

考試科目 Course	應用語言學	開課系級 Dept. & Class	語言學研究所 Date, Period	期 4月 27日 第 2 節	試題編號 CourseNo.
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注意事項：1. 以英文或中文作答。

2. 請注意各題配分。

3. 答案務須標明題號。

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1. What is coherence? Please define and discuss it in the context of language comprehension. (15%)
2. In what ways are speech errors or slips of the tongue significant? (15%)
3. What does it mean by "knowing a language"? In what way(s) is this competence acquired? In what way(s) can it be taught? (30%)
4. The data listed in Table-1 below are hypothetical linguistic data of the Taiha ethnic group in 1985 and 1995. The first part of Table-1 presents the Taiha group members' proficiency in Language X (Lg-X), which is the official language of the speech community, and that in Language Y (Lg-Y), which is their mother tongue. The second part of Table-1 describes the frequency that the Taiha people use these two languages in communicating with different people. Study Table-1 and answer the four questions following it. (40%)

Table-1: Mean scores of the Taiha subjects' proficiency in Lg-X and Lg-y, and the ratings of the frequency of their use of the two languages. For language proficiency, 5=very fluently, 4=able to communicate with other people, 3=can communicate but with difficulty, 2=can understand but can't speak, and 1=don't understand at all. For frequency of language use, 3=often, 2=sometimes, 3=seldom or never. ("*" indicates $P < .05$)

	PROFICIENCY					
	1985			1995		
	Lg-X	Lg-Y	T-test	Lg-X	Lg-Y	T-test
	4.38	4.77	*	4.67	4.65	-
	FREQUENCY					
	1985			1995		
	Lg-X	Lg-Y	T-test	Lg-X	Lg-Y	T-test
PEOPLE (as a whole)	2.20	2.62	*	2.22	2.38	*
1. Family Members	1.83	2.87	*	1.83	2.73	*
2. School Associates	2.63	2.29	*	2.73	1.94	*
3. Work Associates	2.35	2.61	*	2.36	2.40	-
4. Close Friends	2.29	2.72	*	2.38	2.52	*
5. Strangers	2.43	2.45	-	2.53	2.16	*
ANOVA	*	*		*	*	
6. Group Members	1.96	2.88	*	2.00	2.70	*
7. Nongroup Members	2.62	2.24	*	2.71	1.64	*
T-test	*	*		*	*	

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- (1) Describe the linguistic situation that the Taiha people face. What are the differences between the social functions of Lg-X and those of Lg-Y?
- (2) According to Table-1, is the Taiha group experiencing language shift or maintenance? Find evidences from Table-1 to support your judgment.
- (3) Predict the development of the competition between Lg-X and Lg-Y. Give evidences to support your prediction.
- (4) What kind of language policy would you take to maintain the Taiha group's mother tongue? Why? What are the possible factors you would consider when you make the decision?

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注意事項：一、答案務須標明題號，不必抄題。

二、答題可以英文或中文作答。

三、注意各題配分。（試題共六題，兩頁）

1. Short identifications.

Choose any five terms, expressions or names from the LEFT column below, and match them with the most appropriate terms in the RIGHT column. Write a short paragraph for each, describing the nature of the relationship between the two. (25%)

- | | |
|---------------------------|---|
| a. Joseph Greenberg | A. a property of human language |
| b. Ferdinand de Saussure | B. Colorless green ideas sleep furiously. |
| c. Noam Chomsky | C. language typology |
| d. arbitrariness | D. langue and parole |
| e. Sapir-Whorf hypothesis | E. language and world view |
| f. cranberry morphemes | F. language change |
| g. structure dependency | G. ambiguity |
| | H. word internal structure |
| | I. Will you come tomorrow? |

2. How is phonological analysis treated differently in Structuralism and Generative Linguistics? Use examples to show how these two approaches lead to different treatments of the same data. (15%)
3. The following sentences appear to have surface structure of exactly the same form. Provide evidence to support the claim that these verbs differ in their underlying structures and state the subcategorization frames for these verbs. (15%)
- (i) I expected Bill to leave.
 - (ii) I forced Bill to leave.
 - (iii) I persuaded Bill to leave.
 - (iv) I wanted Bill to leave.

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4. Explain the different kinds of meanings that are relevant to linguistic analysis. Illustrate these different kinds of meanings with examples from the language of your choice. (15%)
5. To what extent can the assignment of stress in English words be attributed to non-phonological factors? Provide examples to illustrate your points. (10%)
6. Quoted below is the first stanza from the famous English poem 'Jabberwocky'.

