

試科目		所別		考試時間	星期	月	日	上午第	節
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國立政治大學圖書館

ambiguity in each. 15%

1. He's got a lot of dough.
2. John likes Kay better than Joan.
3. Every student thinks that she is a genius.
4. I'd love a Norwegian bicycle.
5. The beaver has sharp teeth.

- a) Give the readings for each sentence.
- b) Label each type of ambiguity, using one of the following labels:
scope ambiguity, generic/specific ambiguity, lexical ambiguity, structural ambiguity, nonspecific/specific ambiguity

E. Consider the following patterns: 15%

- I. She is running.
 She ran for a half hour.
 *She ran in a half hour.
- II. He's painting a picture.
 *He painted a picture for a half hour.
 He painted a picture in a half hour.

- a) Discuss the differences between the I-type and the II-type verbs.
- b) Provide one more test to distinguish type-I verbs from type-II verbs.
- c) Classify the verb phrases in the following sentences as to whether they are type-I verbs or type-II verbs.

1. Mary ate three apples.
2. Mary ate apples.
3. Mary rode a horse.
4. Mary rode horses.
5. Mary walked from the university to the station.
6. Mary walked from the university towards the station.
7. Mary walked herself tired.

F. Consider the following examples: 10%

1. Bill has a car. It / The car is black.
2. Bill doesn't have a car. *It / *The car is black.

In (1), *a car* introduces a new individual into a discourse for the pronoun or the definite

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noun phrase to refer to. But *a car* in (2) fails to do so presumably because negation denies the existence of a car; hence (2) is inappropriate since it presupposes the existence of something that is not there.

Now examine the following sentences:

- 3a. John managed to find an apartment. The apartment has a balcony.
- 3b. John didn't manage to find an apartment. *The apartment has a balcony.
- 4a. John failed to find an answer. *It was wrong.
- 4b. John didn't fail to find an answer. The answer was even right.
- 5a. Bill realized that he had a dime. It was under the sofa.
- 5b. Bill didn't realize that he had a dime. It was in his pocket.

For each pair, discuss what factors determine whether the pronoun or the definite noun phrase can be coreferential to the indefinite NP or not.

G. Consider the following data: 10%

- 1a. Martha kept Fido behind the garage.
- 1b. *Martha stayed Fido behind the garage.
- 2a. George kept Fido busy.
- 2b. *George stayed Fido busy.
- 3a. Karen kept Fido.
- 3b. *Karen stayed Fido.
- 4a. *?Oscar kept behind the counter.
- 4b. Oscar stayed behind the counter.
- 5a. Jane kept busy.
- 5b. Jane stayed busy.
- 6a. *Harry kept.
- 6b. Harry stayed.

Your task is to give the subcategorization structures for the verbs *stay* and *keep*, respectively, using the frame *DISAPPEAR [NP]*.

試科目	一般語言學	所別	語言學研究所	考試時間	4月26日 上午第一節 星期日
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General Linguistics (1998)

- 注意事項:
1. 請以英文或中文作答。
 2. 答案務須標明題號。
 3. 各題配分不同，請注意答題時間之分配。

Part I. Questions. 75%

1. In English, [s], [z], and [əz] are allomorphs of the regular plural morpheme. Their occurrence is determined by the word-final segment of the regular noun. Use phonetic features to classify these word-final segments into three natural classes of speech sounds. 10%
2. We know that both sentences in A and those in B may be produced by native speakers of English. If you were a teacher of English, how would you incorporate the notion of "prescriptive grammar" and "descriptive grammar" in explaining this linguistic phenomenon to your students? 10%

A

B

She is taller than I.

She is taller than me.

It doesn't matter.

It don't matter.

I wish I were a millionaire.

I wish I was a millionaire.

3. a. The meaning of 三八 in dialogue A is apparently different from the meaning of 三八 in dialogue B. However, there should be certain semantic properties that are shared by the expression 三八 whether it appears in dialogue A or B. Name these shared semantic properties. 5%

Dialogue A

Dialogue B

A: 你經濟學的筆記能不能借我?

A: 阿美好噁心，平常講話聲音大，

B: 沒問題。

話又多，可是每次只要有好看的男生在場，她就裝得細聲細氣的。

A: 哇! 太好了! 您的大恩大德我今生無以為報，只有來世以身相許了。

B: 對啊，她好三八。

B: 少三八了。

考試科目	一般語言學	所別	語言學研究所	考試時間	4月26日 上午第一節 星期日
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b. What makes the following dialogue funny; i.e., what semantic device is involved? 5%

A: 身分證掉了應該怎麼辦?

