

國立中正大學語言學研究所 107 學年度碩士班招生
科目：語言學概論(語言學組)

考生作答須知

本科共有 6 大題，考生可以選擇以中文或英文作答。

1. Study the following analysis of experimental results (Bates *et al.*, 2003, Timed picture naming in seven languages, *Psychonomic Bulletin & Review*, 10 (2), 344-380). This experiment tested speakers of seven languages that vary in syllable complexity. Each speaker named pictures of objects in his/her native language. The response times (from the display of the picture to the onset of speech) were then analyzed for the influence of neighborhood density and phonotactic probability.^註

Language	Syllable complexity	Neighborhood density	Phonotactic probability
Bulgarian	High	Slows response	Speeds response
English	High (e.g. <i>strengths</i>)	Has no effect	Slows response
German	High	Slows response	Speeds response
Hungarian	High	Speeds response	Speeds response
Italian	Moderate	Speeds response	Slows response
Mandarin	Moderate (e.g. 聊)	Speeds response	Slows response
Spanish	Moderate	Speeds response	Slows response

^註The phonological neighborhood density of a word reflects the number of words that share an overall similar with it (e.g., *fight* and *kite* are neighbors in English, as are *laugh* and *loaf*, and *lay* and *sleigh*). The phonotactic probability of a word reflects the average frequencies of its parts (e.g., *sphere* has a lower phonotactic probability than *spear*, since /sf/ appears in fewer English words than /sp/).

- 1.1 Why is English classified as having “highly complex” syllables and Mandarin is classified as having “moderately complex” syllables? Give one additional example for each type of language, besides the seven languages listed here. [8%]
- 1.2 Describe the general influences that syllable complexity has on the direction (speeding vs. slowing) of the neighborhood density and phonotactic probability effects. Which languages show unusual patterns, different from the general one? [8%]
- 1.3 Propose an explanation for why syllable complexity has these general influences. [4%]

2. Consider the following four examples and the hypothesis below them. Falsify the hypothesis with more examples. [10%]

- (1) John likes the book.
- (2) The boys like the book.
- (3) *John like the book.
- (4) *The boys likes the book.

Hypothesis: each sentence must have one and exactly one *-s* ending on either the subject or the verb; thus, the sentence in (3) is not acceptable because neither the subject *John* nor the verb *like* has *-s*, and the sentence in (4) is not acceptable because both the subject and the verb have *-s*.

