

考研专业课辅导系列

2011

英语专业基础英语

考研真题详解

主编：圣才考研网
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内 容 提 要

本书是解答名校英语专业考研科目——“基础英语”历年真题的复习资料。它根据众多院校“基础英语”试题的结构和难易程度,从全国18所院校历年“基础英语”试题中挑选了35套近年试题,每套试题均附有详细的答案解析。

圣才学习网/中华英语学习网(www.100yingyu.com)提供英语类考试名师网络班及面授班(随书配有圣才学习卡,网络班与面授班的详细介绍参见本书最后内页)。本书和配套网络课程特别适用于参加英语专业硕士研究生入学考试的考生,对于参加非英语专业考研英语、职称英语、大学英语四、六级等其他考试的考生而言,本书也具有较好的参考价值。

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序 言

目前我国英语专业硕士研究生入学考试没有采取全国统考的方式，没有统一的考试大纲，而是采取各招生院校自行命题、自行组织考试的办法，但是各校的考试要求、命题特点大同小异，一些学校的试题类型、内容难易程度都非常相似，因此，研究一些学校的考研试题非常有价值。我们参照一些名校英语专业硕士研究生入学考试大纲和要求，认真研究了50多所高校300多份英语专业考研科目“语言学”真题，精心挑选部分试题和相关资料，编著了英语专业考研复习资料。

本书是一本解答名校英语专业“语言学”历年真题的复习资料。它根据众多院校“语言学”试题的结构和难易程度，从全国18所院校近年50多份试题中挑选出语言学方向的试题，并提供了详细的参考答案。可以说，通过本书，读者可以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英语专业考研科目“语言学”的出题思路。对于报考语言学方向的考生来说，本书是一本不可多得的辅导资料。

需要特别说明的是：高校英语专业考研科目“语言学”真题的收集和参考答案的整理是非常困难的，我们在编著过程中得到了许多院校师生的协助，并参考了众多英语专业复习材料（特别是一些名校内部英语专业考研科目“语言学”的讲义等），在此深表感谢。另外，一些主观试题为开放性试题，其答案不具有惟一性。由于水平有限，错误、遗漏不可避免，不妥之处和建议可与编者联系，不甚感激。

圣才学习网(www.100xuexi.com)为全国各类考试和专业课学习提供名师网络辅导班、面授辅导班、在线考试等全方位教育服务的综合性学习型门户网站，包括圣才考研网、中华英语学习网、中华证券学习网、中华管理学习网、中华心理学习网、中华工程资格考试网、中华医学学习网等专业网站。每个专业网站的每个栏目（各类考试、各门专业课）都设置有为考生和学习者提供一条龙服务的资源，包括：网络辅导班、面授辅导班、在线考试、专业图书、历年真题、专项练习、笔记讲义、视频课件、学术论文等。业务涉及所有考试（中小学、高等教育、职称职业考试等）、专业课学习（外语、经管、医学、工程、理工等）及其他培训类（职业教育、技能培训等非考试类教育）。资源包括：50个专业网

站, 1000 多个专业/考试项目, 2000 多个考试科目, 近万小时的网络课程, 5 万多个课件。

圣才考研网(www.100exam.com)是圣才学习网旗下的考研专业网站, 是一家提供全国各个高校考研考博历年真题(含答案)、名校热门专业课笔记讲义及其他复习资料、网上辅导课程(专业课、经典教材)等全套服务的大型考研平台。圣才考研网拥有近 10 万套全国 200 多所高校历年考研考博真题; 收集全国 20 余所高校考研专业课的 500 余套课堂笔记, 整理了近 500 份专业课考研复习笔记; 聘请名校名师讲授了外国语专业考研、经济学考研、管理学考研、教育学考研、心理学考研等专业课, 以及如胡壮麟《语言学教程》、高鸿业《西方经济学》、曼昆《经济学原理》、罗宾斯《管理学》等多门经典教材的网上辅导课程。

