考研专业课辅导系列

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英语专业语言学

考研真题详解

主编：圣才考研网
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英语专业语言学
考研真题详解（第 5 版）

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内 容 提 要

本书是解答名校英语专业考研科目"英语语言学"历年真题的复习资料。它根据众多院校"英语语言学"试题的结构和难易程度，从全国18所院校近几年60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。

圣才考研网(www.100exam.com)提供全国所有高校各个专业的考研考博辅导班(保过班、网授班、题库等)、国内外经典教材名师讲堂(详细介绍参见本书书前彩页)。购书享受大礼包增值服务【100元网授班+20元真题模考+20元圣才学习卡】。本书特别适用于参加英语专业硕士研究生入学考试的考生，对于英语专业本科生、自考生以及英语语言学的教学与测试，本书也具有较好的参考价值。

《考研专业课辅导系列》
编　委　会

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"英语语言学"真题，精心挑选部分试题和相关资料，并进行了详细的解答，以减轻考生寻找试题及整理答案的痛苦，让读者用最少的时间获得最多的重点题、难点题（包括参考答案），这是本书的目的所在。

　　本书根据众多院校"英语语言学"试题的结构和难易程度，从全国18所院校近年60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"英语语言学"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。

　　圣才考研网（www. 100exam. com）提供北大、北外、人大等全国名校英语专业"英语语言学"历年真题解析班（网授），采用高清视频，高分研究生精选讲解2～4套近年考研真题（解析每道真题，详解难点重点）。

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目　　录

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.

1

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、北京第二外国语大学、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大学、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：［ədvəːtismənt］

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"外国语言学和应用语言学基础知识"考试科目，每年都会有 50 分的写作题型，如 2012 年写作的题目为 Wy view on E-Textbook。

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 年至 2009 年"语言学概论"考试科目采用中文答题形式（2010 年开始又变回英文），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(2007 – 2011)

北京外国语大学2011年语言学考研真题

考试科目:普通语言学及应用语言学

I. Briefly explain the following terms. (20 point)

1. perlocutionary act
2. minimal pair
3. distinctive feature
4. linguistic variable
5. lingua franca

II. Answer the following questions. (30 points)

1. Why do we say linguistics is a science? (10 points)
2. Briefly explain how language is (a) systematic (b) symbolic, and (c) social. (10 points)
3. Linguists have taken an internal and/or external focus to the study of language acquisition. What is the difference between the two? (10 points)

III. Read the following paragraphs and then answer four questions. (50 points)

The idea behind the experiential vision of learning is that the use of the target language for communicative purposes is not only the goal of learning, but also a means of learning in its own right. This may clearly involve students using language which they may not have fully mastered, and contrasts with other more 'traditional' approaches which emphasize part practice (i. e., isolating parts of the whole for explicit study and learning) leading up in a more or less controlled manner to integrated language use for communicative purposes. An experiential approach to learning may therefore involve a degree of what Johnson (1982) refers to as an 'in at the deep end strategy'. Simply throwing learners into wholly uncontrolled and undirected language use is, of course, as dubious a strategy with respect to language learning as doing the same with someone who is learning to swim. For this reason, considerable effort has been devoted by methodologists, material writers, and teachers in recent decades to the way in which two sets of factors can be combined. One is the basic insight that language use can serve a significant role in promoting learning, and the other is the acknowledgement that use of the language needs to be structured in a coherent and pedagogically manageable way. The experiential vision of learning has evolved in a variety of ways since the 1960s and is now encountered in a number of differing forms. Nevertheless, most experiential approaches to learning rest on five main principles which were developed in the earlier days of the communicative movement, even if certain receive more attention in one variant than in another. These principles are the following:message focus, holistic practice, the use of authentic materials, the use of communication strategies, and the use of collaborative modes of learning. (Tudor 2001: 79)

An analytical view of learning posits that according explicit attention to the regularities of language and language use can play a positive role in learning. Each language manifests a number of structural regularities in areas such as grammar, lexis and phonology, and also with respect to the ways in which these elements are combined to communicate messages. The question, therefore, is not whether languages have structural regularities or not, but whether and in which way explicit attention to such regularities can facilitate the learning of the language. An analytical approach to learning rests on a more or less marked degree of part practice, i. e. , isolating parts of the whole for explicit study and learning, even if its ultimate goal remains the development of learners' ability to put these parts together for integrated, holistic use. At least, two main considerations lend support to an analytical approach to learning. First, in terms of learning in general, the isolation and practice of sub-parts of a target skill is a fairly common phenomenon.... Second, explicit identification of regularities in a language has advantages which Johnson (1996:83) refers to as 'generativity' and 'economy'. Mastering a regularity in a language gives learners access to the generative potential of this regularity in new circumstances. ... Explicit presentation or discovery of the structural regularities of a language can therefore represent a short-cut to mastery of this language and support learners' ability to manipulate these regularities for communicative purposes. (Tudor 2001:86-7)

