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世纪英语专业系列教材

Workbook for
Linguistics
A Course Book Fourth Edition

语言学教程

练习册

第四版

胡壮麟 主编

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练习册

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再版说明

《语言学教程(第四版)练习册》是《语言学教程》(第四版)(胡壮麟主编,北京大学出版社,2011年)的配套练习册。

《语言学教程》(第四版)充分考虑到本科生的实际状况,严格控制教材难度,删去了一些可有可无的内容,保留精华部分。相配套的练习册也将教程中删去内容的配套练习删去,保留和教程相对应的内容,以求完全配套。

此外,第四版《教程》的另一个重大变化,就是将 Questions and Exercises 和 Further Reading 两个栏目体现到《练习册》第四版中。这样既照顾到读者负担等因素,符合《教程》“瘦身”的宗旨,更主要的是有利于学生的自主性学习,给教师和学生使用本《练习册》提供了便利。

再版的《练习册》另一变化就是将配套的电子版样章放在网站(<http://linguistics.bjfu.edu.cn>)上,便于读者在线浏览。为了获得更好的教学效果,我们还特别制作了配套电子课件,特向使用《语言学教程》(第四版)为教材的教师赠送。老师们只需填写书后的“教师联系表”,并邮寄给出版社,出版社将免费寄送本教材配套电子课件。

在编写《练习册》某些章的思考题和练习答案时,我们曾获得北京交通大学叶起昌博士(第5,7章),解放军南京国际关系学院和北京师范大学的同学(第3章)的帮助。北京林业大学史宝辉教授提供了三份试题和答案供学生自测使用。还有几位老师提供了三份研究生入学考试样题,在此一并表示感谢。在此意义上,本教材是师生互动、集体智慧的结晶。

本《练习册》是诸多专家学者的智慧结晶。希望能给老师们提供教学辅助,也方便同学们自查学习效果,同时也欢迎广大师生批评指正,提供宝贵意见,帮助本书不断完善改进。

编者

2011年5月

Questions and Exercises

Chapter 1 Invitations to Linguistics

1. Define the following terms.

design features	function	synchronic
diachronic	prescriptive	descriptive
arbitrariness	duality	displacement
phatic communion	metalanguage	macrolinguistics
competence	performance	<i>langue</i>
<i>parole</i>		

2. Consult at least four introductory linguistics textbooks (not dictionaries), and copy the definitions of “language” that each gives. After carefully comparing the definitions, write a paper discussing which points recur and explaining the significance of the similarities and differences among the definitions.
3. Can you think of some words in English which are onomatopoeic?
4. Do you think that onomatopoeia indicates a non-arbitrary relationship between form and meaning?
5. A story by Robert Louis Stevenson contains the sentence “As the night fell, the wind rose.” Could this be expressed as “As the wind rose, the night fell?” If not, why? Does this indicate a degree of non-arbitrariness about word order? (Bolinger, 1981:15)
6. Does the traffic light system have duality? Can you explain by drawing a simple graph?
7. The recursive nature of language provides a theoretical basis for the creativity of language. Can you write a recursive sentence following the example in section 1.3.3?
8. Communication can take many forms, such as sign, speech, body language and facial expression. Do body language and facial expression share or lack the distinctive properties of human language?
9. Do you agree with the view that no language is especially simple?
10. What do you think of Bertrand Russell’s observation of the dog language: “No matter how eloquently a dog may bark, he cannot tell you that his parents were poor but honest”? Are you familiar with any type of ways animals communicate among themselves and with human beings?
11. Can you mention some typical expressions of phatic communion in Chinese? There is the dialogue between Mrs. P and Mrs. Q on p. 12–13. When someone sneezes violently, do you say anything of the nature of phatic communion? Have you noticed your parents or grand-parents say something

special on such an occasion?

12. There are many expressions in language which are metalingual or self-reflexives, namely, talking about talk and think about thinking, for instance, *to be honest*, *to make a long story short*, *come to think of it*, *on second thought*, can you collect a few more to make a list of these expressions? When do we use them most often?