中华英语学习网(www.100yingyu.com)是一家为全国各类英语考试以及在中国举行的国外留学、资格认证等权威英语考试提供全套复习资料的专业性网站。考试具体包括英语专业考试、英语专业课辅导、英语国内升学考试、英语出国留学考试、少儿英语考试、英语竞赛考试、英语口语考试、英语能力测试、英语职称等级考试、英语水平考试、英语翻译资格(证书)考试、英语教师资格证考试、国外英语认证(证书)考试。每种考试都设置有为考生和学习者提供一条龙服务的资源, 包括: 网络课程辅导、在线测试、历年真题详解、专项练习、笔记讲义、视频课件、学术论文等。

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第1章 全国院校英语专业 语言学考研真题分析

对于报考英语专业研究生的考生而言,“语言学”是全国各院校英语专业研究生入学考试专业课科目(一般而言,英语专业专业课分语言学、文学及翻译等三个研究方向)。

需要说明的是,有的院校会将研究方向与考试科目紧密挂钩,即报考语言学研究方向就只考语言学试题,报考英美文学方向就只考英美文学试题,语言学为单卷,分值为150分(如中国人民大学等);有的院校试卷考察内容会同时涉及文学、语言学、翻译等内容(有的院校涉及两部分),各占50分,满分150分(如南开大学等)。

1.1 语言学考研真题分析

全国各大院校在制定本校英语专业考研考试大纲时,虽然“语言学”科目一般都有指定参考书,但考生在复习中抓不住重点,在考试中生搬硬套,考试成绩不甚理想,所以对各大院校的语言学历年真题分析则显得尤为重要。分析各大院校的语言学试题能够使考生对“语言学”考试有一个全面的了解,更加清楚出题者的思路,从而正确地制定出复习方法和学习步骤,使复习具有针对性,使复习的效果更上一层楼。

1. 考核要求

对于“语言学”,全国各大院校自主命题,而且各院校的考核要求水平也有差异,所以没有相应的考试大纲来说明其考核要求。但国内大部分院校在命题时都会把1999年教育部批准实施的《高等学校英语专业英语教学大纲》作为指导标准,因此,这个大纲仍能反映目前高校对英语专业学生语言学课程的大体要求。其要求如下:

语言学课程的目的在于使学生了解人类语言研究的丰富成果,提高其对语言的社会、人文、经济、科技以及个人修养等方面重要性的认识,培养语言意识,发展理性思维。语言学课程的开设有助于拓宽学生的思路和视野,全面提高学生的素质。授课内容可包括:(a)语言与个性;(b)语言与心智;(c)口语与书面语;(d)语言构造;(e)语言的起源;(f)语言变迁;(g)语言习得;(h)语言与大脑;(i)世界诸语言与语言交际;(j)语言研究与语言学。

需要注意的是,个别院校语言学试题涉及的范围与《高等学校英语专业英语教学大纲》指明的授课内容会略有出入,考生复习时应以报考院校所指定参考书的内容为主要参照依据。

2. 试题类型和出题形式

通过分析全国众多院校“语言学”的历年真题,其题目类型大致包括选择题、判断正误题、填空题、术语解释题、音标题、问答题、翻译及写作等,具体归纳如下:

(1) 选择题

选择题出题形式一般为一个留有空白的英文句子,要求考生从所给的四个选项选出正确答案。如:

According to _____ theory, grammar refers to the initial state of the human language faculty.
A. Saussure's B. Bloomfield's C. Chomsky's D. Halliday's

选择题考核的内容比较广泛,知识点也比较分散,采用这类题型的院校不多,有西安外国

语大学、对外经济贸易大学等。

(2) 判断正误题

判断正误题出题形式为题目给出一个句子,要求考生用 T/F 标明其正确与否,极个别院校(如武汉大学)还要求指明错误原因。如:

The description of a language at some point in time is called diachronic study.

Key: F (diachronic study → synchronic study)

判断正误题比较常见,采用这类题型的院校有清华大学、北京第二外国语学院、对外经济贸易大学、武汉大学、上海外国语大学等。

(3) 填空题

填空题出题形式为一个留有空白的英文句子,要求考生根据句中提供的信息填出正确的答案。如:

According to G. Leech, _____ meaning refers to what is communicated of the feelings and attitudes of the speaker/writer. (affective)

采用这类题型的院校有北京第二外国语学院、清华大学、中国人民大学等。

(4) 术语解释题

术语解释题出题形式为题目给出一个术语,要求考生对其进行解释,但个别院校对答题方式还有具体要求,或者要求只用一个句子解释(如四川大学),或者要求举例说明所解释的术语(如上海交通大学)。如:

Define the following linguistic term with at least one appropriate example.

