全国重点名校系列

新版

全国硕士研究生招生考试

考研专业课精品资料

【电子书】2024年中国矿业大学

（北京）860专业英语考研精品资料 【第1册，共2册】

策划：辅导资料编写组

真题汇编 直击考点

考研笔记 突破难点

核心题库 强化训练

模拟试题 查漏补缺

高分学长学姐推荐

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四、2024 年研究生入学考试指定/推荐参考书目（资料不包括教材）

8．中国矿业大学（北京）860 专业英语考研初试参考书

胡壮麟．语言学教程（第三版）（英文版）.北京：北京大学出版社，2006.

刘炳善．英国文学简史．郑州：河南人民出版社，2007.

刘炳善，罗益民．英国文学选读．郑州：河南人民出版社，2006.

常耀信．美国文学简史.天津：南开大学出版社，2008.

吴伟仁．美国文学史及选读(1)．北京：外语教学与研究出版社，2013.

吴伟仁．美国文学史及选读(2)．北京：外语教学与研究出版社，2013.

五、本套考研资料适用学院和专业

文法学院：外国语言文学

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因编撰此电子书属于首次，加之作者水平和时间所限，书中错漏之处在所难免，恳切希望广大考生读者批评指正。

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刘炳善. 英国文学简史. 郑州：河南人民出版社，2007.

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常耀信. 美国文学简史. 天津：南开大学出版社，2008.

吴伟仁. 美国文学史及选读(1). 北京：外语教学与研究出版社，2013.

吴伟仁. 美国文学史及选读(2). 北京：外语教学与研究出版社，2013.

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中国矿业大学（北京校区）

二〇〇六年硕士研究生入学试题

科目名称：专业英语　　共 1 页 第 1 页

Part I Explain the following terms (40 points)

1. Tytler
2. Functional equivalence
3. Stream of Consciousness
4. Reader-response Criticism
5. duality
6. allophone
7. inflection
8. derivation

Part II Answer the following questions (50 points)

1. Please illustrate what designative meaning and associative meaning are.
2. What is assimilation?
3. Why is it important to know the relations a sigh has with others, such as syntagmatic and paradigmatic relations?
4. What is your brief introduction to Daniel Defoe and his achievements?
5. What is your description of Theodore Dreiser and his contributions?

Part III Discuss the following topics (60 points)

1. What's the interrelations among language, culture and translation?
2. comments on *A Rose for Miss Emily* concerning the author, the theme, the character, and the writing techniques.
3. Language study —— prescriptive, descriptive or explanatory.

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二〇〇七年硕士研究生入学试题

科目名称：专业英语　　共 1 页 第 1 页

Part I Explain the following terms (40 points)

1. Biculturalism
2. Language superiority
3. Naturalism 自然主义
4. Feminist criticism
5. Arbitrariness form与 meaning no natual relation

Part II Answer the following questions (50 points)

1. Illustrate the five sociological functions of language with examples.
2. Describe the periods of English literature briefly.
3. Outline the periods of American literature.
4. Give at least three affixes that attach (relatively) productively to verbs, contribute no or very specific meaning, and do not change category.
5. How can the surface structure become the sole responsible structure for semantic interpretation?

Part III Discuss the following topics (60 points)

1. Is translation an art, a science or a skill? This argument has gone on for decades. According to Nida, he favors the last one, that is, translation is a skill or technology. Do you agree or not, and why?
2. How had Milton acted as the spokesman of the Revolution? And what is his masterpiece and its main contents?
3. Why is competence and performance an important distinction in linguistics? How do you like the concept of communicative competence?

命题时间：2005 年 12 月 10 日　　（试题和答卷一起交回）

中国矿业大学（北京）860 专业英语 2012 年考研真题（回忆版）

2012 年中国矿业大学（北京）专业英语考研试题（回忆版）

本试题由 kaoyan.com 网友 zhangmmyt 提供

一、名词解释

1、prescriptive

2、synchronic

3、endocentric

4、sense rellations

5、Johnson's dictionary

6、the Auden Group

7、Black Humor

8、the new criticism

二、小问题

1、list five lexical relations,and illustrate them with english examples.

2、what's your opinion about the relationship between langusge and thought,illustrate it with the Spir-Whoof hypothesis

3、to illustrate the first maxim of quantity under the controversial theory

4、Eugene O 'Neill's contributions

5、Illustrate William Faulkner' s theme and techniques with The Sound and The Fury

6、Your understanding about Golding's The Lord Of Flies

三、大题

1、illustrate Sociolinguistics

2、Analysis about Jane Austin, Charlotte Bronte and George Eliot 's theme and work.

以上试题来自 kaoyan.com 网友的回忆，仅供参考，纠错请发邮件至 suggest@kaoyan.com。

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2023 年中国矿业大学（北京）860 专业英语考研大纲

《专业英语》考试大纲

学院（盖章）：　　负责人（签字）：

专业代码：　050211、050201　　专业名称：外国语言学及应用语言学、英美文学

考试科目代码：860　　考试科目名称：专业英语

根据教育部和国家各专业学位教育指导委员会相关文件精神，中国矿业大学（北京）文法学院外国语言学及应用语言学、英美文学专业的研究生，应具有坚实的英语语言基础，具有熟练的语言技能和语言应用能力，此外，还应掌握语言学和英美文学领域的基本概念、基础理论和相关知识，具有一定的应用分析能力和基本的研究能力。为便于考生考试前的学习及考前准备，保证硕士学位研究生的培养质量，特制定本《专业英语》入学考试大纲。

一、考试目的

《专业英语》考试旨在全面考察考生是否具有硕士阶段学习所要求的英语水平，是否具有扎实的英语基础，是否掌握语言学和英美文学的基本概念、理论、知识，是否具有一定的应用分析能力及写作能力，以保证所招收硕士学位研究生的培养质量。

