Linguistics And Applied Linguistics

英语专业考研

名校语言学模拟试题

【全新精华版】

丛书主编/吴中东 宫玉波

主　编/宋长来

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英语专业考研名校语言学模拟试题

宋长来 主编

总　序　**Prelude**

　　《北京环球时代学校英语专业考研名校模拟题图书》是集北京环球时代学校的教学课程——英语专业考研强化课程5年来教材之精华编撰而成。

　　目的是帮助报考英语专业研究生的学生熟悉各名校考题的考试重点、考纲、题型、出题范围和资料来源。特别适合于经过了基础阶段学习之后的拔高阶段使用。

　　编撰者力图在信度、效度、难度和权威性上贴近各校考题的出题形式和出题内容。本书是国内关于英语专业考研模拟教材方面的首套教材，实属难得。

　　由于时间紧迫，若有不当之处，敬请广大读者不吝指正。

　　鸣谢我的学生：秦芳、王丽俐、胡晓俊、程艳、张艳茹、靳姝、郝运慧、王佳。他们在编写过程中付出了辛勤的汗水和劳动，为此书的出版做出了一定的贡献。

<div align="right">吴中东　宫玉波</div>

　　本书主要是为有志攻读英语专业硕士者而编写的。"英语语言学"是高校英语专业硕士入学考试的专业课之一，由于各高校英语语言学考试所指定的参考书种类繁多、难易程度不一，给考生的复习带来了诸多不便。同时，由于大学本科阶段语言学的教学层次不同，使得不少考生觉得语言学晦涩难懂，不知如何下手。另一个主要原因是前期没有开设"词汇学"和"高级英语语法"等课程，有的语法课用的教材或讲课内容是公共英语的，结果是感觉语言学课程艰难而晦涩。为了帮助考生们复习备考，我们以胡壮麟先生主编的《语言学教程》（第三版）和戴炜栋、何兆雄主编的《新编简明英语语言学教程》为主要参考书。在认真研究了各高校近年语言学研究生入学考试的主要考点，详细解析了全国主要高校近几年语言学考试真题的基础上，我们编写了这本《英语专业考研名校语言学模拟试题》。

　　本书以全真模拟套题的形式出现，多数题是从近几年各重点大学的英语研究生语言学入学考试全真试题精选出来的，还有一部分是从尤尔（Yule, G.）的The Study of Language(2nd Ed.)等原版教材中精选出来，从而增加了本书的前瞻性和预测性。

　　由于英语语言学作为英语专业高年级的核心专业课，备考语言学确实有一定的难度。有人说"语言学是外语专业的理科"，这个比喻不完全正确，但也不无几分道理。为此我们向广大考生提出以下建议：

　　第一，在战略上藐视她，在战术上重视她。也可以说，成功始于雄心壮志。这是成功者的精神源泉。

　　第二，对于语言学的基本概念要有透彻的掌握。这样，在做术语解释题、填空题、判断题等试题时，才能做到人无我有，人有我精。争取做到小题不丢分，至少做到少丢分。

　　第三，对于综合解释题，这是以北京外国语大学为代表的一些名牌大学近几年的命题趋势，考生应给予高度重视，因为这是你在考研时战胜竞争者，从而脱颖而出的

法宝。我们建议考生吃透参考教材，勤于思考，扩大自己看问题的深度与广度，提升解决问题的综合能力和驾驭语言学专业知识的能力。具体做法是，在研读指定参考书时，关注语料分析部分，反复琢磨，举一反三，争取做到事半功倍。

最后，我们要说，语言学理论强，这是难点，但也是优点。一旦学好语言学，你就会有一览众山小的快感。千里之行始于足下，关键是持之以恒。愿同学们在遨游知识的蓝天中早日插上飞翔的翅膀。

本书使用的部分真题主要出自于以下近30所学校：清华大学，中国人民大学，北京师范大学，北京外国语大学，北京第二外国语大学，北京航空航天大学，北京交通大学，首都师范大学，复旦大学，同济大学，上海外国语大学，南开大学，南京大学，大连外国语学院，中山大学，武汉大学，武汉理工大学，浙江大学，厦门大学，山东大学，吉林大学等。同时参考了周红红、吴中东编著的《英语专业考研名校语言学模拟试题》和金圣才主编的《英语专业语言学考研真题详解》（第2版），对命题者及作者，我们在此表示由衷的敬意。