Phoneme

Key: It refers to the abstract element of sound, identified as being distinctive in a particular language. For example, in English, /p/ is described as a phoneme.

术语解释题是很多院校都会采用的一种题型,如南开大学、上海交通大学、四川大学、武汉大学、浙江大学、中山大学等。

(5) 音标题

音标题出题形式有两种,一种是题目给出单词,要求注明其音标,或是题目给出音标,要求描述其特征。如:

Write the International Phonetic Alphabet for the following word

advertisement: [ədˈvɜːtismənt]

采用这类题型的院校有中山大学、南京大学等。

另一种是题目给出某个辅音或元音,要求描述其发音特征,或是题目给出某个发音特征,要求写出其对应音素。如:

[f]: voiceless, labiodental, fricative

这种题型相对于前一种比较普遍,采用这类题型的院校有清华大学、南开大学、北京师范大学等。

(6) 问答题

问答题出题形式主要有简述题(如对某个语言学术语、现象的解释和理解)、材料分析题(如分析句子的歧义,或题目给出一段对话,根据要求做相关分析)、论述题(题目给出一种观点,要求考生发表自己的看法)。

对于英语专业语言学考研试题,绝大多数院校都会采用这种题型,而且分值比重很大,如

北京大学“专业知识”的语言学方向试题,一共5道问答题,每道30分。

(7) 翻译题

对于语言学作为单科目的试卷,只有极少数院校会涉及到这种题型。2006年南开大学外国语言学及应用语言学专业的“应用语言学”考试科目中,翻译题分别考了英译汉及汉译英两部分,各为40分,翻译题材跟语言学内容没有关联;2006年中国人民大学“专业英语”语言学方向试题中,翻译题为一篇英译汉段落,内容涉及语义学范畴。

(8) 写作题

对于语言学作为单科目的试卷,只有极个别院校涉及到这种题型。上海交通大学“外国语言学和应用基础知识”考试科目,每年都会有50分的写作题型,2007年写作的题目为 When I am tempted to...。

1.2 重点院校语言学考研真题比较

对于全国重点院校的语言学考研试题,虽然各大院校自主命题,但各院校的历年试题之间以及不同院校的试题之间存在一定的可比性,具体分析如下:

一、各院校历年试题之间的异同

一般而言,大多数院校语言学历年试题具有很强的沿袭性,即其试卷结构及分值比重变动很小或者跟去年一样,呈现出很强的规则性和规律性,如北京外国语大学2005年至2008年“语言学和应用语言学专业试卷”,都是由5至6道问答题组成。有时,对于同一个知识点,有的院校会连续两年考到,甚至题目完全一样。

需要注意的是,少数院校研招思路发生变革,考试科目变动较大,如中国人民大学“专业英语”,将研究方向与考试科目紧密挂钩,报考语言学研究方向就只考语言学内容,以往是将语言学、英美文学及文化等放在一张试卷中考核。再比如,有的院校如中山大学在2007年“语言学概论”考试科目开始采用中文答题形式(以前为英文),因此,对于报考院校最新公布的硕士统考招简说明和专业目录,考生一定要给予高度重视。

二、不同院校历年试题之间的异同

1. 考察内容及范围

对于报考语言学方向的考生,由于院校自主命题,其考察内容的深度及广度会有所不同,就考试科目而论,有的院校比较单一,试题内容仅涉及到语言学,专业化较强,有的院校则把语言学和文学、翻译、文化等内容综合考察,考核的能力更为全面。

