

國立中山大學 102 學年度碩士暨碩士專班招生考試試題

科目名稱：語言學概論【外文系碩士班乙組】

題號：412004

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Note: Answer all the questions in English.

1. Consider the reduplication paradigm from the Philippine language Ilokano that marks the progressive of the verb (McCarthy and Prince, 1986).

root	English gloss	progressive	English gloss
[basa]	'read'	[ag-bas-basa]	'reading'
[adal]	'study'	[ag-ad-adal]	'studying'
[dait]	'sew'	[ag-da-dait]	'sewing'
[takder]	'stand'	[ag-tak-takder]	'standing'
[trabaho]	'work'	[ag-trab-trabaho]	'working'

Question 1-1. Generalize how the progressive forms are derived from the root forms? (15%)

Consider the formation of noun plurals in the same language (Hayes and Abad 1989). The mark “’” upon the vowel indicates primary stress.

singular	English gloss	plural	English gloss
[kláse]	'class'	[klas-kláse]	'classes'
[kaldín]	'goat'	[kal-kaldín]	'goats'
[púsa]	'cat'	[pus-púsa]	'cats'

Question 1-2. Suppose that the reduplicants in noun plural forms and verb progressive forms are formed based on similar phonological mechanisms. Modify your generalization of Question 1-1 further to make it applicable to both sets of data. (10%)

2. Read the passage adapted from http://en.wikipedia.org/wiki/Lexical_decision_task, and answer the questions that follow.

The lexical decision task is a procedure used in many psychological and psycholinguistic experiments. The basic procedure involves measuring how quickly people classify stimuli as words or non-words. The task is conducted as follows. Subjects are presented, either visually or auditorily, with a mixture of words and pseudo-words (nonsense strings that respect the phonotactic rules of a language, like trud in English). Their task is to indicate, usually with a button press, whether the presented stimulus is a word or not.

The analysis is based on the reaction time (and, secondarily, the error rates) for the various conditions for which the words (or the pseudo-words) differ. A very common effect is that of frequency: words that are more frequent are recognized faster. In a cleverly designed experiment, one can draw theoretical inferences from differences like this. For instance, we might conclude that common words have a stronger mental representation than uncommon words.

Lexical decision tasks are often combined with other experimental techniques, such as priming, in which the subject is presented with a certain stimulus before the actual lexical decision task has to be performed. In this way, it has been shown that subjects are faster to respond to words when they are first shown a semantically related prime.

Question 2-1. According to the passage above, which button (“Yes” or “No”) would a native speaker of English press for the following items in a lexical decision task: *year, boil, trim, blut, xxyy*, respectively? (5%)

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Question 2-2. An extensive question based on the above question is which word is predicted to have the shortest reaction time and which one the longest. State why. (10 %)

Question 2-3. Predict the reaction time and error rates when a native speaker of English is asked to respond to the following three conditions. Explain why. (10%)

- See a word, *nurse*, and then decide whether *doctor* is a word or not.
- See a word, *nurse*, and then decide whether *butter* is a word or not.
- See a word *nurse*, and then decide whether *blut* is a word or not.
- See a word nurse, and then decide whether *xyxy* is a word or not.

Question 3-1. Examine the following excerpt from a newspaper article. Write “N” for the underlined expression that represents *new information* and “O” for any that represents *old information*. (11%)

Taking a cue from fans around the world, members of Sam's Army will do just about anything
(1) (2) (3) (4)
to call attention to the U.S. soccer team. At the Gold Cup final between Mexico and the U.S.,
(5) (6) (7) (8) (9)
the Sammers made their presence known with chants and songs.
(10) (11)

Question 3-2. Discuss how definite and indefinite noun phrases are usually used, and compare the regular usages with those of the noun phrases in the above passage. Do they follow the general rules? (14%)

4. In one variety of Belfast English described by Alison Henry, he finds complement clause questions such as those italicised below:

- (1) I don't know *which exams that he has failed*.
- (2) I don't know *which exams has he failed*.
- (3) *I don't know *which exams that has he failed*.
- (4) I don't know *which exams he has failed*.
- (5) They didn't know *if he had failed the exam*.
- (6) *They didn't know *if that he had failed the exam*.
- (7) *They didn't know *if had he failed the exam*.
- (8) They didn't know *had he failed the exam*.

By contrast, in standard varieties of English only sentences like (4) and (5) are grammatical.

Question 4-1. Discuss the syntax of the italicised complement clauses in Belfast English, generalize the rules, and represent the structure in a tree diagram. (15%)

Question 4-2. Pinpoint key differences between Belfast English and Standard English, drawing a separate tree diagram to show the differences between these two varieties. (10%)