

# 國立臺灣師範大學九十七學年度碩士班考試入學招生試題

語言分析 科試題 (英語學系用, 本試題共 5 頁)

語言學組

注意: 1. 依次序作答, 只要標明題號, 不必抄題。  
2. 答案必須寫在答案卷上, 否則不予計分。

1. Relative clauses have been an important topic in the linguistic theorization.

Discuss the following issues regarding relative clauses:

A. Compare relative clauses in English and relative clauses in Chinese in terms of their distinct syntactic and semantic properties. (10 points)

B. Do you expect to see distinct or similar patterns of relative-clause comprehension (in terms of sentence processing) in English and Chinese? What would be similar and what would be different? (10 points)

C. Comment on the following data of relative clauses in Chinese: (5 points)

a. 那個人<sub>i</sub>, 我喜歡他<sub>i</sub>的衣服。

b. 那個人<sub>i</sub>, 我喜歡他<sub>i</sub>穿的衣服。

c. \*那個人<sub>i</sub>, 我喜歡(他<sub>i</sub>)穿的衣服。

2. Answer the following questions based on data from Tulu, a Dravidian language spoken in Southern India, on Page 2.

A. Isolate the morphemes in the data and posit an underlying form for each one. (10 points)

B. Formulate two rules that will account for the variation in their phonetic manifestations. (10 points)

C. Determine how these two rules must be ordered. (5 points)

koru	'give (imperative)'	tini	'eat (imperative)'
korle	'give (imperative, plural)'	tinle	'eat (imperative, plural)'
korka	'let's give!'	tinka	'let's eat!'
corpæ	'I give'	tinpæ	'I eat'
korpa	'you give'	tinpa	'you eat'
korpe	'he gives'	tinpe	'he eats'
korpolu	'she gives'	tinpolu	'she eats'
korpa	'we give'	tinpa	'we eat'
korpari	'you (plural) give'	tinpari	'you (plural) eat'
korperi	'they give'	tinperi	'they eat'
kalpu	'learn (imperative)'	kullu	'sit (imperative)'
kalpule	'learn (imperative, plural)'	kullule	'sit (imperative, plural)'
kalpuga	'let's learn!'	kulluga	'let's sit!'
kalpuvæ	'I learn'	kulluvæ	'I sit'
kalpuva	'you learn'	kulluva	'you sit'
kalpuve	'he learns'	kulluve	'he sits'
kalpuvolu	'she learns'	kulluvolu	'she sits'
kalpuva	'we learn'	kulluva	'we sit'
kalpuvari	'you (plural) learn'	kulluvari	'you (plural) sit'
kalpuveri	'they learn'	kulluveri	'they sit'

3. The following data are about *believe* in English.

A. Describe the distributional differences between *believe* with a *that*-clause and *believe* with an infinitive clause. (10 points)

(1) a. We believed him to be the best candidate.

b. We believed that he was the best candidate.

(2) a. We believe that he might be there.

b. \*We believe him to might be there.

c. We believe that he gave the best interview.

d. \*We believe him to give the best interview.

e. We believe him to have given the best interview.

(3) a. We believe that staff have rejected the offer.

b. We believe staff to have rejected the offer.

c. Staff are believed to have rejected the offer.

d. \*Staff are believed that have accepted the offer.

e. It is believed that staff have rejected the offer.

f. \*It is believed staff to have rejected the offer.

(4) a. I believe that the Smiths are totally innocent of this charge.

b. The Smiths, I believe, are totally innocent of this charge.

c. The Smiths are totally innocent of this charge, I believe.

(5) a. I believe the Smiths to be totally innocent of this charge.

b. \*The Smiths, I believe, to be totally innocent of this charge.

c. \*The Smiths to be totally innocent of this charge, I believe.

B. Provide syntactic and/or semantic generalizations for the observations you made in A. (10 points)

C. Noël (1997) made the observation that 69.2% of occurrences of 'believe' with an infinitive complement are found embedded in subordinate constructions (as in (6)), whereas 80% of 'believes that' (as in (7)) cases occur as independent clauses. Comment on this observation. (5 points)

(1) Thus, for example, criminal sexual conduct in the first degree is established where the defendant engages in sexual penetration with another and the actor is armed with a weapon or any article used or fashioned in a manner to lead the victim reasonably to **believe it to be** a weapon. (GW1 1686)

(2) Prince Charles argued that they should be brought up initially by Mabel Anderson, his childhood nanny, and then a governess employed to educate the boys for the first few years in the privacy of Kensington Palace. This was the way Prince Charles had been reared and he wanted his boys to follow suit. Diana suggested that her children should go to school with other youngsters. She **believes that it is** essential that her children grow up in the outside world and not be hidden away in the artificial environment of a royal palace. Within the confines of the royal schedule Diana has attempted to bring up her children as normally as possible. Her own childhood was evidence enough of the emotional harm which can be wrought when a child is passed from one parental figure to another. (ECM 1650)

4. Consider the following noun phrases from Yimas, a Papuan language.
- A. Describe the noun classes that are found in the Yimas phrases below. What criteria do you use to identify each class? (15 points)
- B. List the nouns that belong to each class. (5 points)
- C. Describe the agreement between the head and its dependent(s) in a Yimas noun phrase. (5 points)

Noun Phrase	Gloss
(1) apwi ama-na-kn	'my father'
(2) apwi yua-n	'good father'
(3) kalakn m-n	'that child'
(4) panmal yua-n	'good man'
(5) narmang yua-nmang	'good woman'
(6) apak yua-nmang	'good sister'
(7) apak ama-na-knmang	'my sister'
(8) murang ama-na-ng	'my paddle'
(9) murang m-ng	'that paddle'
(10) nangkpuk m-ung	'that meat'
(11) nangkpuk yua-wng	'good meat'
(12) impram yua-m	'good basket'
(13) matn ama-na-kn	'my brother'
(14) kalakn yua-n	'good child'
(15) tanm ama-na-m	'my bone'
(16) tanm m-m	'that bone'
(17) antuk ama-na-wng kpa-wng	'my big (i.e. loud) voice'
(18) trng ama-na-ng urkpwicak-ng	'my black tooth'
(19) impram ama-na-m kpa-m	'my big basket'
(20) tnum ama-na-um kawngkrak-um	'my tall sago palm'
(21) irpm m-um	'that coconut palm'