

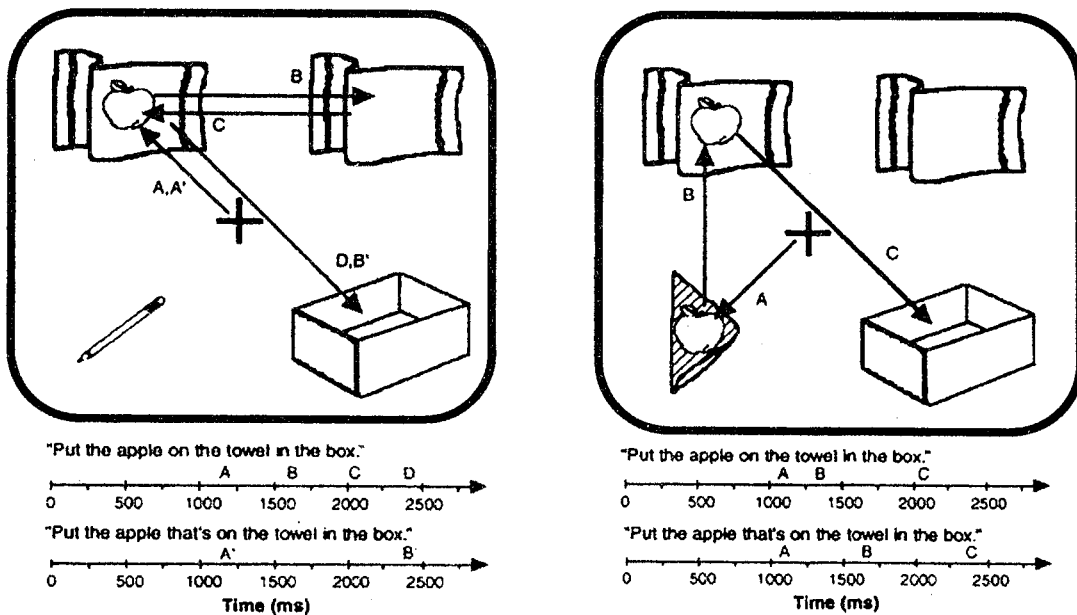
中文題以中文作答、英文題以英文作答。第 1 題由考生自行選擇以中文或英文作答。

For the following questions, you will be graded on the clarity of your writing, in terms of the structure, grammar, as well as the appropriateness, correctness and relevance of the particular examples and facts that you use to illustrate or to support your viewpoints.

1. 人類語言的一大特色是同一個形式(form)常可以有多種解讀，因而產生歧義(ambiguity)的現象。如「制服」一詞可解讀為名詞，意指統一樣式的服裝（如：機關學校的制服），或者動詞，意指用力量使人屈服，與「制伏」通用（如：警方制服歹徒）。「制服」這個例子的歧義產生在詞彙意義以及詞類的層次，但是語言中其他的層次也常可發現歧義的現象。請就下面的例子：(1) 在有多重解讀的部分畫底線，(2) 列出至少兩種可能的解讀，(3) 討論這個歧義所牽涉到的語言層次（如字、詞、句子）。(30%)
 - 1) Time flies like an arrow. Fruit flies like a banana.
 - 2) Leila gently touched her cat with a ribbon.
 - 3) Old men and women are welcome.
 - 4) 台北和台東的某些地方。
 - 5) 小明想起來了。
2. The insertion of parenthetical material (e.g., *in my opinion*) into a sentence is sensitive to syntactic structure. Given the following data, discuss the generalization about where *in my opinion* can be inserted. (15%)
 - 1) *In my opinion*, some programs should get less money.
 - 2) *Some, *in my opinion*, programs should get less money.
 - 3) Some programs, *in my opinion*, should get less money.
 - 4) Some programs should, *in my opinion*, get less money.
 - 5) *Some programs should get, *in my opinion*, less money.
 - 6) *Some programs should get less, *in my opinion*, money.
 - 7) Some programs should get less money, *in my opinion*.
3. Consider the following sentences containing *frimble*, a hypothetical verb. Based on these data, discuss the generalization about where *frimble* can occur. (15%)
 - 1) Mary is frimbling her parrot with a garden hose.
 - 2) Mary frimbled her husband in the dining room.
 - 3) Little Jonathan might frimble the parrot.
 - 4) *Little Jonathan frimbled with a garden hose.
 - 5) *Mary is frimbling the bed with a garden hose.
 - 6) *Little Jonathan shouldn't frimble.
4. For each pair of sentences below, determine the one that a child acquiring English would typically interpret correctly at an earlier stage, and explain the principle(s) that account(s) for your answer. You may provide more examples to illustrate your explanation. (20%)
 - 1a) Tom kicked Mary.
 - 1b) Mary was kicked by Tom.
 - 2a) Which tree is taller?
 - 2b) Which tree is shorter?
 - 3a) We'll go to the movie as soon as we go to the store.
 - 3b) As soon as we go to the store, we'll go to the movie.

5. 語言中一對多的關係（一個形式多種解讀）是人類語言的一大特色，也是心理語言學家非常有興趣的一大謎團。過去心理語言學中有一派理論認為人類理解語言時會先根據句法結構的精簡原則來理解。比如說，聽到'Put the apple on the towel....'時，會將'on the towel'理解為動詞片語的一部份（目的地）。這一階段的解讀不受非句法或非語言的其他資訊所影響。唯有當接下來的訊息與這個解讀衝突時(比如說當'Put the apple on the towel....'之後接著 'in the box')，才會回頭重新將 'on the towel' 理解為在句法上較為複雜的修飾apple的關係子句 ('Put the apple that's on the towel in the box')。

全球的權威雜誌*Science*在1995年刊登了一個檢驗上述理論的研究。此研究的作者Tanenhaus 等人利用眼睛凝視處可即時反映語言理解狀態的特性，讓受試者在聆聽句子時同時觀看以下兩種螢幕畫面。作者的假設是在聽到歧義處'on the towel'時，如果受試者將其解讀為目的地，則應該會看著上面沒有東西的毛巾，但是如果解讀為修飾蘋果的關係子句，則應該要看著放在毛巾上的蘋果。相較於左圖，右圖中有不只一個蘋果，因此視覺上提供了很有可能需要使用關係子句去修飾所提到蘋果的提示。



- 1) 上圖標示了受試者在有視覺提示（右圖）和沒有視覺提示（左圖）時聽到歧義句'Put the apple on the towel in the box'跟非歧義句'Put the apple that's on the towel in the box'時的眼動模式。圖中的英文字母標示時間軸上不同時間點的眼睛凝視位置，箭頭則標示受試者眼睛移動的順序。請描述並比較在有無視覺提示下，受試者聽到歧義句與非歧義句時眼睛凝視模式的不同。(10%)
- 2) 請描述題幹中所提及的理論對於本實驗結果的預測，並討論實驗結果是否支持這個理論？(10%)

試題隨卷繳回