

國立臺灣師範大學 101 學年度碩士班招生考試試題

科目：語言學概論

適用系所：英語學系（英語教學組）

注意：1.本試題共 2 頁，請依序在答案卷上作答，並標明題號，不必抄題。2.答案必須寫在指定作答區內，否則不予計分。

1. Define each of the following terms. Give at least one example to illustrate. (30 points)

- 1) telic verbs
- 2) defeasibility
- 3) observer's paradox
- 4) predicate
- 5) subjacency
- 6) telegraphic speech

2. The acquisition of the English present progressive has been a great challenge to ESL learners. In ESL grammar books, progressive has been portrayed as typically involving the action in progress at the moment of speech or of a particular time. Accordingly, stative verbs have been argued to be the type of verbs that resist progressive. The following examples, however, contain stative verbs used in the present progressive tense and are used by native speakers:

- 1) a. I'm hating this weather.
b. I'm actually liking this show.
c. The whole family is wanting to go to Canada for Easter.
- 2) a. You're being rude.
b. Today my uncle is being Napoleon.
c. Peter is believing in ghost these days.
- 3) a. She is knowing the answer more and more often this semester.
b. These examples are gradually seeming less and less unacceptable to me.
- 4) a. Are you liking it here?
b. I'm guessing that you are French.
c. I'm not doubting your word, but...

Discuss 1) the function(s) of each of the above sets of sentences, and 2) the implications they have on foreign language pedagogy. (20 points).

3. Give a componential analysis, using your own features, of the following verbs (all the features should be used for the analysis of every word, either + or -): *walk, run, crawl, stand, sit, see*. Then classify these words into groups according to their common features. Describe what problems you run into in your analysis. (10 points)

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4. Certain English vowels always occur in combination with a following glide that is not present at the phonemic level. Describe these vowels by means of a feature specification that groups them as a natural class. State the glide insertion rule. Irrelevant phonetic detail is omitted. (5 points)

cat	[kæt]	seen	[sin]	pool	[pul]	often	[ɔfn]
bid	[bɪd]	ball	[bɔl]	fame	[feɪm]	bowl	[bɔwl]
moat	[mɔwt]	trade	[treɪd]	put	[pʊt]	tonic	[tɒnɪk]
set	[sɛt]	float	[flɔwt]	send	[sɛnd]	waste	[weɪst]

5. Over the past few decades, the most controversial aspect of generative grammar has been Norm Chomsky's stipulation about universal grammar (UG). In particular, Chomsky's account on UG constraints have been a driving force in research revolving around the following themes, language typology, language acquisition, linguistic change and structure of language. Please 1) briefly define "UG constraints" (in relation to the terms "principles" and "parameters"); and 2) "elaborate on how the UG account may be used to verify/explore research focusing on one of the aforementioned themes. (20 points)
6. The *Language Instinct* is a book by Steven Pinker, a prominent linguist from MIT. In this book, Pinker argues that humans are equipped with an innate and universal language-specific learning device and this capacity for language is wired into our brains by evolution. With this device, native speakers of English (and other languages) are able to judge what makes an English sentence grammatically correct and/or more acceptable (hence sound better) than other alternatives. As a case in point, Pinker refers to the following two sentences:

- 1) Everyone returns to their old habits.
- 2) Everyone returns to his old habits.

In discussing the above two sentences, Pinker argues that although it feels right to say the former, the two sentences can actually be broken down into two different structures. What is your view on this contention? Do these two sentences sound equally "acceptable" to your ears? Or, do you agree with Pinker's view? Make sure that you back up your argument with substantial linguistic analysis/evidence. (15 points)