

# 國立臺北教育大學 97 學年度碩士班招生入學考試

## 兒童英語教育學系碩士班 語言學概論 科試題

一般, 在職

I. Multiple-Choice Questions: Please choose the most appropriate answer from the choices given. (每題 3 分, 共 30 分)

1. Which of the following statements is correct?

- (a) In English, only vowels can function as the nucleus of a syllable.
- (b) The form 'll as in the word *we'll* is an affix and the base of bound morphemes.
- (c) In American English, a released preglottalized [ʔt] occurs after a vowel.
- (d) In English, [m] has the feature [+anterior], whereas [ŋ] has the feature [-anterior].

2. Which of the following statements is correct?

- (a) The word *antidisestablishmentarianism* has seven morphemes.
- (b) The immediate constituents (ICs) of the word *centralizationalistically* are *centralizationalistic* and *ally*.
- (c) The word *unlocable* is ambiguous although its immediate constituents (ICs) are identical.
- (d) The plural morpheme *-en* as in the word *oxen* can be phonologically-determined and must be listed individually with the stems involved.

3. The following data show the sequence of changes in the pronunciation of each vowel in Old English, Middle English, Early Modern English, and Late Modern English:

	Old English		Middle English		Early Mod. English		Late Mod. English	
(1) <i>rīdan</i>	/ii/	>	/iy/	>	/ey/	>	/ay/	ride
(2) <i>swēte</i>	/ee/	>	/ey/	>	/iy/	>	/iy/	sweet
(3) <i>dæg</i>	/æg/	>	/æy/	>	/æy/	>	/ey/	day
(4) <i>dragan</i>	/ag/	>	/ay/	>	/aw/	>	/ɔw/	draw
(5) <i>hǣð</i>	/ææ/	>	/æ/	>	/ey/	>	/iy/	heath

