

注意：考試開始鈴響前，不得翻閱試題，  
並不得書寫、畫記、作答。

國立清華大學 115 學年度碩士班考試入學試題

系所班組別：語言學研究所

科目代碼：3601

考試科目：語言學概論

### —作答注意事項—

1. 請核對答案卷（卡）上之准考證號、科目名稱是否正確。
2. 考試開始後，請於作答前先翻閱整份試題，是否有污損或試題印刷不清，得舉手請監試人員處理，但不得要求解釋題意。
3. 考生限在答案卷上標記「由此開始作答」區內作答，且不可書寫姓名、准考證號或與作答無關之其他文字或符號。
4. 答案卷用盡不得要求加頁。
5. 答案卷可用任何書寫工具作答，惟為方便閱卷辨識，請儘量使用藍色或黑色書寫；答案卡限用 2B 鉛筆畫記；如畫記不清（含未依範例畫記）致光學閱讀機無法辨識答案者，其後果一律由考生自行負責。
6. 提早交卷者不可攜出試題，請將試題連同答案卷(卡)交予監考人員，攜出將以違規論處。當節考試結束後試題將置於講台，可自行取回，本試場不負保管責任。
7. 其他應考規則、違規處理及扣分方式，請自行詳閱准考證明上「國立清華大學試場規則及違規處理辦法」，無法因本試題封面作答注意事項中未列明而稱未知悉。

國立清華大學 115 學年度碩士班考試入學試題

系所班組別： 語言學研究所 (0536)

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共 4 頁，第 1 頁 \*請在【答案卷】作答

Use either English or Chinese to answer the following questions.

1. Consider the data below from a German-acquiring child (age two years and one month). (20%)

I. The following utterances from the child are ill-formed in adult German and marked with \*.

(a) \*Ich das Buch les-en

I the book read-Infinite 'I read the book.'

(b) \*Maria das Buch les-en

Maria the book read-infinite 'Maria read the book.'

(c) \*Wenn Maria das Buch les-en, ich geh-en

If Maria the book read-infinite I go-infinite

'If Maria reads the book, I'll go.'

II. The following utterances from the child are well-formed in adult German.

(d) Das Buch ist auf dem Schrank

The book is on the cupboard 'The book is on the cupboard.'

(e) Simone braucht das

Simone needs that 'Simone needs that.'

(f) Simone wird das le-sen

Simone will that read-infinite 'Simone will read that.'

- i. Characterize the patterns of the child's utterances illustrated above by providing tree diagrams for sentences (a)/(b) vs. (d)/(e)/(f).
- ii. Do you think the child has a genuine word order problem or show a systematic pattern in his utterances? Provide justifications based on the data for your answer.

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2. Consider the so called 'garden-path' sentences below that tend to pose processing difficulties. (20%)

(a) While Mary was reading the book fell off the desk.

(b) Helen gave the man the dog bit the package.

- i. Explain why these sentences are difficult to process.
- ii. Given the fact that these sentences cause 'garden-path' effects, what kind of properties do these phenomena reveal about human parser?

3. Consider the data in the table below from a dialect of English. The table shows the pronunciations of the changing vowels and provides examples of words in which these vowels occur. (20%)

| Word  | Pronunciation of<br>the vowel before<br>before the change | Pronunciation of<br>the vowel during<br>the change | Pronunciation of<br>of the word<br>today |
|-------|-----------------------------------------------------------|----------------------------------------------------|------------------------------------------|
| time  | [i:]                                                      | [əɪ]                                               | [aɪ]                                     |
| sweet | [e:]                                                      | [i:]                                               | [i:]                                     |
| clean | [ɛ:]                                                      | [e:]                                               | [i:]                                     |
| name  | [a:]                                                      | [ɛ:]                                               | [ɛɪ]                                     |
| hope  | [ɔ:]                                                      | [o:]                                               | [ou]                                     |
| goose | [o:]                                                      | [u:]                                               | [u:]                                     |
| south | [u:]                                                      | [əu]                                               | [au]                                     |

- i. What do you think happened during the first stage of changes? How are the sounds related to each other?
- ii. What then happened during the second stage of changes?
- iii. Try to use phonetic features for vowels to describe the changes during the two stages.

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\*請在【答案卷】作答

4. Consider the two sounds [t] and [tʃ] in the data below from a Native American language. (15%)

|               |                  |           |             |
|---------------|------------------|-----------|-------------|
| a. ta:t       | "touched"        | g. tako   | "yesterday" |
| b. to:n       | "knee"           | h. tʃikwo | "ankle"     |
| c. tʃin       | "mouth"          | i. tʃu?i  | "flour"     |
| d. tʃim hekid | "always"         | j. to:bi  | "rabbit"    |
| e. tʃuk       | "black"          | k. taʃ    | "sun"       |
| f. tʃikpan    | "is/was working" | l. towa   | "turkey"    |

- List the phonetic environments for [t] and [tʃ] (i.e., the phonemes that [t] and [tʃ] can occur with).
- What features can distinguish the phonetic environments for [t] and [tʃ]?
- Do [t] and [tʃ] represent different phonemes or allophones of the same phoneme in this language? Provide justifications for your answer.

5. Consider the following data from Telugu, a language spoken in India. (25%)

| Telugu form      | English gloss                 |
|------------------|-------------------------------|
| (1) ceppɛnu      | "I told"                      |
| (2) ceppincunu   | "I cause (someone) to tell"   |
| (3) cuustaam     | "We will see"                 |
| (4) ceppɛm       | "We told"                     |
| (5) ceppanu      | "I will not tell"             |
| (6) navvincum    | "We cause (someone) to laugh" |
| (7) cuustunnaaɖu | "He is seeing"                |
| (8) ceppɛyi      | "They told"                   |
| (9) koɖataanu    | "I will beat"                 |
| (10) paɖataanu   | "I will sing"                 |
| (11) ceppɛru     | "You (pl.) told"              |
| (12) ceppavu     | "You (sg.) will not tell"     |
| (13) ceppɛvu     | "You (sg.) told"              |
| (14) ceppam      | "We will not tell"            |

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|                   |                           |
|-------------------|---------------------------|
| (15) ceppēḍu      | "He told"                 |
| (16) cuuseḍu      | "He saw"                  |
| (17) cepparu      | "You (pl.) will not tell" |
| (18) koḍatunnaayi | "They are beating"        |
| (19) ceestunnaanu | "I am doing"              |
| (20) aḍugutaam    | "We will ask"             |
| (21) ceeseenu     | "I did"                   |
| (22) aḍugutaadu   | "He will ask"             |

- i. List the Telugu morphemes that correspond to the English words below.

|            |                |                          |
|------------|----------------|--------------------------|
| a. "tell"  | h. "I"         | o. past tense            |
| b. "sing"  | i. "you (sg.)" | p. present tense (-ing)  |
| c. "see"   | j. "he"        | q. future tense          |
| d. "laugh" | k. "we"        | r. negative future tense |
| e. "ask"   | l. "you (pl.)" | s. causative             |
| f. "beat"  | m. "they"      |                          |
| g. "do"    |                |                          |
- ii. What is the order in which the morphemes for subject, tense, and verb occur in the Telugu words.
- iii. Transcribe the following English sentences into Telugu.
  - a. You (pl.) are singing.
  - b. They will not laugh.
  - c. You (sg.) will cause (someone) to ask