Linguistics and Applied Linguistics

英语专业考研

名校全真试卷
【全新精华版】

语言学

主 编／张光明

副主编／尤晓刚

◎ 名校真题　◎ 精心研读
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特别提示：

● 精选全国各大名校英语专
● 知名教授解读命题特点指明解题思路
● 考专考研权威专家准确预测考试走向

Mastering Advanced English Proficiency

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编 委 王传奔 姜媛媛 邹莉媛
梁 良 许 静

英语专业考研名校全真试卷
语言学

张光明　主编

对跨入大学攻读英语专业的学子们，随着学习逐步进入正常轨道，考研这个大学期间最为热门的话题，日益凸显其重要性，对学生本人，对学生的父母甚至对其亲朋好友产生着巨大的吸引力。考研为何长期魅力不减，可能除了寄托着家中父母的无限希望和迫于就业市场的无情压力外，更多的是考生本人有着更高的人生追求，希望能圆更美的梦，鲲鹏展翅，搏击长空，他们要在这辽阔的天地间一展自己的身手，难得的历练，天赐的良机，人生能遇上几次惠顾？为辉煌的事业，为人生的远大目标，应该不断追求，不断奋进，在搏击中享受其无穷的乐趣。

我们中国人学习英语，除了必要的语言天赋外，更主要的是要靠本人的长期刻苦努力。为求佐证，我们不妨回顾一下享誉海内外的前辈语言大师和翻译大师们成长的道路。从披露于书籍、报端的零星资料，我们深刻认识到：学习地道的英语，只有多下功夫，多读、多记、多背英语句子和篇章，才能出语感，多读、多记、多背、多练才能下笔成章，多读、多记、多背、多练才能下笔如有神助。当然要成为合格的高级外语人才，除了外语功底深厚之外，还要有深厚的语言学、文学知识，对中外文化有深切的理解。张培基、许国璋、范存忠、葛传椝等无不是靠多读、多记、多背、多练才成为学贯中西、汉英两种语言造诣很深的大家。
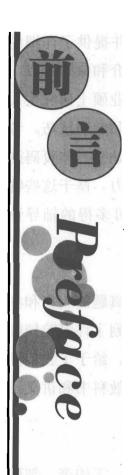
谈到大学本科的外语学习，人们总会提起听、说、读、写、译五项技能。在大学高年级阶段，我们不能把上述五项技能的学习和提高单一来看。譬如口语，你能读懂口语教材，并不等于你会说，更不等于你说得流利、地道。口语、阅读与写作有着密切的联系，彼此可以相互促进、提高。但是，口语好并不一定写作很好，不等于你能用高质量的书面语准确地把自己的思想表达出来。知识不等于技能，不等于学习者拥有了熟练运用的能力。再譬如，"译"是五项技能中的重要一项，是综合能力的体现。我们说，学好外语是做好翻译的一个必备的条件，但还不是一个充分的条件。要使自己成为一个称职的翻译，必须根据翻译职业的理念和翻译操作中固有的特点，长期严格、刻苦地实践，对各种技巧能够娴熟运用，能够发现问题、独立解决问题。唯有如此，才有可能成为一个合格的翻译工作者。翻译与写作都是一项非常辛苦、集多种能