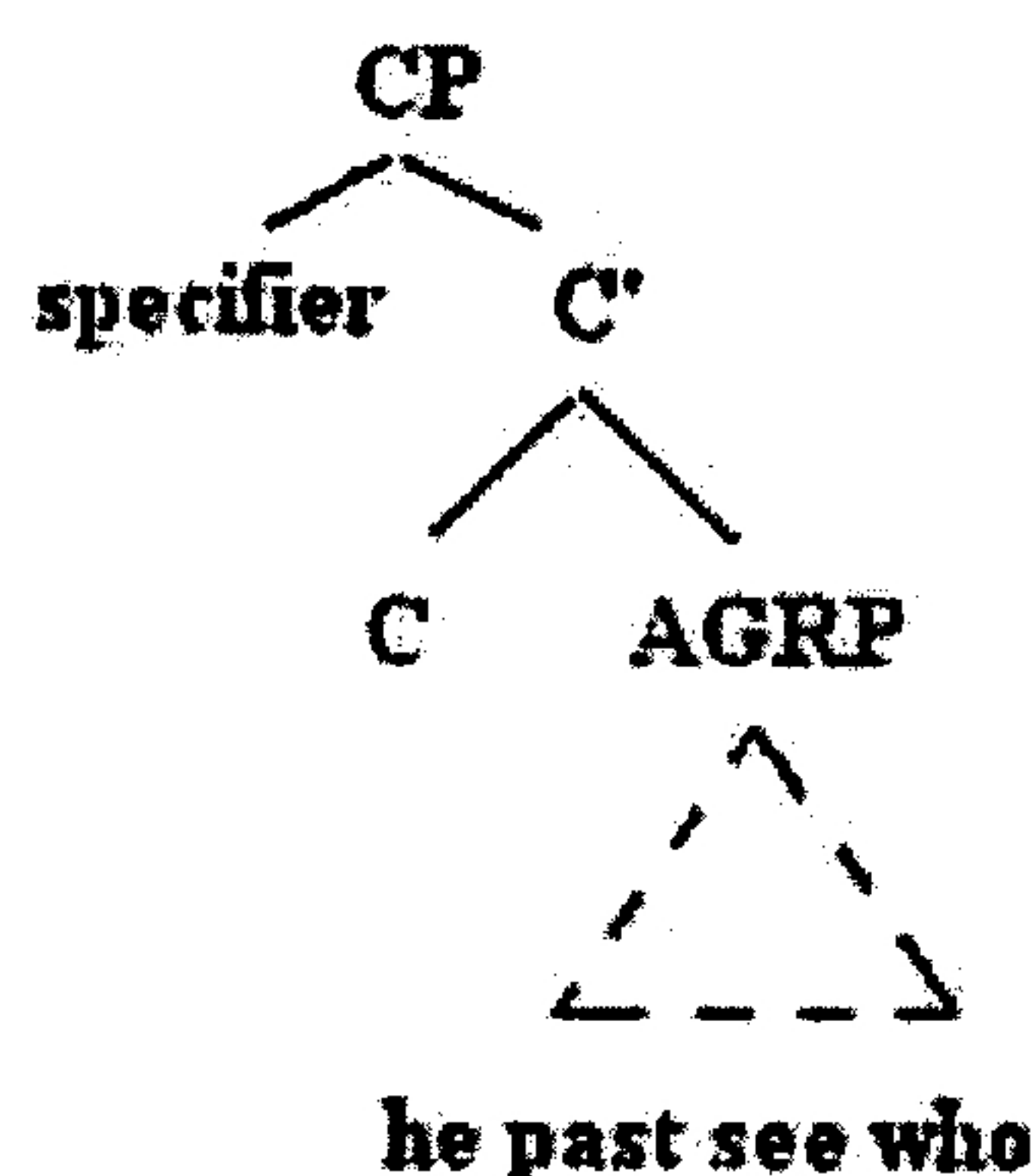


According to these data, which of the following statements is correct?

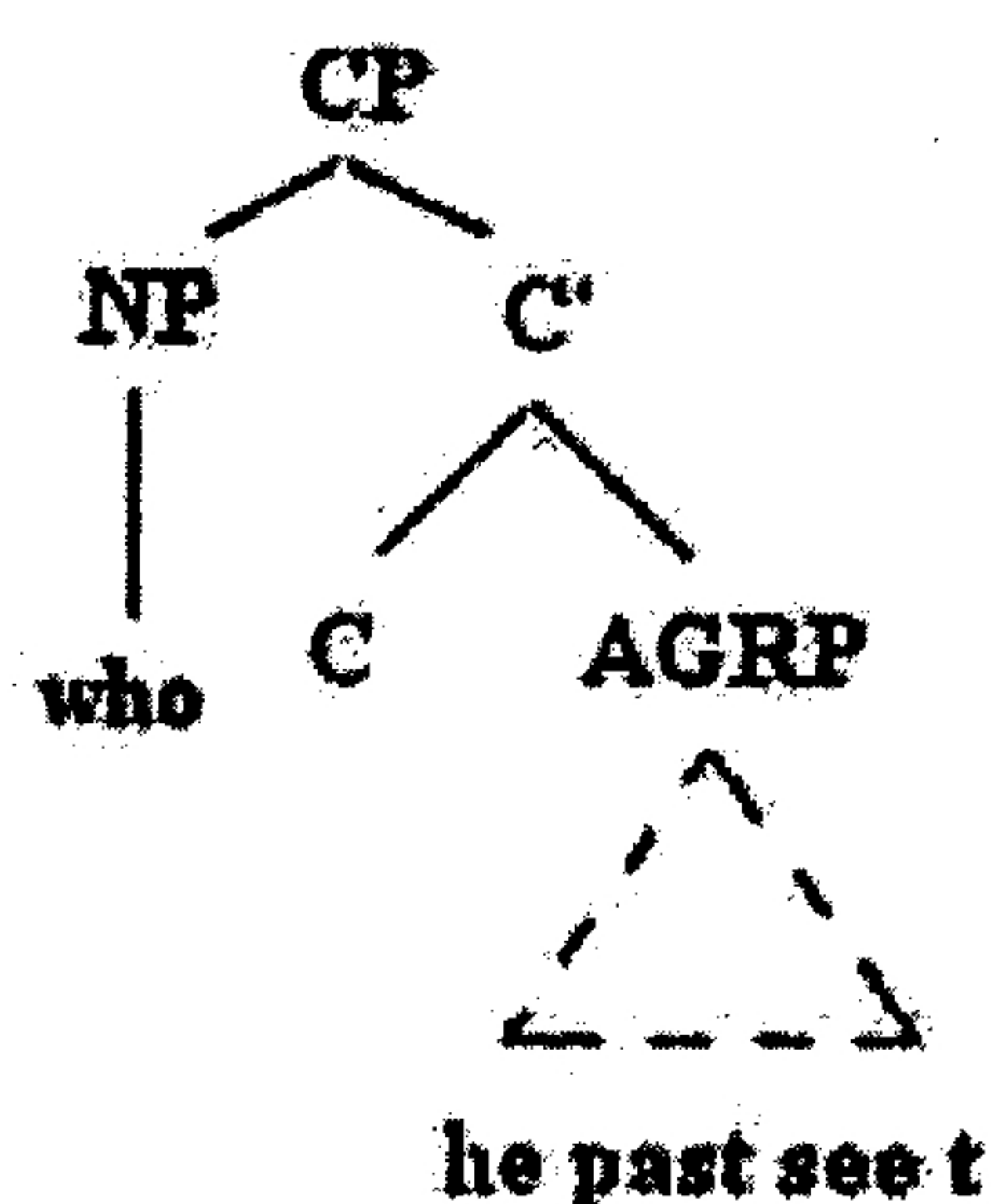
- (a) The vowel in *dine* would have gone through an upward shift in its earlier articulation.
- (b) A more central pronunciation of original high vowels might result from a backward shift in the syllable peak.
- (c) A new vowel-plus-glide diphthong with /w/ was developed from Old English sequence of /g/ after front vowels.
- (d) The vowel /ææ/ in Old English might not be developed into a diphthong in Modern English.

