1. Please define the following two terms in each set and give appropriate examples to support your answer. (15%)

   (1) antonyms and homonyms
   (2) syntagmatic relation and paradigmatic relation
   (3) allomorph and allophone
   (4) phonetic analysis and phonemic analysis
   (5) universal grammar and particular grammar

2. Please make the list of the allomorphs of English plural endings and write ordered morphophonemic rules to derive the plural forms of *love*, *badge*, and *faith*. Please explain why the rules are not allowed to be ordered conversely. (10%)

3. Explain why the following sentences are ungrammatical in terms of the principle of structure dependency. (10%)

   (1) *Who is smiling the boy is my son.
       (Intended: The boy who is smiling is my son.)
   (2) *The mouse was by the cat chased.
       (Intended: The mouse was chased by the cat.)
   (3) *Mr. White once over lived there.
       (Intended: Mr. White once lived over there.)
   (4) * Birds generally with brains larger than reptiles display complex behavior.
       (Intended: With brains larger than reptiles, birds generally display complex behavior.)

4. Please explain why the sentences in (1) sound good while sentences in (2), with almost the same grammatical structures, do not sound as good. (10%)

   (1) a. Kim was hit by Sam.
       b. Sam is hitting Kim.
       c. Hit Kim!
       d. Sam deliberately hit Kim.
   (2) ? a. Kim was known by Sam.
       ? b. Sam is knowing Kim.
       ? c. Know Kim!
       ? d. Sam deliberately knows Kim.

5. Please explain how the conversation is "incorporative" and why the seemingly incoherent conversation actually makes sense to interlocutors: (10%)

   Daughter: I want to go to the party.
   Mom: I met Eliza's mom in Stacy's Bakery yesterday, and she told me that since Eliza got a B last semester, she just cancelled all her extracurricular activities this whole year. Don't you think she is pretty wise, darling?

6. Below are the pronunciations of Japanese and English for the same gloss; please analyze and compare the phonotactic constraints in the two languages. Note: the dot '.' means syllable boundaries. (Hint: please note the structure of syllable formations, constraints on phoneme combinations, and so on.) (15%)

English	Japanese	Gloss
[ʃit]	[shi.tsu]	sheet
[taʊl]	[ta.o.ru]	towel
[ʃæm.pu]	[sham.pu]	shampoo
[bɚ.gɚ]	[baː.gaː]	burger
[bɛlt]	[bɛ.ru.to]	belt
[skɚt]	[su.kaː.to]	skirt
[swɛ.tɚ]	[seː.taː]	sweater
[sɔft.krim]	[so.fu.to.ku.riː.mu]	soft cream
[switʃ]	[su.i.chi]	switch
[stek]	[su.teː.ku]	steak
[skrʌm]	[su.ku.ra.mu]	scrum
[skræm.bl̩]	[su.ku.ram.bu.ru]	scramble

7. What is the difference between Imitation Theory and Reinforcement Theory? In what way(s) do the following two examples serve as counterexamples to the above theories? (10%)

   (1) Child: Nobody don't like me.
       Mother: No, say "nobody likes me."
       Child: Nobody don't like me.
       (repeated 8 times)
       Mother: Now listen carefully! Say, "Nobody likes me."
       Child: Oh! Nobody don't likes me!
   (2) Child (4; 0): Tom hitted the door and goed to school.

8. Please specify the morphological process of "creating" the following words: (1) robot (2) landlord (3) bikini (4) podcast (5) piano (6) SARS (7) good /better /best (8) rumah (house) → rumahrumah (houses) (9) 硬碟 (10) 桌子 (10%)

9. Give a tree structure of (1) and state why (2) and (3) are grammatical but (4) is not. (10%)

   (1) Jeff is planning to give Marcy the most beautiful wedding in the world, and Jim is planning to give Marcy the most beautiful wedding in the world also.
   (2) Jeff is planning to give Marcy the most beautiful wedding in the world, and Jim is planning to also.
   (3) Jeff is planning to give Marcy the most beautiful wedding in the world, and Jim is also.
   (4) * Jeff is planning to give Marcy the most beautiful wedding in the world, and Jim is in the world also.