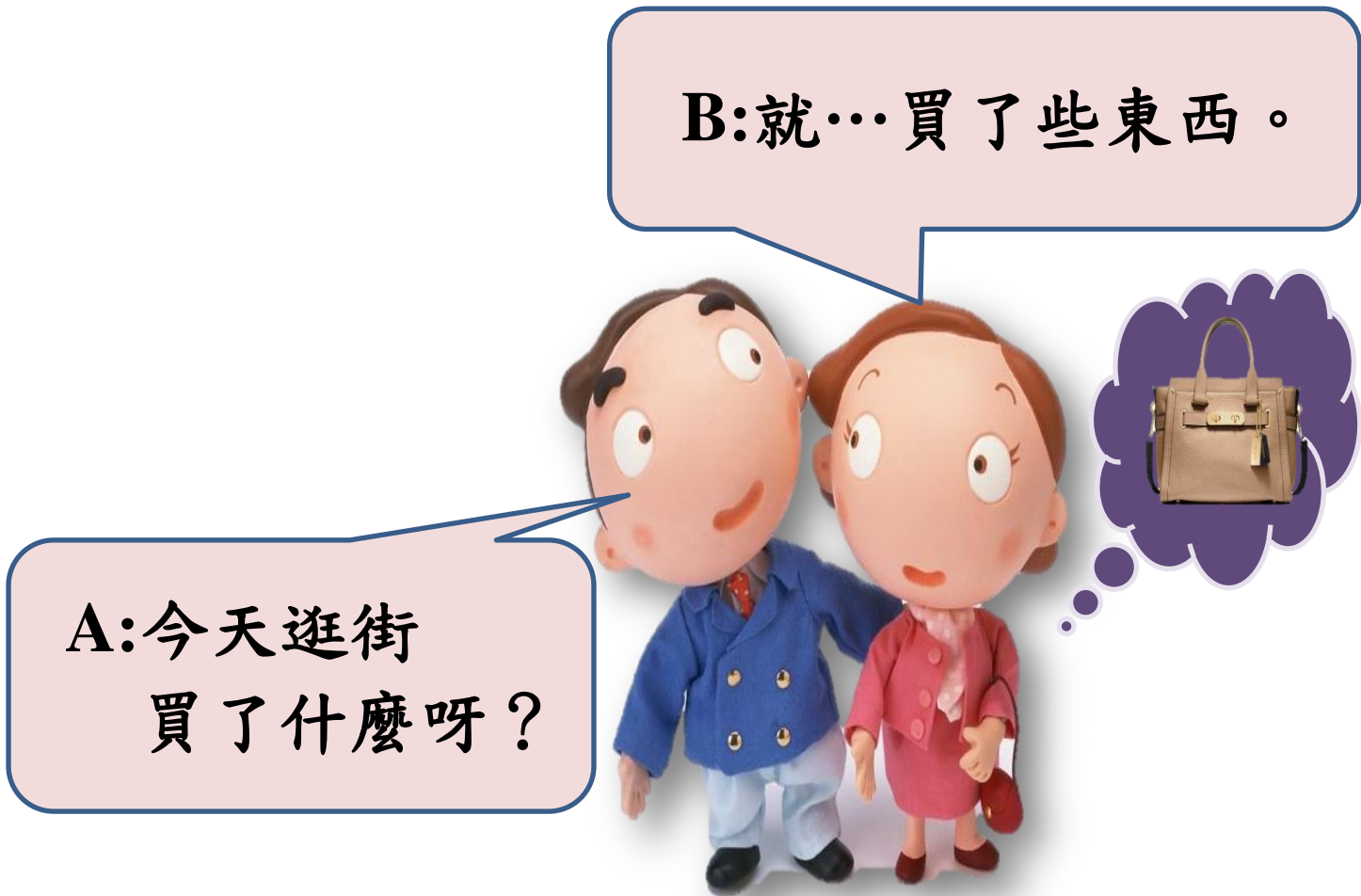
3. Compare the following three sentences and explain why the sentences in (1) and (3) are acceptable, but the sentence in (2) is not acceptable. [10%]

- (1) 小美來了。
- (2) *一個小孩來了。
- (3) 一個戴眼鏡的小孩來了。

4. 請根據 Grice 交談合作原則之數量(quantity)、品質(quality)、關係(relation)和方式(manner)四準則，並回答以下的問題。

4.1 下列對話如何違反交談合作原則？ [10%]

4.2 這則對話所產生的弦外之音(implicature)為何？ [10%]



5. 請檢視以下語料，並回答下面的問題。

- (1) 老師很肯定我們的努力。
- (2) 這次比賽，教練相當肯定我們隊。
- (3) 老師很肯定我們會贏得冠軍。
- (4) 老師肯定會得到教學優良獎。
- (5) 對於這件事，我們都覺得很肯定。
- (6) 請給我一個肯定的回答。

5.1 請看例(1)至例(4)。例(1)、例(2)的受詞是名詞短語(NP)或指定詞短語(DP)。例(3)中，則可以用「這件事」來取代「我們贏得冠軍」。但是，例(4)中，則無法用任何名詞(指定詞)短語來取代「會得到教學優良獎」，至少，取代後，無法得到原句之語義。請問，這個可取代與否的現象，告訴我們什麼？請論述。[4%]

5.2 再次檢視例(3)和例(4)。你認為，這兩個例子中的「肯定」詞類是否相同？如果是，為什麼？如果不是，為什麼？[8%]

5.3 基於上面的語料，請分析，「肯定」有幾種可能的詞類，請提出論證支持你的說法。[8%]

6. 請閱讀例(1)中的篇章，並回答以下的問題。

(1) 第二天她主動要求出去，希望能逃過一劫。就這樣挑挑揀揀磨了半天，直到正午才回到宅裏。回去她就鑽進了廚房，抓把黑灰抹在了臉上。如意一把將她扯了出來：「好了好了，別抹了。再抹也沒用了，爹讓你趕緊過去。」潘金蓮只好又去洗臉，洗完又換上豔色衣服，還在唇上塗了胭脂。如意急得直叫喚：「你怎麼又扮上了，爹已經等不及了。」 (2017/11/24 聯合新聞網)

6.1. 例(1)中的「再」和「又」，在使用的功能上有何異同之處？ [10%]

6.2 請解釋「回去她就鑽進了廚房」與「爹已經等不及了」中「了」的功能和意義有何不同。 [10%]