单就语言学方面的试题而言,各院校的考察内容又有不同,有的院校指定的参考教材为《语言学教程》(胡壮麟),有的为《语言学概论》(王德春),有的为《新编语言学教程》(刘润清),还有的院校(如北京外国语大学、南开大学等)为外文原版教材,教材的不同也表明各院校出题范围会有所侧重。有的院校注重基础理论的掌握,有的注重概念的灵活运用,与实践问题的结合,如南开大学侧重跨文化交际,而北京外国语大学在注重基础知识的同时也注重其在英语教学方面的应用。

2. 难易程度

各院校考察侧重点的不同,一定程度上就导致了其考试的难易程度上的差异。有的院校(如北京交通大学)由于侧重对基础知识的考察,试题就相对来说比较简单,有的院校(如北京外国语大学)灵活性就比较高,要求考生能对基础知识进行整合运用,因此相对来说,试题也

就比较难。

3. 题量和分值

对于报考语言学方向的考生,所考科目不管是综合试卷还是语言学单卷,考试时间都是3个小时,满分150分(语言学试题所占比重会有所不同)。这里所说的题量和分值不同是针对个别题型而言,比如有的院校选择题、判断正误题等客观题占相当一部分比重,而有的院校只有主观问答题,再比如不同院校考察同一题型,如术语解释,每小题对应的分值也会有所差别,低的2分,高的能达到6分。

总之,各院校的历年试题之间和不同院校的试题之间在能力要求、考察内容及范围等方面会存在一些差异,有时差异还很大。考生可以根据个人的实际情况选择不同院校,选择自己比较擅长的考试题型和所熟悉的院校指定的参考教材,使复习更加有针对性,从而获得理想的成绩。

第2章 名校英语专业语言学考研真题详解

1. 北京外国语大学语言学考研真题及参考答案(2005 - 2009)

北京外国语大学 2009 年语言学考研真题

考试科目:英语语言学和应用语言学

All the questions are to be answered in English on the answer sheets provided. Time Limit: 3 hours. The total points for this exam are 150.

1. Read utterances 1a), 2a) and 3a) and 1b), 2b) and 3b) carefully.

i. Which do you consider to be more polite, 1a), 2a) and 3a) or 1b), 2b) and 3b) and why?

ii. Please explain what your understanding of politeness is in the Chinese culture. (40 points)

1a) You could be more careful.

1b) You weren't careful enough.

2a) Her performance was not so good as it might have been.

2b) Her performance was quite poor.

3a) I've tasted better apricots than these.

3b) These apricots taste awful.

2. One of the difficulties that middle school English teachers in China come across is that the students' goals, the educational system's goals and the teacher's goals do not always agree with each other. Suppose you are a middle school English teacher, how are you going to reconcile these different goals? (20 points)

3. It is widely known that animals have their own ways of communicating with each other. For example, bees can dance very complicated dances and some birds can sing very complicated songs. It is also generally agreed that there are fundamental differences between human language and other animals' ways of communicating.

i. What is your view on this point?

ii. If you also think that there are fundamental differences between human language and other animals' ways of communicating, according to you, what are the differences? Please give short explanations. If you don't think that there are fundamental differences between human language and other animals' ways of communicating, please also defend your position. Illustrate your points with examples if necessary. (30 points)

4. In a coherent piece of writing, words and clauses are tied together in some ways. Use the following text to discuss what are some of the ways of tying together words and clauses to make a coherent piece of writing. (30 points)

With the careful dress of a bank manager and a flat, classless accent, John Major is impossible to pigeonhole on either right or left of the Conservative Party. He has made remarkably few enemies in his

rapid rise, although his easygoing charm reputedly conceals "a bit of a temper", and he can be caustic. Nevertheless, he numbers Labour MPs among his long-standing friends.