二、考试性质与范围

测试考生掌握语言学和英美文学知识的水平考试。

1、考试的总体要求

① 英语水平：通过英语专业四级考试。

② 词汇：要求掌握语言学及英美文学相关专业词汇 3500 以上，积极词汇 6000 以上，能够使用以上词汇对语言学和英美文学的术语做出解释说明。

③ 专业知识：能读懂有关语言学和英美文学的问题，并能根据要求运用所学相关知识分析和回答问题。

④ 综合能力：要求考生掌握语言学和英美文学的基本概念、理论、知识，具有较好的英语写作能力，具有一定的应用分析能力，能够就相关专业问题表达自己的理解、观点或看法。

2、考试形式

① 笔试、闭卷

② 使用英语答题。

③ 总分为 150，考试时间为 180 分钟。

三、题型与内容

1．试题题型

① 术语解释题

② 问答题

③ 论述题

2、考试内容（语言学和英美文学各占 50%）

① 术语解释题：对语言学和英美文学的相关术语做出解释。（8 个术语，计 40 分）

② 问答题：就语言学和英美文学的相关问题、现象、流派、分支、理论、作用、功能等回答问题。（6 个问题，计 60 分）

③ 论述题：就语言学和英美文学的相关题目或问题，阐述自己的看法。（2 道题目，计 50 分）

3、参考书目

① 胡壮麟. 语言学教程（第三版）（英文版）. 北京：北京大学出版社，2006.

② 刘炳善. 英国文学简史. 郑州：河南人民出版社，2007.

③ 刘炳善，罗益民. 英国文学选读. 郑州：河南人民出版社, 2006.

④ 常耀信. 美国文学简史. 天津：南开大学出版社，2008.

⑤ 吴伟仁. 美国文学史及选读(1). 北京：外语教学与研究出版社，2013.

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④常耀信.美国文学简史.天津：南开大学出版社，2008.
⑤吴伟仁.美国文学史及选读(1).北京：外语教学与研究出版社，2013.
⑥吴伟仁.美国文学史及选读(2).北京：外语教学与研究出版社，2013.

2024年中国矿业大学（北京）860专业英语考研核心笔记

《语言学教程》考研核心笔记

Chapter 1 Invitations to Linguistics

1. Why study language?

（1）Language is very essential to human beings.

（2）In language there are many things we should know.

（3）For further understanding, we need to study language scientifically.

2. What is language?

Language is a means of verbal communication. It is a system of arbitrary vocal symbols used for human communication.

3. Design features of language

The features that define our human languages can be called design features which can distinguish human language from any animal system of communication.

（1）Arbitrariness

Arbitrariness refers to the fact that the forms of linguistic signs bear no natural relationship to their meanings.

（2）Duality

Duality refers to the property of having two levels of structures, such that units of the primary level are composed of elements of the secondary level and each of the two levels has its own principles of organization.

（3）Creativity

Creativity means that language is resourceful because of its duality and its recursiveness. Recursiveness refers to the rule which can be applied repeatedly without any definite limit. The recursive nature of language provides a theoretical basis for the possibility of creating endless sentences.

（4）Displacement

Displacement means that human languages enable their users to symbolize objects, events and concepts which are not present (in time and space) at the moment of conversation.

4. Origin of language

（1）The 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.

（2）The pooh-pooh theory

In the hard life of our primitive ancestors, they utter instinctive sounds of pains, anger and joy which gradually developed into language.

（3）The “yo-he-ho” theory

As primitive people worked together, they produced some rhythmic grunts which gradually developed into chants and then into language.

5. Functions of language

As is proposed by Jacobson, language has six functions:

①Referential: to convey message and information;

②Poetic: to indulge in language for its own sake;

③Emotive: to express attitudes, feelings and emotions;

④Conative: to persuade and influence others through commands and entreaties;

⑤Phatic: to establish communion with others;

⑥Metalingual: to clear up intentions, words and meanings.

Halliday (1994) proposes a theory of metafunctions of language. It means that language has three metafunctions:

①Ideational function: to convey new information, to communicate a content that is unknown to the hearer;

②Interpersonal function: embodying all use of language to express social and personal relationships;

③Textual function: referring to the fact that language has mechanisms to make any stretch of spoken and written discourse into a coherent and unified text and make a living passage different from a random list of sentences.

According to Hu Zhuanglin, language has at least seven functions:

（1）Informative

The informative function means language is the instrument of thought and people often use it to communicate new information.

（2）Interpersonal function

The interpersonal function means people can use language to establish and maintain their status in a society.

（3）Performative

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.

（4）Emotive function

The emotive function 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.

（5）Phatic communion

The phatic communion means people always use some small, seemingly meaningless expressions such as Good morning, God bless you, Nice day, etc., to maintain a comfortable relationship between people without any factual content.

（6）Recreational function

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

（7）Metalingual function

The metalingual function means people can use language to talk about itself. E.g. I can use the word "book" to talk about a book, and I can also use the expression "the word book" to talk about the sign "b-o-o-k" itself.

6. What is linguistics?

Linguistics is the scientific study of language. It studies not just one language of any one community, but the language of all human beings.

7. Main branches of linguistics

（1）Phonetics

Phonetics is the study of speech sounds, it includes three main areas: articulatory phonetics, acoustic phonetics, and auditory phonetics.

（2）Phonology

Phonology studies the rules governing the structure, distribution, and sequencing of speech sounds and the shape of syllables.

（3）Morphology

Morphology studies the minimal units of meaning – morphemes and word-formation processes.

（4）Syntax

Syntax refers to the rules governing the way words are combined to form sentences in a language, or simply, the study of the formation of sentences.

（5）Semantics

Semantics examines how meaning is encoded in a language.

（6）Pragmatics

Pragmatics is the study of meaning in context.

8. Macrolinguistics

Macrolinguistics is the study of language in all aspects, distinct from microlinguistics, which dealt solely with the formal aspect of language system.

（1）Psycholinguistics

Psycholinguistics investigates the interrelation of language and mind, in processing and producing utterances and in language acquisition for example.

（2）Sociolinguistics

Sociolinguistics is a term which covers a variety of different interests in language and society, including the language and the social characteristics of its users.

