

國立臺北科技大學九十七學年度碩士班招生考試

系所組別：6210 應用英文系碩士班甲組

第一節 語言學概論 試題

填准考證號碼

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第一頁 共三頁

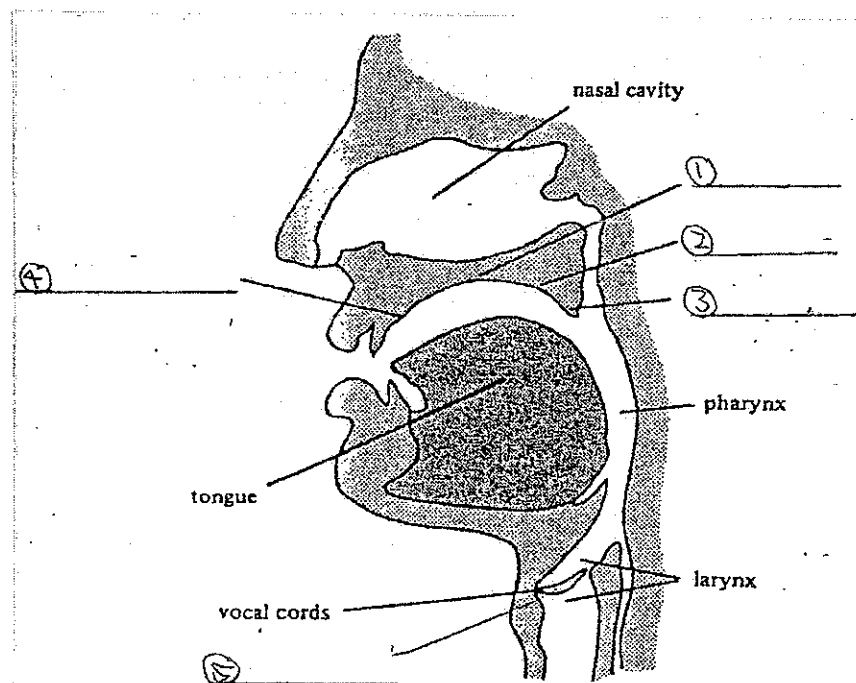
注意事項：

1. 本試題分兩部分，第一部分含第 1-15 題，內有 100 小題選擇題，每題 0.5 分，本部分合計 50 分；第二部分含第 16-21 題，共 6 題申論題，每題配分分別標於申論題目之前，本部分合計 50 分。本試題配分共 100 分。
2. 請標明大題、子題編號作答，不必抄題。
3. 全部答案均須在答案卷之答案欄內作答，否則不予計分。

一、Comprehension questions (50%)

For questions 1-15, decide which letter (A), (B), (C), etc. best fits each space (1), (2), (3), etc. Then on your answer sheet, write the letter you have chosen beside the number of the question.

1. (A) alveolar ridge (B) uvula (C) glottis (D) palate (E) velum



eng-1-1

2. (A) Affricates (B) Glides (C) Stops (D) Fricatives (E) Liquids

	Bilabial		Labio-dental		Dental		Alveolar		Alveo-palatal		Velar		Glottal	
	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V
(1)	p	b					t	d			k	g		
(2)			f	v	θ	ð	s	z	ʃ	ʒ				
(3)									tʃ	dʒ				
Nasals		m						n				ŋ		
(4)								l,r						
(5)		w								j				h

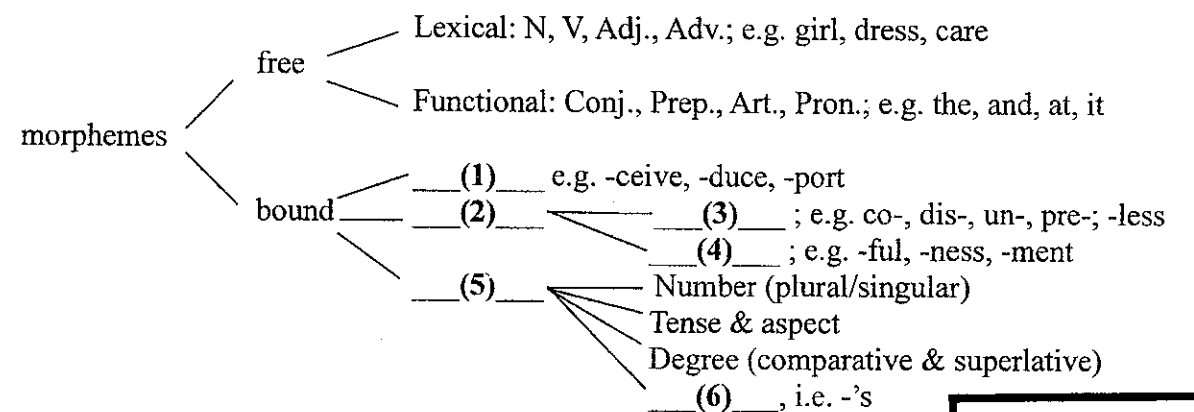
3. (A) u (B) æ (C) a (D) ʌ (E) u

	Front	Central	Back
High	i		(4)
	ɪ		(5)
Mid	e	ə	o
	ɛ		ɔ
Low	(1)	(2)	(3) a

4. (A) allophones (B) phonology (C) morpheme (D) morphology (E) allomorphs (F) phonotactics (G) phoneme