本书是作者结合教学工作和科研工作而完成，同时得到秦芳、张艳茹等老师的帮助。借此机会，对他们的建议与协助表示深深的谢意。由于时间仓促，错误再所难免，欢迎专家同仁批评指正。

祝愿同学们早日考入自己理想的高等学府。

<div align="right">宋长来</div>

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4. Complementary distribution
5. Illustrate root and stem
6. Illustrate the NUMBER issue with both English and Chinese lexical items.
7. Computational linguistics
8. Laurence Horn's Q-and R-principles.
9. List at least four components of a communicative syllabus.

II. Fill in the blanks with the words that are most appropriate in the given context. (16 points)

1. In Austin's How to Do Things with word, he first distinguishes _____ and _____ . Later on Austin made a fresh start to distinguish _____, _____ and _____ .
2. _____ is a branch of linguistics which is the study of psychological aspects of language. As an _____ academic field, it investigates the following major subjects:_____, _____ and _____ .
3. Words can be classified as _____ and _____words; _____ words and _____words, _____-class words and _____-class words.

III. Answer the following questions. (24 points)

1. Describe with tree diagrams the transformations involved in forming the question "Does John like the book?"
2. State and interpret the sense relations with examples.

IV. Explain the differences between the Chinese and English cultures by illustrating one aspect of life, which is rich in Chinese but limited in English, and vice versa. (24 points)

V. Discuss the following question with examples. (50 points)

1. What are the methods for the addition of new words in the English language?
2. When a teacher says "it's hot in here" during a class, what does she probably mean? Refer to the theory of pragmatics when you analyze the situation.

语言学模拟试题（一）参考答案

I. Define each of the following concepts and theories. (36 points)

1. IPA refers to the acronym of the International Phonetic Association (1897) whose first title was Phonetic Teachers Association established by a small group of language teachers in France in order to popularize their teaching practice or methods. (2分) It also stands for the International Phonetic Alphabet (the IPA chart) first proposed by the Danish grammarian and phonetician Otto Jesperson in1886 whose first version was published in 1888. (2分)
（本题主要考查语言学中国际音标的起源）

2. Duality: the structural organization of language into two abstract levels: meaningful units (e.g. words) and meaningless segments (e.g. sounds, letters). (3分) It is one of human language's design features. (1分)
（本题考查人类语言设计特征的二重性）

3. Vowel glide: vowel that involve a change of quality,(2分) including diphthones, when a single movement of the tongue is made, and triphthones, where a double movement is perceived. (2分)
（本题主要考查滑元音，包括双元音滑元音和三元音滑元音）

4. Complementary distribution: when two sounds never occur to the same environment, they are in complementary distribution.(3分) For example, the aspirated English plosives never occur after [s], and unaspirated ones never occur initially. (1分)
（本题考查音位学互补分布的本质）

5. Root refers to the base form of a word that cannot be further analyzed without loss of identity. For example, it is that part of the word which is left when all the affixes are removed.(1分) In the word *internationalism*, after the removal of *inter-*, *-al*, *-ism*, the part left is the root *nation*. Apparently, all words contain a root morpheme. And roots can be further classified into free root morpheme and bound root morpheme. (1分)
Stem is any morpheme or combinations of morphemes to which *an inflectional affix* can be added. (1分) For instance, *friend-* in *friends*, and *friendship* in *friendships* are both stems. The former shows that a stem may be the same as a root, whereas the latter shows that a stem may contains a root and one, or more than one, derivational affix. In another word, *friendship* is a stem, but not a root. (1分)
（本题考查词根和词干的定义及其异同）