（3）Anthropological linguistics

Anthropological linguistics studies the relationship between language and culture in a community.

（4）Computational linguistics

Computational linguistics is an interdisciplinary field which centers around the use of computers to process or produce human language.

9. Important distinctions in linguistics

（1）Descriptive vs. prescriptive

To say that linguistics is a descriptive science is to say that the linguist tries to discover and record the rules to which the members of a language-community actually conform and does not seek to impose upon them other rules, or norms, of correctness.

Prescriptive linguistics aims to lay down rules for the correct use of language and settle the disputes over usage once and for all.

For example, “Don’t say X.” is a prescriptive command; “People don’t say X.” is a descriptive statement. The distinction lies in prescribing how things ought to be and describing how things are. In the 18th century, all the main European languages were studied prescriptively. However, modern linguistics is mostly descriptive because the nature of linguistics as a science determines its preoccupation with description instead of prescription.

（2）Synchronic vs. diachronic

A synchronic study takes a fixed instant (usually at present) as its point of observation. Saussure’s diachronic description is the study of a language through the course of its history. E.g. a study of the features of the English used in Shakespeare’s time would be synchronic, and a study of the changes English has undergone since then would be a diachronic study. In modern linguistics, synchronic study seems to enjoy priority over diachronic study. The reason is that unless the various state of a language are successfully studied it would be difficult to describe the changes that have taken place in its historical development.

（3）Langue & parole

Saussure distinguished the linguistic competence of the speaker and the actual phenomena or data of linguistics as langue and parole. Langue is relative stable and systematic, parole is subject to personal and situational constraints; langue is not spoken by an individual, parole is always a naturally occurring event. What a linguist should do, according to Saussure, is to draw rules from a mass of confused facts, i.e. to discover the regularities governing all instances of parole and make them the subject of linguistics.

（4）Competence and performance

According to Chomsky, a language user's underlying knowledge about the system of rules is called the linguistic competence, and the actual use of language in concrete situations is called performance. Competence enables a speaker to produce and understand and indefinite number of sentences and to recognize grammatical mistakes and ambiguities. A speaker's competence is stable while his performance is often influenced by psychological and social factors. So a speaker's performance does not always match his supposed competence. Chomsky believes that linguists ought to study competence, rather than performance. Chomsky's competence-performance distinction is not exactly the same as, though similar to, Saussure's langue-parole distinction. Langue is a social product and a set of conventions of a community, while competence is deemed as a property of mind of each individual. Saussure looks at language more from a sociological or sociolinguistic point of view than Chomsky since the latter deals with his issues psychologically or psycholinguistically.

（5）Etic vs. emic

[These two terms are still very vague to me. After I read Ji Daohong's book, I can understand them better, but because they are vaguely mentioned in Hu's book, it seems very difficult for me to understand them fully. –icywarmtea]

Being etic means researchers' making far too many, as well as behaviorally and inconsequential, differentiations, just as often the case with phonetics vs. phonemics analysis in linguistics proper.

An emic set of speech acts and events must be one that is validated as meaningful via final resource to the native members of a speech community rather than via appeal to the investigator's ingenuity or intuition alone.

Following the suffix formations of (phon)etics vs (phon)emics, these terms were introduced into the social sciences by Kenneth Pike (1967) to denote the distinction between the material and functional study of language: phonetics studies the acoustically measurable and articulatorily definable immediate sound utterances, whereas phonemics analyzes the specific selection each language makes from that universal catalogue from a functional aspect.

End of Chapter 1

《英国文学简史》考研核心笔记

Part one
Early and medieval English literature

Contents

Ⅰ. Making of England
Ⅱ. The old English literature
Ⅲ. Anglo-Saxon Poetry & Beowulf
Ⅳ. The Medieval English literature & Literary features
Ⅴ. Geoffrey Chaucer & The Canterbury Tales

Conquests & Influences

- Early period
  - The Roman Conquest ⟶
    - a. The Roman civilization
    - b. Christianity
    - c. Flourishing of towns along military roads
  - The English conquest ⟶
    - a. Three tribes-English- old English
    - b. tribal society - feudalism
- Medieval period
  - The Danish conquest(30 years)
  - The Norman Conquest ⟶
    - a. Establishment of feudalism
    - b. French words came to English

Anglo-Saxon Poetry (499 – 1066)

1. Anglo-Saxons are the ancestors of today's Englishmen.
2. This is the beginning of history of English literature.
3. Features: alliteration & rhymes metaphors and understatements
4. The only great work: Beowulf

Beowulf

1. It is considered as a national epic of the English people.
2. Pagan poetry; & No representative figure;
3. a folk legend brought to England by Anglo-Saxons from Northern Europe;
4. praises man's energy, intellect and love of life; and exposes the social vices;

Features of Beowulf

➢ alliteration;

➢ metaphors

➢ understatements

The significance of Beowulf

1. This glorious epic presents us a vivid picture of the life of Anglo-Saxon people and highly praises the brave and courageous spirit of the fighting against the vices.

2. The epic reflects the situations the pagan tribalism and of the era of the Christianized feudal society.

3. The epic gives the vivid portrayal of a great national hero, strong and courageous people and his kinfolk.

The Medieval English literature

The Norman Conquest

➢ When	• In 1066
➢ Who	• The Duke of Normandy William
➢ What	• Invade, defeat, become King of England
➢ Significance	• 1. Feudal system was established in England.
	• 2. English social life greatly changed.
	• 3. Connection of English & French.
	• 4. Dividing line of Old English and Middle English.

Four types:

1. Romance(Chivalry was introduced)
2. Ballads
3. Religious Writings and Translation
4. Poem

Geoffrey Chaucer

1. father of English poetry;
2. First great poet to use the English language in writing;

3. First to use heroic couplets

4. The Canterbury Tales

The Canterbury Tales'Social Significance

a. A true-to-life picture of Chaucer's time;

b. Taking the stand of the rising bourgeoisie, Chaucer affirms men's rights to pursue their earthly happiness and opposes the dogma of asceticism preached by the church;

c. As a forerunner of humanism, he praises man's energy, intellect and love of life;

d. attack social evils of his time.