1. What are the differences between experiential and analytical modes of language learning? (10 points)

2. What serves as the theoretical foundation for the experiential mode of language learning and what are its advantages and disadvantages? (15 points)

3. What serves as the theoretical foundation for the analytical mode of language learning and what are its advantages and disadvantages? (15 points)

4. How would you balance the two modes of learning in your teaching or learning of a foreign language? (10 points)

IV. Read the following passage and answer three questions. (50 points)

Teachers employ different types of conceptual organization and meaning. One level of meaning relates to subject matter knowledge and how curricular and content aspects of teaching are conceptualized (Shulman 1987). Woods (1996) describes teachers' conceptions of lessons as made up of conceptual units at different levels of abstraction. He distinguishes between the following: *overall conceptual goals*—the overall purposes teachers identify for a course; *global conceptual units*—the individual subcomponents of the curriculum (e. g. , the grammar, reading, writing, and listening components of an integrated skills course); *intermediate conceptual units*-activities or clusters of activities framed in terms of accomplishing one of the higher-level conceptual goals; and local *conceptual units*—the specific things teachers do to achieve particular instructional effects. Other constructs that have been proposed to account for how teachers realize the curricular agendas they set for lessons and the kinds of cognitive processes they employ include *lesson formats* (Wong-Fillmore 1985), *tasks* (Doyle 1983), *scripts*, and *routines* (Shavelson and Stem 1981). Constructs such as these seek to describe how teachers approach the subject matter of teaching and how they transform content into learning. Much of this research draws on a framework of cognitive psychology and has provided evidence of the kinds of pedagogical content knowledge, reasoning, and problem solving teachers

make use of as they teach (Cliff 1991).

In addition to the curricular goals and content, teachers have other more personal views of teaching (Johnston 1990). Zeichner, Tabachnick, and Densmore (1987) try to capture this with the notion of perspective, which they define as the ways in which teachers understand, interpret, and define their environment and use such interpretation to guide their actions. They followed teachers through their year-long professional training and their first year in the classroom, and found that their personal perspectives served as powerful influences on how they taught. In describing the basis for teachers' conceptualizations of good practice, Clandinin (1985, 1986) introduced the concept of *image*, which she describes as "a central construct for understanding teachers' knowledge" (1985:362). An image is a metaphor, such as "the classroom as home," "setting up a relationship with children," or "meeting the needs of students," that teachers may have in mind when they teach. Johnston (1992) suggests that images such as these are not always conscious, that they reflect how teachers view themselves in their teaching contexts, and that they form the subconscious assumptions on which their teaching practices are based. In a study of what second language teachers perceive to be good classes, Senior (1995) found that experienced ESL teachers in an Australian educational setting attempting to implement a communicative methodology appeared to have arrived at the tacit assumption that, to promote successful language learning, it is necessary to develop a bonded class—that is, one in which there is a positive, mutually supportive group atmosphere. The teachers appeared to employ a range of both conscious and unconscious strategies in order to develop a spirit of cohesion within their class groups.

Halkes and Deijkers (1984) refer to *teachers' teaching criteria*, which are defined as "personal subjective values a person tries to pursue or keep constant while teaching." Teachers hold personal views of themselves, their learners, their goals, and their role in the classroom and they presumably try to reflect these in their practice. Marland (1987) examined the principles used to guide and interpret teaching, and identified five such working principles that were derived from stimulated recall interviews with teachers. For example, the "principle of progressive checking" involved checking students' progress periodically, identifying problems, and providing individual encouragement for low-ability students. Conners (1978) studied elementary teachers and found that all of those in her study used three overarching principles of practice to guide and explain their interactive teaching behavior: "suppressing emotions," "teacher authenticity," and "self-monitoring." The "principle of teacher authenticity" involved the teacher presenting herself in such a way that good personal relationships with students and a socially supportive classroom atmosphere would be achieved. This principle required the teacher to attempt to be open, sincere, and honest, as well as fallible.

