

國立清華大學 107 學年度碩士班考試入學試題

系所班組別：語言學研究所

考試科目（代碼）：語言學概論 (3401)

共 3 頁，第 1 頁 \*請在【答案卷、卡】作答

Answer the following questions in either English or Chinese. 請以中文或英文回答

1. Explain what the following three terms mean and what they are used for in phonological analysis (use the four bilabial sounds [p, b, β, B] in the data below from a hypothetical language as examples for illustration).

Note: [p]—voiceless bilabial stop; [b]—voiced bilabial stop; [β]—voiced bilabial fricative; [B]—voiced bilabial trill

- (1) Overlapping distribution (6%)
- (2) Complementary distribution (6%)
- (3) Free variation (6%)

a. pil	'cat'	h. naβik	'chair'
b. topnul	'horse'	i. polesi	'book'
c. bil	'paper'	j. supam	'cup'
d. tobne	'door'	k. biβot	'shoe'
e. sapik	'man'	l. futben	'sock'
f. rehop	'girl'	m. wihoB	'dog'
g. wihob	'dog'	n. toBne	'door'

2. The sentence below is ambiguous.

討好那位校長的司機很不合理

- (1) Paraphrase the two possible meanings of the sentence. (8%)
- (2) What kind of ambiguity is this? (4%)
- (3) Use the 'substitution test' for constituency test to show the two possible meanings. (8%)
- (4) Draw tree diagrams corresponding to the two possible meanings. (12%)

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3. Consider the following data from an English-acquiring child and answer the questions below.

bottle	/bɒkəl/	color	/kʌlə/	gentle	/dʒɛŋkəl/
gollywogs	/gɒliwɒgd/	kennel	/kɛŋəl/	kettle	/kɛkəl/
metal	/mɛkəl/	muzzle	/mʌdəl/	nice	/naɪt/
nose	/no:d/	nozzle	/nɒdəl/	pedal	/pɛgəl/
pencil	/pɛntəl/	pickle	/pɪkəl/	puddle	/pʌgəl/
sew	/təu/	shoe	/tu:/	tassel	/tatəl/
television	/tɛlɪvɪdən/	whistle	/wɪtəl/	zoo	/du:/

- (1) State the phonological processes in as general a form as possible for consonants in the data above. (12%)
- (2) Should the phonological processes apply in a strictly defined order or not? Why? (8%)
4. Explain why and how garden-path sentences pose processing difficulties for sentence comprehension. Use the sentences below for your discussion. (15%)
- While Mary was mending the sock fell off her lap.
  - Helen gave the man the dog bit the package.
  - The dealer sold the forgery complained.

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5. The sentences below illustrate the kinds of sentence structures in which English-acquiring children do or don't omit determiners in contexts where adults require them (a star \* marks a sentence form which children don't generally produce).

- a. The boy's eating popcorn
- b. The boy eating popcorn
- c. Boy eating popcorn
- d. The boy eats popcorn
- e. The boy eat popcorn
- f. Boy eat popcorn
- g. \*Boy's eating popcorn
- h. \*Boy eats popcorn

Analyze the data above and explain how you account for the pattern. (15%)