Chaucer's Contribution

1. He introduced heroic couplet to English poetry, instead of the old Anglo-Saxon alliterative verse.

2. He was the first great poet who wrote in English language (Middle English), thus establishing English as the literary language.

3. He did much in making the London dialect the foundation for modern English language.

Ⅰ. Blank filling

1. The only organic whole poem to come out of the Anglo-Saxons period is _____, an example of mingling of nature myths and heroic legends.

2. Geoffrey Chaucer's famous work _____ contains 20-odd stories unified by a fictitious pilgrimage.

答案 1. Beowulf 2. The Canterbury Tales

2.

1) The English great writer Geoffrey Chaucer was born in 1343 and died in 1400. His most important work is _____, a long poem made up of a general introduction and 24 stories.

2) _____ conquered England on October 14, 1066. from then on began the medieval period.

答案 1. The Canterbury Tales 2. The Duke of Normandy William, the conqueror

Ⅱ. Multiple choice

1. Beowulf, the oldest great long poem ever written in English, is composed in a form of _____.

A. epics B. lyrics C. folk songs D. sages

2. Geoffrey Chaucer planned originally to have each of the pilgrims tell _____ stories on the way to Canterbury and the same number of stories on the way back in his famous The Canterbury Tales.

答案　A. 1　B. 2　C. 3　D. 4

3

a) _____ is a pagan poem which portraits a panoramic picture of the tribal society in British island.

A. The Legends of King Arthur　　B. Beowulf

C. The Tall Tales　　D. The Canterbury Tales

答案　B

b) In English poetry, a quatrain is _____

A. four-line stanza　　B. a couplet

C. a fourteen-line stanza　　D. a terza rima(三韵句)

答案　A

c) The history of English literature begin in the _____ century.

A. 7th　　B. 6th　　C. 5th　　D. 4th

d) Generally speaking, it is in _____ that English literary history starts.

A. 6th C. BC.　　B. 5th C. BC.　　C. 6th C. AD.　　D. 5th C. AD.

答案　C　D

4.

1) Which of following reflects the spirit of chivalry, i. e., the quality and ideal of knightly conduct, in early feudal age?

A. Morality Play　　B. Romance　　C. epic　　D. gothic novel

答案　B

2) Romance was a type of literature that was very popular in the _____.

A. Renaissance period　　B. 17th century

C. Middle Ages　　D. 18th century

答案　C

Ⅲ. Term Explanation

1. alliteration

Alliteration is regular repetition of the same sounds——usu. Initial consonants of words or of stressed syllables——in Old and Middle English verse: "Kindest to kinsmen and keenest for fame" in Beowulf Alliteration is also known as "initial rhyme "or " head rhyme".

2024年中国矿业大学（北京）860专业英语考研辅导课件

《语言学教程》考研辅导课件

Chapter One

Invitations to Linguistics

1. Why Study Language?

1.1 Some myths about language

- Language is only a means of communication.
- Language has a form-meaning correspondence.
- The function of language is to exchange information.
- English is more difficult to learn than Chinese.
- Black English is not standard and should be reformed.

1.2 Some fundamental views about L

- Children learn their native language swiftly, efficiently and without instruction.
- Language operates by rules.
- All languages have three major components: a sound system, a system of lexicogrammar and a system of semantics.
- Everyone speaks a dialect.
- Language slowly changes.

- Speakers of all languages employ a range of styles and a set of jargons.
- Languages are intimately related to the societies and individuals who use them.
- Writing is derivative of speech.

2. What is Language?

Language "is not to be confused with human speech, of which it is only a definite part, though certainly an essential one. It is both a social product of the faculty of speech and a collection of necessary conventions that have been adopted by a social body to permit individuals to exercise that faculty".

–Ferdinand de Saussure (1857-1913): *Course in General Linguistics* (1916)

"Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols."

–Edward Sapir (1884-1939): *Language: An Introduction to the Study of Speech* (1921)

"A language is a system of arbitrary vocal symbols by means of which a social group co-operates."

–Bernard Bloch (1907-1965) & George Trager (1906-1992): *Outline of Linguistic Analysis* (1942)

"A language is a system of arbitrary vocal symbols by means of which the members of a society interact in terms of their total culture."

–George Trager: *The Field of Linguistics* (1949)

"From now on I will consider language to be a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements."

--Noam Chomsky (1928-): *Syntactic Structures* (1957)

Language is "the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols."

--Robert A. Hall (1911-1997): *Introductory Linguistics* (1964)

"Language is a system of arbitrary vocal symbols used for human communication."

--Ronald Wardhaugh: *Introduction to Linguistics* (1977)

"The question 'What is language?' is comparable with – and, some would say, hardly less profound than – 'What is life?', the presuppositions of which circumscribe and unify the biological sciences... it is not so much the question itself as the particular interpretation that the biologist puts upon it and the unravelling of its more detailed implications within some currently accepted theoretical framework that nourish the biologist's day-to-day speculations and research. So it is for the linguist in relation to the question 'What is language?'"

--John Lyons (1932-): *Language and Linguistics* (1981)

"... in a sense all definitions [of language] are, by themselves, inadequate, since, if they are to be more than trivial and uninformative, they must presuppose ... some general theory of language and of linguistic analysis."

--R. H. Robins (1921-2000): *General Linguistics* (1989)

"Language is a form of human communication by means of a system of symbols principally transmitted by vocal sounds."

--Stuart C. Poole: *An Introduction to Linguistics* (1999)

"Language is a means of verbal communication."

- It is instrumental in that communicating by speaking or writing is a purposeful act.
- It is social and conventional in that language is a social semiotic and communication can only take place effectively if all the users share a broad understanding of human interaction including such associated factors as nonverbal cues, motivation, and socio-cultural roles.

-- Our textbook (2006)

3. Design Features of Language

- Language distinguishes human beings from animals in that it is far more sophisticated than any animal communication system.