13. Comment on the following prescriptive rules. Do you think they are acceptable?

(A) It is I.

(B) It is me.

You should say A instead of B because “be” should be followed by the nominative case, not the accusative according to the rules in Latin.

(A) Who did you speak to?

(B) Whom did you speak to?

You should say B instead of A.

(A) I haven't done anything.

(B) I haven't done nothing.

B is wrong because two negatives make a positive.

14. The prescriptivism in grammar rules has now shifted to prescriptions in choice of words. In the “guidelines on anti-sexist language” issued by the British sociological association, some guidelines are listed below. Do you think they are descriptive and prescriptive? What's your comment on them?

(1) Do not use *man* to mean humanity in general. Use *person*, *people*, *human beings*, *men and women*, *humanity* and *humankind*.

(2) colored; This term is regarded as outdated in the UK and should be avoided as it is generally viewed as offensive to many black people.

(3) civilized; This term can still carry racist overtones which derive from a colonialist perception of the world. It is often associated with social Darwinist thought and is full of implicit value judgments and ignorance of the history of the non-industrialized world.

15. Why is the distinction between competence and performance important in linguistics? Do you think the line can be neatly drawn between them? How do you like the concept communicative competence?

16. Which branch of linguistics do you think will develop rapidly in China and why?

17. The following are some well-known ambiguous sentences in syntactic studies of language. Can you disambiguate them?

The chicken is too hot to eat.

Flying planes can be dangerous.

18. There are many reasons for the discrepancy between competence and performance in normal language users. Can you think of some of them?

19. What do these two quotes reveal about the different emphasis or perspectives of language studies?

A human language is a system of remarkable complexity. To come to know a human language would be an extraordinary intellectual

achievement for a creature not specifically designed to accomplish this task. A normal child acquires this knowledge on relatively slight exposure and without specific training. He can then quite effortlessly make use of an intricate structure of specific rules and guiding principles to convey his thoughts and feelings to others, . . . Thus language is a mirror of mind in a deep and significant sense. It is a product of human intelligence, created anew in each individual by operations that lie far beyond the reach of will or consciousness. (Noam Chomsky; *Reflections on Language*. 1975: 4)

It is fairly obvious that language is used to serve a variety of different needs, but until we examine its grammar there is no clear reason for classifying its uses in any particular way. However, when we examine the meaning potential of language itself, we find that the vast numbers of options embodied in it combine into a very few relatively independent "networks"; and these networks of options correspond to certain basic functions of language. This enables us to give an account of the different functions of language that is relevant to the general understanding of linguistic structure rather than to any particular psychological or sociological investigation. (M. A. K. Halliday: 1970: 142)

20. You may be familiar with the following proverbs. How do you perceive them according to the arbitrariness and conventionality of language:

The proof of the pudding is in the eating.

Let sleeping dogs lie.

You can't make a silk purse out of a sow's ear.

Rome was not built in a day.

When in Rome, do as the Romans do.

All roads lead to Rome.

21. Give examples of situations in which a usage generally considered non-standard (e.g. ain't) would be acceptable, even appropriate.
22. The following are some book titles of linguistics. Can you judge the synchronic or diachronic orientation just from the titles?

English Examined: Two Centuries of Comment on the Mother-Tongue.

Protean Shape: A Study in Eighteenth-century Vocabulary and Usage.

Pejorative Sense Development in English.

The Categories and Types of Present-Day English Word-Formation.

Language in the Inner City: Studies in the Black English Vernacular.

Chapter 2 Speech Sounds

1. Define the following terms.

phonetics	articulatory	phonology
	phonetics	
speech organs	voicing	International
		Phonetic Alphabet
consonant	vowel	manner of articulation

place of articulation	Cardinal Vowels	semi-vowel
vowel glide	coarticulation	phoneme
allophone	assimilation	Elsewhere Condition
distinctive features	syllable	Maximal Onset Principle
stress	intonation	tone

