

元智大學 102 學年度研究所 碩士班 招生試題卷

系(所)別：應用外語學系碩士班

組別：甲組

科目：語言學概論

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I. Short answer questions (Total 20%)

1. "World Englishes" refers to the emergence of localized varieties of English. Figure 1 illustrates the concept in a concentric circle. Countries in the inner circle are those which take English as primary language; countries in the outer circles are those which take English as second language. Countries in the expanding circle are those which regard English as foreign language.

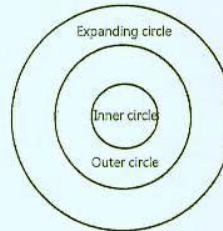


Figure 1.

Match the countries with the circles they belong. (5%)

For example: United States - inner circle

- a. India - \_\_\_\_\_  
b. United Kingdom - \_\_\_\_\_  
c. Japan - \_\_\_\_\_  
d. Taiwan - \_\_\_\_\_  
e. Singapore - \_\_\_\_\_
2. Speech act refers to an action performed by producing an utterance. There are three types of speech acts: locutionary, illocutionary, and perlocutionary act. For instance, the locutionary act for the utterance "Is there a pen?" is a question confirming a fact. The illocutionary act for the utterance is to ask for a pen. The perlocutionary act, thus, is to let the speaker have a pen.

Identify each type of speech acts for the following utterance: "It's very hot in here!" (15%)

- a. Locutionary act: \_\_\_\_\_  
b. Illocutionary act: \_\_\_\_\_  
c. Perlocutionary act: \_\_\_\_\_

II. Linguistics analyses (Total 50%)

1. A minimal pair is a pair of words which differ only in one sound but have distinct meanings. The following sets of minimal pairs show that both consonants and vowels can be contrasted in pairs of words. The contrasting sounds can occur in any position or syllable of the word: beginning, middle, or end.

Consonants

/p/ - /b/: pin, bin

/p/ - /b/: rapid, rajid

/t/ - /d/: hat, had

Vowels

/æ/ - /ə/: add, odd

/i/ - /ɪ/: bin, bean

/e/ - /æ/: pen, pan

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Give one set of minimal pairs in English for each pair of consonants or vowels given below:

10%

- /s/ - /z/: \_\_\_\_\_, \_\_\_\_\_
- /b/ - /g/: \_\_\_\_\_, \_\_\_\_\_
- /θ/ - /ð/: \_\_\_\_\_, \_\_\_\_\_
- /e/ - /æ/: \_\_\_\_\_, \_\_\_\_\_
- /æ/ - /e/: \_\_\_\_\_, \_\_\_\_\_
- /ɔ/ - /e/: \_\_\_\_\_, \_\_\_\_\_
- /j/ - /s/: \_\_\_\_\_, \_\_\_\_\_

2. Listed below are Turkish nouns along with a gloss for each.

<i>elma</i> 'apple'	<i>elmalar</i> 'apples'	<i>kitap</i> 'book'
<i>at</i> 'horse'	<i>atlar</i> 'horses'	<i>adamlar</i> 'men'
<i>oda</i> 'room'	<i>odalar</i> 'rooms'	<i>kiz</i> 'girl'
<i>sap</i> 'stalk'	<i>saplar</i> 'stalks'	<i>sonlar</i> 'ends'
<i>masa</i> 'table'	<i>masalar</i> 'tables'	<i>meyvar</i> 'fruit (singular)'

- Identify the morpheme that signals the plural form of a noun. 2%
- Based on your analysis, provide the Turkish words for the following English glosses: 10%  
(1) books      2) man      3) girls      4) end      5) fruit (plural)
- Given Turkish *odalarda* 'in the rooms' and *masalarda* 'on the tables', provide the Turkish words for the following English translations: 4%  
1) in the books      2) on the horse
- English allows many different semantic roles to be the subject of the sentence. Possible semantic roles for subjects include agent, theme, location, instrument, source, experiencer, causative, and possessor. Identify the semantic role of each noun phrase subject (underlined) in the following sentences: 6%  
  - Mary found a ball in the house.
  - Helen heard Robert playing the piano.
  - Taipei is a beautiful place.
  - The sun melted the ice.
  - The ice melted.
  - The farmer loaded the hay onto the truck.
  - The hay was loaded on the truck by the farmer.
  - The key opened the door.

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4. Language may differ with the respect to the semantic roles of subjects that particular verbs may take. The following are semantically well-formed French sentences with the verb *goûter* 'taste':

*Il n'a jamais goûté au caviar.*  
(he not-have ever tasted the caviar)  
'He's never tasted caviar.'

*Je goûter un goût amer dans ce café.*  
(I taste a taste bitter in this coffee)  
'I taste a bitter taste in this coffee.'

By contrast, the following sentence is considered not well constructed:

*\*Les cuisses de grenouilles goût bon.*  
(the thighs of frog taste good)  
'frog's legs taste good.'

What is the difference between English *taste* and French *goûter* in terms of the range of semantic roles that they permit as subject? (4%)

III. Essay questions (Total 30%)

1. Analyze the following conversation with the Cooperative Principle (Grice, 1975), the theory which is reflected in the four maxims of conversation: maxim of quality, quantity, relevance, and manners. Identify violations of cooperative principle maxims in the following conversation with explanations. (10%)

*Polonius: What do you read, my lord?*

*Hamlet: Words, words, words.*

*Polonius: What is the matter, my lord?*

*Hamlet: Between who?*

*Polonius: I mean, the matter that you read, my lord.*

*Hamlet: Slanders, sir: for the satirical rogue says here that old men have gray breads, that their faces are wrinkled, their eyes urging thick amber and plumtree gum, and that they have a plentiful lack of wit, together with most weak hams: all which, sir, though I most powerfully and potently believe, yet I hold it not honesty to have it thus set down: for yourself, sir, should grow old as I am, if like a crab you could go backward.*

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2. In English, there are various word classes, such as noun, verb, adverb, or adjective. There are three linguistic criteria for identifying word classes: (1) what are the different forms that the word can have? (Morphology) (2) whereabouts in a phrase or sentence does the word occur? (Distribution) (3) what work does the word perform in a phrase or sentence? (Function)

For example: *The editor criticized the author's work.*

Word class: verb

Affix that indicates its word class: -ize is a verb suffix

Position of it in the sentence: the verb is used after the subject noun of the sentence

Function of it in the sentence: the verb performs an action

Read the following sentences, and decide what word class each of the underlined words belongs to in English. Back up your answers with evidence of morphology, distribution, and function.

- a. *Laughter is the best medicine.* (2%)

Word class: \_\_\_\_\_

Affix that indicates its word class: \_\_\_\_\_

Position of it in the sentence: \_\_\_\_\_

Function of it in the sentence: \_\_\_\_\_

- b. *There houses are two miles apart.* (2%)

Word class: \_\_\_\_\_

Affix that indicates its word class: \_\_\_\_\_

Position of it in the sentence: \_\_\_\_\_

Function of it in the sentence: \_\_\_\_\_

- c. *It seems to be the most logical solution to the problem.* (2%)

Word class: \_\_\_\_\_

Affix that indicates its word class: \_\_\_\_\_

Position of it in the sentence: \_\_\_\_\_

Function of it in the sentence: \_\_\_\_\_

- d. What is the word class of the word "friendly"? Make a sentence that can demonstrate its word class clearly. (2%)