6. In English the NUMBER lexical items are regular and popular suffix which can be added to the verbs and nouns that distinguish the singular number (one or one group or part), plural form (more than one). In English nouns, we have *book/books*, *pen/pens*, *hero/heroes*, each of the former indicating the singular form (with no suffix or zero suffix), while the latter refers to the plural form, with the suffix (e)s. There are irregular forms in English pronouns, such a *I/we, me/us, my/us*, so on indicating the distinction between the singular form and plural form. English verb has present tense the third person singular, for instance, *Mary works, Mary teaches French*. English verbs also has the irregular, for instance, *have/has, am/is/are*, which are not large in amount but fixed in usage. (2分)
In Contrast, Chinese has few lexical items to indicate the grammatical category NUMBER, such as *students* (学生们)，*children*(孩子们)，*workers* (工人们), indicating human beings' plural

forms, or professions. This seldom occurs to the nouns referring to non-human things, such as 桌子们，椅子们 with the exception that they are used in scientific fiction or children's fairies. Chinese has singular and plural distinction in pronouns for example, 我/我们, 他/他们,你/你们.In Chinese, we have a few expressions DUAL in terms of units, such as 一双，一副，一对，一套. In contrast, English has only "a pair of", "a couple"

There is no distinction in the number of Chinese verbs. （2分）

（本题考查句法学中的汉语和英语在语法范畴"数"的异同及其各自的特点）

7. Horn's Q-principle: The Q-principle (Hearer-based):

   MAKE YOUR CONTRIBUTION (cf. Quantity1)

   SAY AS MUCH AS YOU CAN (given R) (2分)

   R-principle: The R-principle (Speaker-based):

   MAKE YOUR CONTRIBUTION NECESSARY (cf. Relation, Quantity2 Manner)

   SAY NO MORE THAN YOU MUST (given Q) (2分)

   （本题主要考查语用学理论的新发展—后格赖斯时期理论）

8. Computational linguistics is a branch of applied linguistics, dealing with computer processing of human language. (2分) It includes programmed instruction, speech synthesis and recognition, automatic translation, and computer mediated communication. (2分)

   （本题考查应用语言学中计算语言学的定义）

9. Communicative syllabus aims at the learners' communicative competence. (1分) This syllabus was summarized by Yalden (1983) with ten components as follows: (1分)

(1) as detailed a consideration as possible of the purposes for which the learners wish to acquire the target language.

(2) some idea of the setting in which they will want to use the target language (physical aspects need to be considered, as well as social setting); (1分)

(3) the socially defined role the learners will assume in the target language, as well as the roles of their interlocutors.

(4) the communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on. (1分)

(5) the language functions involved in these events, or what the learner will need to be able to do with or through the language;

(6) the notions involved, or that the learner will need to be able to talk about;

(7) the skills involved in the "knitting together" of discourse: discourse and rhetorical skills.

(8) the variety or varieties of the target language that will be needed, and the levels in the spoken and written language which the learners will need to reach;

(9) the grammatical content that will be needed;

(10) the lexical content that will be needed.

　　（本题考查应用语言学中语言教学中交际教学大纲的特征，选择4种就得4分）

II. Fill in the blanks with the words that are most appropriate in the given context. (16 points)

1. performatives, constatives, locutionary act, illocutionary act, perlocutionary act. (5分)

   （本题考查语言学中言语行为理论的起源及奥斯汀对自己的理论的提出及其阐述）

2. psycholinguistics, interdisciplinary, acquisition, production, production (5分)
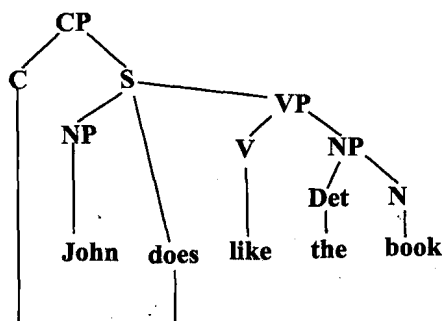
   （本题考查应用语言学中心理语言学的定义及其特征）

3. variable, invariable, grammatical (functional/structural),lexical(content/notional), open,closed (6分)

（本题考查从不同角度出发对词类进行的不同分类，属于词汇学或形态学范畴）

III. Answer the following questions and try to elaborate the points indicated in questions with the knowledge you have acquired. (24 points)

1. Describe with tree diagrams the transformations involved in forming the question "Does John like the book?"

The first diagram shows the D-structure and the second the S-structure.