4. The following figures show the functional phrases of the sentence: "*Who did he see?*"

Abbreviated D-structure (Deep Structure)



Abbreviated S-structure (Surface Structure)



Chomsky also provides definitions of the following terms:

**θ-role:** the semantic roles that arguments bear with regard to a predicate

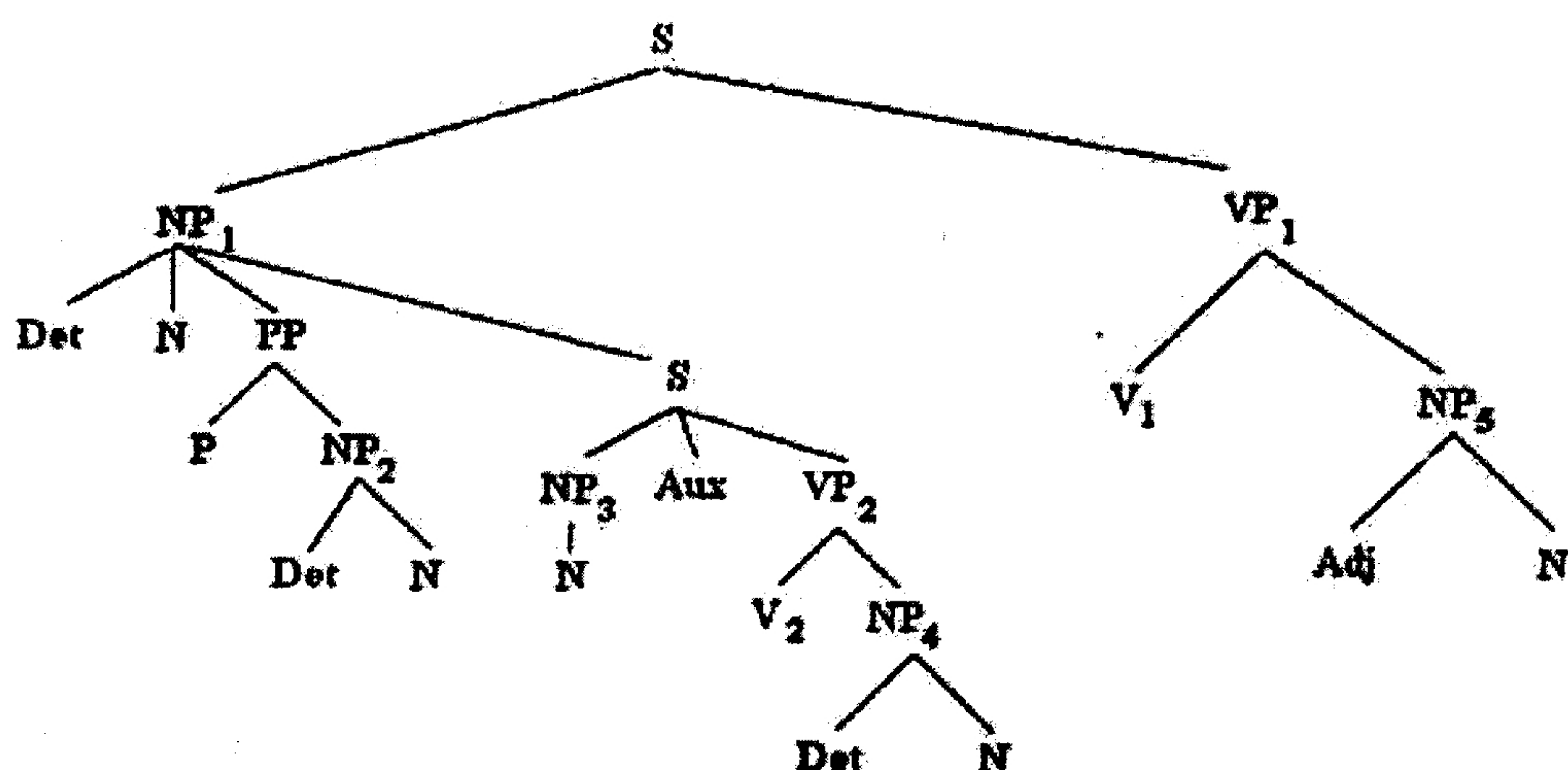
**A-position:** the structural positions in which arguments are typically found