JABBERWOCKY

'T'was brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
and the mome raths outgrabe.

You will recognize some of the English words, but eleven of them are nonsense words made up by the author. These words cannot be found in most English dictionaries.

Questions:

- (1) What types of information would one expect to find in a dictionary? List at least four types. (8%)
- (2) Invent a dictionary entry for at least three of the eleven nonsense words. Each entry should include the information you mention in the first question. (12%)

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注意事項：1. 以英文或中文作答。

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1. Consider the Mandarin data and tone representations below, and answer the questions that follow:

chen55 hao213 真好	lao21 ren35 老人	hen21 bing55 很冰
hen21 fei35 很肥	bu53 lao213 不老	hao35 jo213 好酒
hao21 shu55 好書	hen35 lao213 很老	hu35 kou213 虎口
lao35 hu213 老虎	shou21 tao53 手套	jo21 zui53 酒醉
shou35 jao213 手腳	hu21 pi35 虎皮	jao21 kuai53 腳快
sin55 shou213 新手	jao35 yang213 腳癢	da53 jao213 大腳

55 = first tone

35 = second tone

213 = third tone

53 = forth tone

Given the data above, what are the phonological variants of the Mandarin third tone? What are the phonological environments that account for the distribution of the third tone variants? (15%)

2. The following English data are produced by an American patient, who suffered a phonological disorder. In terms of speech production, describe carefully what phonological processes are involved in deriving each of the surface forms.

(a) [bwĩ] 'spring' (4%)

(b) [fet] 'pet' (4%)

(c) [manə] 'banana' (4%)

(d) [tawi] 'sorry' (4%)

(e) [dadɔd] 'hot dog' (4%)

3. Consider the morphological processes in Southern Min below, and write the morphophonological rules needed in -a suffixation. Hint: [d] is missing in Southern Min, but it is usually replaced by [l]. (15%)

Base	-a Suffix		Base	-a Suffix	
he	hea	蝦仔	lɔk	lɔgga	鹿仔
kim	kimma	金仔	təʔ	təa	桌仔
tʂʰit	tʂʰilla	擦仔	i	ia	椅仔
aŋ	aŋga	偶仔(娃娃)	sɔm	sɔmma	蔘仔
ĩ	ĩa	圓仔	zɪt	zɪlla	日仔
tʂʰɪn	tʂʰɪnna	稱仔	ap	abba	盒仔
pʰueʔ	pʰuea	被仔	uan	uanna	丸仔

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4. 根據由 1-9 中所歸納出的規律，推測 a-g 是否合法，合法者翻譯為英文，若有不合法者，請解釋其原因。(15%)

- | | | |
|----|-------------|-----------------|
| 1. | Nono beno | 'a good boy' |
| 2. | Nona bena | 'a good girl' |
| 3. | Non ben. | 'a good child' |
| 4. | Non beno | 'a good boy' |
| 5. | Sam ben | 'a good summer' |
| 6. | Sam mala | 'a bad summer' |
| 7. | Win malo | 'a bad winter' |
| 8. | *Non-o ben | |
| 9. | *Non-a beno | |

- Non bena
- Sam mal
- Win bena
- Beno nono
- Nono pa nona bena (pa = 'and')
- Win ben
- Nono bena

5. 以 1-10 的 Kimbantu 語料為依據，將 a-c 翻譯為 Kimbantu；d-j 部份若判斷其為合法則將之翻譯為英文，若有不合法者，則請解釋其原因；此外再將語料中所有的詞素 (morpheme) 按字母順序列出，並請標明其語意或其語法功能。(35%)

- | | | |
|-----|--------------------|---------------------------|
| 1. | Meme nimono Nzua. | 'I saw John.' |
| 2. | Aana amono Nzua. | 'The children saw John.' |
| 3. | Aana amumono Nzua. | 'The children saw John.' |
| 4. | Nibamono aana. | 'I saw the children.' |
| 5. | Nzua wamono meme. | 'John saw me.' |
| 6. | Nzua wangimono. | 'John saw me.' |
| 7. | Haku aana amumono. | 'Jack, the children saw.' |
| 8. | *Nzua aana amono. | |
| 9. | Nimumono. | 'I saw him.' |
| 10. | Wangimono. | 'He saw me.' |

- He saw him.
- John saw the children.
- Jack, John saw.
- Angimono.
- Aana Nzua wabamono.
- Aana abamono.
- Meme ngimono Nzua.
- Meme Nzua wamono.
- Nzua aana mumono.
- Haku amono.