Human language is 'unique'

- Arbitrariness
- Duality

- Creativity
- Displacement

3.1 Arbitrarines

- Saussure: the forms of linguistic signs bear no natural relationship to their meaning
- Arbitrary relationship between the sound of a morpheme and its meaning, even with onomatopoeic words:
  - The dog barks *wow wow* in English but "汪汪汪" in Chinese.

- Arbitrariness at the syntactic level: language is not arbitrary at the syntactic level.
  - He came in and sat down.
  - He sat down and came in.
  - He sat down after he came in.
- The link between a linguistic sign and its meaning is a matter of convention.

3.2 Duality

- The property of having two levels of structures, such that units of the primary level are composed of elements of the secondary level and each of the two levels has its own principles of organization:
  - Primary units 'words' (meaningful) consist of secondary units 'sounds' (meaningless).

- Hierarchy of language: stratification as 'the infinite use of finite means'.
  - Sounds > syllables > morphemes > words > phrases > clauses > sentences/utterances > texts/discourses

3.3 Creativity

- Language is resourceful because of its duality and its recursiveness. We can use it to create new meanings.
- Words can be used in new ways to mean new things, and can be instantly understood by people who have never come across that usage before.

- Birds, bees, crabs, spiders, and most other creatures communicate in some way, but the information imparted is severely limited and confined to a small set of messages.
- Because of duality the human speaker is able to combine the basic linguistic units to form an infinite set of sentences, most of which are never before produced or heard.

- The recursive nature of language provides a potential to create an infinite number of sentences. For instance:
  - He bought a book which was written by a teacher who taught in a school which was known for its graduates who ...

3.4 Displacement

- Human languages enable their users to symbolize objects, events and concepts which are not present (in time and space) at the moment of communication.
  - Thus, we can refer to Confucius, or the North Pole, even though the first has been dead for over 2550 years and the second is situated far away from us.

- Animal communication is normally under "immediate stimulus control". For instance, a warning cry of a bird instantly announces danger.
- Human language is stimulus-free. What we are talking about need not be triggered by any external stimulus in the world or any internal state.

- The honeybee's dance exhibits displacement a little bit: he can refer to a source of food, which is remote in time and space when he reports on it.
- A dog cannot tell people that its master will be home in a few days.
- Our language enables us to communicate about things that do not exist or do not yet exist.

- Displacement benefits human beings by giving us the power to handle generalizations and abstractions. Once we can talk about physically distant thing, we acquire the ability to understand concepts which denote "non-things", such as truth and beauty.

4. Origin of language

- The 'Divine' origin:
  - "In the beginning was the Word, and the Word was with God, and the Word was God."
    (Gospel, John 1: 1)

- "And the Lord said, Behold, the people is one, and they have all one language; and this they begin to do; and now nothing will be restrained from them, which they have imagined to do." (Genesis, 11: 6)

4.1 The "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.
  - Onomatopoeic words seem to be a convenient evidence for this theory. But they are very different in the degree of resemblance they express with the natural sounds.
- This theory lacks supportive evidence.

4.2 The "pooh-pooh" theory

- In the hard life of our primitive ancestors, they utter instinctive sounds of pain, anger and joy. As for evidence, we can only cite the universal use of sounds as interjections.
  - What makes the theory problematic is that there is only a limited number of interjections in almost all languages.
  - Besides, interjections such as *Oh, Ah, Oops* bear little relationship with the sound system of a language and therefore are not good evidence.

4.3 The "yo-he-ho" theory

- As primitive people worked together, they produced some rhythmic grunts which gradually developed into chants and then into language.
  - We do have prosodic use of rhythms in languages, but rhythmic grunts are far different from language in its present sense. The theory is again at most a speculation.

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《语言学教程》考研复习提纲

语言学教程复习重点提纲

第一章　Invitation to Linguistics

1)Language的定义：Language is a system of arbitrary vocal symbols used for human communication. It is instrumental, social and conventional.

2) Design Features of Language

Design Features的定义：It refers to the defining/distinctive properties of human language that distinguish it from any animal system of communication.

Design Features of Language:①Arbitrariness ②Duality

③Creativity ④Displacement

① **Arbitrariness**: There is no logical connection between sound and meaning.

For onomatopoeia, arbitrary and non-arbitrary effects work at the same time. However, it can not change the nature of language, because: ⅰ.Onomatopoeia takes a small number of every language. ⅱ.Different language use different words to describe the same sound.

Arbitrariness makes language potentially creative, and conventionality makes language learning laborious. In fact, conventionality is more worth noticing than arbitrariness.

② **Duality**: It means language has two levels structure, the primary level and the secondary level. At the secondary level are elements which have no meaning but which combine to form units at primary which do have meaning. Secondary level is made up of meaningless sounds and primary level of meaningful words.

那么思考一个问题：Do animal languages have duality?

Duality implicates that language is hierarchical: the lowest level consists of many meaningless sounds which occur in chumps that we call syllables. A syllable is the smallest unit that is normally spoken by itself. Scores of syllables become the carriers of hundreds of meaningful segments of words that we call morphemes, with thousands of words we associate millions of meanings, which make up of possible sentences and discourses. Duality has the greatest productive power.

③ **Creativity:** We can produce and understand sentences which we have not heard before. By creativity, we know language is resourceful because of its duality and its recursiveness.

思考一个问题：动物的语言具有 duality 的特性吗？

④ **Displacement**：It means that we can communicate things, concepts which are not present at the right time or place of communication.

Displacement 的作用：

＊Displacement enables us to talk about a wide range of things

＊Displacement gives us the power to handle generalizations and abstractions

Most animals communicate by some stimulus, which indicates something are happening at the right time. But human language is unlike animal communication systems, stimulus free. Our language enables us to communicate about things that don’t exist or don’t yet exist.

3） Functions of Language

Jacobson 指出了 6 个话语事件里的角色：speaker, addressee, context, message, code, contact.

Halliday 提出了语言的元功能：ideational, interpersonal, textual

最后总结出语言的七大功能：informative, interpersonal, performative, emotive/expressive, phatic, recreational, metalingual

① Informative: It is used to offer information about facts and to tell what the speaker believes.

