

# 國立清華大學 104 學年度碩士班考試入學試題

系所班組別：外國語文學系 乙組 (語言認知與教學組)

考試科目 (代碼)：語言學概論 (3501)

共 4 頁，第 1 頁 \*請在【答案卷、卡】作答

## 1. [Syntax and Semantics] (20%)

English has an operation called dative movement that derives the sentences in (b) from the sentences in (a).

- (1) a. I sent a letter to Hilda  
b. I sent Hilda a letter.
- (2) a. He sold a sailboat to his brother.  
b. He sold his brother a sailboat.

A. Based on the data in (3-6), what are the constraints on the application of dative movement in English? Please be explicit in your statements which should explain all contrasts found between (1-2) and (3-6). (Note: Sentences with \* are not grammatical sentences)

- (3) I will finish the homework with you.  
b. \*I will finish you the homework.
- (4) a. My neighbor heard the news on the radio.  
b. \*My neighbor heard the radio the news.
- (5) a. I'm taking them to my little sister.  
b. \*I'm taking my little sister them.
- (6) a. I gave it to my new neighbor  
b. \*I gave my new neighbor it.

B. Some additional data are given in (7-8). (i) What causes the contrast between (1-2) and (7-8)? (ii) And how must you modify the constraints you stated in A to capture the (un)grammaticality here?

- (7) a. He's driving a truck to New Orleans.  
b. \*He's driving New Orleans a truck.
- (8) a. He'll take his complaint to the main office.  
b. \*He'll take the main office his complaint.

## 2. [Phonetics and Phonology] (20%)

Examine the following words (transcribed in IPA) of Tongan, a Polynesian language.

tauhi	‘to take care’	sino	‘body’
sisi	‘garland’	totonu	‘correct’
motu	‘island’	pasi	‘to clap’
mosimosi	‘to drizzle’	fata	‘shelf’
motomoto	‘unripe’	movete	‘to come apart’
fesi	‘to break’	misi	‘to dream’

A. On the basis of the data, determine whether [s] and [t] are allophones of a single phoneme in Tongan or are distinct phonemes. If you find that they are allophones of the same phoneme, state the rule that describes their distribution. If you conclude that they are different phonemes, justify your answer.

B. Based on what you answer in the preceding question, is it possible to guess which of the two sounds, [s] and [t], fits in the blank for each of the following words? If so, provide the sound; if not, explain why.

___ili	‘fishing net’	fe___e	‘lump’
___uku	‘to place’	lama___i	‘to ambush’

C. Tongan has borrowed many words from English like the examples listed below. How does the phonemic status of [s] and [t] differ in borrowed words and in native Tongan words? Please justify your answer. Then, write an integrated statement about the status of [s] and [t] in Tongan, which should cover all data.

kaasete	‘gazette’	suu	‘shoe’
tisi	‘dish’	koniseti	‘concert’
sosaieti	‘society’	pata	‘butter’
salati	‘salad’	suka	‘sugar’
maasolo	‘marshall’	sikaa	‘cigar’
sekoni	‘second’	taimani	‘diamond’

## 3. [Sociolinguistics] (15%)

- A. What is “**free variation**” in phonology? Please explain the term and provide an example for illustration.
- B. The phenomenon of free variation in phonology (i.e. phonological variation) is often related to sociological variables, such as social class, gender, ethnicity, etc. Laura is a sociolinguist who is interested in explaining how a certain type of

phonological variation may be used by people from different social classes in a community. What are the necessary steps that you would suggest Laura to do in order to quantitatively describe and analyze the phonological variation of her interest? You may use the example of free variation you provided in A to explain the procedure.

**4. [Morphology and First Language Acquisition] (25%)**

A. The following utterances were produced spontaneously by Holly, age three years.

- a. Has Holly acquired the past tense morpheme? How do you know?
- b. What is mean length of utterances (MLU)? What is Holly's MLU based on the following data?

- (a) I learned about loving moms.
- (b) Put him in the bathtub.
- (c) We eated gummy snakes.
- (d) Thank you for giving these books us.
- (e) I don't know.
- (f) He bited my finger. (When corrected, she said: He bitted my finger.)
- (g) I runned in the water.
- (h) I rided on a elephant.

B. Consider the following utterances from a child names Krista, and answer the following questions:

- a. Please describe the characteristics of morphology in Krista's speech, in contrast to the adult speech.
- b. Krista uses the past tense twice in the utterances below. Do you think this is evidence that she has acquired the past tense morpheme? Why or why not?
- c. Do you think she has acquired possessive -s? Why or why not? How could the "wug test" be used to check if Krista has acquired the possessive morpheme?



<i>Intended meaning</i>	<i>Krista's utterance</i>
(a) My name is Krista.	Mine name Krista.
(b) My last name is Pegit.	Last name Pegit.
(c) The tape is right there.	Tape right there.
(d) Daddy's book	Daddy book.
(e) I've got a book.	I'm got a book
(f) Read me a story.	Read me story.
(g) I'll do it.	I'm do it.
(h) He went outside.	He went outside.
(i) Open the gate, please.	Open a gate, please.
(j) Gramma's house.	Gramma's house.
(k) Smell the flowers.	Smell flowers.
(l) Shoes on.	Shoes on.
(m) The wee boy fell down.	Wee boy fell down.
(n) That's my ball.	That's mines ball.

5. [Psycholinguistics] (20%)

A. Consider the sentence sets in (1-2):

- a. Explain why the sentences in (a-b) are more difficult to process than those in (c), and why the sentences in (a) are more difficulty to process than those in (b).
  - b. Discuss the implications of these contrasts for the mechanisms of human sentence processing.
- (1) a. John warned his mother was dangerous.  
b. John knew his mother was dangerous.  
c. John knew that his mother was dangerous
- (2) a. Even before the police stopped the driver was getting nervous.  
b. Even before the truck stopped the driver was getting nervous.  
c. The driver was getting nervous even before the truck stopped.

B. Imagine yourself as a psycholinguist interested in how people do language.

What experiments would you make up to address the following questions? Be as specific as possible about how you would interpret the question and about what you would do to dry to find an answer through psycholinguistic experimentation.

- a. Are semantically abstract words easier to process than semantically concrete words?
- b. Are simple sentences more difficult to understand than conjoined clauses?