”的一个非常重要的组成部分就是语言学、英语国家文学(习惯称之为“英美文学”)和英语国家文化(习惯称之为“英美概况”)。

英语国家文学是英语专业的“传统项目”，但近些年来却受到越来越多的“冷落”。人们更关心那些能够马上“奏效”的课程或学习内容，文学课算是什么？但是，作为英语专业的学生，文学的学习至少有两个层面的重要意义：首先，文学是任何一个“成熟”语言——包括古代和现代——的重要组成部分；更准确地说，文学是语言中最具“艺术”性、最“高级”的那部分。因而从某种意义上讲，不把文学当作重要组成部分的语言学习永远是“低水平”的。试想一个学习汉语的人不懂诗歌、散文、小说，从未读过屈原、李白、曹雪芹、鲁迅，他的语言水平再高又能高到哪儿去呢？如果也从一个更高的层次看，我们就会发现任何一部好的文学作品都是艺术化和“升华”了的生活再现，它会帮助我们获得更多的人生经历，取得更多的人生经验。我们的英语学习者大多都是青少年，所缺少的不正是这样的人生经历和经验吗？

关于英语国家文化，我们也要分几个层面或方面来谈。英语专业许多同学的一个“通病”就是把英语国家文化当成《英美概况》这门“课程”来学习——就像我国许许多多的英语学习者硬要把英语“分解”和“简化”成词汇和语法来学习一样。结果是学得很“累”，效果也不尽如人意。正确的方法是要把英语国家的文化当作一个整体、系统的知识结构来学习和掌握。一种语言学习的最终目标应该是文化的交融，英语学习过程中的乐趣和目的都存在于文化层面。由于历史和现实因素的影响，很多人都把英语学习看成是一个“独立”的东西：我先“学会”英语，然后再拿英语去做事情。可怕的是我们一直把这事倍功半的做法当成是正常的。

* * * *

以上赘言只是想告诉大家：无论是“求生存者”——为了课程考试能够顺利通过的同学，还是“求发展者”——准备“考研”的同学，切记：欲要“出新”，必先“守正”；英语专业有“正”（而不是“证”）可“守”，这是十分重要的。

这就是本丛书成书的主要动机。

总主编
于红森林工作室

前 言

近年来,由于我国对高水平英语人才的迫切需求,越来越多的学生希望通过国家自学考试或全国硕士研究生入学考试获得学士或硕士学位。但是,无论哪种考试,英语语言学都是一门让考生望而生畏却又不得不面对的课程。由于考生对该内容平时接触少,因此,在复习中抓不住重点,在考试中生搬硬套,其结果往往不大理想。针对这种情况,我们编写了这本《语言学习题集》,旨在帮助考生抓住重点,了解英语语言学各领域中的基本问题,并通过相应的测试了解自己对这些问题的理解和掌握程度。

本书综合了《全国自学考试大纲》和《英语专业本科教学大纲》中关于英语语言学课程的规定和要求,借鉴了国内主要外语院系英语专业研究生入学考试的相关部分,讲述了概述、音位学、形态学、句法学、语义学、语用学、历史语言学、社会语言学、心理语言学、语言习得和语言学流派等 11 章内容。本书以问题 - 简答的形式编写,内容连贯,语言精练,问题回答篇幅适中,既体现了知识的系统性,又有所侧重,便于学生在学习中掌握重点。本书测试题部分题型全面,包括填空、选择、判断和名词解释各 12 个,简答题 2 个,共 50 个题,基本覆盖了该章的主要内容。考虑到学生备考的实际需要,本书列出了书中知识点的索引,详细标明其所在章节和问题的序号,方便查阅。

限于编者水平有限,书中纰漏之处定属不少,望读者批评指正。

编者

2005 年 8 月于哈工大

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Introduction

1.1 Origin of language (Q1 ~ Q2)

Q1. What's your understanding of language?

Language is a means of verbal communication. It includes the following attributes: language has system; it is vocal and arbitrary; it is a human and social activity; it is non-instinctive and is related to culture; language changes with time.

Q2. What are the well-known theories about the origin of language?

They are bow-wow theory, pooh-pooh theory, contact theory and "yo-he-ho" theory. Bow-wow theory: In primitive times people imitated the sounds of the animal calls in the wild environment they lived and speech developed from that. Pooh-pooh theory: In the hard life of our primitive ancestors, they uttered instinctive sounds of pain, anger and joy. What makes the theory problematic is that there is only limited number of

interjections in almost all languages. Contact theory: The theory that language arose from human beings instinctive need for contact with his companion has been called the contact theory. Yo-he-ho theory: As primitive people worked together, they produced some rhythmic grunts which gradually developed into chants and then into language.

1.2 Features of language (Q3 ~ Q11)

Q3. What are design features of language?

Design features refer to the defining properties of human language that tell the difference between human language and any system of animal communication.

Q4. What are the characteristics of human language?

The characteristics of human language include arbitrariness, duality, productivity, displacement, discreteness, transferability and linearity.