- Give the description of the following sound segments in English.
 1) [ð] 2) [f] 3) [ŋ] 4) [d] 5) [p]
 6) [k] 7) [l] 8) [ɪ] 9) [u:] 10) [v]
- Give the IPA symbols for the sounds that correspond to the descriptions below.
 1) voiceless labiodental fricative
 2) voiced postalveolar fricative
 3) palatal approximant
 4) voiceless glottal fricative
 5) voiceless alveolar stop
 6) high-mid front unrounded vowel
 7) high central rounded vowel
 8) low front rounded vowel
 9) low-mid back rounded vowel
 10) high back rounded tense vowel
- Transcribe the following sentences into normal orthography.
 1) ɒn ə klɪə deɪ ju kn si: fə maɪlz
 2) səm pi:pl θɪŋk ðæt fə:st ɪmpɹæʃnz kaunt fə ə lɒt
- Discuss the following questions.
 1) What organs are involved in speech production?
 2) Why did George Bernard Shaw say he could spell the word *fish* as *ghoti*?
 3) How is the description of consonants different from that of vowels?
 4) To what extent is phonology related to phonetics and how do they differ?
 5) "Assimilation is often used synonymously with coarticulation". Discuss.
 6) The pronunciation of *tell* is [tɛl], but that of *teller* is [telə]. Discuss why the phoneme /l/ is realized as [t] and [l] respectively in this situation.
- In some dialects of English the following words have different vowels, as shown by the phonetic transcription. Based on these data, answer the questions that follow.

A		B		C	
bite	[baɪt]	bide	[baɪd]	tie	[taɪ]
rice	[raɪs]	rise	[raɪz]	by	[baɪ]
type	[taɪp]	bribe	[braɪb]	sigh	[saɪ]
wife	[waɪf]	wives	[waɪvz]	die	[daɪ]
tyke	[taɪk]	time	[taɪm]	why	[waɪ]

- How may the classes of sounds that end the words in columns A and B be characterized?

- 2) How do the words in column C differ from those in columns A and B?
- 3) Are [ʌ] and [a] in complementary distribution? Give your reasons.
- 4) What are the phonetic transcriptions of (a) *life* and (b) *lives*?
- 5) What would the phonetic transcriptions of the following words be?
(a) trial (b) bike (c) lice (d) fly (e) mine
- 6) State the rule that will relate the phonemic representations to the phonetic transcriptions of the words given above.

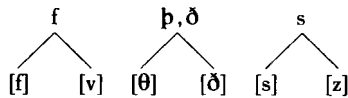
(Based on Fromkin, et al. 2003: 332)

7. The following words contain different forms of the negative prefix *in-*. Group the data according to the variants and try to determine which kinds of base word take which kinds of prefix variant and what kind of mechanism is responsible for the variation. Formulate a rule and then test it against words that are formed in this way but are not mentioned here.

irregular	incomprehensible	illiterate
ingenious	inoffensive	inharmonious
impenetrable	illegal	incompetent
irresistible	impossible	irresponsible
immobile	illogical	indifferent
inconsistent	innumerable	inevitable

(Based on Plag, 2003: 42)

8. In Old English, the fricatives /f/, /þ, ð/, and /s/ each represented two separate sounds;



Voicing is predictable by context. Study the words below and state the rule.

sæt	[sæt]	'sat'
hūs	[hu:s]	'house'
ēast	[æ:æst]	'east'
cyssan	[kyssan]	'to kiss'
hlāf	[hlɑ:f]	'loaf'
cēosan	[tʃe:ozan]	'choose'
heofon	[heovon]	'heaven'
Wuldorfæder	[wuldorvæder]	'Father of Glory, God'
onstal	[onstal]	'supply'
hrōfe	[hro:ve]	'roof'
eorcan	[eordan]	'earth'
æfter	[æfter]	'after'
ēel	[e:ðel]	'native lord'
nīt	[ni:θ]	'hatred'
nīter	[niðer]	'downward'
nīheard	[ni:θhæard]	'daring'

(Based on Fennell, 2001: 60–64 and Mitchell & Robinson, 2002)

9. Estuary English (EE) is a name given to the form(s) of English widely spoken in and around London and, more generally, in the southeast of

England along the river Thames and its estuary. The websites below contain much information about this variety of English. Find out what EE is like.

