

考生注意：1. 依次序作答，只要標明題號，不必抄題。

2. 答案必須寫在答案卷上，否則不予計分，並限以藍黑色筆作答。

3. 試題隨卷繳回。(除請詳閱試場規則)

請注意：

1. 禁止使用字典。

2. 限以藍、黑色筆作答。

**I. Phonetics (16%)**

1. Which of the following phonetic transcriptions represent actual English words?
Write the real ones in conventional spelling. (6 points)

(a) [tɔlk] (b) [ship] (c) [wet] (d) [tin] (e) [flit] (f) [wok]

2. Transcribe the following words: (4 points)

(a) Korea (b) career (c) suit (d) suite

3. Look at the position of the vocal organs in the diagrams below and answer the questions (a) through (f) for each diagram. (Note: The pair of flat lines across the larynx indicates lack of vibration; the jagged line indicates vibration.) (6 points)

(1)



- (a) phonetic symbol for the consonant: []
(b) place of articulation:
(c) manner of articulation:
(d) voicing:
(e) nasality:
(f) English word containing this sound:
(underline the relevant letter(s) in the word)

(2)



- (a) phonetic symbol for the consonant: []
(b) place of articulation:
(c) manner of articulation:
(d) voicing:
(e) nasality:
(f) English word containing this sound:
(underline the relevant letter(s) in the word)

國立暨南國際大學九十二學年度轉學生入學考試試題

第 2 節語言學概論適用：(外文系三 622)

(本試題共 4 頁，第 2 頁)

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II. Phonology and Morphophonemics (14%)

4. Correct the error(s) in the following phonological rule of English (2 points).

$V \rightarrow [-\text{nasal}] / \text{ ______ } [+ \text{nasal}] \text{ C \$}$

5. Native speakers of Spanish learning English often produce forms like the following:

school	[ɛskúl]	spell	[ɛspél]
stop	[ɛstáp]	Spanish	[ɛspæniʃ]
sell	[sɛll]	soup	[sup]

- (a) These data illustrate that Spanish has a phonotactic constraint not found in English. State the constraint. (2 points)
- (b) What is the function of the epenthetic /ɛ/ in some of these forms? (2 points)
6. Consider the following pronunciations by native speakers of Japanese acquiring English as an L2 and answer the questions that follow. (4 points)

bus	[basu]	baby	[bebi]
bath	[basu]	gum	[gamu]

- (a) What can be inferred about the basic syllable structure of Japanese?
- (b) What English consonant phoneme(s) does Japanese lack?
- (c) What English vowel phoneme(s) does Japanese lack?
7. English contains numerous singular/plural pairs such as *goose/geese*, *foot/feet*, *mouse/mice*. These plurals were formed historically by a process known as **umlaut**, whereby the vowel in a plural suffix had an effect on the vowel in the root. Then the suffix was lost. The vowel in the root was subsequently changed by the Great Vowel Shift. For example, the form *geese* developed as follows:

Root	Plural Suffix
/gos/	+ /i/
/ges/	+ /i/ - via umlaut
/ges/	+ Ø - via loss of suffix
/gis/	+ Ø - via Great Vowel Shift

- (a) What feature changes/are required to turn /o/ in English into /e/? (2 points)
- (b) How might the vowel suffix /i/ have caused the change from /o/ to /e/? (2 points)

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III. Syntax (21%)

8. Draw a phrase structure tree to show the structure of the following sentence:
(18 points)

Amy took off her evening gown and slipped into her robe.

9. Does the set of PS-rules that generate the sentence structure in (8) above generate an infinite set of sentence structures? Briefly explain why it does or does not. Be specific with your reasoning. (3 points)

IV. Semantics and Pragmatics (24%)

10. Identify the meaning relations in the following pairs and give your reasons.

(a) cat/kitten (3 points) (b) heavier/lighter (3 points)

11. Consider the sentences in A, B, C and D.

A. Alex realized that he lost his keys and felt quite upset.

B. Alex lost his keys.

C. Alex realized something.

D. Alex felt quite upset.

- (1) List all the entailment and presupposition relations that hold among A, B, C and D. (6 points)
- (2) Do you find any conversational implicatures with (A)? If yes, say what they are and explain how they came about; if no, say so. (3 points)

12. Reflect on the meaning properties of the following expression:

Don't you know it's raining cats and dogs out there?

- (a) What are the speech-act potentials of this expression? (3 points)
- (b) Its meaning is context-dependent. In what ways? (3 points)
- (c) Does its meaning violate compositionality? Why or why not? Be sure to explain what compositionality means in your answer. (3 points)

V. The Social and Biological Aspects of Language (25%)

13. What does the term jargon mean? - Define the term and give examples to illustrate your point. (4 points)

14. Who are the Neo-Grammarians and what are their major contributions? (4 points)

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15. Decide if the following statements are true or false. (7 points)

- Intelligence seems to play a major role in a child's ability to acquire a language.
- It will generally take a child longer to acquire Japanese than to acquire English.
- The babbling stage seems to be a necessary prerequisite for normal language acquisition.
- It is generally impossible for a parent to speed up the process of language acquisition.
- Before a child who is exposed to English has acquired the ability to interpret passive, he or she would be likely to interpret Timmy petted Fido and Fido was petted by Timmy as having different meanings.
- A child exposed to English would be likely to acquire the meaning of old before young.
- To support the empiricist point of view, a researcher would be more likely to cite second-language acquisition by an adult rather than first-language acquisition by a child.

16. Forms such as comed (for {come} + {PAST}), wented (for {go} + {PAST}), and foots (for {foot} + {PLURAL}) are common in child language. How do such forms bear on the views of language acquisition held by Chomsky? (3 points)

17. Korean has the following phonological rule:

C → [+palatal] / [+ alveolar] [+ hi] [- back]

Assume a native speaker of Korean is learning English. How might this speaker pronounce the word seat? (2 points)

18. An examiner asks a patient to say the word rifle. The patient responds: [rifəl] ... [rifdəl] ... Oh, I mean gun.

- Name the disorder this response typifies. (2 points)
- What area of the brain (state the hemisphere, location, and name of the area) is associated with this disorder? (3 points)

THE END