Q5. Explain the characteristic of arbitrariness. What are the relationships between arbitrariness & onomatopoeic words and arbitrariness & convention?

Arbitrariness refers to the fact that the forms of linguistic signs bear no natural relationship to their meaning. Onomatopoeic words are the words that sound like the sounds they describe. Only when people know the meaning can they infer that the linguistic sign is appropriate for the exact sound. Arbitrariness of language makes it potentially creative, and conventionality of language makes a language be passed from generation to generation.

Q6. Describe the characteristics of duality.

Duality means the language's property of having two levels of structures: the system of sounds, which is the meaningless level of the language system, and the system of meanings. The sound system of a language contains a limited number of meaningless discrete sound segments that can be used over and over again in various combinations to form units of meaning. The meaning system allows the meaningful units to be

arranged in an infinite number of ways according to both syntactic and semantic rules to express what a speaker wants to.

Q7. What does productivity mean for language?

It means language is resourceful because of its duality and its recursiveness. It refers to the property that language enables language users to produce or understand an indefinite number of sentences including novel sentences by use of a finite set of rules.

Q8. What does displacement of language imply?

Language can be used to refer to what is present, what is absent, what happens at present, what happened in the past, what will happen in the future or what happens in a far-away place. This property of language enables language users to overcome the barriers caused by time and place. Due to the feature of displacement of language, speakers of a language are free to talk about anything in any situation.

Q9. What is your understanding of discreteness of language?

Discreteness of language is opposite to continuousness. Each word in a language is composed of individual linguistic unit. For example, in English *bet* is composed of /b/, /e/ and /t/.

Q10. Explain the property of transferability.

Language has two forms: spoken and written. Either form can be transferred or interchanged into the other. Thus it is possible for us to read what is written or to write down what is spoken. Written language exists in the form of letters or characters, and spoken language in medium of sounds. This feature of language enables language users to communicate in either way: spoken or written.

Q11. What does linearity of language refer to? Please give examples to illustrate it.

Linguistic symbols occur in a linear order. They are strung together in sequence and combined into larger units according to different rules. For example, the English word ['læŋgwɪdʒ] (language) should not be pronounced as ['gwɪlæŋdʒ], or written as "ngaaluge".

1.3 Functions of language (Q12 ~ Q19)

Q12. What functions does language have?

Language has at least seven functions: informative, interpersonal, performative, emotive, phatic, recreational and metalingual.

Q13. Explain the informative function of language.

Language serves an informational function when used to tell something, characterized by the use of declarative sentences. Informative statements are often labelled as true or false.

Q14. Explain the interpersonal function of language with examples.

The interpersonal function of language is the most important sociological use of language. People use the interpersonal function of language to establish and maintain their status in a society. In the framework of functional grammar, this function is concerned with interaction between the addresser and addressee in the discourse situation and the addresser's attitude toward what he speaks or writes about. For example, the ways in which people address others and refer to themselves (e.g. *Dear Sir*, *Dear Professor*, *Johnny*, *yours*, *your obedient servant*) indicate the various grades of interpersonal relations.

Q15. Explain the performative function of language with examples.

The performative function of language is primarily to change the social status of persons, as in marriage ceremonies, the sentencing of criminals, the blessing of children, the naming of a ship at a launching ceremony, and the cursing of enemies. The kind of language employed in performative verbal acts is usually quite formal and even ritualized. The performative function can extend to the control of reality as on some magical or religious occasions. For example, in Chinese when someone breaks a bowl or a plate the host or the people present are likely to say *sui sui ping an* (every year be safe and happy) as a means of controlling the forces which the believers feel might affect their lives.

Q16. Explain the emotive function of language with examples.

The emotive function of language is one of the most powerful uses of language because it is so crucial in changing the emotional status of an audience for or against someone or something. It is a means of getting rid of the nervous energy when people are under stress, e.g. swear words, obscenities, involuntary verbal reactions to beautiful art or scenery; conventional words/phrases, e.g. *God, My, Damn it, What a sight, Wow, Ugh, Ow, etc.*

Q17. Explain the phatic function of language with examples.

The phatic function of language refers to the social interaction of language. For example: Mrs. P sneezes violently.

Mrs. Q: Bless you.

Mrs. P: Thank you.

Such small, seemingly meaningless expression to maintain a comfortable relationship is used between people without involving any factual content. The phatic function refers to expressions that help define and maintain interpersonal relations, such as slangs, jokes, jargons, ritualistic exchanges, switches to social and regional dialects.

Q18. Explain the recreational function of language.

The recreational function of language refers to the use of language for the sheer joy of using it, such as a baby's babbling or a chanter's chanting.

Q19. Explain the metalingual function of language.

The metalingual function of language refers to the fact that language can be used to talk about itself.

1.4 Linguistics and its main branches (Q20 ~ Q22)

Q20. What is linguistics?

Linguistics is the scientific study of language. It studies not just one language of any one society, but the language of all human beings. A linguist, though, does not have to know and use a large number of languages, but he ought to have a wide experience of different types of