力和技艺于一身的综合性技能，来不得半点的马虎和虚假。

谈到英语专业学生的考研准备，因为研究生阶段的培养目标和本科阶段相去甚远，研究生阶段的研究型学习的特点要求我们不但要系统、深入地钻研本科阶段所学过的专业课，还要根据自己所报考院校的研究重点有针对性地去涉猎相关领域最新的研究成果。有鉴于此，我们认为，英语专业考研的准备宜早不宜迟，从二年级就要着手考虑并认真进行相应的准备，尽早确定所要报考的学校和专业，然后制定详细可行的读书计划。考研的方向确定至关重要，兴趣和学科的潜在前景是下决心的依据，有了方向，努力的目标便非常明确，进而取得事半功倍的效果。这是"知知者不如好知者，好知者不如乐知者"使然。同学们既然选定一个方向，就要坚定地走下去，并决心为之不懈奋斗，直至取得斐然成就。英语专业考基础英语（如语法、词汇、阅读、汉英互译、写作等）、英语语言学（如语言学家、流派、术语、概念、选段分析等）和英美文学（如作家、作品、文学术语、概念、作品分析等）等三门专业课，此外还有第二外语、政治等。专业课的准备是一个相对长期的过程，阅读伊始，同学们就应认真做好每一门专业的笔记，以备后期复习、记背，谁的基础打得牢，谁准备得充分，谁就肯定胜券在握。

从这个思路出发，我们组织一批有着多年英语专业考研辅导经验的博士生和硕士生导师编写了本套系列丛书。本丛书具有如下特色：一、**精选真题**。所用范题全部都是各大院校的最新真题，紧跟国内外和本单位基础科研的最新成果，具有时代特色。二、**凸显特色**。各院校在真题中都体现了其科研和教学特色，突显了自己的优势专业。读者一套书在手，若能认真读透，灵活运用，就很有希望拿到你所向往大学研究生的入场券。三、**涵盖面广**。本套丛书涵盖了全国所有主要大学专业英语的最新真题，其对考研者的巨大价值不言自明。**四、讲解精透**。编者在精心研究、透彻理解真题的基础上，研析、参考了其他学者、老师的评析成果，吸收了其精妙部分，补充或更正了其讲解模糊甚至错误部分，竭力使本丛书能够站得稳，立得久，经得住时间的检验。如果同学们能够读懂、读透，并认真做丛书提供的各种考题，对好句、好段能大量积累，熟读成诵，你们头脑中储存的上述几门专业的词汇、信息、知识就会与日俱增，运用起来就有可能游刃有余，到了考场，自然就会"胸藏万汇凭吞吐，笔有千钧任歙张"。以上是本人阅读丛书后所产生的想法和体会，虽不成系统，却是肺腑之言。

解放军国际关系学院博士生导师　　张光明

语言学作为一门社会科学，在国外是半个世纪以来发展最快、变化最大的学科之一。在过去的半个世纪中，语言学领域新说纷纭，成果丰硕，其影响遍及心理学、社会学、教育学、人类学、机器翻译、认知科学等学科，各大院校纷纷设立了语言学研究方向，培养了专门的语言学专业高级人才。由于语言学这门课程理论性较强，涉及的术语又特别多，且由于这门课程在我国高校外语专业开设的时间较短等原因，所以大多数学生在学习和备考时感到其难度大、问题多。

目前，我国英语专业硕士研究生入学考试并没有采取全国统考的方式，也没有设定统一的考试大纲，而是各招生单位根据自身要求自行命题。不同院校在考试要求、命题特点方面不尽相同，特别是一些学校间的题型、内容难易程度等都还是有一定差别的，但大部分院校英语语言学考试的主要题型有选择、填空、名词解释、问题简答、实例分析等。大多院校都会在试卷中考查若干基本概念方面的内容，要求考生熟记的知识点很繁杂，而不同的院校，又会有不同的侧重点。因此，研究这些学校的英语语言学的考研试题非常有必要。我们系统地研究了一些名校近几年的英语专业硕士研究生入学考试大纲和要求，认真分析了多所高校若干份英语专业"语言学"考研真题，精心挑选了具有代表性的部分真题进行详尽解析，编写了这本英语语言文学专业"语言学"考研复习资料，帮助考生寻找试题背后的命题规律。