According to the definitions and figures, which of the following statements is correct?

- (a) *Wh*-movement goes from an A-position to a non-A-position where it picks up an extra  $\theta$ -role, thus conforming to the  $\theta$ -criterion.
- (b) The principle "*Move  $\alpha$* " is constrained in that movement can be either to an empty A-position or to a non-A-position.
- (c) The specifier of CP is an A-position so that *wh*-movement can go to this position where  $\theta$ -role is assigned.
- (d) The original location of *who* is the object non-A-position, and it (i.e., *who*) moves to the specifier of C', leaving the trace *t*.

5. The following tree diagram shows the Phrase Structure of the sentence: "*The people in this room who are taking this test are diligent students.*"



According to the diagram, which of the following statements is correct?

- (a) The phrase "*the people in this room who are taking this test*" c-commands the phrase "*this room.*"
- (b) The phrase "*who are taking this test*" c-commands the phrase "*taking this test.*"
- (c) The phrase "*who*" c-commands the phrase "*this test.*"
- (d) The phrase "*diligent students*" c-commands the phrase "*the people in this room who are taking this test.*"

6. Which of the following sound change involves the process of dissimilation?

- (a) /kæn/ → [kæ̃n]
- (b) /fɪfθs/ → [fɪfts]
- (c) /tɪl/ → [tɪʔ]
- (d) /wʌns/ → [wʌnts]



7. Given the phonemic inventory of the English language, which of the following classes is represented by the following feature matrix  $\left[ \begin{array}{l} +\text{consonantal} \\ +\text{back} \end{array} \right] ?$

- (a) /k, g, ŋ/    (b) /t, d, s, z/    (c) /ʃ, ʒ, tʃ, dʒ/    (d) /j, w, l, r/

8. Which of the following pairs has the semantic relationship of contradiction?

- (a) He is a millionaire./He is rich.                      (b) cold/hot  
(c) John is a bachelor./John is married.                (d) sparrow/bird

9. Speech sounds can be scaled according to their degree of sonority. Which of the following classes is the least sonorous?

- (a) Nasals    (b) Vowels    (c) Voiceless stops    (d) Liquids

10. The morpheme [ment], as in *establishment* is \_\_\_\_\_.

- (a) free, inflectional                      (b) bound, derivational  
(c) bound, inflectional                    (d) free, derivational

**II. Definitions:** Please define the following terms in English and give an English example to illustrate its definition. (每題 5 分, 共 30 分)

1. allomorph
2. holophrase
3. ambisyllabic
4. code-switching
5. complementary antonyms
6. duality

**III: Please answer the following questions. (共 40 分)**

1. Please scrutinize the following two sets of English words (in pairs) in terms of their phonemic representations:

*Set 1:*

*five - fifth*

*wide - width*

*deep - depth*

*Set 2:*

*vile - vilify*

*divine - divinity*

*crime - criminal*



*serene - serenity*  
*nation - national*  
*table - tabular*  
*profane - profanity*  
*veracious - veracity*  
*verbose - verbosity*  
*microscope - microscopical*