<http://www.phon.ucl.ac.uk/home/estuary>

<http://www.ic.arizona.edu/~lsp/EstuaryEnglish.html>

See also Gimson (2001: Chapter 7) for some discussion on the changes of British English pronunciation.

10. Here is the official IPA website. See what you can find there.
<http://www.arts.gla.ac.uk/ipa/ipa.html>
11. Based on your observation of Chinese students learning to speak English, discuss some of the typical phonetic and phonological difficulties they may encounter and make suggestions as to how you may help them tackle the problems. Make use of, as far as possible, what you have learned in this chapter.
12. The discussion of phonological processes and phonological rules in this chapter are all illustrated with English examples. Consider relevant facts in Chinese and see if they work in the same way.

Chapter 3 From Morpheme to Phrase

1. Define the following terms.

morpheme	compound	inflection
affix	derivation	root
allomorph	stem	bound morpheme
free morpheme	grammatical word	lexical word
closed-class	open-class	blending
loanword	loanblend	loanshift
acronym	back-formation	

2. Complete the words with suitable negative prefixes.

a. removable	m. syllabic	b. formal
n. normal	c. practicable	o. workable
d. sensible	p. written	e. tangible
q. usual	f. logical	r. thinkable
g. regular	s. human	h. proportionate
t. relevant	i. effective	u. editable
j. elastic	v. mobile	k. ductive
w. legal	l. rational	x. discreet

3. MORPHEME is defined as the smallest unit in terms of relationship between expression and content. Then is morpheme a grammatical concept or a semantic one? What is its relation to phoneme? Can a morpheme and a phoneme form an organic whole?
4. Read the following paragraph and list all the function words you can find. (Include all forms of *be* as function words.) Give the percentage of function words in this paragraph.

She was a small woman, old and wrinkled. When she started washing for us, she was already past seventy. Most Jewish women of her age were sickly, weak, broken in body. But this washwoman,

small and thin as she was, possessed a strength that came from generations of peasant ancestors. Mother would count out to her a bag of laundry that had accumulated over several weeks. She would lift the heavy bag, load it on her narrow shoulders, and carry it the long way home.

5. “A free form which consists entirely of two or more lesser free forms. . . is a phrase. A free form which is not a phrase is a word. A word, then, . . . is a minimum free form” (Bloomfield, 1935: 178). Answer the following questions:

- (a) The term “word” is ambiguous. What kind of words is Bloomfield’s definition intended to cover?
- (b) Are there any traditionally recognized words of English (in the appropriate sense of “word”) that fail to satisfy Bloomfield’s definition?
- (c) What other criteria have been involved in the definition of the word?

6. Find the sources of the following blends. In cases where the dictionary does not provide the answer, your own ingenuity will be your guide.

- | | | |
|----------------|----------------|----------------|
| (a) bash | (b) smash | (c) glimmer |
| (d) flimmer | (e) clash | (f) flare |
| (g) brunch | (h) motel | (i) transistor |
| (j) medicare | (k) workaholic | (l) spam |
| (m) telethon | (n) aerobicise | (o) chunnel |
| (p) chortle | (q) bit | (r) modem |
| (s) guestimate | (t) threepeat | |

7. Determine the historically accurate etymology of the words in the first column, and underline the correct one in the second or in the third column.

Column 1	Column 2	Column 3
(a) hangnail	aching nail	hanging nail
(b) female	a male’s companion	little woman
(c) crayfish	crawling fish	crab
(d) shamefaced	face reflecting shame	bound by shame
(e) Jordan almond	imported almond	garden almond
(f) sparrowgrass	a genus of herbs	bird nesting in grass
(g) belfre	bell tower	bell
(h) bridegroom	a woman is just or about to be married	a man is just, or about to be married
(i) muskrat	a large rat-like animal (Algonquian; musquash)	a large musk deer
(j) woodchuck	a north American goat (Algonquian; otchek)	a north American marmot

8. Determine the original term from which the following words were back-formed.

- | | | |
|------------|--------------|--------------|
| (a) asset | (b) burgle | (c) enthuse |
| (d) greed | (e) hush | (f) automate |
| (g) donate | (h) escalate | (i) homesick |

