(A) It snowed yesterday.

It seems that the man loves the woman.

The audience found it amusing that the monkey could ride a bicycle.

(B) Nancy asked me to give it to you.

This is my new apartment. How do you like it?

Have you heard about it, the company's new non-smoking policy?

Questions:

(1) Can the meanings of the pronoun IT be accounted for in semantic terms for both sets of data? (5%)

(2) Using these examples, show how meanings of the pronoun IT can be described from a study of context. (10%)

4. Examine the following Chinese data and state rules that govern the formation of acronyms. (15%)

(A) 政治大學　政大
中興大學　興大
清華大學　清大
中央大學　中央
中正大學　中正
中山大學　中山

(B) 華南銀行　華銀
彰化銀行　彰銀
第一銀行　一銀
中央銀行　央行
第九信用合作社　九信

(C) 士林高級商業學校　士商
台北市立第一女子高級中學　北一女／一女中
建國中學　建中
高雄中學　雄中
景美女子高級中學　景美女中
世界新聞傳播學院　世新

5. Examine the following data and answer the questions.

1. udaudal. 'It is raining.'
2. thithing. 'It is drizzling.'
3. vaivai. 'It is sunny.'
4. imiimim. 'It is cloudy.'
5. ayudal lutha. 'It will rain tomorrow.'
6. waudal kumaun. 'It rained last night.'
7. wavai kutha. 'It was sunny yesterday.'
8. ayimim lumaun. 'It will be cloudy tomorrow night.'

Questions:

(1) How are tenses formed in the language? State the type of morphological process it undergoes. (10%)

(2) How are time words formed? (5%)

6. Examine the following data from a hypothetical language Daruka. Then do the following questions:

   (1) List all morphemes with their glosses. (10%)

   (2) Describe word order, tense system, and negative formation of Daruka. (10%)

   (3) Translate the following sentences into Daruka. (10%)

      a. Will a bear eat fish?

      b. Won't the man shoot the beaver?

	Daruka
1. marutag balba wa kute.	'The man was/is shooting a bear'
2. marutag balbag kutekte.	'The man will shoot the bear'
3. marutag chapa kute ha?	'Was/is the man shooting beaver?'
4. marutag balba kutesni ha?	'Wasn't/isn't the man shooting bear?'
5. chapa tawu yutaktesni.	'Beaver won't eat fish.'
6. ballba wa tawug yutasni.	'A bear isn't/wasn't eating the fish.'

國立政治大學語言學研究所碩士班
研究生入學考試試題

八十三學年度

一般語言學

GENERAL LINGUISTICS(1994)

注意事項：1.請以英文或中文作答。

2. 第一部份請選五題 (各15分)

第二部份請選五題 (各5分)

請勿多答。

3. 答案請務必標明題號。

Part I、Questions (Choose 5) (75%)

1. Describe the different types of plural formation of nouns in the English language. What natural classes are involved? Why is this formation a morphophonemic process? Please be specific and provide examples for illustration.

2. The following pairs of words evidence the operation of one of the most dramatic regular sound changes in the history of the English language. Examine these alternating phonetic forms, identify this sound change, and explain how the sounds of the underlined letters in column I are related to those in column II.

I	II
a)crime [aɪ]	a)criminal [I]
b)meter [i]	b)metrical [ɛ]
c)sane [e]	c)sanity [æ]
d)verbose [o]	d)verbosity [a]

3. What are the differences between Mandarin and English in terms of language family, prosody, and writing system?

4. The following are two sets of English words. Are they both derived from certain word formation rules? Please justify why you say so, and list all the word formation rules involved specifically.

I	II
a)unbeaten	a)unloosen
b)disreputable	b)distinct
c)atheist	c)athlete
d)makeup	d)mackintosh

5. Usually, people define "ditransitive verbs" as "verbs that may be followed by two nouns." And they claim that there is a systematic, structure-dependent relationship between sentences like:

   a. The boy wrote her a letter.

   b. The boy wrote a letter to her.

   But there is something wrong with the above definition and the claim. Please give examples in contrast to show

6. Please read the following paragraph carefully. What is wrong with it? Based on the given paragraph, argue for your claim, and list the similarities and dissimilarities between Chinese and English systematically.

我是一美國大學生．我來了台灣學中文昨年．我喜歡跟人們談兒
非常．但是我不想這traffic這兒是很好．
我去了一書店買兩書門和一朋友－昨天．那兒是了很多車門．
在街上，一車胸了很快和差一點兒撞了我們下．我想都我們應該
買insurance馬上．
我是還很年輕，和我女朋友是等我結婚她．我不要死這兒．你知
道．

Part II. Briefly define and illustrate the following terms:
(Choose 5) (25%)

1. language universals
2. human language and animal language
3. obstruents and sonorants
4. phonotactic constraints
5. lexical ambiguity
6. complementary pairs of antonyms and relational opposites

應用語言學

DIRECTION:

1. There are two sections in this test. For both sections, choose any FOUR questions among the five given.

2. Language production is a very complicate mechanism involving several steps, e.g., conceptualization, syntactic construction, word selection, phonological realization, articulation, etc. What do the following speech errors reveal about this mechanism? (The correct reading of each sentence is given in the paratheses).

a. I'll go shut up the darn bore.
(I'll go shut up the barn door.)

b. The sky is shining.
(The sky is blue, and the sun is shining.)

c. Seymour sliced the knife with the salami.
(Seymour sliced the salami with the knife.)

d. It is kistomary to cuss the bride.
(It is customary to kiss the bride.)

3. The current trend of language learning/teaching is to develop communicative competence. What is communicative competence? And in what way(s) can it be developed in the language classroom?

4. Learners often use certain strategies in approaching their learning task, and many

strategies have been identified for second language learners, cognitive and social-affective as well. Please give at least five such strategies and briefly describe how each helps the learner to learn.

5. "Context" has recently been an important issue in the study of language. Please discuss it from the point of view of either pragmatics (sociolinguistics), or psycholinguistics, or language learning/teaching.

Section II : Define the following terms. Choose any FOUR

(20%--5 points for each).

1. Sapir-Whorf hypothesis
2. creolization
3. adjacency pair
4. schema
5. critical period hypothesis

語言分析

1. Examine the differences in the pronunciation of the word in as it would occur in rapid speech in the following sentences. Explain the phonetic varieties of in, and state the phonological rule(s) involved. (10%)

John is in math class now.
John is in art class now.
John is in chemistry class now.
John is in Physics class now.
John is in swimming class now.
John is in theology class now.
John is in Portuguese class now.

2. Examine the following data of Taiwan Lokkang dialect.

(note: Tone markers are omitted from the original data.)

pue?	八	tak	逐	kut	骨
pin	朋	tik	戴	kɔk	谷
pia?	壁	tit	節	kuc	雞
pat	別	tim	沉	kim	金
bak	目	lit	日	gɔ	五
but	物	lak	六	gua	外
bin	明	lip	入	gin	因
ban	蚊	lɔ	路	gɔ?	月

Questions:

(1) (a) Are voiced stops (b, d, g) and voiceless stops (p, t, k) contrastive? Explain. (4%)
(b) Are they neutralized? Explain. (4%)

(2) State the phonological rule(s) that account for the distribution of voiced stops in Taiwan Lokkang dialect.

(7%)

3. Examine two sets of data below and answer the questions.