1. What could be the title of this passage? (10 points)

2. What are the functions of those conceptual units as described by Woods (1996) in language teaching? (20 points)

3. Discuss the relationship between "perspective" and "image" and between "image" and "teaching criteria" as mentioned in this passage? (20 points)

参考答案

I. Briefly explain the following terms. (20 points)

1. 参见南开大学 2009 年"语言学基础"题 1,第(7)小题答案。

2. 参见北京第二外国语学院 2006 年"综合考试英(1)"题 VII,第 2 小题答案。

3. 参见北京师范大学 2003 年"英语语言学"题 I,第 3 小题答案。

4. Linguistic variables are those where the meaning remains constant but form varies like cat and pussy have the same social meaning but different forms. So far as pronunciation is concerned house [h] and with [h] has same social meaning with different pronunciations. Here variables are just the tools to analyze the language to set social dimensional society.

5. It is a language that is used for communication between different groups of people, each speaking a different language. The lingua franca could be an internationally used language of communication (e. g. English), it could be the native language of one of the groups, or it could be a language which is not spoken natively by any of the groups but has a simplified sentence structure and vocabulary and is often a mixture of two or more languages.

II. Answer the following questions. (30 points)

1. Linguistics is generally defined as the scientific study of language. It tries to answer the basic questions "What is language?" and "How does language work?" Linguistics studies not any particular language, e. g. English, Chinese, Arabic, and Latin, but it studies languages in general.

It is a scientific study because it is based on the systematic investigation of linguistic data, conducted with reference to some general theory of language structure. In order to discover the nature and rules of the underlying language system, what the linguist has to do first is to collect and observe language facts, which arc found to display some similarities, and generalizations are made about them; then he formulates some hypotheses about the language structure. But the hypotheses thus formed have to be checked repeatedly against the observed facts to fully prove their validity. In linguistics, as in any other discipline, data and theory stand in a dialectical complementation; that is, a theory without the support of data can hardly claim validity, and data without being explained by some theory remain a muddled mass of things.

(此题考查语言学作为一门学科其科学性,为开放性试题,从其研究内容及方法角度作答即可。)

2. First, language is systematic: it consists of recurrent elements which occur in regular patterns of relationships. All languages have an infinite number of possible sentences, and the vast majority of all sentences which are used have not been memorized. They are created according to rules or principles which speakers are usually unconscious of using or even of knowing if they acquired the language as a young child.

Second, language is symbolic: sequences of sounds or letters do not inherently possess meaning. The meanings of symbols in a language come through the tacit agreement of a group of speakers.

Third, language is social: each language reflects the social requirements of the society that use it, and there is no standard for judging: whether one language is more effective for communication than another, other than to estimate the success its users may have in achieving the social tasks that

are demanded of them.

（考查语言的系统性，象征性及社会性。）

3. The difference between internal and/or external focus to the study of language acquisition.

(1) The internal focus seeks to account for speakers' internalized, underlying knowledge of language. The external focus emphasizes language use, including the functions of language which are realized in learners' production at different stages of development.

(2) According to the above difference, the linguist Noam Chomsky claims that human beings are biologically programmed for language and that the language develops in the child just as other biological functions such as walking. Originally Chomsky referred to this innate ability as Language Acquisition Device, also known as LAD. Later Chomsky prefers this innate endowment as Universal Grammar (UG) and holds that if children are pre-equipped with UG, then what they have to learn is the ways in which their own language makes use of these principles and the variations on those principles which may exist in the particular language they are learning.

The interaetionist view holds that language develops as a result of the complex interplay between the human characteristics of the child and the environment in which the child develops. Integrated with the innatist view, the interactionist further claims that the modified language which is suitable for the child's capability is crucial in his language acquisition.

III. Read the following paragraphs and then answer four questions. (50 points)

1. The experiential mode is totally different from the analytical mode of learning. An experiential approach to learning may involve a degree of what Johnson (1982) refers to as an 'in at the deep end strategy'. Simply throwing learners into wholly uncontrolled and undirected language use is, of course, as dubious a strategy with respect to language learning as doing the same with someone who is learning to swim. For this reason, considerable effort has been devoted by methodologists, material writers, and teachers.

An analytical approach to learning rests on a more or less marked degree of part practice, i. e. , isolating parts of the whole for explicit study and learning, even if its ultimate goal remains the development of learners' ability to put these parts together for integrated, holistic use.

2. The experiential mode provides a holistic model of the learning process and a multilinear model of adult development, both of which are consistent with what we know about how people learn, grow, and develop. The theory is to emphasize the central role that experience plays in the learning process, an emphasis that distinguishes experiential mode of language learning from other learning theories. The term "experiential" is used therefore to differentiate experiential mode of language learning both from cognitive learning theories, which tend to emphasize cognition over affect, and behavioral learning theories that deny any role for subjective experience in the learning process.