- | | | |
|-------------|---------------|-------------------|
| (j) peddle | (k) diagnose | (l) tuit |
| (m) amusing | (n) loaf | (o) self-destruct |
| (p) attrit | (q) hairdress | (r) emote |
| (s) drowse | (t) frivol | |
9. Identify the immediate etymological source of the following words. (For example, the immediate source of "meaning" is French, although the more remote source is Latin.)
- | | | |
|----------------|----------------|--------------|
| (a) air | (b) barbecue | (c) bungalow |
| (d) cola | (e) gusto | (f) babel |
| (g) buffalo | (h) cocoa | (i) costume |
| (j) ill | (k) mule | (l) decreed |
| (m) revolution | (n) benevolent | (o) lie |
| (p) topic | (q) subject | (r) theme |
| (s) wind | (t) datum | |
10. Classify the following words as loanwords (LW), loanblends (LB), loanshifts (LS) or loan translation (LT).
- | | | |
|------------|------------|----------------|
| booby trap | coconut | loan-word monk |
| firewater | free verse | war paint |
| yankee | | |
11. If there are two affixes *-ly*, one producing adjectives and the other attaching to adjectives to produce adverbs, can we find words with both of these affixes?
12. Make a list of nouns from the following words that *-s* can attach to.
- | | | |
|----------|-------|------------|
| Epiphany | foot | hat house |
| kitchen | ox | phenomenon |
| region | sheep | tomato |
13. Are there any affixes that attach (relatively) productively to verbs, contribute no or very specific meaning, and do not change category?

Chapter 4 From Word to Text

1. Define the following terms.
- | | | |
|---------------|---------------------------------------|---------------|
| syntax | co-occurrence | construction |
| constituent | endocentric | exocentric |
| subordination | category | coordinate |
| agreement | embedding | recursiveness |
| cohesion | grammatical subject & logical subject | |
2. Indicate the category of each word in the following sentences (Hint: It may help to refer back to section 4.2.2)
- The instructor told the students to study.
 - The customer requested for a cold beer.
 - The pilot landed the jet.
 - These dead trees must be removed.
 - That glass suddenly broke.
3. Put brackets around the immediate constituents in each sentence.
- Ex. ((I) ((rode) (back))) ((when) ((it) ((was) (dark)))).

- (a) The boy was crying.
 (b) Shut the door.
 (c) Open the door quickly.
 (d) The happy teacher in that class was beaming away.
 (e) He bought an old car with his first pay cheque.
4. For each of the underlined constructions or word groups, do the following.
 —State whether it is headed or non-headed.
 —If headed, state its headword.
 —Name the type of constructions.
 Ex. His son will be keenly competing.
 Answer: headed, headword—competing; verbal group
- (a) Ducks quack.
 (b) The ladder in the shed is long enough.
 (c) I saw a bridge damaged beyond repair.
 (d) Singing hymns is forbidden in some countries.
 (e) His handsome face appeared in the magazine.
 A lady of great beauty came out.
 (g) He enjoys climbing high mountains.
 (h) The man nodded patiently.
 (i) A man roused by the insult drew his sword.
5. In the pairs of sentences that follow, indicate with “N” those that need not follow a particular order when they are joined by “and”. Indicate with “Y” those that need to be ordered. Aside from the examples below, in your opinion, which type is more relevant.
- _____ (a) The sun is shining.
 The wind is blowing.
 _____ (b) Susie went to sleep.
 She had a dream.
 _____ (c) John came in.
 He closed the door.
 _____ (d) He came in.
 John closed the door.
 _____ (e) She felt embarrassed.
 She blushed.
 _____ (f) The sky is blue.
 The grass is green.
 _____ (g) He walked away.
 He got up.
 _____ (h) He enjoyed the meal.
 He loved the pickles.
6. Combine the following pairs of sentences. Make the second sentence of each pair into a relative clause, and then embed it into the first.
- (a) The comet appears every twenty years. Dr. Okada discovered the comet.
 (b) Everyone respected the quarterback. The quarterback refused to give up.
 (c) The most valuable experiences were small ones. I had the experiences on my trip to Europe.

