

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：3602

考試科目：語言分析

—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: 語言學研究所碩士班

考試科目(代碼): 語言分析 (3602)

共 5 頁, 第 1 頁 *請在答案卷作答

• Instructions:

- This exam includes 4 problems sets (I-IV).
- Answer the questions in **English or Mandarin**.
- You can make use of the IPA chart attached on page 5.

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I. For this problem set, answer the questions below step by step. You are advised to draw a tree diagram to illustrate how your arguments proceed. (30%)

Q1. Consider the occurrences of *that* in (1a) and (1b); do these two occurrences belong to the same category? What category/categories do they belong to?

- (1) a. That boy is looking for his hat
b. Bill thinks that Mary just finished her lunch.

Q2. Consider (2); give a tree diagram or labelled bracketing to illustrate the syntactic structure of this sentence. For simplicity, just take *which one* to be a single unit.

- (2) They wondered which one he chose.

Q3. Consider the sentences in (3), which are from one variety of Belfast English.

- (i) Compare (3a)-(3b) with their counterparts from the standard variety of English (see (2)); how can the word order difference shown here be captured?
(ii) Along with what you have for the question Q3i, how can the ungrammaticality of (3c) be accounted for?

- (3) a. They wondered which one that he chose.
b. They wondered which one did he choose.
c. *They wondered which one that did he choose.

Q4. Consider the sentences in (4), from the same variety of Belfast English you have just seen above.

- (i) Given (3)-(4), what category does *if/whether* could possibly belong to?
(ii) How can the ungrammaticality of (4b)-(4c) be accounted for?

- (4) a. They wondered if/whether we went.
b. *They wondered if/whether that we went.
c. *They wondered if/whether did we went.

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系所班組別: 語言學研究所碩士班

考試科目(代碼): 語言分析 (3602)

共 5 頁, 第 2 頁 *請在答案卷作答

II. The data in this problem set is from Nupe (Nigeria). Answer the questions below step by step. (20%)

Q1. the data in a) illustrates **patalisation** of consonants (i.e., $C \rightarrow C^j$) before vowels in this language; those in b), on the other hand, illustrates **labialisation** (i.e., $C \rightarrow C^w$). Compare a) and b) with c) respectively. Describe how these two processes take place in words first and then state them with rules.

(i) Compare the data in a)-b) with those in c) respectively. Describe how these two processes take place.

(ii) State your generalization with (feature-based, if possible) rules.

a) [eg ^j i] 'chid'	b) [eg ^w u] 'mud'	c) [ega] 'stranger'
[eg ^j e] 'bear'	[eg ^w o] 'gass'	[ta] 'to tell'

Q2. Consider the data in d) and e). What additional assumptions are needed so that the analysis you give in Q1 could possibly accommodate these data?

d) [eg ^j a] 'blood'	e) [eg ^w a] 'hand'
[t ^j a] 'to mild'	[t ^w a] 'to trim'

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考試科目(代碼): 語言分析 (3602)

共 5 頁, 第 3 頁 *請在答案卷作答

III. Consider the data below from Tairora (Papua New Guinea). Answer the questions in Q1-Q3; in these data, ' marks stress. (20%)

bu'rauka	'I went'	bi'lo	'he goes'
bi'βa	'he went'	bi'rera	'I will go'
'tei'rima	'I understand'	bu'araβa	'you went'
'bulo	'I'm going'	bi'reβa	'will you go?'
'iria	'listen!'	'binaβu	'we went'
aluke'loma~	'He killed it.'		
'biri 'timilo	'He brought it down and gave it to me.'		

Q1. Are [l] and [r] distinct morphemes? Justify your answer by presenting the evidence from the data above.

Q2. State the distribution of [b] and [β]. (hint: they are in complementary distribution)

Q3. Based on the features of [b] and [β], what could possibly be the natural basis of the alternation of [b] with [β]?

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考試科目(代碼): 語言分析 (3602)

共 5 頁, 第 4 頁 *請在答案卷作答

IV. Consider the data below from Mongolian. Answer the questions in Q1-Q4. (30%)

	<i>gloss</i>	<i>stem</i>	<i>future imperative</i>
1.	enter	or	oro:roy
2.	go	yav	yava:ray
3.	sit	su:	su:ga:ray
4.	come	ir	ire:rey
5.	do	xi:	xi:ge:rey
6.	come out	gar	gara:ray
7.	take	av	ava:ray
8.	study	sur	sura:ray
9.	finish	byte:	byte:ge:ray
10.	drink	y:	y:ga:ray
11.	find out	ol	olo:roy
12.	conquer	yal	yala:ray
13.	beat	dev	deve:rey
14.	give	øg	øgø:røy
15.	say	xel	xele:rey
16.	meet	u:lz	u:lza:ray
17.	become	bol	_____
18.	write	bič	_____
19.	develop	xøgž	_____
20.	ask	asu:	_____

- Q1. What are the allomorphs of the future imperative suffix in Mongolian?
- Q2. What are the probable future imperative forms of 'become', 'write', 'develop' and 'ask'?
- Q3. What could possibly be the underlying form of the future imperative suffix in Mongolian? Justify your answer by explaining why.
- Q4. State the rule(s) for the distribution of the allomorphs of the future imperative suffix in the table above.

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