② ②Interpersonal: It embodies the use of language to express, establish and maintain social relations. By far, this is the most important sociological use of language.

③ Performative: It means that language is also used to "do things" to perform actions. This concept originates from Austin & Searle, whose theory now performs the backbone of pragmatics. This function of language is primarily to change the social status of persons, or the state of a thing.

④ Emotive: It is the use of language to reveal some feelings and attitudes of the speaker.

在这里区分一下 Emotive function **vs** Informative function

Language is used for the informative function to pass judgments on the truth or falsehood of statements; Language used for the expressive function evaluates, appraises or asserts the speaker's own attitudes.

⑤ Phatic: It is used for maintaining social contact rather than exchanging information or ideas

⑥ Recreational: It refers to the use of language for the sheer joy of it.

⑦ Metalingual: It is used to clarify meanings or what other person has said.

4) What is Linguistics?

Linguistics is the scientific study of language.

What are main branches of Linguistics?

Phonetics, phonology, morphology, syntax, semantics, pragmatics.

5) 弄清楚几个概念：macrolinguistics，psycholinguistics, sociolinguistics, anthropological linguistics, computational linguistics

6) Important distinctions in linguistics:

①Descriptive vs Prescriptive

A linguistic study is descriptive if it is describes and analyses facts observed; it is prescriptive if it is tries to lay down rules for correct language behavior.

② Synchronic vs Diachronic

The description of a language at any one time is a synchronic study; the description of a language as it changes through time is a diachronic study.

③ Langue vs Parole

Langue refers to the abstract linguistic system shared by all the members of a speech community; Parole, refers to the realization of langue. Saussure distinguished langue and parole, he looked at language from a sociological point of view.

What we know(langue)→abstract knowledge→essential

What we say(parole)→actual speech→incidental

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《语言学教程》考研核心题库之名词解释精编

1. Broad and narrow transcription

【答案】 the use of a simple set of symbols in transcription is called broad transcription; the use of a simple set of symbols in transcription is called broad transcription; while, the use of more specific symbols to show more phonetic detail is referred to as narrow transcription.

2. semantic component

【答案】 a distinguishable element of meaning in a word with two values, e.g. <+human>

3. Phonetics

【答案】 The study of sounds which are used in linguistic communication is called phonetics.

4. ethnic dialect

【答案】 Within a society, speech variation may come about because of different ethnic backgrounds . An ethnic language variety is a so-cial dialect of a language, often cutting across regional differences. An eth-nic dialect is spoken mainly by a less privileged population that has experi-enced some form of social isolation, such as racial discrimina-tion or segregation.

5. direct thought

【答案】 categories used by novelists to represent the thoughts of their characters are exactly the same as those used to represent a speech..

6. Reference

【答案】 It is what a linguistic form refers to in the real world; it is a matter of the relationship between the form and the reality.

7. Affix

【答案】 Affixes are of two types: inflectional and derivational. Inflectional affixes manifest various grammatical relations or grammatical categories, while derivational affixes are added to an existing form to create a word.

8. relational opposites

【答案】 converse antonymy in reciprocal social roles, kinship relations, and temporal and spatial relations. There are always two entities involved. One presupposes the other. The shorter, better; words .etc are instances of relational opposites.

9. semantic shift

【答案】 Semantic shift is a process of semantic change in which a word loses its former meaning and acquires a new, sometimes related, meaning.

10. computer linguistics

【答案】 a branch of applied linguistics, dealing with computer processing of human language.

11. schemata in text

【答案】 packets of stored knowledge in language processing.

12. linguistic determinism

【答案】 one of the two points in Sapir-Whorf hypothesis, i.e. language determines thought.

13. sense

【答案】 the literal meaning of a word or an expression, independent of situational context.

14. Suprasegmental feature

【答案】 The phonetic features that occur above the level of the segments are called suprasegmental features; these are the phonological properties of such units as the syllable, the word, and the sentence. The main suprasegmental ones includes stress, intonation, and tone.

15. constraints on Horn scales

【答案】the hearer-based o-Principle is a sufficiency condition in the sense that information provided is the most the speaker is able to.

16. diachronic

【答案】 study of a language is carried through the course of its history.

17. Suffix

【答案】 Suffixes are added to the end of the stems; they modify the meaning of the original word and in many cases change its part of speech.

18. Call

【答案】 computer-assisted language learning(call),refers to the use of a computer in the teaching or learning of a second or foreign language.

19. Competence

【答案】Chomsky defines competence as the ideal user's knowledge of the rules of his language,

20. Duality

【答案】 The duality nature of language means that language is a system, which consists of two sets of structure, or two levels, one of sounds and the other of meanings.

21. taboo

【答案】 taboo, or rather linguistic taboo, denotes any pro-hibition by the polite society on the use of particular lexical items to refer to objects or acts.

22. frequency effect

【答案】 describes the additional ease with which a word is accessed due to its more frequent usage in language.

23. concordance

【答案】 the use of computer to search for a particular word, sequence of words. or perhaps even a part of speech in a text. The computer can also receive all examples of a particular word,

usually in a context, which is a further aid to the linguist. It can also calculate the number of occurrences of the word so that information on the frequency of the word may be gathered.

24. Blending

【答案】 It is a process of word-formation in which a new word is formed by combining the meanings and sounds of two words, one of which is not in its full form or both of which are not in their full forms, like newscast (news + broadcast), brunch (breakfast + lunch)

25. ostensive communication

【答案】 a complete characterization of communication is that it is ostensive-infer-ential.

26. Semantics

【答案】 Semantics can be simply defined as the study of meaning in language.

27. macroproposition

【答案】 general propositions used to form an overall macrostructure of the story.

28. Suprasegmental

【答案】 suprasegmental features are those aspects of speech that involve more than single sound segments. The principal supra-segmental features are syllable, stress, tone, and intonation.

29. deep structure

【答案】 the abstract representation of the syntactic properties of a construction, i.e. the underlying level of structural relations between its different constituents ,such as the relation between, the underlying subject and its verb, or a verb and its object.