- (d) Children will probably become abusers of drugs or alcohol. Children's parents abuse alcohol.
- (e) Many nations are restricting emissions of noxious gases. The noxious gases threaten the atmosphere.
7. Use examples to illustrate different ways to extend syntactic constituents.
 8. Mark the underlined parts of the sentences in Ex. 4—37 with the terms such as participial phrase, gerundial phrase, and so on.
 9. Explain the main characteristics of subjects in English.

Chapter 5 Meaning

1. Define the following terms.

conceptual meaning	denotation
connotation	reference
sense	synonymy
gradable antonymy	complementary antonymy
converse antonymy	relational opposites
hyponymy	superordinate
semantic component	compositionality
propositional logic	proposition
predicate logic	logical connective
2. Read the following passage from *Through the Looking Glass* by Lewis Carroll, and discuss the meaning of *mean* in it.

"Don't stand chattering to yourself like that," Humpty Dumpty said, looking at her for the first time, "but tell me your name and your business."

"My name is Alice, but—"

"It's a stupid name enough!" Humpty Dumpty interrupted impatiently. "What does it *mean*?"

"Must a name *mean* something?" Alice asked doubtfully.

"Of course it must," Humpty Dumpty said with a short laugh: "my name *means* the shape I am—and a handsome shape it is, too. With a name like yours, you might be any shape, almost."
3. Analyse the poem below from the semantic point of view, taking a special account of sense relations.

Dear White Fella
 Couple things you should know—
 When I born, I black
 When I grow up, I black
 When I go in sun, I black
 When I cold, I black
 When I scared, I black
 When I sick, I black
 And when I die—I still black

Coloured
 You White Fella
 When you born, you pink
 When you grow up, you white
 When you go in sun, you red
 When you cold, you blue
 When you scared, you yellow
 When you sick, you green
 And when you die you grey
 And you have the cheek
 To call me coloured?

4. Do the following according the requirements.
 - (a) Write out the synonyms of the following words;
youth; automobile; remember; purchase; vacation; big
 - (b) Give the antonyms of the following words, and point out in which aspect the two of each pair are opposite;
dark, boy, hot, go
 - (c) Provide two or more related meanings for the following:
bright, to glare, a deposit, plane
5. Some people maintain that there are no true synonyms. If two words mean really the same, one of them will definitely die out. An example often quoted is the disuse of the word “wireless”, which has been replaced by “radio”. Do you agree? In general what type of meaning we are talking about when we say two words are synonymous with each other?
6. In the text, we did not mention antonyms like “friendly; unfriendly”, “honest; dishonest”, “normal; abnormal”, “frequent; infrequent”, “logical; illogical” and “responsible; irresponsible”. Which type of antonymy do they belong to?
7. The British linguist F. R. Palmer argues in his *Semantics* (p. 97) that “there is no absolute distinction between [gradable antonyms and complementary antonyms]. We can treat *male/female*, *married/single*, *alive/dead* as gradable antonyms on occasions. Someone can be *very male or more married and certainly more dead than alive*.” Comment on it.
8. 姜望琪 (1991: 79) claims that “To some extent, we can say that any two words of the same part of speech may become antonyms, as long as the meaning difference between them is what needs to be emphasized in the particular context.” He uses the two sentences below as examples. What do you think of the claim?

You have to peel a raw potato but you can *skin* a boiled one.