According to these data, please answer the following questions:

(1.1) Assume for the moment that the tense vowels are basic (i.e., the underlying vowels in these words are tense). Please write a simplified morphophonemic rule that accounts for Set 1 data. (Noted: if you write more than one rule, then you will not get any credits) (3 分)

(1.2) Assume for the moment that the tense vowels are basic (i.e., the underlying vowels in these words are tense). Please write a simplified morphophonemic rule that accounts for Set 2 data. (Noted: if you write more than one rule, then you will not get any credits) (3 分)

(1.3) Based on these data, it can be claimed that *much of English spelling is morphophonemic rather than phonemic*. Please discuss why such a statement may be true. (3 分)

(1.4) According to the morphophonemic rules you have constructed, please fill in the following blank (a pair of pseudo words): "*croci*se - \_\_\_\_\_," given that the vowel in the second syllable of "*croci*se" is assumed to be tense, i.e., /ay/, and the vowel in the first syllable is unstressed. Explain why you invent such a pseudo word. (1 分)

2. Please scrutinize the following two sets of Phrase Structure (PS) rules and data, and then answer questions:

*Set 1:*

Phrase Structure: Deep Structures

1. S --> NP VP
2. VP --> AUX V'
3. AUX --> -Tns Prog
4. V' --> Vt NP
5. NP --> Det N'
6. Det --> Art
7. N' --> AdjP N
8. AdjP --> Adj

### Lexicon

Art  $\leftarrow$  {THE}

-Tns  $\leftarrow$  {PAST}

Prog  $\leftarrow$  {BE<sub>2</sub>: \_\_\_\_ -{ING}}

Vt  $\leftarrow$  {THROW}

N  $\leftarrow$  {BOY}; {BALL}

Adj  $\leftarrow$  {SMALL}; {BIG}

### Transformation Rule

$T_{Tns}: -Tns + v \Rightarrow v + -Tns$  (v = Modal, Perf, Prog, Pass, or V)

(2.1) Please apply the 8 PS rules *exactly* to construct a tree diagram of the deep structure of a surface sentence, and fill in any indicated lexical items (i.e., all lexical items that are listed under Lexicon must be included in the tree diagram). (1 分)

(2.2) Please apply the  $T_{Tns}$  rule, write out resulting surface sentence, and discuss the transformation. (3 分)

### *Set 2:*

#### Phrase Structure

1.  $S \rightarrow NP VP$

2.  $NP \rightarrow Det N'$

3.  $VP \rightarrow AUX V'$

4.  $AUX \rightarrow -Tns$

5.  $V' \rightarrow Vt NP$

6.  $NP \rightarrow NP S'$

7.  $S' \rightarrow Comp S$

8.  $VP \rightarrow AUX V' AdvP$

9.  $V' \rightarrow Vi$

#### Transformation Rules

$T_{IT-del}: [it S']_{NP} \Rightarrow [S']_{NP}$

$T_{Extra}: [it S']_{NP} Y \Rightarrow X [it]_{NP} Y S'$



(2.3) Please apply the 9 PS rules *exactly* to construct a tree diagram of the deep structure of the following sentence: (1 分)

*Everyone knew where he went.*

(2.4) Please scrutinize the following two sentences:

(a) *Where he went was known by everyone.*

(b) *It was known by everyone where he went.*

The two surfacing structures may have an identical deep structure. Please write out this deep structure. (1 分)

(2.5) Please explain how this deep structure transforms into the two surface sentences by *merely* discussing the use of  $T_{IT-dol}$  and  $T_{Extra}$  rules. (4 分)

3. Illocutionary act can be classified into five types. What are they? Give an example for each type as illustration. (5 分)

4. Decide whether each of the underlined constituents in the following sentences is complement or adjunct. (5 分)

Example: I saw Emma in the park.

Answer: Emma is a complement; in the park is an adjunct.

(a) I am proud of her performance in the speech contest.

(b) She told me to work harder last week.

(c) He put the book on the table when he left.

(d) I met a student of linguistics in my psychology class.

5. The following sentence "*The cat sniffed the tiny mouse in the kitchen.*" is structurally ambiguous. Draw two tree diagrams and give phrase structure rules to account for the ambiguity. (10 分)