（本题考查树型图在转换生成语法理论的地位及其对句子结构和句子成分之间的关系。12分）

2. **State and interpret the sense relations with examples.**

There are three sense relations: sameness relation, oppositeness relation and inclusiveness relation. (4分)

Synonymy is the technical name for the sameness relation. English is rich in synonyms. e.g. buy/ purchase; world/universe; wide/broad, autumn/fall. (1分) In Chinese, "父亲"和"爸爸", "打死", "搞死", "整死", "弄死", "掐死", "玩死"and so on, total synonymy is rare. (1分)

Antonymy is the name for oppositeness relation whose three main sub-types are gradable antonymy (old/young; long/short);complementary antonymy (alive/dead, pass/fail, odd/even) and converse antonymy (husband/wife, parent/child, over/under) (4分)

The notion of inclusiveness can be seen in the following example. The meaning of *desk* is included in that of *furniture*. Hyponymy is a matter of class membership. The upper term in this sense relation, the class name, is called SUPERORDINANT, and the lower terms, the members, hyponyms. Another classical example is, flower/ peony, tulip, violet, carnation. (2分)

（本题考查词汇学或语义学知识从同义关系，反义关系和上下义关系三个角度解释了主要意义关系，这里主要解释了词或词组之间的关系；而句子之间的关系也是一种意义关系，只是更加复杂，例如，同义反复关系，e.g. War is war.; 前提关系，矛盾关系，衍推关系等等，更加复杂）

IV. Explain the differences between the Chinese and English cultures by illustrating one aspect of life, which is rich in Chinese but limited in English, and vice versa. (24 points)

Different culture features—be they environmental, material, or social—produce different linguistic features. (4分) 1) One aspect of life which is rich in Chinese but limited in English

is the kinship terms. The kinship field is generally built around the lexical differentiation of three fundamental human family relations: filiations, consanguinity and spouseship. In English different words are used primarily to distinguish the set of kin relations, e.g. "brother" and "sister", "aunt" and "uncle", etc., but in Chinese distinction is also made lexically between members of kin who are older or younger than the speaker, or his/her parents, who are on the maternal side or on the paternal side, and who are in-laws or not. Thus, for the English "aunt," we have in Chinese "gu"(father's sister), "shen"(wife of father's younger brother), "bomu"(wife of father's elder brother), "yimu"(mother's sister) and "jiuma"(wife of mothers' brother). (8分) 2) One aspect of life which is rich in English but limited in Chinese is the horse words. (4分) The fact that English boasts a large number of horse words is a ready explanation in the important part horse plays in the life of the English people. Besides the most common word "horse", there are "gee" (a term for horse used by children), "horseflesh"(horse considered as a group, especially for driving, riding, or racing), "steed" (a spirited horse), "mare"(a young female horse), "foal" (the young offspring of a horse), "colt"(a young male horse), "filly"(a young female horse), "pony" (horse small in size when full grown), "thoroughbred" (a purebred or pedigree horse), and "bay" (a reddish brown horse). (8分)

（本题主要考查中英文化差异，文化学习是外语学习的一个重要课题）

1. **What are the methods for the addition of new words in the English language?**
   New words are created through the following processes.

a. Invention. It is a word-formation process related to the developing economic activities. New lexical items come directly from the consumer items, their producers or their brand names, such as "Coke", "nylon", "Kodak" and so on.

b. Blending: It is a relatively complex form of compounding, in which two words are blended by joining the initial part of the first word and the final part of the second word, or by joining the initial parts of the two words; such as smog (smoke + fog), digicom (digital + computer).

c. Abbreviation: The process of abbreviation refers to that a new word could be created by cutting the final part, or cutting the initial part, or cutting both the initial and final partsaccordingly.
   Such as ad, (advertisement) , van (caravan) , flu (influenza).

d. Acronym. It is made up from the first letters of the name of an organization, which has a heavily modified headword, such as WTO, UNESCO.

e. Backformation. It refers to an abnormal type of word-formation where a shorter word is derived by deleting an imagined affix from a longer form already in the language. For example, "edit" is a word generated from "editor."

f. Analogical creation. Roughly speaking, this process is one whereby words are created in imitation of other words. For example, the appearance of the word "talkathon" is created on the model of "marathon."

g. Borrowing. It refers to the fact that English has borrowed words from other language. For example, the word "cancer" and "tumor" were borrowed from Latin.

h. Derivation. New words can be created by the addition of derivational affixes, such as "national", which is originated from the word "nation".

i. Compound. It refers to the creation of new words by joining two separate words, such as

"ice-cream" and "sunrise".