30. Cohesion

【答案】 The Cohesion shows whether a certain tagmeme is dominating other tagmemes or is dominated by others.

31. document representative

【答案】 information structure is concerned with exploiting relationships, between documents to improve the efficiency and effectiveness of retrieval strategies. It covers specifically a logical organization of information, such as document representatives, for the purpose of information retrieval.

32. displacement

【答案】 one design feature of human language, which means human language enable their users to symbolize objects, events and concepts which are not present c in time and space, at the moment of communication.

33. computer literacy

【答案】 those people who have sufficient knowledge and skill in the use of computers and computer software.

34. perlocutionary act

【答案】 A perlocutionary act is the act per-formed by or resulting from saying something; it is the consequence of, or the change brought about by the utterance; it is the act performed by saying something.

35. Place of articulation

【答案】 in the production of consonants, place of articulation refers to where in the vocal tract there is approximation, narrowing, or the obstruction of air.

36. grammatical word

【答案】 word expressing grammatical meanings, such conjunction, prepositions, articles and pronouns.

37. illocutionary act

【答案】 An illocutionary act is the act of expressing the speaker's intention; it is the act performed in saying something.

38. langue

【答案】 the linguistic competence of the speaker.

39. parole

【答案】 the actual phenomena or data of linguistics (utterances).

40. third-person narrator

【答案】 of the narrator is not a character in the fictional world, he or she is usually called a third-person narrator.

41. Haplology

【答案】 It refers to the phenon of the loss of one of two phonetically similar syllables in sequence.

42. Displacement

【答案】 It means that human languages enable their users to symbolize objects, events and concepts, which are not present (in time and space) at the moment of communication.

43. lexeme

【答案】 A separate unit of meaning, usually in the form of a word(e.g. “dog in the manger”)

44. pragmatics

【答案】 Pragmatics can be defined as the study of how speakers of a language use sentences to effect successful communication.

45. exocentric construction

【答案】 a construction whose distribution is not functionally equivalent to any to any of its constituents.

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2024年《语言学教程》五套仿真模拟题及详细答案解析（一）

一、名词解释

1. **Articulatory phonetics**

【答案】 the study of production of speechsounds.

2. **communicative competence**

【答案】 a speaker's knowledge of the total set of rules, conventions, etc. governing the skilled use of language in a society. Distinguished by D.Hymes in the late 1960s from Chomsley's concept of competence, in the restricted sense of knowledge of a grammar.

3. **Synonymy**

【答案】Synonymy refers to the sameness or close similarity of meaning.

4. **frequency effect**

【答案】 describes the additional ease with which a word is accessed due to its more frequent usage in language.

5. **CD-ROM**

【答案】 computer disk-read only memory allows huge amount of information to be stored on one disk with quich access to the information. Students and teachers can access information quickly and efficiently for use in and out of the classroom.

6. **syllabus**

【答案】 the planning of course of instruction. It is a description of the course content, teaching procedures and learning experiences.

7. **pragmatics**

【答案】 Pragmatics can be defined as the study of how speakers of a language use sentences to effect successful communication.

8. **Prefix**

【答案】 Prefixes occur at the beginning of a word . Prefixes modify the meaning of the stem, but they usually do not change the part of speech of the original word.

二、简答题

9. **How does a sentence differ from an utterance?**

【答案】 A sentence is a grammatical concept. It usually consists of a subject and predicate. An utterance is the unit of communication. It is the smallest linguistic unit that has a communicative value. If we regard a sentence as what people actually utter in the course of communication, it becomes an utterance. Whether "Mary is beautiful." is a sentence or an utterance de-pends on how we look at it. If we regard it as a grammatical unit or a self-contained unit in isolation, then it is a sentence. If we look at it as something uttered in a certain situation with a certain purpose, then it is an utterance. Most utter-ances take the form of complete sentences, but some

utterances are not, and some cannot even be restored to complete sentences.

10. **What is NP movement. Illustrate it with examples.**

【答案】 NP movement in-volves the movement of a noun phrase. NP-movement occurs when, for example, a sentence changes from the active voice to the passive voice:

(A) The man beat the child.

(B) The child was beaten by the man.

B is the result of the movement of the noun phrases "the man" and "the child" from their original positions in (A) to new positions. That is, "the man" is postposed to the right and "the child" is preposed to the left.

Not all instances of NP-movement, however, are related to changing a sentence from the active voice to the passive voice. For example:

(C) It seems they are quite fit for the job.

(D) They seem quite fit for the job.

These sentences are identical in meaning, but different in their superfi-cial syntactic representations. It is believed that they have the same underly-ing structure, but (27b) is the result of an NP movement.

11. **What are the major views concerning the study of meaning? How do they differ?**

【答案】 One of the oldest was the naming theory, proposed by the ancient Greek scholar Plato, who believed that the words used in a language are taken to be la-bels of the objects they stand for. The conceptualist view holds that there is no direct link between a lin-guistic form and what it refers to. The form and the meaning are linked through the mediation of concepts in the mind. Contextualism is based on the presumption that one can derive meaning from or reduce meaning to observable contexts. Two kinds of context are recognized; the situational context and the linguistic context.

For example, the meaning of the word "seal" in the sentence "The seal could not be found" can only be determined ac-cording to the context in which the sentence occurs:

The seal could not be found. The zoo keeper became worried.

(seal meaning an aquatic mammal)

The seal could not be found. The king became worried.

(seal meaning the king's stamp)

Behaviorism drew on behaviorist psychology when he tried to define the meaning of linguistic forms. Behaviorists attempted to de-fine the meaning of a language form as " the situation in which the speaker utters it and the response it calls forth in the hearer".

12. **What are the four maxims under the cooperative principle?**

【答案】 (1) The maxim of quantity

① Make your contribution as informative as required (for the current purpose of the exchange) .

② Do not make your contribution more informative than is required.

(2) The maxim of quality

① Do not say what you believe to be false.

② Do not say that for which you lack adequate evidence.

