

I. Define the following terms with illustrative examples. 30 % (5 points for each)

1. acquired dyslexics
2. case
3. cognates
4. collocation analysis
5. metathesis
6. synchronic and diachronic study of language

II. Answer the following questions. (70%)

7. Define 'root' and 'morpheme' and describe how they are similar to and different from each other. Identify the roots in the following groups of English and Hebrew words.
(10%)
Group (1): reception, perception, deception,
Group (2): transmission, permitted, admitting, commission
Group (3):
qalat – to take in hiqlit – to record haqlata – recording
maqlet – receiver qaletet – cassette qelet – input
taqlit – record
8. Disambiguate the following sentence '清明節大家都在外面掃自己的墳墓' by providing two paraphrases in English. What concept(s) from the following list can account for the ambiguity? How? (15%)
anaphor binding; deictic; reflexive proform; implicature;
entailment; coreferential; island constraint; sluicing;

(背面仍有題目,請繼續作答)

9. Provide four possible interpretations for the following sentence 'Time flies like an arrow.' For each interpretation, invoke one relevant thematic role which expresses the semantic relationship between a noun phrase and verb from the above sentence to account for the ambiguity involved. (15%)
10. How do vowels and consonants behave differently in terms of their acoustic, articulatory, and phonological features? (10%)
11. Define the four writing systems: logographic writing, syllabic writing, alphabetic writing, and consonantal alphabet writing (10%). In Taiwan, some languages, such as Southern Min or Hakka, have not fully developed a writing system. Which among the four systems do you consider most appropriate to represent Southern Min or Hakka. Why? (10%)