

**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 109 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：3502

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. 作答中如有發現試題印刷不清，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. 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。

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共 4 頁，第 1 頁 *請在【答案卷】作答

I. Problem 1: Ilog (40%)

Based on the information presented in Table 1, please provide the Ilog equivalents for the numerals in (a) – (j):

- | | |
|-----------|-----------|
| (a) '15' | (b) '16' |
| (c) '50' | (d) '60' |
| (e) '70' | (f) '591' |
| (g) '686' | (h) '755' |
| (i) '818' | (j) '999' |

Table 1. Numeral expressions in Ilog

I	II	III	IV
?isá '1'	labí=ŋ ?isá '11'	dalawá=m pú='t ?isá '21'	dalawá=n da?án at dalawá=m pú='t ?isá '221'
dalawá '2'	labí=n dalawá '12'	dalawá=m pú? '20'	dalawá=n da?án '200'
tatló '3'	labí=n tatló '13'		
?ápat '4'	labí=ŋ ?ápat '14'	?apat na pú? '40'	?ápat na ra?án '400'
limá '5'			
?ánim '6'			
pitó '7'	labí=m pitó '17'		
waló '8'			
siyám '9'	labí=n siyam '19'		
sampú? '10'			

[Notes: (1) “=” links a clitic and its host; (2) Pay special attention to the phonological environment of forms (e.g. The use of *at* or *'t* is phonologically conditioned.)]

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共 4 頁，第 2 頁 *請在【答案卷】作答

II. Problem 2: Evenki [Tungusic] (20%) **[Please answer in English.]**

- A. What type of alignment system (e.g. ergative, accusative, etc.) does Evenki have?
B. What type of valence-adjusting construction is operating in the Evenki data?
C. Please provide reasonable glosses for each of the following morphemes (-*me*, -*pken*, -*va*, -*v*, -*ve*, and -*ki*), and give evidence for your answer.

[Notes: (i) "valency-adjusting construction" involves a change (either an increase or a decrease) in the total number of core arguments in a sentence. (ii) Pay special attention to sentences with the same verb forms in the Evenki data (e.g. (1a) vs. (1b)). (iii) Please provide all the evidence (with example numbers) to justify your answers.]

(1a) Asatkan suru-re-n.

girl go.away-PST-3SG

'The girl went away.'

(1b) Atyrkan asatkan-me suru-pken-e-n.

old.woman girl-?? go.away-??-PST-3SG

'The old woman made the girl go away.'

(2a) Beje eme-re-n.

man come-PST-3SG

'The man came'

(2b) Beje moo-l-va eme-v-re-n.

man tree-PL-?? come-??-PST-3SG

'The man brought the trees.'

(3a) Tyge d'alup-ta-n.

cup become.full-PST-3SG

'The cup filled.'

(3b) Asatkan tyge-ve d'alup-ki-ra-n.

girl cup-?? become.full-??-PST-3SG

'The girl filled the cup.'

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共 4 頁，第 3 頁 *請在【答案卷】作答

III. Problem 3: Samoan (40%) **[Please answer in English.]**

- A. What grammatical relations and semantic roles do each of the following case markers (*e*, *i*, and \emptyset [i.e. unmarked]) express?
- B. What valence-increasing construction(s) do you see operating in the following Samoan data? Provide all the evidence (with example numbers) to justify your answer.
- C. What valence-decreasing construction(s) do you see operating in the following Samoan data? Provide all the evidence (with example numbers) to justify your answer.
- D. Explain why example (11) is ungrammatical.

[Notes: (i) “valency-increasing construction” involves the addition of an extra core argument to a sentence; “valency-decreasing construction” involves the reduction of the total number of core arguments in a sentence. (ii) Pay special attention to sentences with the same verb forms in the Samoan data (e.g. (1) vs. (2))].

(1) E sogi [e le tama] [le ufi] [i le toʔi].

‘The boy cuts the yam with the axe.’

(2) E sogi [e le teine] [le ufi].

‘The girl cuts the yam.’

(3) E paʔu [le toʔi].

‘The axe falls.’

(4) E faʔa paʔu [e le tama] [le toʔi].

‘The boy drops the axe.’

(5) E paʔu [le tama].

‘The boy falls.’

(6) E malamalama [le teine].

‘The girl knows.’

(7) E malamalama [e le teine] [le uiga].

‘The girl learns the meaning.’

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(8) E malamalama [le teine] [i le uiga].

'The girl knows the meaning.'

(9) E manaʔo [e le tama] [le toʔi].

'The boy covets the axe (i.e. he wants it badly enough that he might steal it).'

(10) E manaʔo [le tama] [i le toʔi].

'The boy wants the axe (i.e. he would like to have it, but not very intensely).'

(11) *E faʔa paʔu [le tama] [i le toʔi].