2012 考研专业课辅导系列

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 解 语言学

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《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。

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<div align="right">圣才学习网编辑部</div>

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.

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：［ədˈvəːtismənt］

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（2005－2010）

北京外国语大学 2010 年语言学考研真题

考试科目：英语语言学和应用语言学

L. Explain the following terms：（50 points, 5 points each）

1. langue
2. phoneme
3. prefix
4. part of speech
5. back-formation
6. polysemy
7. speech community
8. interlanguage
9. syllabus
10. comprehensible input

II. Answer the following questions：（40 points, 10 points each）

1. How do you compare the traffic light system with a human linguistic system?

2. What is the aim of IC（immediate constituent）analysis? Make an IC analysis of the following sentence by means of either brackets or a tree diagram?

My mother said Mary liked the handbag.

3. What is your comment on the following paragraph? Rewrite it and explain why you want to rewrite it that way.

One winter morning when Father left the Riding Club on horseback, Father's horse fell with Father. Not only did the stupid animal fall but the animal landed on Father's foot. Father pulled Father's foot out from under, got the horse up, and went on to the Park for Father's ride. But Father found later that one of Father's toes had been bent and that Father couldn't straighten the toe out.

4. In what way are language and computer related, and how has their relationship affected language learning?

III. Essay-writing：（60 points, 30 points each）.

1. What kind of linguistic phenomenon can you identify in the following dialogue? Define, analyse and explain the phenomenon.

甲：上车请买票。

乙：三张天安门。

甲：您拿好。

2. Some adult second language learners may have stayed in an English speaking country for

5

years. However, when they speak, their English can still be full of mistakes. What do you think might be the problem? Use a second language acquisition theory to analyze the problem.

参考答案

I. Explain the following terms: (50 points, 5 points each)

1. Langue: 参见北京师范大学 2004 年"英语语言学"题 1 第 1 小题答案。

2. Phoneme: 参见人大 2006 年"专业英语"题 II 第 1 小题。

3. Prefix: In linguistics, a prefix is a type of affix that precedes the morphemes to which it can attach. Prefixes are bound morphemes (they can not occur as independent words). While most languages employ both prefixes and suffixes, prefixes are less common. Some languages employ mostly suffixes and almost no prefixes at all. The use of prefixes has been found to correlate statistically with other linguistic features, such as a verb-object word order and the use of prepositions.

4. Part of speech: One of a group of traditional classifications of words according to their functions in context, including the noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection, and sometimes the article.

5. Back-formation: Back-formation refers to an unusually abnormal type of word-formation where a shorter word is derived by deleting an imagined affix from a longer form already in the language. Take *televise* for example. The word *television* appeared before *televise*. The first part of the word *television* was pulled out and analyzed as a root, even though no such root occurs elsewhere in the English language.

6. Polysemy: Polysemy means a single word having several or many meanings. According to Crystal: Polysemy is a term used in semantic analysis to refer to a lexical item which has a range of different meanings. Polysemic words are signs of an advanced culture. Polysemy is also an essential feature of a language's economy and efficiency.

7. Speech community: Speech community is a group of people who share a set of norms and expectations regarding the use of language. Speech communities can be members of a profession with a specialized jargon, distinct social groups like high school students or hip hop fans. In addition, online and other mediated communities, such as many internet forums, often constitute speech communities. Members of speech communities will often develop slang or jargon to serve the group's special purposes and priorities.

8. interlanguage: 参见上海交通大学 2005 年"语言学和应用语言学基础知识"题 I 第 8 小题。

9. syllabus: 参见中山大学 2005 年"语言学概论"题 III 第 7 小题。

10. Comprehensible input: It means any input must be comprehensible if it is to have any effect on learning. The concept of comprehensible input is that second language acquisition depends upon the learners' attempts to extract meaning from the language input. The language that learners are exposed to should be just far enough beyond their current competence so that they can understand most of it but still be challenged to make progress. Input should be neither too difficult nor too easy for the learners.

II. Answer the following questions: (40 points, 10 points each)

1. Both the traffic light system and human linguistic system can symbolize some informations in

communication whereas the linguistic system is more complicated. However, the linguistic system has several distinctive features that no other systems have, including the traffic light system.

(1) Language is arbitrary which means that there is no logical connection between meanings and sounds. But in traffic light system, there are direct logical connections between the light signals and their meanings.

(2) Language is hierarchical, that's to say linguistic system has two levels of structures, the 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. However, the traffic light system has no hierarchical system and the structure is composed by a single level.

(3) Language is creative. By creativity we mean language is resourceful because of its duality and its excursiveness. Because of duality, 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. But there is no recursive nature in traffic light system which means that it can not produce new meaning.

2. The goal of immediate constituent analysis is to analyze a linguistic expression into a hierarchically defined series of constituents. It is to break a syntactic unit and to describe these constitutes according to their forms and functions. Verbal structural descriptions, especially when we are dealing with longer syntactic units, such as sentences, can be rather lengthy and can vary in form and style. Therefore, linguists developed various ways to represent structural descriptions graphically, depicting constituent structure in a uniform and easily readable manner.