本书是一本解答国内众多名校英语专业硕士研究生入学考试"语言学"历年真题的复习参考资料。它根据众多院校"语言学"试题的内容架构和难易程度，从全国英语

专业实力较强的13所院校挑选出近几年的22份语言学真题，并提供了详细的参考答案及思路解析。每份试卷开始部分还附有相关院校的简介和命题特点。可以毫不夸张的说，通过参考本书，读者可以大致了解英语专业硕士研究生入学考试的最高水平和各个院校"语言学"考研试题的出题思路和解题技巧。考虑到考生备考阶段时间、精力有限，编者特意将参考答案的出处及具体页码列出，以便于考生参阅，同时也为读者节省了若干宝贵时间和精力。基于这些特点，对于有意于英语专业考研的考生来说，本书更是一本不可多得的辅导资料。

由于种种原因，英语专业硕士研究生入学考试"语言学"真题的收集和参考答案的整理是非常困难的。幸运的是，我们在编著过程中得到了许多院校师生的协助。安徽财经大学外国语学院为我们提供了便利的条件，给予了我们诸多支持和鼓励。同时，我们也参考了众多院校英语专业语言学教科书和讲义及相关资料和文献，在此一并致以诚挚的谢意。

参加本书编写工作的有安徽财经大学外国语学院的尤晓刚、王传奔、邹丽媛、姜媛媛、许静、梁良等教师。由于编者水平有限，且时间仓促，错误和疏漏之处在所难免，不当之处，恳切期望国内外专家同行和读者惠予批评指正，不甚感激。

编者

目录 Contents

总论

一、复习准备

语言学是英语专业本科高年级学生所开设的一门高级课程。这门课程内容较为抽象，学习起来不易把握，很多英语专业的学生在本科学习后仍是一头雾水，对于准备参加英语专业考研的考生来说，英语语言学复习备考更是个大问题。那么，如何做好语言学的复习，在考研中稳夺高分呢？笔者提出以下建议供考生们参考：

第一，理性选择备考院校。全国能够招考英语语言学方向的院校不少，但各院校的学术兴趣与考查重点却千差万别。考生应结合自身实际，理性选择适合自己的院校备考。院校选择也是考研成功不可忽视的重要因素。

第二，认真研读复习用书。全国英语语言学招考院校相关的指定参考书不像其他学科一样五花八门，主要以北京大学胡壮麟老师的《语言学教程》为主，指定本书的院校占到85%左右。有的院校选用刘润清、文旭的《新编语言学教程》，杜诗春的《应用语言学》，戴炜栋的《简明英语语言学教程》等，还有的学校不指定参考书目。在备考时，建议考生在认真研读指定参考书之外，可辅以较为简单的语言学教程，这样能够较为深入的理解指定书目。考生可以通过深入研究备考院校的历年真题来做准备，认真研习指定书目的课后练习，熟练掌握书中的例子，这些都是制胜关键。

第三，科学运用学习方法。考生确定备考院校后，应认真研究其要求，有针对性地复习，这样才能做到有的放矢，理论部分的学习要重点把握基本概念和基本原理，应用部分的学习要注意理论联系实际语料；要以语言学核心学科为主，以相关学科为辅，要以建立学科框架为最终目标，以完成课后练习为主要任务，要以理解为基础，以记忆输出为目的；同时要善于进行英汉语比较学习。

二、题型分析

综观各院校的英语语言学考题，大部分高校仍是以考基础知识为主，当然也有个别学校在基础之上又有综合知识的考查，如南京大学、上海交通大学等，更有甚者，北京外国语大学近年来主要考查学生运用理论综合分析的能力，较少涉及基础知识。

英语语言学考试的主要题型有名词解释、填空、选择、分析论述、实例应用等。大多数院校都会在试卷中考查许多基本概念方面的内容，要求考生熟记的知识点很繁杂，如语言的基本概念、音系学、词汇学、语义学和语用学中的基本知识等都可能是考查要点。而针对不同的院校，又会有不同的侧重点。一些院校多会设计应用类题型，比如北京外国语大学和南京大学近年来的试题要求考生结合具体实例进行分析，这不仅要求考生能够记忆理论知识，还要能够灵活运用知识解决具体问题，而且还会给考生制造较大的书写方面的负担。因此考生在平时的复习中既要做好充分准备，又要对知识点做到烂熟于心。对于分值比重较高的院校，考生在备考时，应注意对知识点进行深入思考，以便在考试中遇到相关题型时，能够做到快速理解，顺畅应答。