- (1) _____: each one of the meaning-distinguishing sounds in a language
- (2) _____: versions of one phoneme
- (3) _____: constraints on the sequence or position of phonemes
- (4) _____: the study of forms (the basic elements) in a language
- (5) _____: a minimal unit of meaning/grammatical function
- (6) _____: all the actual forms of a morpheme
- (7) _____: the description of the system and patterns of speech sounds in a language

5. (A) inflectional (B) possessive (C) derivational (D) lexical (E) suffixes (F) prefixes



注意：背面尚有試題

6. (A) semantic features (B) tree diagram (C) lexical rules (D) phrase structure rules
(E) structural ambiguity (F) semantic roles

- (1) _____: a sentence that has different underlying interpretations
(2) _____: a hierarchical organization of the structure of a sentence
(3) _____: the rules that can generate a large number of sentences with only a small number of rules
(4) _____: the rules that indicate the words to be used
(5) _____: a notational device of analyzing word properties, using "+/-"
(6) _____: the functions of certain words within a certain sentence

7. (A) coinage (B) metonymy (C) homonym (D) polysemy (E) prototype
(F) elision (G) acronym (H) backformation

- (1) _____: a concrete article used as a symbol for a less tangible entity; e.g. "crown" for "a king's sovereignty"
(2) _____: a word of one type is reduced to form another word of a different type
(3) _____: a word which is formed from the initial letters of a set of other words
(4) _____: one word-form that has two or more unrelated meanings
(5) _____: a word that has two or more related meanings
(6) _____: the invention of totally new terms
(7) _____: the omission of a sound segment
(8) _____: a "typical" example of a category, which is a hyponym of the example; e.g. "sparrow" for "bird"

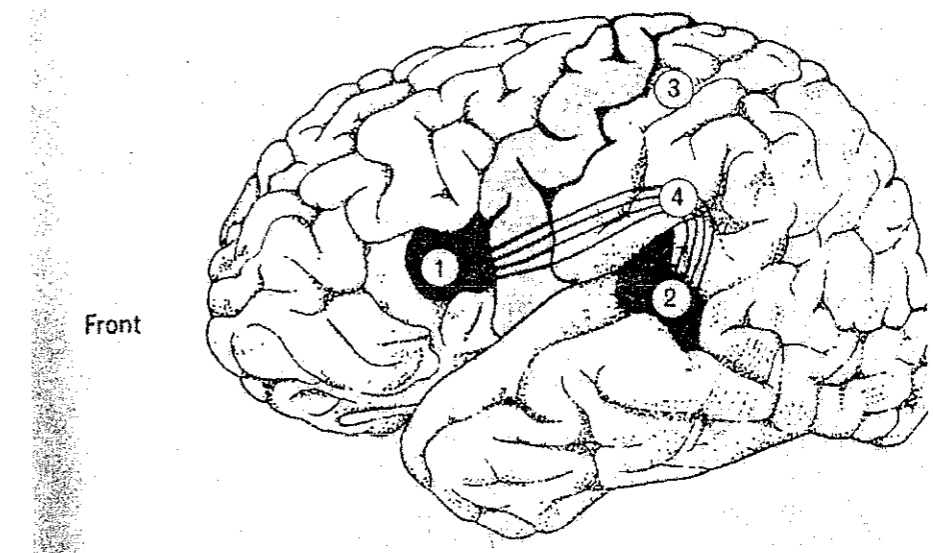
8. (A) collocation (B) transformational rules (C) co-articulation (D) co-text
(E) parts of speech (F) generative grammar (G) derivation (H) productivity
(I) recursion

- (1) _____: the process of making one sound almost at the same time as the next
(2) _____: a finite number of rules capable of generating an infinite number of sentences
(3) _____: the process of word formation that is accomplished by a number of "bits" of the language
(4) _____: a classification of words according to how they are used in a sentence: nouns, adjectives, verbs, adverbs, etc.
(5) _____: the frequent co-occurrence of words
(6) _____: the set of other words used in the same phrase or sentence
(7) _____: a set of rules that change or move constituents in the structures
(8) _____: the capacity to be applied more than once in generating a structure
(9) _____: a system of rules based on the math perspective for producing all sentences

9. (A) deixis (B) inference (C) negative face (D) pragmatics (E) reference
(F) anaphora (G) positive face (H) presupposition (I) face-threatening act