He’s no *statesman*, but a mere *politician*.
9. What is the superordinate term in the following list?

man, stallion, male, boy, bull, boar
10. Basing yourself on the model of componential analysis, analyze the following words:

teacher, typewriter, chopsticks
11. Circle the two-place predicates in the list below:

attack (verb), die (verb), between, put, love (verb), in, cat, elephant, forget
12. Translate the following logical forms into English, where a=Ann, b=Bill, c=Carol, L=like, M=mother, and x and y are variables which may be translated as “someone”, “anyone” or “everyone” depending on the quantifier:
 - (a) M (a, b)
 - (b) L (b, c) & L (c, b)
 - (c) L (a, b) & ~ L (a, c)
 - (d) $\exists x (L (x, b))$
 - (e) $\sim \forall x (L (x, c))$
 - (f) $\sim \exists x (\forall y (L (y, x)))$

Chapter 6 Language and Cognition

1. Define the following terms.

psycholinguistics	language acquisition
holophrastic stage	two-word stage
three-word utterances	connectionism
cohort model	interactive model
race model	serial model
parallel model	resonance model
construal	construal operations
figure-ground alignment	trajector
landmark	basic level category
subordinate level	image schema
metaphor	metonymy
ontological metaphors	structural metaphors
generic space	blend space

2. What does psycholinguistics study and what are the subjects of it?
3. Describe the stages of first language acquisition.
4. Illustrate the models explaining the process of word recognition.
5. What are the factors influencing sentence comprehension?
6. Explain the various aspects of process of language production.
7. What is the definition of cognitive linguistics?
8. Describe the three categories of conceptual metaphors.
9. Illustrate the model of blending theory.
10. Analyze the following paragraph by image schemas.

You wake *out* of a deep sleep and peer *out* from beneath the covers *into* your room. You gradually emerge *out* of your stupor, pull yourself *out from under* the covers, climb *into* your robe, stretch *out* your limbs, and walk *in* a daze *out* of the bedroom and *into* the bathroom. You look *in* the mirror and see your face staring *out* at you. You reach *into* the medicine cabinet, take *out* the toothpaste, squeeze *out* some toothpaste, put the toothbrush *into* your mouth, brush your teeth *in* a hurry, and rinse *out* your mouth. At breakfast you perform a host of further *in-out* moves—pouring *out* the coffee, setting *out* the dishes, putting the toast *in* the toaster, spreading *out* the jam on the toast, and on and on. Once you are more awake you might even get lost *in* the newspaper, might enter *into* a conversation, which leads to your speaking *out* on some topic.

Chapter 7 Language, Culture, and Society

1. Define the following terms.

Anthropological Study of Linguistics	Communication
Communicative Competence	Context of Situation
Nida's Classification of Culture	Ethnography of Communication

FLB
Gender Difference
Linguistic Relativity
Six-Person System
SPEAKING
Sociolinguistics of Language

FLN
Linguistic Determinism
Linguistic Sexism
Speech Community
Sapir-Whorf Hypothesis
Sociolinguistics of
Society

Tripartite Model for Successful Communication

Variationist Linguistics

Women Register

2. What are some important contributions that sociolinguistics has made to linguistic studies?
3. Why do we need to teach culture in our language classroom?
4. As students of linguistics, how should we understand the relationships between functionalism and formalism?
5. Over the past two decades, hundreds of new words have rushed into the daily life of Chinese people. Try to collect a bunch of these words, examine the context of their usage, and provide a feasible explanation to their booming.
6. It has been widely recognized that the so-called “magic words” like “thank you” and “please” are more frequently used in English speaking society than they will in Chinese speaking society. One of explanations for this phenomenon may go like this: Look, these foreigners are really more polite than our countrymen. Try to use your knowledge in sociolinguistics and make some comments on this understanding of cultural differences.
7. What will you say to a statement like “one culture’s meat is another culture’s poison” ?
8. Why should language instructors look to sociolinguistics?
9. For linguistic studies of the new century, what is the significance of the division made between the faculty of language in the broad sense (FLB) and in the narrow sense (FLN)?

Chapter 8 Language in Use

1. Define the following terms.

performative

constative

locutionary act

illocutionary act

perlocutionary act

cooperative principle

conversational implicature

entailment

ostensive communication

communicative principle of
relevance

relevance (as a comparative notion)

(Horn’s) Q-principle

R-principle

division of pragmatic labor

Levinson’s three heuristics

2. Consider the following dialogue between a man and his daughter. Try to explain the illocutionary force in each of the utterances.

[The daughter walks into the kitchen and takes some popcorn.]

Father: I thought you were practicing your violin.