总的来说，无论题型多么千变万化，只要考生能够灵活把握语言学的理论知识，并辅以扎实的英语基本功，在考研中稳夺高分还是唾手可得的事情。

北京外国语大学

一、学校简介

北京外国语大学坐落在北京市海淀区西三环北路，在三环路两侧分设东西两院，是教育部直属、国家首批"211工程"建设的全国重点大学之一，是目前我国高等院校中历史悠久、教授语种最多、办学层次齐全的外国语大学。学校目前已基本形成了以外国语言文学学科为主体，文、法、经、管多学科协调发展的专业格局。其中外国语言文学是北京外国语大学具有传统优势的特色学科。北京外国语大学作为培养外交、翻译、经贸、新闻、法律、金融等涉外高素质人才的重要基地，取得了突出的成绩，为国家培养了7万余名高质量的涉外人才。

二、命题特点

北京外国语大学研究生入学考试语言学参考书目为 *The Study of Language*（Yule, 1996）、*Second Language Learning and Language Teaching*（Cook, 1996）和丁树生等编著的《现代汉语语法讲话》。从参考书目上看，该校不仅要求考生对语言学理论有所了解，而且要求涉猎一些二语学习与教学方面的知识。同时既要学习英语语言学，也要关注汉语语言学。从2007年和2008年的语言学试卷来看，主要考查考生对语言理论知识的综合运用能力，难度较大。考试试卷共有五大题，都是分析论述题。

三、真题解析

北京外国语大学2007年英语语言学试题

1. Imagine you were at a bus stop and two people approached you one after the other. The first said "哎，几点了？"，and the second said "不好意思，打搅一下，请问您戴表了吗？".

   What assumptions would you make if you were addressed in these two ways and why would you make them? (25 points)

2. Explain this statement and give at least two examples of it: "In studying other cultures, we do so from the perspective of our own culture." (25 points)

3. (1) Give an account of what you know about the English present perfect tense. (20 points)

   (2) If you are to teach a group of junior middle school students the present perfect tense in 45 minutes, how are you going to plan your class? (20 points)

4. A teacher drilled his/her students in the structure called indirect questions:

   Do you know where my book is?

   Do you know what time it is?

Did he tell you what time it is?

As a direct result of the drills, all the students were able to produce the structure correctly in class. After class, a student came up to the teacher and asked, "Do you know where is Mrs. Smith?" which shows that only minutes after the class the student used the structure incorrectly in spontaneous speech. What do you think is the reason for this misuse? Was the lesson a waste of time? Why or why not? (30 points)

5　(1) What do you think are the differences between a good language learner and a poor language learner? (15 points)

(2) If we know what strategies good language learners use, does it follow that teaching so-called poor language learners to use those strategies will result in their successful language learning? Why or why not? (15 points)

北京外国语大学2007年英语语言学试题
参考答案与解析

1. **【参考答案】** In the two ways of asking for time, I would assume that the speech made by the first people is a direct speech act while the other one's speech is an indirect one. The first people directly asks for time in a casual way, while the other one indirectly inquires time by using the question "请问您戴表了吗？" denoting the implicature that what he wants to know is not whether I wear a watch but time. Therefore, the first person seems a little impolite or even rude by using the word "哎" to attract my attention. On the contrary, the second one uses an appropriate pragmatic strategy and presents his strong communicative competence. He uses "不好意思，打搅一下" to attract my attention and establish a friendly atmosphere and implies that he wants to know the time with a question "请问您戴表了吗？".

Perhaps the crucial distinction in the use of these two types of speech acts is based on the fact that indirect commands or requests are simply considered more gentle or more polite in our society than direct commands. And why they are considered more polite is based on some complex social assumptions.