5. The following four sentences present four different usages of the word 不过. Please discuss the distinctions and connections among the four usages, illustrating your points with your own examples where necessary. (30 points)

- 1) 不过二年, 君必无患。
- 2) 他十七岁就结婚, 一年后当了爸爸不过十八岁。
- 3) 这是个乖巧不过的孩子。
- 4) 我也没有长策, 不过这种事情, 其事已迫, 不能计出万全的。

参考答案

1. i. Through a simple comparison, it is not difficult for us to find out that 1a), 2a) and 3a) sound more polite than 1b), 2b) and 3b). One instinctive reason is that the previous ones tend to express meaning more indirectly. While the latter ones tend to be direct, this, more often than not, will offend the listener. In most cases, the indirectness is motivated by considerations of politeness. Politeness is usually regarded by most pragmatists as a means or strategy which is used by a speaker to achieve various purposes, such as saving face, establishing and maintaining harmonious social relations in conversation. The famous linguist Leech looks on politeness as crucial in accounting for "why people are often so indirect in conveying what they mean".

ii. The employment of politeness is also very common in our Chinese culture. The indirectness of utterances is usually for the politeness sake. And the employment of euphemism is a very typical example. China is a nation known for etiquette. In our daily speaking, we tend to be as polite as possible, and the degree of politeness is in proportion to the relationship between the speaker and the listener. As we have stated above, the indirectness is used to achieve the purpose of saving face, establishing and maintaining harmonious relationship between each side. For example, in 1a), 2a) and 3a), the negative sense is conveyed more implicitly. However, in 1b), 2b) and 3c), the negative meaning can be easily identified. On one hand, it shows the dissatisfaction towards the listener. On the other hand, the listener's face may be threatened and it may hurt the listener's feelings or even offend or irritate the listener. Therefore, through the comparative study on the examples, it is essential for us to follow the politeness principle in our daily exchange.

(本题主要考查英语和汉语中礼貌原则的应用, 具有较强的开放性。)

2. If I was the English teacher, I would focus on the combination of linguistic competence (mainly the grammar, vocabulary, etc.) and the communicative performance. Since each language is composed of the basic grammar and vocabulary, it is necessary to begin the learning of a second language with these language elements. The formal rules should not be neglected although the communicative competence is emphasized. On the basis of teaching linguistic elements, TEFL should also be aimed at developing students' communicative performance. Language teaching recognizes a social, interpersonal and cultural dimension and attributes to it just as much importance as to the grammatical and phonological aspect. Then in the same logical sense, the goal of FLT should also be to develop the learner's communicative performance, or the competence of using the foreign lan-

guage for communication. The goal of foreign language instruction is to help the learners to develop the competence to use the foreign language for communication with people of different cultural backgrounds.

Because the students are under the test pressure, their motivation for learning English is to obtain a high score. They prefer the traditional grammar-translation teaching methods. Sometimes, there are contradictions between students' goal of learning English and teacher's goal of teaching English. In this case, I will pay much attention to improve the students' communication performance in the process of learning linguistic elements. Besides, I will give the students sufficient cultural knowledge for them to better understand and master the real communication manner.

(本题主要考查语言习得中几个主要目标的问题,本题具有较强的开放性和灵活性。)

3. i. There're fundamental differences between human language and other animals' ways of communicating. All creatures, not only the "clever" ones like apes and dolphins but also such "lower" ones as bees and birds are able to communicate with each other. We have been careful to use the term "animal communication system" to indicate this ability. But language is human-pecific which is not merely a tool used to transmit information but also a means of social communication. Linguists made a list of "design features", which are found utterly absent in animal communication and thus distinguish human language from animal cry systems.

ii. There are fundamental differences between human language and other animal's ways of communicating, such as the "design features", could help people distinguish human language from other system of communication. For instance, 1) Duality. Animals that use vocal signals have a stock of basic sounds which vary according to species. A cow has less than ten, a chicken has around twenty, but most animals can use each basic sound only once and the communicative power of animal language is highly limited. However, human language has a number of sound units, or phonemes and each phoneme can become meaningful when it is combined with other phonemes, and it operates on two levels of structures. 2) Productivity or Creativity. It means that human beings can produce novel utterances whenever they want. The robin is creative in his ability to sing the same thing in many ways, but not creative in his ability to use the same units of the system to express many different messages with different meanings. 3) Displacement. It is a property of language enabling people to talk about things remote either in space or in time. Most animals can only communicate about things in the immediate situation.

