

考試科目	語言學概論	系別	語言學研究所	考試時間	2 月 23 日(六) 第 3 節
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1. Each of the following utterances is from the speech of a child in the two-word stage. Read these utterances and answer the questions following them. (20%)

<u>Intended meaning</u>	<u>Child's utterances</u>
a. Jimmy is swimming.	Jimmy swim
b. Ken's book	Ken book
c. Daddy is at his office.	Daddy office
d. You push the baby.	Push baby.
e. Mummy is reading.	Mummy read.

[data source: O'Grady, Dobrovolsky, and Katamba (1996: 500)]

- (1) Identify the morphosyntactic characteristics at this stage. (10%)
- (2) Identify the semantic relation between the two words expressed by each of these utterances. (10%)

2. Based on your knowledge of the speech community of Taiwan, design a simple questionnaire testing for particular Chinese lexical items to meet the following requirements: (30%)

- (1) to show geographical differences in Taiwan.
- (2) to show gender differences in Taiwan.
- (3) to show situational differences (by formality) in Taiwan.
- (4) For the above three requirements, state your hypotheses first.

(請注意：背面還有試題。)

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3. Is 'stress' a meaningful feature of speech in English? How is this feature different from vowels or consonants? Explain what stress is in articulatory terms. What are the functions of stress in morphology, syntax and discourse? Use the following examples to illustrate your point. (20%)

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|---------------------|--------------------|--|
| (1) <i>noun</i> | <i>verb</i> | (4) I want the bláck one, not the white one. |
| próduce | prodúce | He cán, but he won't open the door. |
| ímport | import | (5) John is an ártificial person. |
| ínsult | insúlt | John is very artificial. |
| (2) <i>compound</i> | <i>phrase</i> | (6) Do yóu want curry for dinner? |
| hótdòg | hót dóg | Do you want cúrry for dinner? |
| bláckbòard | bláck bóard | Do you want curry for dinner? |
| híghchàir | hígh cháir | |
| (3) <i>expláin</i> | <i>explanátion</i> | |
| emphátic | émphasis | |

4. Use examples to explain polysemy and homonym. How do you distinguish polysemy and homonym? How are polysemous words and homonyms listed in dictionary? (15%)

5. The examples below are some simple NPs in Indonesian. List the morphemes and give glosses. Describe how and when you use the words *orang*, *buah*, *ékor*, *seorang*, *sebuah*, and *seékor*. State generalizations of the structure of NPs (15%). (from William McGregor 2009, *Linguistics: An Introduction*.)

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|------------------------|-----------------------|-------------------------|-----------------------|
| (1) a. guru ini | 'this teacher' | (4) a. lima ékor kucing | 'five cats' |
| b. lima orang guru ini | 'these five teachers' | b. seékor kucing | 'one cat' |
| c. tujuh orang guru | 'seven teachers' | (5) a. kera ini | 'this monkey' |
| (2) a. bayi itu | 'that baby' | b. tiga ékor kera ini | 'these three monkeys' |
| b. tiga orang bayi | 'three babies' | (6) a. prahoto ini | 'this truck' |
| c. enam orang bayi ini | 'these six babies' | b. tiga buah prahoto | 'three trucks' |
| (3) a. buku | 'book' | c. sebuah prahoto | 'one truck' |
| b. sebuah buku | 'one book' | | |
| c. dua buah buku | 'two books' | | |