【思路解析】 本题考查直接言语和间接言语的用法，一般情况下，间接言语行为较直接言语行为更为平和、礼貌。答案参照《语言研究（第二版）》第132-134页，同时，考生也应掌握语用学中的礼貌原则。

2. **【参考答案】** There exists a close relationship between language and culture. More evidence can be gathered to indicate that a study of linguistic issues in a cultural setting can greatly promote our understanding of motivation and directionality in language change.

Based on Whorf's experience and his study of Hopi (an American Indian language), a very influential but also extremely controversial theory that has ever been made in the study of the relationship between language and culture is widely known as the Sapir-Whorf Hypothesis. What this hypothesis suggests is like this: our language helps mould our way of thinking and, consequently, different language may probably express our unique ways of understanding the world. Following this argument, two important points could be captured in this theory. On the one hand, language may determine our thinking patterns; on the other, similarity between languages is relative, the greater their structural differentiation is, the more diverse their conceptualization of the world will be. Therefore, the hypothesis has alternatively been referred to as linguistic determinism and linguistic relativity.

The notion that language determines thought may be partially correct, in some extremely limited way, but it fails to take into account the fact that users of a language do not inherit a fixed set of patterns to use. They inherit the ability to manipulate and create with a language, in order to express their perceptions.

Therefore, we can say that in studying other cultures, we do so to some extent from the perspective of our own culture. For example, "cousin" in English culture includes "xiongdi" or "biaoxiongdi" (aunt's or uncle's male child), "biaojiemei" or "jiemei" (aunt's or uncle's female child) in Chinese culture. Therefore, Chinese students may tend to understand this kind of relationship from the Chinese perspective and misuse it. For another example, the words referring to "wife" are limited in English but rich in Chinese. There are "furen", "qizi", "laopo", "neiren" etc. for "wife". Those studying Chinese culture may understand it from the perspective of their culture. In their culture, it

is hard to find the counterpart of "neiren". So it is difficult for them to understand "neiren" which are closely related to Chinese culture. But they can easily understand "qizi" and "laopo" which are the direct counterparts of "wife" in Chinese culture.

【思路解析】本题着重考查语言与文化的关系问题，答案可从《语言学教程（修订版）》第223-235页上总结。考生同时也应了解语言与社会、心智等关系问题。

3. 【参考答案】(1) The present perfect tense is a perfect tense used to express action that has been completed with respect to the present. (The word *perfect* in its name refers to the idea of completion—of being now finished—rather than to perfection in the sense of "no flaws".) "I have finished" is an example of the present perfect. The present perfect is a compound tense in English (and in many other languages), meaning that it is formed by combining an auxiliary verb with the main verb. For example, in modern English, it is formed by combining a present-tense form of the auxiliary verb "to have" with the past participle of the main verb. In the above-mentioned example, "have" is the auxiliary verb, whereas the past participle "finished" is the main verb.

In English, the present perfect has perfect aspect, which means that it is used to refer to a subject's past actions or states while keeping the subject in a present state of reference or in a present state of mind. Therefore, in English, the following logic helps to understand the tense: Think of the words in the construction separately: "have" (or "has") is in the present, and the past participle is in the past. For example, "I have gone to the cinema" implies that the subject has completed a certain action (this is what "gone to the cinema" relates), but that the subject is, in a sense, "holding" or "possessing" that completed action in the present time (this is what "I have" relates to). In other words, the subject is in a current state (now), and a past action that the subject has done or a past state that the subject has been in, is being referred to from the current state of the subject, which is the present time. This differs from the simple past tense, i.e., "I went to the cinema", which implies only that an action happened, with the subject having no relationship at all to the present.

Another examples:

The boy saw the car. (Emphasis is on the fact that the boy saw the car.)

The boy has seen the car. (Emphasis is on the present state of the boy, resulting from the fact that he saw the car.)

