

國立清華大學 107 學年度碩士班考試入學試題

系所班組別：外國語文學系碩士班 乙組（語言認知與教學組）

考試科目（代碼）：語言學概論 (3801)

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*請在【答案卷】作答

I Define the following terms, giving illustrative examples wherever relevant. 24%

- (1) metalinguistic knowledge
- (2) linguistic determinism
- (3) coarticulation
- (4) phoneme vs. allophone
- (5) aphasia
- (6) inflectional morpheme
- (7) lingua franca
- (8) categorical perception

II Provide NARROW transcription (that is, phonetic representation) with IPA or KK symbols for each of the following words. For example: pot → [pʰat] 10%

- (1) incomplete
- (2) generate
- (3) embezzlement
- (4) television
- (5) mechanism

III Make sentences. 12%

- (1) Write an English sentence that has both (a) literal meaning and (b) a metaphorical meaning, and explain each meaning.
- (2) Write an English sentence that is *structurally* ambiguous, and explain the ambiguity.
- (3) Write an English sentence that is *lexically* ambiguous, and explain the ambiguity.

IV Draw a phrase structure tree for each of the following sentences. 16%

- (1) A tall boy with long curly hair is talking loudly to some old men.
- (2) John put a red book on the table near the window.
- (3) The magician touched the child with a wand. (Meaning: The magician used a wand to touch the child)
- (4) Mary believes that John has said that he loves her.

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V Problem solving. 9%

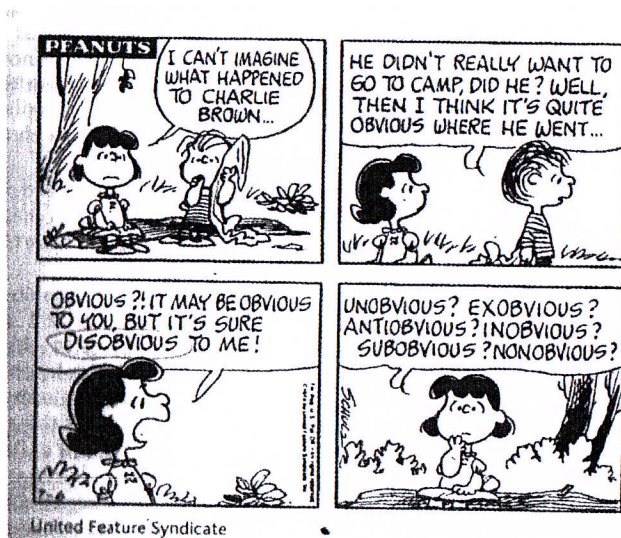
Consider the following Farsi words. Farsi is a language widely spoken in Iran.

[r] voiced trill	[ɾ] voiceless trill	[ɾ] voiced flap
[æɾteʃ] “army”	[ahɑɾ] “starch”	[ahɑɾi] “starched”
[fɑɾsi] “Persian”	[behtæɾʃ] “better”	[bæɾadæɾʃ] “brother”
[qædɾi] “a little bit”	[hæɾntowɾʃ] “however”	[berid] “go”
[rah] “road”	[tʃɑɾ] “four”	[biɾæŋg] “pale”
[ris] “beard”	[tʃedʒur] “what kind”	[tʃera] “why”
[ruz] “day”	[ʃɾ] “lion”	[darid] “you have”

- (1) Do [r], [ɾ], and [ɾ] belong to one, two, or three different phonemes? Argue for your answer. 3%
- (2) If [r], [ɾ], and [ɾ] are allophones of one phoneme, which one would you choose to represent the phonemic form, and why? 3%
- (3) State the rules for the distributions of [r], [ɾ], and [ɾ]. 3%

VI What linguistic point does each of the following comics/excerpt illustrate? 9%

(1)



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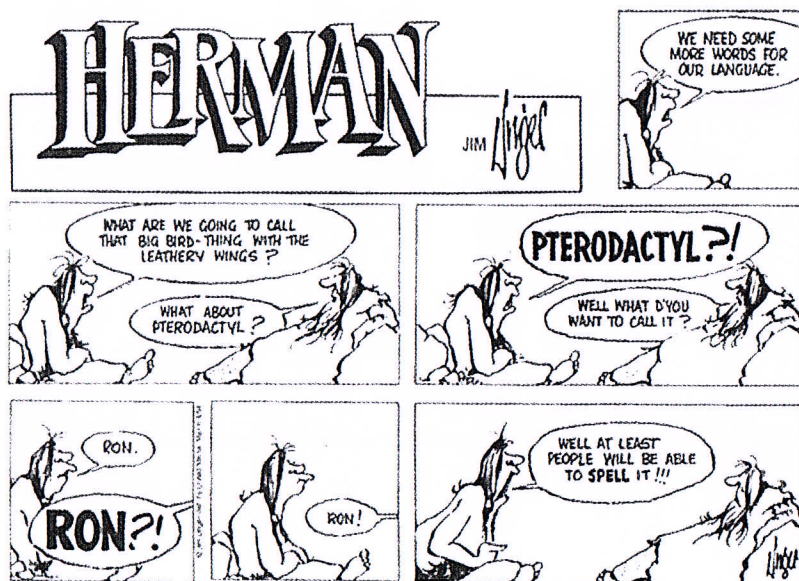
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(2)



- (3) “...and even... the patriotic archbishop of Canterbury found it advisable—“
“Found what?” said the Duck.
“Found it,” the Mouse replied rather crossly; “of course you know what ‘it’ means.”
“I know what ‘it’ means well enough, when I find a thing,” said the Duck; “it’s generally a frog or a worm. The question is, what did the archbishop find?”

LEWIS CARROLL, *Alice’s Adventures in Wonderland*, 1865

VII Distinguish between top-down and bottom-up processes of speech perception. Give examples of how each process might explain word recognition. 10%

VIII Code-switching is a commonly-observed phenomenon in bilingual/multilingual societies. Comment on this phenomenon and how this phenomenon may impact on the languages spoken in the society. 10%