

**浙江大学**  
**1991 硕士研究生入学考试试题**  
**考试科目: 英语语言学**

I. Circle the words that begin or end with a sound as required. 10%

- 1) a bilabial consonant: mad sad pad had lad
- 2) an alveolar consonant: nick kick vat rat sick
- 3) a palatal consonant: sip ship tip chip zip
- 4) a fricative: pay hose sing breath bang
- 5) an affricate: rack such ridge back dip

II. Write the Chinese equivalents for the following terms and give examples to illustrate each of them. 20%

- 1) minimal pair \_\_\_\_\_ e.g. \_\_\_\_\_
- 2) phone \_\_\_\_\_ e.g. \_\_\_\_\_
- 3) consonant cluster \_\_\_\_\_ e.g. \_\_\_\_\_
- 4) central vowel \_\_\_\_\_ e.g. \_\_\_\_\_
- 5) open-class words \_\_\_\_\_ e.g. \_\_\_\_\_
- 6) bound morpheme \_\_\_\_\_ e.g. \_\_\_\_\_
- 7) acronym \_\_\_\_\_ e.g. \_\_\_\_\_
- 8) homonymy \_\_\_\_\_ e.g. \_\_\_\_\_
- 9) relational opposite \_\_\_\_\_ e.g. \_\_\_\_\_
- 10) reference \_\_\_\_\_ e.g. \_\_\_\_\_

III. Of the three sentences given for each set below, one sentence is syntactically different from the other two. Circle the letter before the sentence that is different and explain briefly your choice in each case. 15%

- 1) a. She was driven to the airport.  
b. She was flown to Cuba.  
c. She was opposed to the plan.
- 2) a. He reads well.  
b. He writes well.  
c. He seems well.
- 3) a. Mary is anxious to graduate.  
b. Mary is eager to eat.  
c. Mary is easy to tease.
- 4) a. She decided to play.  
b. She wanted to sleep.  
c. She ran to school.
- 5) a. John promised his mother to drive carefully.  
b. John persuaded his mother to drive carefully.  
c. John expected his mother to drive carefully.

IV. Each pair of the sentences below has a similar meaning. Which one of each is formal English and which informal English. 5%

- 1) a. Everyone started raising his or her hands.  
b. Everyone started raising their hands.
- 2) a. If you make water hot, it changes to vapour.  
b. If water is heated, it vapourizes.

V. Explain in your own words the meaning of the following terms and be sure to be clear and concise. 20%

(Choose four out of six)

- 1) modern/linguistics/traditional grammar
- 2) langue/parole
- 3) competence/performance
- 4) derivational morpheme/inflectional morpheme
- 5) deep structure/surface structure
- 6) semantics/pragmatics

VI. Choose one topic from the following and write a short essay on it in English. (about 250 words). 30%

- 1) Transformational-generative Grammar
- 2) Discourse Analysis
- 3) Communicative Competence
- 4) Notional-functional Syllabus

### Key

I. 1) mad, pad 2) vat, sick 3) chip 4) sing, breath 5) such, ridge

- II. 1) 最小对立体验 pin, bin 2) 音子, 音素 [s]  
3) 辅音丛, 复辅音 ts 4) 中心元音 ə  
5) 开放性词 chair, table 6) 粘着语素 quickly 中的 -ly  
7) 词首字母缩略词 NATO=north Atlantic Treaty Organization  
8) 同音异义 flour, flower 9) 关系对立 buy, sell  
10) 相互关系 <B> /b/ <x> /ks/

III. 1) c. 2) c. 3) c. 4) c. 5) c.

IV. I=informal f=formal

- 1) a-i b-f 2) a-i b-f 3) a-i b-f 4) a-f b-i 5) a-i b-f

V. 2) langue—A term introduced into linguistics by the Swiss linguist Ferdinand de Saussure, to distinguish one of the senses of the word "language". It refers to the language system shared by a community of speakers, and is usually contrasted with parole, which is the concrete act of speaking in actual situations by an individual speaker.

parole --A term introduced into linguistics by the Swiss linguist Ferdinand de Saussure, to distinguish one of the senses of the word "language". It refers to the concrete utterances produced by individual speakers in actual situations and is distinguished from langue, which is the collective language system of a speech community. An analogous term is performance.

3) competence —A term used in linguistic theory, and especially in generative grammar, to refer to a person's knowledge of his language, the system of rules which he has mastered so that he is able to produce and understand an indefinite number of sentences, and to recognize grammatical mistakes and ambiguities. It is an idealized conception of language, which is seen as in opposition to the notion of performance.

performance —A term used in linguistic theory and especially in generative grammar, to refer to language seen as a set of specific utterances produced by native-speakers, as encountered, in a corpus. It is opposed, in this sense, to the idealized conception of language known as competence.

5) deep structure—A central theoretical term in generative grammar; opposed to surface

which thus most closely corresponds to the structure of the sentence we articulate and hear.

6) semantics—A major branch of linguistics devoted to the study of meaning in language. The term is also used in philosophy and logic, but not with the same range of meaning or emphasis as in linguistics.

pragmatics—Pragmatics can be defined as the study of language in use and linguistic communication.

VI. Omitted.