（这里主要考查社会语言学的基本知识。考生可以从词汇的角度出发，回答问题。也可以从语言变化的角度答题。主要要解释英语产生新词的主要渠道或方法。注意：不要跟"词汇变化"和语言变化相混淆，因为词汇变化还有语音变化等，语言变化还有句法变化等）

2. **When a teacher says "it's hot in here" during a class, what does she probably mean? Refer to the theory of pragmatics when you analyze the situation.**

This utterance would be semantically ambiguous if it was seen isolatedly without any context of situation. Its interpretation has to rely on the context in which it was uttered. （5分）

There could be generally two types of situation in which this utterance could happen. One may be that it is summer; the teacher just come into the class and is sweating heavily. The other may be that in class the students are quite active towards the questions or problems the teacher has posed, for example, discussing in group, or debating in a large scale. （5分）

According to the cooperative principle, in our conversation, in order to be cooperative, that is, to make his intentions to be known by the hearer, the speaker will try to make his conversational contribution such as is required, at the stage at which it occurs.

Therefore, according to the third maxim of cooperative principle, RELATION, which says "be relevant", the utterance could be interpreted differently as follows:

In the first situation, when the students hear the teacher saying "it's so hot in here", they would probably assume that the teacher is obeying the cooperative principle, and what he says is relevant to the context, which is that the teacher is sweating, and maybe accompanied by fanning himself with his hand. Therefore, what the teacher means is probably that the temperature is high. （5分）

What's more, if the windows in the classroom are closed, this utterance will go further to be an implication of a request for opening the windows.

In the second situation, the students would assume that the teacher should have observed the maxim of relation, since it is under normal circumstances. Given the context in which the students are discussing or debating about certain questions furiously, the hearer would tend to interpret the teacher's utterance as: "you are discussing (or debating) so actively", which implies a praise for the active participation of the students in class activity. （10分）

（本题主要考查主要语用学理论，考生要从会话含义，合作原则以及言语行为理论三个方面答题。尤其是言语行为理论中的以言行事(illocutionary act)，或间接言语行为在语言使用中的作用。同时指出，在会话中，说话者和听话者基本遵守合作原则（CP）。另外，说话者一般都会收到言后之果（perlocutionary act），即学生把窗户打开，或更积极地参加讨论）。

语言学模拟试题（二）

I. Answer the following questions. (50 points)

1. Illustrate lexical change proper with the latest examples in English, covering at least four aspects. (10 points)

2. Illustrate "Immediate Constituent Analysis". (10 points)

3. Illustrate the significance of studying speech sounds in linguistics. (10 points)

4. Illustrate the Q-and R-principles. (10 points)

5. Illustrate at least four major linguistic views and their significance in language learning and teaching. (10 points)

II. Think of a situational context in which B's utterance is relevant to A's.

A: I don't think Mrs. Johnson is an old windbag, don't you thinks so?

B: Huh, lovely weather for March, isn't it? (20 points)

III. Explain this statement and give at least two examples of it: "One culture's meat is another culture's poison." (25 points)

IV. Identify the linguistic concept "WORD" with examples. (25 points)

V. Discuss the phonological rule that underlies the third person singular present tense forms of verbs in English. Keep in mind the following forms: (30 points)

1) He works eight hours a day, six days a week.

2) The girl comes here every Saturday.

3) She uses the computer at night.

语言学模拟试题（二）参考答案

I. Answer the following questions. (50 points)

1. Illustrate lexical change proper with the latest examples in English, covering at least four aspects. (10 points)

New words or expressions are created through the following processes except compound and derivation, which are called lexical change proper.(2分)

1) Invention

Technological and economic activities are the most important and dynamic in modern human life, many new lexical items come directly from them, such as "Kodak", "Coke", "nylon", "bird flu", etc. （2分）

2)Abbreviation

Many English words have come into being through abbreviation. This phenomenon is also called clipping: a new word can be created by:

(1) cutting the final part, for example, "ad"(advertisement); "prof"(professor).

