

科目：語言學概論 適用：外文系三

編號：612

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。
3. 限用藍、黑色筆作答；試題須隨卷繳回。

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請注意：

1. 禁止使用字典。
2. 限以藍、黑色筆作答。

**I. Phonetics (15%)**

1. Which of the following phonetic transcriptions represent actual English words?

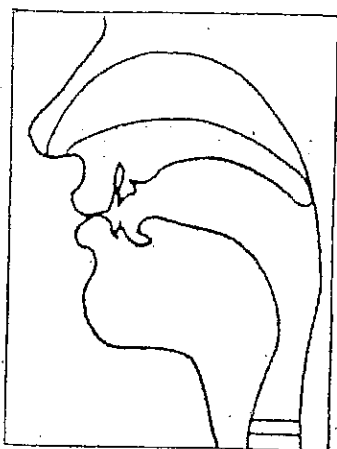
Write the real ones in conventional spelling. (5 points: 1 point each)

- (a) [is]      (b) [zu]      (c) [flɪpt]      (d) [lin]      (e) [do]

2. Transcribe the following words: (4 points: 1 point each)

- (a) Thai      (b) shipped      (c) measure      (d) pressure

3. Look at the position of the vocal organs in the diagram below and answer the questions (a) through (f) for the diagram. (Note: The pair of flat lines across the larynx indicates lack of vibration.) (6 points: 1 point each)



- (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)

**II. Phonology and Morphology (33%)**

4. In the sentence below, identify the affixes and their types (i.e., derivational or inflectional) (10 points: points equally distributed for the answers).

I like people who speak truthfully and frankly without mincing words.

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5. Give the phonetic transcription of the word treasury, then draw a tree to show the word's syllable structure. (14 points: 3 points for the transcription, 11 points for the tree)

6. Assume that the rule of Consonant Cluster Reduction in English deletes the second member of a consonant cluster. What restrictions must be placed on this general rule so that it predicts the following data? In other words, how must the rule be restricted if we want to prevent it from applying to /ləmp/, /bent/, /help/ and /bʌlk/?

hand /hænd/ → [hæn]

lamp /ləmp/ → \*[ləm]

last /læst/ → [læs]

bent /bent/ → \*[bən]

help /help/ → \*[hel]

hold /hold/ → [hol]

bulk /bʌlk/ → \*[bʌl]

- (a) State in words what the restriction(s) may be. (3 points)

- (b) Write the Consonant Cluster Reduction Rule in formal notation. (6 points)

### III. Syntax (14%)

7. Draw a phrase structure tree to show the structure of the following sentence: (10 points)

Mom and Dad talked to me on the phone.

8. Does the set of PS-rules that generate the sentence structure in (7) above generate an infinite set of sentence structures? Briefly explain why it does or does not. Be specific with your reasoning. (4 points)

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## IV. Semantics and Pragmatics (21%)

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

- (a) valuable/invaluable (3 points)      (b) strong/weak (3 points)

10. Consider the sentences in A, B, and C.

- A. Ben lost his keys.  
B. Ben didn't realize that his keys were missing.  
C. Ben's keys were missing.

(a) List all the entailment relations that hold among A, B, and C in the following format:

\_\_\_\_\_ entail(s) \_\_\_\_\_. (3 points)

(b) List all the presupposition relations that hold among A, B, and C in the following format:

\_\_\_\_\_ presuppose(s) \_\_\_\_\_. (3 points)

(c) State the truth value for A, B, and C respectively in a world where Ben's keys were missing and he realized that. (3 points)

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

Could you give me a hand?

- (a) What are the speech-act potentials of this expression? (2 points)  
(b) Its meaning is context-dependent. In what ways? Be specific. (2 points)  
(c) Does its meaning violate compositionality? Why or why not? Be sure to explain what compositionality means in your answer. (2 points)

## V. The Social and Biological Aspects of Language (17%)

12. What does the term euphemism mean? Define the term and give examples to illustrate your point. (3 points)

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13. What changes might occur in the following sentence if it were spoken in a more informal style: From whom is he taking a psychology course? (2 points)

14. Consider the following pronunciation by native speakers of Japanese acquiring English as a second language:

bus [basu]

baby [bebi]

bath [basu]

gum [gamu]

- (a) Assuming L1 interference, what can be inferred about the basic syllable structure of Japanese? (4 points)
- (b) What English consonant phoneme(s) does Japanese lack? (2 points)
- (c) What English vowel phoneme(s) does Japanese lack? (3 points)

15. Research by Caramazza and colleagues (1976) compared the ability of normal subjects and subjects with right-hemisphere damage to solve problems of the following types:

Type 1: John is taller than Bill; Who is taller?

Type 2: John is taller than Bill; Who is shorter?

Normal and right-hemisphere-damaged subjects performed equally well on Type 1 problems. However, the right-hemisphere-damaged patients performed much more poorly on the Type 2 problems. Based on these results, what semantic relation appears to require an unimpaired right hemisphere? (3 points)

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