B: 趕緊申請補發。

A: 不需要啊，撿起來就好了。

4. Every language has sentences that include a Subject (S), an Object (O), and a Verb (V). Languages have been classified according to the most common order in which these occur in the sentence. Do you think Mandarin Chinese is an SVO or an SOV language? Give examples to support your argument. 10%

5. What are language universals? Please provide specific examples from phonology, syntax, and semantics for illustration. 10%

6. What are the shared features of human language and animal communication systems? What are the characteristics that are possessed by human language only? How do these features contribute to the uniqueness of humans among all living animal species? 15%

7. Examine the following words and then answer the questions below. 10%

A. Televised B. TV-broadcasting

- Decide the morphological process for each word.
- Decide the number of morphemes in each word.
- Specify the type of each morpheme. (lexical or grammatical, free or bound, prefix or suffix, inflectional or derivational)

Part II. Define the following terms and provide examples for illustration.

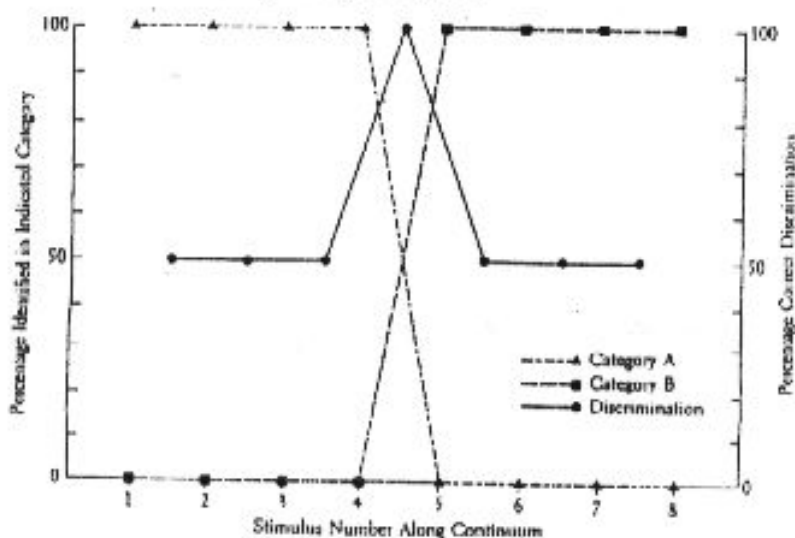
(choose FIVE only) 25%

- Diacritics
- Internal borrowing (analogic change)
- Isogloss
- Fis phenomenon
- Markedness
- Lateralization

考試科目	應用語言學	所別	語言學研究所	考試時間	4月26日 星期日 上午第二節
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- 注意事項: 1. 答案務請標明題號。
2. 可使用英文或中文作答。

- A. Answer both of the following two questions. 50%
- Use the following examples to illustrate how conversational frames (which are usually realized through verbal cues) are used for different illocutionary purposes.
 - Tell you what, why don't you stay over the weekend.
 - Do you know, John got a promotion.
 - How many times have I told you not to trust John?
 - Who's talking about getting married? Don't you ever listen?
 - Don't tell me you are becoming jealous of John.
 - The following figure presents the idealized form of categorical perception. Please discuss it in terms of speech perception.



- B. Choose one of the following two questions and answer it. 25%
- What is a schema? What role does it play in discourse comprehension? What educational implication does it have for teaching reading?
 - What are prototypes? Discuss Prototype Theory in terms of mental lexicon.
- C. Choose one of the following two questions and answer it. 25%
- Describe the major hypotheses on the relationship between language, culture, and cognition. Give examples for illustration.
 - What is Bernstein's Deficit Hypothesis on elaborated code and restricted code? Argue for or against it, and explain how sociolinguistics can be applied to solving problems in testing, caused by the use of a standard variety?

考試科目	語言分析	所別	語言所	考試時間	4月26日 上午第3節 星期日
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A. Identify the inflectional affixes, derivational affixes, roots, bases, and stems in the following: 15%

faiths	frogmarched
faithfully	bookshops
unfaithful	window-cleaners
faithfulness	hardships

B. Study the following data: 15%

chartist	morbid	worker
communist	tepid	painter
racist	timid	swimmer
pianist	splendid	dancer
anarchist	horrid	jogger

- Divide the above words into their constituent morphs.
- State the meaning of all the suffixes represented in the data.
- Find five more words which are formed using each of the suffixes that you have identified.
- State the word-class of the base to which each suffix is added.

C. In Ewe, the liquids [l] and [r] are the allophones of the same phoneme. While [r] occurs after alveolars and palatals, [l] occurs either initially, or between vowels, or after velars or labials. Now study the following loanwords in Ewe. Ewe sometimes has [l] where the donor language has [r]: 20%

1.	German	Krug	>	Ewe	kplu	'jug'
2.	French	Paris	>	Ewe	kpali	'Paris'
3.	Portuguese	claro	>	Ewe	klalo	'finished'
4.	Danish	trappe	>	Ewe	atrakpoe	'steps'

- It is obviously not the case that Ewe speakers "cannot pronounce the sound [r]". How does the distribution statement stated above help to explain this apparently irregular behavior?
- Given the distribution of [l] and [r] as stated above, which one of them should be taken as representing the basic form, and which as representing their surface variants. State your reasons.

D. Each of the following sentences can be said to be ambiguous, with a different source of