(2) cutting the initial part, for example, "plane" (aeroplane);bus (omnibus).

(3) cutting both the initial and final parts accordingly, for instance, "fridge" (refrigerator); "flu"(influenza). （2分）

3) Blending is a relatively complex form of compounding, in which two words are blended by joining together the initial part of the first word and the final part of the second word, or by only joining the initial parts of the two words, for example, emotion + icon — emoticon; car + hijack-king — carjacking; digital ＋computer — digicom （2分）

4) Acronym is made up from the first letters of the name of an organization, which has heavily modified headword; an example is "EU" for "European Union". This process is also widely used in shortening extremely long words of word groups in science, technology and other special fields. For example, SARS is short for "Severe Acute Respiratory Syndrome". What's more, people also use this process in internet chatting or e-mail communication, such as "BTW" for "by the way ", ASAP for "as soon as possible". （2分）

（本题考查词汇学或形态学中词汇本身的变化。作答时任选四个进行描述，并举例说明。其他的还有back-formation（反成法）；analogical creation（类推造字）；borrowing（借词）。参考胡壮麟《语言学教程》第三版第三章）

2. Illustrate "Immediate Constituent Analysis". (10 points)

The relation between a sentence and its component elements is generally referred to as the relation between a construction and its constituents, in which a very important notion is immediate constituent analysis, IC Analysis for short.
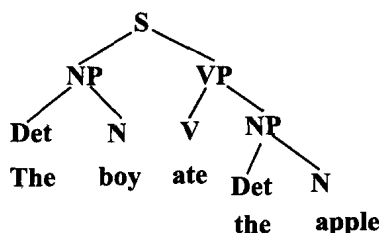
The immediate constituent analysis may be defined as the analysis of a sentence in terms of its immediate constituents—word groups (or phrases), which are in turn analyzed into the immediate constituents of their own, and the process goes on until the ultimate constituents are reached.

The immediate constituent analysis of a sentence may be carried out with brackets or with a tree diagram. The criterion for the immediate constituent analysis is substitutability: whether a sequence of words can be substituted for a single word and the structure remains the same.

Through IC analysis , the internal structure of a sentence may be demonstrated clearly, and ambiguities, if any, will be revealed.（4分）

For example, the IC structure for the sentence "The boy ate the apple" can be interpreted as follows:

1) Tree diagram

（3分）

2) Bracketing

((The) (boy)) ((ate) ((the) (apple)))

The former is obvious in interpreting some ambiguous sentences while the latter is more economic in showing the relations between the constituents in the course of interpreting the sentences' hidden meanings.（3分）

（本题考查句法学中直接成分分析法,其本质是二元分法。回答时，首先给出定义、作用及其表现方法—树形图和括号法，并分别举例说明，最后指出各自的优点。参考胡壮麟《语言学教程》第三版第四章)

3. **Illustrate the significance of studying speech sounds in linguistics.(10 points)**

   Language is first and foremost a "system of vocal symbols". Human beings are capable of making all kinds of sounds, but only a relatively small number of these sounds have become the units in the language system, as we have seen in the discussion of language speech sounds had existed long before the writing was invented, and even today, in some parts of the world, there are still languages that have no writing systems. Therefore, the study of speech sounds is a major part of linguistics.（4分）

   Analysis of speech sounds can be approached on two levels: phonetics and phonology. The formal deals with speech organs and their functions, speech sounds, waves carrying speech sounds, analysis and processing of the sounds by the listener. The latter is concerned with the organization of speech within specific languages, or with the systems and patterns of sounds that occur in particular languages. Both phonetics and phonology are main branches of linguistics.（3分）

   To study speech sounds, linguistics need to analyze the minute processes and activities of the speaker and explain the way speech organs move to convey meaning. The theory and methods thus developed can be applied to numerous other fields. For example, people who work in recording language description and language teaching all have some interest in phonetic knowledge while those who work in audiology, speech therapy and speech pathology must have a solid foundation in phonetics and phonology.

   Phonetics is focused on the describing and classifying the speech sounds while phonology is concentrated on the study of the sound systems or sound patterns which can or might control the