(本题主要考查语言的本质特征。结合所学知识和自己对这一本特征的理解,先给出自己的观点,再阐释动物语言系统和人类语言系统的区别。)

4. Coherence means that one sentence moves into the next logically and smoothly within paragraphs and from paragraph to paragraph. It refers to the unity created between the ideas, sentences, paragraphs and sections of a piece of writing. Coherence is what gives a piece of writing its flow. It also gives the reader a sense of what to expect and, therefore, makes the reading easier to follow as the ideas appear to be presented in a natural, almost automatic, way. When writing lacks coherence, the reader is forced to stop and reread. Generally speaking, the coherence can be achieved via four different ways, 1) using appropriate transition words/phrases and conjunctions, 2) using referents, words or phrases that stand for previously mentioned words/ideas, 3) the repetition of key

words, 4) arranging sentence and paragraphs in a logical order.

The coherence of this piece of writing can be also achieved through these four different aspects.

Firstly, the employment of conjunctions. Many different types of conjunctions can be detected in this short passage, namely “although”, “and”, “or”, and “nevertheless”. “Although” is employed to express the meaning of concession, “and” serves as the addition, and “nevertheless” is used to show the change or transition of the meaning.

Secondly, the reference. In this short passage, we can identify the anaphoric pronouns serve as the reference. For example, “He” can refer to “John Major”, “his” can refer to “John Major’s” in this text, which has contributed to the smooth transition of the plot.

Thirdly, the repetition of key words. The hero of the text, the pronoun “he”, is constantly emphasized.

Last but not the least, arranging sentences and paragraphs in a logical order. The logic of this passage is actualized through the development of plot and the employment of conjunctions.

In a word, the employment of these four different ways has greatly contributed to the coherence of the short text, without which we would have great difficulty in understanding what it is about.

(本题考查话语分析中如何使文章连贯的问题,答案中共给出四个方面,答题时可以围绕这几个方面展开论述。)

5. In any language there are words which have the same linguistic form but are different in meaning. These words are called homonyms. There are also lots of homonyms in Chinese. For instance, the Chinese word “不过” embodies different meanings in actual usage. Take the examples provided above for example.

In (1), the word “不过” expresses the meaning of “no more than”. Hence, this sentence can be rewritten as “you will have nothing to be worry about after no more than two years.”

In (2), the meaning is a little bit different and it means “only, just”. The example can be interpreted as “one years later he became a father who was only 18 years old.”

In (3), it has used another meaning of this word, namely “very, extremely”. Therefore, this sentence can be interpreted like this: this is a very cute kid.

However, the most commonly-used meaning of “不过” can be identified in the last example (4). In Chinese, more often than not, we use this word to indicate the change or transition of meaning.

It has the same meaning with the English conjunctions “however”, “but”, “nevertheless”, etc. Therefore, the sentence in the example can be paraphrased as “I have no good suggestions, either. However, this is very urgent; there is no way that we can make sure it is perfect”. Through these four examples we can observe that the meaning of the specific words is context-depedent. The meanings may vary due to the change of the context. “不过” in most cases is used as an adverb, indicating the degree, such as the example (1) – (3). It is used as a conjunction in (4), indicating transition or change of ideas.

(本题考查汉语中一词多义的现象,通过分析例句指出同一词语不同意义之间的联系与区别,具有较强的灵活性。)

北京外国语大学 2008 年语言学考研真题

考试科目:英语语言学和应用语言学

All the questions are to be answered in English on the answer sheets provided. Time Limit: 3 hours. The total points for this exam are 150.

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 group and suggest strategies for interpreting each group? (40 points)

- (1) 钱你先垫着。
- (2) 这件事你可以写出一部小说。
- (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 similarities and differences you notice in their language. (C refers to child, and M mother.) (40 points)

1) C: me want that pano.

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.

C: read that, wrong side.

M: I think you've got it upside down.

C: look, look her toe.

M: I think they're funny shoes actually, made to look like toes.

C: why?

3) (Looking at a picture book)

M: that's an animal called an iguana, don't you like that?

C: cover he's face.

M: oh why? don't you like it?

C: no he's—

M: he's rather a friendly iguana.

C: what are guanans?

M: Iguanas. It's a sort of lizard—animal—green animal.

4) C: when is Daddy going to come back?

M: quite soon. I think love.

C: at eight o'clock?