- (1) _____: a direct speech act, sometimes involving rudeness
(2) _____: showing solidarity and drawing attention to a common goal
(3) _____: a speaker using language to enable a listener to identify something
(4) _____: the listener connecting what is said to what must be meant
(5) _____: showing concern about imposition, usually an indirect speech act
(6) _____: "pointing" words, depending on the speaker's intended meaning
(7) _____: something that is taken for granted
(8) _____: subsequent reference to an already introduced entity (antecedent)
(9) _____: the study of speaker meaning/intention

10. (A) motor cortex (B) Broca's area (C) arcuate fasciculus (D) Wernicke's area



11. (A) speech community (B) speech accommodation (C) speech acts
(D) speech events (E) covert prestige (F) linguistic relativity

- (1) _____: the hidden status of a speech style
(2) _____: differences in language use as evidence of different ways of talking about external reality
(3) _____: e.g. conversation, debate, interview, discussions, etc.
(4) _____: the function of an utterance, e.g. requesting, commanding, questioning, informing, etc.
(5) _____: convergence or divergence in terms of audience design
(6) _____: a group of people who share a set of norms regarding the use of language

12. (A) the two-word stage (B) telegraphic speech (C) 200+ distinct words
(D) emotions, sound-play (E) cooing & babbling (F) holophrastic stage

- (1) _____: 0-08 months
(2) _____: 08-12 months
(3) _____: 12-18 months

- (4) _____: 18-20 months
 (5) _____: 2 years
 (6) _____: 2-2.5 years
13. (A) overgeneralization (B) overcorrection (C) lexicalization (D) back-channel
 (E) Sapir-Whorf hypothesis (F) overextension (G) Spoonerism (H) Malapropism
- (1) _____: the expression as a single word
 (2) _____: the use of words (*yeah*) or sounds (*hmm*) by listeners
 (3) _____: e.g. "We need a few laughs to break up the monogamy."
 (4) _____: e.g. foos, mans
 (5) _____: e.g. wented; I didn't caught it.
 (6) _____: the dissection of nature along lines in one's native language
 (7) _____: e.g. apple → tomatoes and balls
 (8) _____: e.g. "Drink is the curse of the working classes."
14. (A) implicature (B) cohesion (C) jargon (D) Pidgin (E) register (F) schema
 (G) Creole (H) coherence
- (1) _____: an additional conveyed meaning
 (2) _____: descendants from pidgins
 (3) _____: a contact language developed for trading
 (4) _____: a conventional knowledge structure existing in memory; a rich, dynamic mental image evoked at the thought of something
 (5) _____: the ties and connections within text; e.g. deixis, anaphora, etc.
 (6) _____: the logical connection within context
 (7) _____: a gradation of style in a language, from the formal to the informal.
 (8) _____: technical vocabulary associated with a special activity or group
15. (A) Broca's aphasia (B) strategic competence (C) negotiated input
 (D) affective filter (E) Wernicke's aphasia (F) sociolinguistic/pragmatic competence
 (G) conduction aphasia (H) comprehensible output
- (1) _____: fluent speech; difficult to makes sense of
 (2) _____: consisting of lexical morphemes; omission of functional morphemes
 (3) _____: keeping trying to transmit a message and eventually getting the listener to understand
 (4) _____: the ability to interpret or produce language appropriately
 (5) _____: barrier to acquisition that results from negative feelings or experiences
 (6) _____: interactional modifications resulting in higher comprehension
 (7) _____: pauses and hesitations
 (8) _____: the ability to organize a message effectively and to compensate for any difficulties

二、Essay questions (50%)

For questions 16-21, write your answer in English.

16. (9%) Please discuss the EFL teaching methods from the most traditional to the relatively recent (1990's--). Point out their probable merits and shortcomings. Also, please offer your own evaluation of how well these teaching methods are used in EFL education in Taiwan.
17. (9%) Please elaborate on the following relationships:
 (1) Language and society
 (2) Language and culture
 (3) Language and gender
 Examples should be provided to substantiate your points.
18. (8%) In light of context, please address the importance of the following issues to a discourse/text:
 (1) Reference
 (2) Inference
 (3) Implicature
 (4) Schema
 (5) Speech act
 (6) Cohesion
 (7) Coherence
 (8) Register
19. (8%) Analyze the following two sentences functionally to show whether they have the same meaning. Then discuss the thematic properties of the verb *face*. Finally, give other verbs to argue that they behave like *face*.
 (1) The Government faces difficult debates.
 (2) Difficult debates face the Government.
20. (8%) Explain how the following pairs of sentences differ in structure.
 (1) Visitors waited for a taxi.
 Visitors waited for an hour.
 (2) The driver looked hard.
 The driver looked carefully.
 (3) I am where I have been.
 I told her where I have been.
 (4) Joy made Ken what he is today.
 Joy made Ken what he is wearing today.
21. (8%) From a phonological perspective, compare and/or contrast the following pairs of terms with appropriate examples.
 (1) segment, suprasegment
 (2) palatalization, velarization
 (3) systematic gap, accidental gap
 (4) overlapping distribution, complementary distribution