

考試科目	語言學概論	613/所	別	語言學研究所	考試時間	3月18日	第 3 節	星期日
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注意事項：1. 請以英文或中文作答
2. 答案請標明題號

- How are the following sentences ambiguous? What is the source of ambiguity? What have the two meanings to do with grammatical distinctions, typological characteristics and general principles observed in languages. (15%)
 - 雞可以吃了
 - I found John an interesting person.
- Compare the alternative structures in (1) with those in (2). Use verb subcategorization and thematic structure to explain the ungrammaticality in (2)b and (2)d. (5%)
 - I planted roses in the garden.
 - I planted the garden with roses.
 - I loaded hay onto the cart.
 - I loaded the cart with hay.
 - I poured water into the pot.
 - *I poured the pot with water.
 - I fill the pot with water.
 - *I fill water in the pot.
- Examine the following sentences where the underlined portion is traditionally considered as complement. Discuss the status of the complement in terms of its relation to the verb, its function and meaning. State generalizations and cite examples to support your statements. (15%)
 - He came home tired.
 - Roses are red.
 - Bill is the man with a scar on the face.
 - Lian is in London.
 - John is a fool.
 - I consider John a fool.
 - I consider John smart.
 - The committee elected Bill president.
 - I always drink my coffee hot.

備 考 試 題 隨 卷 繳 交

命 題 委 員 :

018 (簽章) 96 年 3 月 1 日

- 命題紙使用說明：1. 試題將用原件印製，敬請使用黑色墨水正楷書寫或打字（紅色不能製版請勿使用）。
2. 書寫時請勿超出格外，以免印製不清。
3. 試題由郵寄遞者請以掛號寄出，以免遺失而示慎重。

考試科目	語言學概論	631 所	別	語言學研究所	考試時間	3月18日 星期日	第 3 節
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- j. They painted the barn red.
- k. The ball rolled down the hill.
- l. John became a soldier.

4. Observe the following Friulian data from the dialect of Italian. The words in column 2 involve various suffixes attached to the words in column 1. (15%)

<u>column 1</u>	<u>column 2</u>	<u>column 3</u>
warp 'blind'	warb-it 'sty'	
kwarp 'body'	kwarp-ut 'little body'	
piert 'he loses'	pierd-i 'to lose'	
dint 'tooth'	dint-isin 'little tooth'	
sek 'dry (masc.)'	sek-e 'dry (fem.)'	
fi:k 'fig'	fig-on 'big fig'	
la:t 'went (masc.)'	lad-e 'went (fem.)'	
brut 'ugly (masc.)'	brut-e 'ugly (fem.)'	
nervo:s 'nervous (masc.)'	nervoz-e 'nervous (fem.)'	
ros 'red (masc.)'	ros-e 'red (fem.)'	
trop 'flock'	trop-ut 'little flock'	
lo:f 'wolf'	lov-ut 'little wolf'	
vjo:t 'he sees'	vjod-i 'to see'	

Question 1:

Write the underlying forms for each morpheme.

Question 2:

State the phonological rules that account for the form of the final consonants and vowel length in the first two columns.

Question 3:

Are the rules you proposed applied in a particular order? Use one word in the data to show how ordering is crucial or not.

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國立政治大學圖書館

考試科目	語言學概論	6131 所	別	語言學研究所	考試時間	3 月 18 日 星期日	第 3 節
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5. What is the evidence concerning the roles of mothers, fathers and siblings in the acquisition of communicative competence? Are the roles of family members different? If so, how, and how might these differences operate in the child's learning process? (20%)
6. What are the relationships between *second language acquisition* and *second language pedagogy*? How are they different? How might they affect each other and how might the study of one affect the study of the other? Relate your answers to a specific learning situation. (15%)
7. What are the four maxims of the co-operative principle? Which maxim does this speaker seem to be particularly careful about? *Well, to be quite honest, I don't think she is ill today.* (15%)

國立政治大學圖書館



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