M: no. I hope he'll be back at one o'clock.

C: Mummy, he's going to be back at eight o'clock.

M: is he?

参考答案

1. Suppose I am teaching an English-speaking person Chinese, I will interpret the relationship between the noun phrases at the beginning of the sentences and the verbs in terms of semantic roles. The entity that performs the action is known as the “agent”; while the entity which the verb characterizes as having something happen to it, and as being affected by what happens to it is called the “patient”. The “theme” is the entity which is characterized as changing its position or condition, or as being in a state or position. If an agent uses another entity in performing an action, then other entity fills the role of “instrument”. When a noun phrase designates an entity as the person who has feeling, a perception or a state, it fulfills the role of “experiencer”. Where an entity is fills the role of “location”. Where an entity moves from is the “source” and where it moves to is the “goal”. According to this notion, we can classify the sentences into different groups in terms of the semantic roles that the noun phrases at the beginning of the sentences fulfill at first.

In the first sentence, “钱” fulfills the role of theme, which has a position change from the buyer to the seller.

In the second sentence, “这件事” fulfills the role of patient, because “you” can “write” it down to be a novel.

In the third sentence, “报纸” serves the role of instrument, for I “use” the newspaper to wrap books.

In the fourth sentence, “小王” serves the role of goal, who is a recipient of the thing I have “told”.

In the fifth sentence, “我” serves the role of agent, because I am the actor who makes the action of “sending” this to all the wedding people.

In the sixth sentence, “动物园” serves the role of source, which is the place a bear “runs”

from.

In the seventh sentence, “谁” serves the role of experiencer, for it is whoever that “understand” the situation.

In the eighth sentence, “哪个地方” serves the role of location, which refers to the place “I” cannot “buy” any clothes fitting “myself”.

To interpret each group, firstly, explain how the noun phrases serve the role we identify; then translate the sentence into English without changing the place of the noun phrase at the beginning of the sentence, and see if the English sentence can be said that way. Compare the Chinese sentences and English sentences; try to understand that in a simple Chinese sentence, the nouns and noun phrases which have some relationship with the predict or the verb (i. e. the relationship of semantic roles) can be put in the beginning of the sentence for the sake of emphasis.

(本题开放性较大,考生可从不同的方面进行作答。这里从题元角色的角度进行了分类和分析。考生还可以选择语法或格语法的角度进行阐释。)

2. Noam Chomsky's linguistic competence refers to grammatical knowledge of the ideal language user and has nothing to do with the actual use of language in concrete situations. Although Chomsky's “rule-governed creativity” aptly describes a child's mushrooming grammar at the age of 3 or 4, it did not, according to Hymes, account sufficiently for the social and functional rules of language. Hymes' communicative competence, then, is that aspect of competence that enables the speakers to convey and interpret messages and to negotiate meanings interpersonally within specific contexts. Communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved. Communicative competence includes not only the ability to form correct sentences but to use them at appropriate times. The basic idea of communicative competence is the ability to use language appropriately, both receptively and productively, in real situations. Communicative competence can be defined, in terms of four components: possibility—the ability to produce grammatical sentence; feasibility—the ability to produce sentences which can be decoded by the human brain; appropriateness—the ability to use correct forms of language in a specific socio-cultural context; performance—the fact that the utterance is completed.

I agree with drawing a distinction between linguistic competence and communicative competence. As linguistic competence has nothing to do with the actual use of language in specific social context, it is too narrow and presents a too ideal view. Communicative competence can be said to expand the content of linguistic competence. A learner acquires knowledge of sentences not only as grammatical but also as appropriate. For example, the linguistic competence can make us to make a grammatically correct sentence like “你几岁了?” but fails to tell us that it is not proper to use this question when we ask an old man, which communicative competence can do so. Communicative competence focuses on the social function of language and describes the abilities a learner should have in social communication. The aim of language learning is to acquire the ability to perform a repertoire of speech acts so as to take part in speech events, that is to say, learning language is learning to perform certain functions. Thus, communicative competence can be said to be more practical. This is proved by the development of notion/ function-based syllabuses and communicative syllabuses in language teaching field.