I left Brazil eight years ago.

I have left Brazil for now.

In summary, both the present perfect tense and simple past tense are used for past actions or states, but the present perfect describes the present state of the subject as a result of a past action or state (i.e., the subject is being talked about in the present), whereas the simple past describes solely a past action or state of the subject (i.e., the subject is being talked about in the past).

【思路解析】本题着重考查现在完成时的定义。现在完成时表示过去某时发生的行为对主语目前产生的影响，即用过去发生的某个行为来说明现在的某种情况。现在完成时的用法：（1）未完成用法。表示动作或状态开始于过去，一直延续到现在，可能继续发展，也可能刚刚结束。（2）反复性用法，表示过去到现在这段时间内反复发生的动作。（3）完成性用法，表示动作或状态到说话时已经完成，通常所产生的结果把过去和现在联系起来。答案参照http://en.wikipedia.org/wiki/Present_perfect_tense.

(2) If I am to teach a group of junior middle school students the present perfect tense in 45 minutes, I will carry out my lesson by following the classroom procedure (the presentation-practice-production approach) of grammar instruction.

1) Presentation stage （15 minutes）

I will introduce the present perfect tense in particular communicative situations, focusing on its

meaning, form and its function. The emphasis at this stage is on its meaning and form.

2) Practice stage (15 minutes)

In this stage, I will organize my students to work through activities from controlled to free in order to practice the present perfect tense in different situations. The emphasis at the beginning of this stage is on accuracy.

3) Production stage (15 minutes)

In this stage, I will give my students the chance to use the present perfect tense freely and incorporate it into their existing language. The emphasis at this stage is on use.

【思路解析】本题着重考查教学过程的设计，笔者在语法教学中，主要采用"3P"教学法组织教学。"3P"教学法把语言教学分为以下三个阶段：呈现 (presentation) → 操练 (practice) → 产出 (production)。在教学过程中，教师通过对语言知识的呈现和操练让学生掌握，然后再让学生在控制或半控制之下进行假设交际，从而达到语言的输出，形成学习成果。

4. 【参考答案】I think the reason for this misuse can be explained with the structuralist view toward learning and error. The structuralist linguists follow the behavioristic view that to learn is to change old habits and build new habits. In their opinion, errors occur when the learner fails to respond correctly to a particular stimulus in the second language because the features of the second language differ from those of the native language and the learner tends to carry over features of the native language into the second language. In other words, the learner fails to change his old habits so as to acquire new habits of the second language. Since an error may serve as a negative stimulus which reinforces "bad habits", so it should not be allowed to occur. Therefore, the student uses the structure incorrectly in spontaneous speech because he doesn't form the English habits to use indirect questions with the influence of his native-language habits. The drill practice, based on the structuralist view, is an effective technique in language teaching to some extent although it has its disadvantages. Drill practice may be views as a kind of input and it plays an important role in the process of forming a new habit. Therefore, the lesson was not a waste of time. But pattern drill is performed out of real situation and fails to develop students' communicative competence. In the lesson, teachers may combine some approaches, such as communicative approach, grammar-translation approach, direct approach, audio-lingual approach and natural approach.

【思路解析】本题主要考查句型操练等教学方法，答案参照贾冠杰编著的《应用语言学高级教程》第265-271页。同时，考生也应了解不同语言学观对教学方法的影响。

5. 【参考答案】(1) The differences between a good language learner and a poor language learner mainly lie in the differences of their learning strategies and learning styles. Learning strategies refer to methods that students use to learn. We can list some characteristics of a good language learner to see the differences between a good language learner and a bad language learner. According to Rubin and Thompson, good language learners:

1) find their own way, taking charge of their learning;

2) organize information about language;

3) are creative, developing a "feel" for the language by experimenting with its grammar and words;

4) make their own opportunities for practice in using the language inside and outside the classroom;

5) learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word;

6) use mnemonics and other memory strategies to recall what has been learned;

7) make errors work for them and not against them;

8) use linguistics knowledge, including knowledge of their first language, in learning a second language;

9) use contextual cues to help them in comprehension;

10) learn to make intelligent guesses;

11) learn chunks of language as whole and formalized routines to help them perform "beyond their competence";

12) learn certain tricks that help to keep conversations going;

13) learn certain production strategies to fill in gaps in their own competence;

14) learn different styles of speech and writing and learn to vary their language according to the formality of the situation.