My   mother   said   Mary   liked   the   handbag
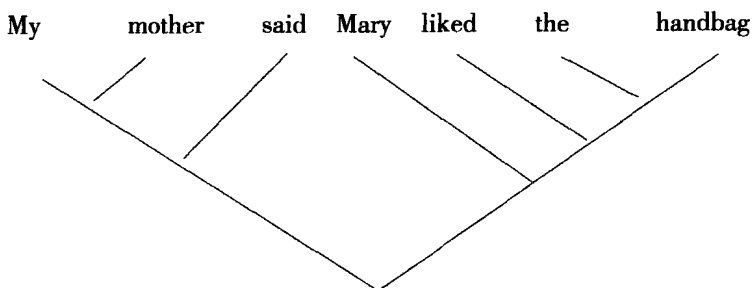
3. The above paragraph is too loose in structure, lacking coherence. It is wordy, not concise.

It can be rewritten as the following:

One winter morning when father left the Riding Club on the horse back, but the horse fell with him and not only did the stupid animal fall but it landed on Father's foot. Father pulled his foot out from under, got the horse up, and went on to the park for his ride. But he found later that one of his toes had been bent and that he couldn't straighten the toe out. The text can be rewritten in such way by the theory of coherence in discourse analysis. 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 be expected and, therefore, makes the readers 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 referent words or phrases that stand for previously men-

tioned words/ideas; 3) the repetition of key words;4) arranging sentences and paragraphs in 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 used in the 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, "it" can refer to "the animal", "his" can refer to "Father'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 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 difficulties in understanding what the text is about.

4. With the development of the computer technology and internet system, more and more people touched upon the computer field. Computer has been used in the classroom for foreign language teaching and learning. CAI stands for computer-assisted instruction, which means the use of a computer in a teaching program. CAL stands for computer-assisted learning, which means the use of computer in both teaching and learning. Following CAI and CAL, CALL, acronym for Computer Assisted Language Learning, refers to the use of a computer in the teaching or learning of a second or foreign language. If CAI or CAL deals with teaching and learning in general, then CALL deals with language teaching and learning in particular. CALL provided a beneficial and convenient approach for language learners to improve their abilities. For example, students can gain a quick access to any materials on the internet. The computer is not an individual resource for each student any more, instead, it is a trigger for interaction between the students and it is the focus for group work which allows some activities, such as the activity role-play interaction. The use of multimedia technology enables different information types to be simultaneously available on the computer, as a result, spoken language and moving video is produced other than mere presentation of written sentences.

III. Essay-writing: (60 points, 30 points each).

1. This conversation consists of the linguistic phenomenon which is called the "Cooperative Principle", proposed and formulated by P. Grice, based on such a pragmatic hypothesis that the participants must first of all be willing to cooperate; otherwise, it would not be possible to carry on the talk. It goes as follows:

Make your conversational contribution such as required at the stage at which it occurs by the accepted purpose or direction of the talk exchange in which you are engaged. To be more specific, there are four maxims under this general principle:

The maxim of quantity:

8

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

b) Do not make your contribution more informative than is required.

The maxim of quality:

a) Do not say what you believe to be false.

b) Do not say that for which you lack adequate evidence.

The maxim of relation:

Be relevant.

The maxim of manner:

a) Avoid obscurity of expression.

b) Avoid ambiguity.

c) Be brief (avoid unnecessary prolixity).

d) Be orderly.

There are circumstances where speakers may not follow the maxims of the cooperative principle. For example, in this conversation, the speaker may violate the maxim expectations by using an expression like "三张天安门" in response to a question. Although it is typically "more informative than is required" in the context, it is naturally interpreted as communicating more than is said (i. e. the speaker knows the answer). This typical reaction (i. e. there must be something "special" here) of listeners to any apparent violation of the maxims is actually the key to the notion of conversational implicature. When we violate any of these maxims, our language becomes indirect. In this way, we can convey more than is literally said.

2. Some major causes that lead to the occurrence of errors in second language acquisition include (a) interference from the mother tongue, (b) culture, (c) interlingual interference within the target language, (d) overgeneralization, (e) the learner himself.

(a) Mother tongue interference is found at the level of pronunciation, morphology, syntax, vocabulary and meaning, and can be predicated by contrasting the grammatical or other systems of the native and target languages. According to Hagège, interference between L1 and L2 is observed in children as well as in adults. In adults it is more obvious and increases continuously, as a monolingual person gets older and the structures of his first language get stronger and impose themselves more and more on any other language the adult wishes to learn. In contrast, as regards children, interference features will not become permanent unless the child does not have sufficient exposure to L2. If there is sufficient exposure, then instead of reaching a point where they can no longer be corrected (as often happens with phonetics features). on the whole, there might be interference from the L1, particularly for items that are similar, either structurally or semantically.

(b) A speaker who learns a L2 usually cannot be totally involved into the culture of L2. However, as we know, language is closely related to the culture. Language is an essential and important part of a culture, and culture has impact upon the language, not only in language changes, but also in language use. A speaker, with L1 as his native language, often knows much better about his culture, which is related to L1 than he does about L2. Therefore, with less culture exposure, a speaker is usually more successfully in L1 acquisition than L2 acquisition.

(c) Interlingual interference or cross-association occurs when the learner mixes rules and patterns of the target language and produce hybrid structures.

(d) Overgeneralization is the use of previously available strategies in new situations, i. e. , the application of a particular pattern or rule of the target language in many other linguistic situations.

(e) L2 learners are usually older when learning their L2. Older learners may have increased inhibition and anxiety and may find themselves afraid of making errors.

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。