(3) The maxim of relation

Be relevant.

(4) The maxim of manner

① Avoid obscurity of expression.

② Avoid ambiguity.

③ Be brief (avoid unnecessary prolixity) .

④ Be orderly.

13. **Language is generally defined as a system of arbitrary vocal symbols used for human communication. Explain it in detail.**

【答案】 First of all, language is a system, because elements of language are combined according to rules. Secondly, language is arbitrary because there is no intrinsic connection between form and meaning, or between the sign and what it stands for. Different languages have different words for the same object in the world. This fact is a good illustration of the arbitrary nature of language. This also explains the symbolic nature of language: words are just symbols; they are associated with objects, actions, ideas, etc. by convention . Thirdly, language is vocal because the primary medium is sound for all languages, no matter how well - developed their writing systems are.

The term "human" in the definition indicates that language is possessed by human beings only and is very different from the communication systems of other living creatures. The term "communication" means that language makes it possible for its users to talk to each other and fulfill their communicative needs.

14. **What is the safe conclusion from Genie's case?**

【答案】 A safe conclusion from Genie' s case is that the lan-guage faculty of an average human degenerates after the critical period and consequently, most linguistic skills cannot develop.

15. **Why do we say language acquisition is primarily the acquisition of the grammatical system of language?**

【答案】 In principle, no human brain can store all the words and expressions of a language. What happens is that when processing the language they hear, children construct the grammar and make sense of the expressions according to the grammar. When producing utterances, they follow the internalized grammatical rules. Without the knowledge of the productive rules, it would be impossible for language users to produce and understand an unlimited number of sentences which they have never heard before.

16. **Why does modern linguistics regard the spoken form of language as primary, not the written?**

【答案】 First, the spoken form is prior to the writ-ten form and most writing systems are derived from the spoken form of language.

Second, the spoken form plays a greater role than writing in terms of the amount of information conveyed and it serves a wider range of purposes

Finally, the spoken form is the medium through which we acquire our mother tongue.

三、论述题

17. **Discuss the contrastive analysis in detail.**

【答案】 Contrastive Analysis was developed in order to identify and predict the areas of learning difficulty. Given this approach, it was hypothesized that L2 errors were predominantly the re-sult of negative transfer, or mother tongue interference and second language learning was believed to be a matter of overcoming the differences between LI and L2 systems.

According to this view, the major task of second language teaching should predominantly be: first, contrast the native and the target language systems and make predictions about the lan-guage items that would cause difficulty and the errors that learners were like-ly to make; then use these predictions in deciding on the type of language items that needed special treatment in teaching and in material development and the type of intensive techniques that would be employed to overcome learning difficulties created by the interference.

In practice, the Contrastive Analysis is not effective because a large proportion of grammatical errors could not be explained by mother tongue interference. Errors predicted by contrastive analysis have often not occurred, whereas many actual errors, such as "goed" and "foots", come from overgeneralization instead of nega-tive transfer.

Errors, according to the contrastive analysis approach, are negative and had to be overcome or given up. In fact, errors produced in a learner's second language utterance may very well be developmental errors and therefore, should not be looked upon simply as a failure to learn the correct form, but as an indication of the actual acquisition process in action. Developmental errors often result from the effort on the part of the learner to construct and test general rules of communication in the target language.

18. **What is a linguistic taboo? What effect does it have on our use of language?**

【答案】 A linguistic taboo refers to a word or expression that is prohibited by the "polite" society from general use. Obscene, profane, and swear words are all taboo words that are to be avoided entirely, or at least avoided in mixed company.

In sociolinguistics, a linguistic taboo, denotes any pro-hibition on the use of particular lexical items to refer to objects or acts. As language use is contextualized in particular social settings, linguistic taboo originates from social taboo. When an act is taboo, reference to this act may also become taboo. Taboo words and expressions reflect the particular social customs and views of a particular culture.

As linguistic taboo reflects social taboo, certain words are more likely to be avoided, for examples, the words related to sex, sex organs and ex-crement in many cultures. The avoidance of using taboo language mirrors social attitudes, emo-tions and value judgments, and has no linguistic basis.

The avoidance of using taboo language has led to the creation of euphemisms. A euphemism is a mild, indirect or less of-fensive word or expression substituted when the speaker or writer fears more direct wording might be harsh, unpleasantly direct, or offensive. For exam-ple, we say "portly" instead of "fat".

In many cultures, people avoid using direct words that pertain to death or dying because it is the subject that everyone fears and is unpleasant to talk about. In the English-speaking world, for example, people do not “die” , but “pass away”.

Euphemisms involve a wide range of fields. Although the use of euphemisms has the effect of removing derogatory overtones, the disassociative effect is never long-lasting . Often when the negative connotation of a word is recognized in its euphemistic form, a new euphemism will have to be sought for. However, an excessive use of euphemism may have negative effects. As a matter of fact, many euphemisms have become cliches that are to be avoided in formal speech and writing. They also tend to be wordy and to give writing a timid quality. In addition, euphemism can be evasive or even deceitful. Because they are often improperly used to obscure the intended meaning, many people find them offensive and prefer plain language.

19. **What is the role of imitation in first language acquisition?**

【答案】 At one time, it was widely believed that children learned language by simply imitating the speech of those around them. We now know that this cannot be true, since many utterance types produced by children do not closely resemble structures found in adult speech. . If children learn their native tongue by imitating their parents, how can we account for the utter-ances that are typical of children' s language, such as the plural form "my foots," the past tense forms of " I eated," and the negative construction of “No the sun shining”? It is impossible that children imitate these structures from adults because they are never heard in adult conversations. In addition, Children with speech impairment for neurological or physiological reasons learn the language spoken to them and understand what is said. A more rea-sonable explanation is that children are attempting to construct and generalize their own grammatical rules.

Some young language learners do seem to make selective use of imitation, but they do not blindly mimic adult speech in a parrot fashion, but rather exploit it in very restricted ways to improve their linguistic skills. The point is that imitation plays at best a very minor role in the child' s mastery of lan-guage

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