However, simply throwing learners into wholly uncontrolled and undirected language use is, of course, as dubious a strategy with respect to language learning as doing the same with someone who is learning to swim. Therefore, this mode of language learning requires the methodologists, material writers, and teachers to combine two sets of factors. One is the basic insight that language use can serve a significant role in promoting learning, and the other is the acknowledgement that use of the language needs to be structured in a coherent and pedagogically manageable way.

3. An analytical approach to learning emphasizes the explicit study of the language learning a linguistic and communicative system. It is characteristic of the grammar-translation method, found in the cognitive code approach, in various CALL exercises, and in form-focus learning activities. It is also present in certain types of learner training or awareness raising activities involving the explicit analysis by learners of aspects of the languages teaching and learning or of their own language production.

Each language manifests a number of structural regularities in areas such as grammar, lexis and phonology, and also with respect to the ways in which these elements are combined to communicate messages. The question, therefore, is not whether languages have structural regularities or not, but whether and in which way explicit attention to such regularities can facilitate the learning of the language.

The main criticism of analytical learning is that declarative knowledge does not necessarily feed through to the ability to use a language for communicative purposes. In other words, someone may have a good knowledge of structural regularities of a language without being able to make use of the language with the spontaneity and fluency which are required in normal communicative situations.

4. I would combine the two approaches together to learn a foreign language. First, following the analytical mode of language learning, the basic grammatical knowledge could be captured. Second, with the basic knowledge of structural regularities of a language, the experiential mode of language learning should be followed.

For example, when I learn how to greet in English, the first thing I should know about is how to pronounce "Hello!" or "How are you?" and the meaning of the expression. Then the next, I should learn in the relevant situations. Native speakers may respond to the phatic greeting in a variety of ways depending on the context and on how well they know about the interlocutor; e. g. "Fine. And you?", "Can't complain.", "You know me!" are just a few instances from the wide repertoire of native speakers of English.

Through that process, the knowledge of the language which is gained by the analytical approach could improve the ability to use the language in reality, which can be developed by the experiential approach.

（此题为开放性题目，从如何运用两种语言学习方法来学外语的角度谈即可。）

IV. Read the following passage and answer three questions. (50 points)

1. The title of this passage could be "Two Dimensions of Teacher Knowledge".

This passage mainly introduces two different kinds of knowledge influence teachers' understanding and practice of teaching. One is subject matter and curricular issues, and how the content of a lesson can be presented in an effective and coherent way. This is the aspect of teaching that has to do with curricular goals, lesson plans, instructional activities, materials, tasks, and teaching techniques. The other is the knowledge about teachers' implicit theories of teaching—that is, their personal and subjective philosophy and their understanding of what constitutes good teaching. It is this dimension that forms the focus of this passage.

（根据文章内容自拟题目，并分析拟此题目的根据。）

2. Woods (1996) describes teachers' conceptions of lessons as made up of conceptual units at

different levels of abstraction. He distinguishes between the following: *overall conceptual goals*—the overall purposes teachers identify for a course; *global conceptual units*—the individual subcomponents of the curriculum (e. g. , the grammar, reading, writing, and listening components of an integrated skills course); *intermediate conceptual units*— activities or clusters of activities framed in terms of accomplishing one of the higher-level conceptual goals; *and local conceptual units*—the specific things teachers do to achieve particular instructional effects.

The function of these conceptual units is to clear the theme of the class, to design the content and each sector of the lesson, to adopt the form of teaching such as presentation, activity and group discussion, to plan the details of the process of a lesson. By those concepts, the teaching of in a class could be better evaluated and those concepts give teachers a clear guideline of the preparation of a class.

3. Perspective, which they define as the ways in which teachers understand, interpret, and define their environment and use such interpretation to guide their actions.

Image is describes as "a central construct for understanding teachers' knowledge. " An image is a metaphor, such as "the classroom as home," "setting up a relationship with children," or "meeting the needs of students," that teachers may have in mind when they teach.

Teachers' teaching criteria, which are defined as "personal subjective values a person tries to pursue or keep constant while teaching. " Teachers hold personal views of themselves, their learners, their goals, and their role in the classroom and they presumably try to reflect these in their practice.

From the above, we can see clearly the "perspective" is knowledge about teachers' implicit theories of teaching—that is, their personal and subjective philosophy and their understanding of what constitutes good teaching. It is teacher-oriented. While the image is the context that the teacher shows for the students, the perspective and the image may be the same or not.

Image is what the teachers think and they feel necessary to do while teaching. Teachers' teaching criteria is the evaluation made by teachers themselves. And the important part is the image may also be the part of their teaching criteria.