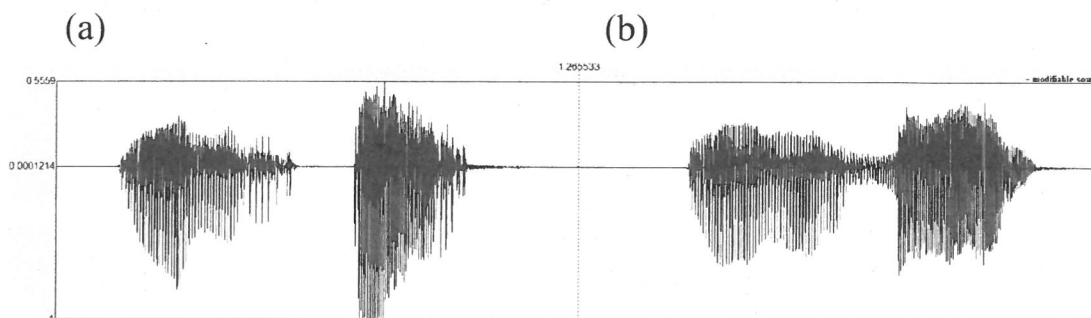科目：**語言學概論**　　　　　　　　適用系所：**英語學系**

注意：1.本試題共 3 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，否則依規定扣分。

　　　3.請以英文作答，否則不予計分。

I. Define the following terms. Give examples whenever possible. (30 points)

1. epistemic stance
2. interface
3. cardinal vowels
4. lexical gap
5. tone language
6. garden path sentences

II. Answer the following questions. (70 points)

1. The following figures show the waveforms of *wǒmā* "my mother" and *wǒbà* "my father" in Mandarin Chinese. Which one indicates *wǒmā* and which one *wǒbà*? Explain how you come to your conclusion. (8 points)

(a)　　　　　　　　　　　　　　(b)

2. Language has multiple functions. We use language to express feelings (the expressive function), to get someone to do something (the directive function), to provide information (the referential function), to express solidarity and sympathy (the phatic function), and to comment on language itself (the metalinguistic function).

   (1) Provide an example (no longer than one sentence) for each function. Briefly explain why they are examples of the functions in question. (10 points)

   (2) Provide one additional example where the utterance has more than one function. Specify and explain what dual functions they have (e.g., expressive function combined with direction function, etc.). (6 points)

3. Take a look at the following examples from Australian Roper River Creole:

   (1) im megim ginu "He makes a canoe."
   (2) im bin megim ginu "He made a canoe."
   (3) im megimbad ginu "He is making a canoe."
   (4) im bin megimbad ginu "He was making a canoe."

   What is a creole? What do "im," "megim," "ginu," and "-bad" refer to, respectively? (11 points)

4. From the 1950s to the 1970s, phrases were said to consist of two levels structurally and the following are some examples:

   S → NP VP
   NP → (Det) N
   VP → V (NP)

   In the 1970s and early 1980s, the syntactician's view has shifted from phrase structure rules to the X-bar theory, according to which all phrases have a three-level structure. The rules are as follows:

   XP → (YP) X′
   X′ → X (ZP)

   What are the motivations and advantages of replacing traditional two-level phrase structure rules with the X-bar theory? (10 points)

5. What are entailments, presuppositions, and implicatures? Use examples to explain the differences among the three terms. (15 points)

6. (i) Use the data below to discuss the semantic similarities and differences between the simple past tense and the present perfect pattern in English. (6 points)

   (1) a. Have you read the paper today/this week?
       b. #Have you read the paper yesterday/last week?
       c. Did you read the paper yesterday/last week?

(2) a. Jones has sold three condos since Wednesday.

   b. #Jones has sold three condos last week.

   c. Jones sold three condos last week.

(3) a. #The mail has arrived an hour ago.

   b. The mail arrived an hour ago.

(4) Jill won't need that checkout job. She's won the lotte. (Jill is now rich.)

(5) a. They have lived here since 1985. They are familiar with things here.

   b. #They lived here since 1985. They are familiar with things here.

(6) a.   Q: What did you do after dinner?

      A: #I have watched the news.

   b.   Q: What did you do after dinner?

      A: I watched the news.

(ii) Based on your conclusion above, discuss the meaning difference between the two sentences in (7). Provide the situations where the sentences may be uttered if necessary. (4 points)

(7) a. Tom hasn't read *Harry Potter*.

   b. Tom didn't read *Harry Potter*.