(2) If we know what strategies good language learners use, teaching so-called poor language learners to use those strategies will not necessarily result in their successful language learning. Learning strategies refer to methods that students use to learn and they are only one of the cognitive factors to a learner. In addition to the difference in learning strategies, there are many other differences between a good learner and a bad language learner.

1) Affective factors

Affective factors have to do with the emotional side of learning a language. Clearly there can be a great deal going on emotionally when learning a second language, and it is possible that emotions affect how successful a language learner is. Affective factors generally include empathy, anxiety, inhibition, risk-taking, motivation, attitude and personality, among which motivation and personality are more important factors affecting language learning.

2) Cognitive factors

Cognitive factors involve the mechanics of how an individual learns something. Different people seem to learn via different cognitive styles and different learning strategies. And it is a fairly assumption that there is such a thing as a special "talent" or "aptitude" for language learning, which is to a large extent responsible for individual differences in language learning success.

3) Social factors

Such factors as instruction, environment and feedback may also affect individual learners in their language learning.

4) Age differences

First, people of the same age do not share all the same characteristics. Second, there is no uniform pattern of development that everyone follows.

5) The role of first language

The role of first language in second language performance is often referred to as interference. Our view of first language interference is quite different, and it implies a very different cure for interference errors.

6) Other factors

Apart from those main factors affecting language learning, there are many other factors which can affect second language learning. These factors include sex, birth order, prior experience, social distance and locus of control.

Learners are quite different; language teachers cannot duplicate all of desirable traits, and they can only concentrate on some of them to help their learners, depending on the different learners and different situations.

【思路解析】 本题考查造成学生学习差异的因素。造成学生学习差异的原因很多，不仅有其主观的（包括学习策略）因素，也有客观因素。答案参照贾冠杰编著的《应用语言学高级教程》第197-217页。

北京外国语大学2008年英语语言学试题

1. **Suppose you are teaching an English-speaking person Chinese. How would you help him/her interpret the following sentences, especially the relationships between the noun phrases at the beginning of the sentences and the verbs? Could you classify the sentences into different groups and suggest strategies for interpreting each group? (40 points)**
    - (1) 钱你先垫着。
    - (2) 这件事你可以写一部小说。
    - (3) 报纸我包书。
    - (4) 小王我已经告诉他了。
    - (5) 我结婚的都送这个。
    - (6) 动物园跑了一只熊。
    - (7) 谁都了解这个情况。
    - (8) 哪个地方都买不到适合我穿的衣服。

2. **What is your understanding of linguistic competence and communicative competence? Do you agree with drawing a distinction between these two competences? Why or why not? Please justify your answer with one or two examples. (30 points)**

3. **Discuss five kinds of lexical relations, using English examples to illustrate your points. (20 points)**

4. **Discuss sense, denotation and reference, using Chinese examples to illustrate your points. (20 points)**

5. **Dialogues 1) and 2) were produced by an English child aged 2 years and 4 months and her mother. Dialogues 3) and 4) were produced by another English child aged 3 years and 11 months and her mother. I. Describe the language of the two children lexically, syntactically, semantically and pragmatically. II. Discuss the similarity and differences you notice in their language. (C refers to child, and M mother.) (40 points)**
    - 1) C: me want that
      M: you've got a real piano.
      C: why?
      M: it's upstairs.
      C: why? why?
      M: what do you mean why?
      C: why?
    - 2) C: me want to read that.
      M: okay. let's read that.