

# 國立嘉義大學99學年度

## 外國語言學系碩士班（甲組）招生考試試題

### 科目：應用語言學

1. A person (for example 阿扁, or 雨刷) is referred to more often by nicknames than by surname + title in a piece of news. What does this mean from the viewpoint of linguistic politeness or face theories? (25%)
2. Please read the following paragraph and answer the three questions. (25%)

This is very rewarding but tends to be quite expensive even if you own all that you need. The outfit does not really matter. One can get seriously injured without proper instruction even if it comes more naturally to some people than others. Some don't like the smell or the lack of control. So some people are scared to try it even if they've dreamed of it since they were a kid reading about it in books and watching it on television. A running start is uncommon, although there are some who do it. Typically, success requires that you start with your left leg, and make sure that it is securely in place. Then swing your body high into the air. The direction matters. Once you are settled, your thumbs should be pointing up. Sometimes there is no security but the animal's hair. Other times you can hang off to the side. In any case you will be sore if this is your first time.

- (1) Could you easily guess the title of this paragraph? If you can easily guess the title, please write down your possible title and explain your reasons by giving examples from the paragraph. If you think that it is not easy to comprehend this paragraph and you have no idea about the title, please explain your reasons by providing examples from the paragraph, too.
  - (2) If the title for this paragraph is "Horse-back riding", is it helpful for you to understand the meanings of this paragraph? Please explain your reasons by giving examples from the paragraph.
  - (3) Please discuss the reasons why it is easy for people to comprehend a paragraph with a proper title while it is not easy to comprehend a paragraph without a title? What two language comprehension models may be involved in processing paragraphs with/without a title?
3. Imagine that you have been asked to explain the difference in use between *think about* and *think of*. (25%)
    - (1) Write down a pattern/generalization for when one form is preferred over the other based on your experience and intuition you can come up with.
    - (2) Look at the concordance lines provided below for *think about* and *think of*, taken from a corpus of informal spoken conversation. Pay special attention to what comes before and after the target words (for example, *think about/of* what?). Are there any generalizations that can be made that would help a learner know when to use *think about* and when to use *think of*?

#### THINK ABOUT

You wouldn't just think about it it 's just gone isn't it Well that 's a good way, if you think about it he's got, he's got four more, I mean they can wear, if you think about it they were suits in the When you think about it, yeah he was So what ' it seems easier that way when you think about it dunnit? Mm it's a lot be does that come from? Oh when you think about it Pledge, why do they call wasn't the money really when you think about it because at end of day, more. I mean they can wear if you think about it they wear suits in the week! And why, they don't need to think about it, they can talk you out of

penetrating as lasers. 'We might think about that, 'I say at last. I'll have to start and think about that train, Dwight. see it. That's the way I like to think about that sort of place. It's another way, but I don't want to think about that for a while. 'Timothy get eight to twenty-five. Now think about that. The district attorney

#### THINK OF

stank. Then, as he was trying to think of something to say to her (all yes, wedding presents. We must think of something. You probably don't racking my brains for three hours to think of something, I simply cannot last a second catastrophe. I tried to think of something to say myself, but my offered frills. Nicandra tried to think of something pleasing to say: only you were here, then we could think of something to do. 'Christopher groaning quietly, perhaps trying to think of something that summed up what let said nothing. He had tried to think of something to say, but the only lunch?' 'Ah me, the young! You think of nothing but your stomachs. sympathy and collusion. But I can think of nothing to say. Perdie says, she tried to speak, but she could think of nothing, and her mother, shifting anything so familiar, and he could think of nothing on earth to say. It man in the world.' 'As he could think of nothing else, Martin repeated But try as she might, she could think of nothing to say like that, fierce listening. 'Can we ourselves think of nothing that needs to be done?

'what an idiot I was not to think of it before! You all right Elfie? . . . no, wait a minute, come to think of it you 're finding. hmm. or him, on other occasions, come to think of it. We've been aware of each happened to those kids. And come to think of it, Hamelin's rats and children like that five years ago, come to think of it, or even ten. It 's the wash his feet, he had seen, come to think of it, the moon not too remote from probably cheaper than Selina, come to think of it, what with the hotel mark could have. I didn't happen to think of it then. 'And when did you her pregnant. Better not even to think of it. Just go on hating him, and done with. Don't let us ever think of it again. My family always 'How nice. What did you think of it?' Patrice held her breath,

4. How do language attitudes influence the language-in-education planning in a country with linguistically diverse populations? (25%)

You may consider issues of

  - (1) standard and non-standard varieties
  - (2) majority and minority languages
  - (3) sexism in language and textbooks
  - (4) teacher expectations and pupil performance