

國立中山大學 101 學年度碩士暨碩士專班招生考試試題

題號：4024

科目：語言學概論【外文系碩士班乙組】

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Instruction: You're required to write in **English** all your answers on the answer sheet provided. Please number your answers in your answer sheet according to the question numbers.

1. In a clause, every predicate has its related NP(s). For example, in the sentence *Mary imitates Madonna*, the predicate *imitate* requires two NPs as its **arguments** 論元; hence, *imitate* is a two-place predicate (verb). Furthermore, the semantic information of the NPs related to the predicate is labeled in terms of thematic roles, such as Agent, Theme, Goal, etc. Hence, the predicate *imitate* requires an Agent role as its subject and a Patient role as its object. The argument structure is represented as in (1), underlined argument as the subject.

(1) *imitate*: verb; <NP (Agent), NP (Patient)>

Q1-1: In the following sentences, determine the thematic role of each NP and represent the argument structure for each predicate. (6%)

- (2) Mary gave Bill the money.
(3) I eat in clean restaurants.

Q1-2: Discuss the status of the object in (2) and (3). Are they the required arguments of the predicates? Why or why not? And discuss why the sentence **Pete gave Bill* is ungrammatical. (6%)

Q1-3: Discuss the peculiarity of the objects in the following Chinese verb phrases: e.g., what thematic roles are required by the verbs? What are the thematic roles of the NPs below? Are they the canonical (regular) object thematic role required by the transitive verbs (two-place predicates)? (13%)

- (4) chi can-ting 吃餐廳
eat restaurant
(5) xie mao-bi 寫毛筆
write brush
(6) pao ye-wu 跑業務
run (sales)business

2. In the discussion of phrases, what is common among them is that every phrase contains a Head. A Head may require (a) complement(s), such as the bracketed phrases in (7).

- (7) a. Russian soldiers [_{VP} destroyed the city].
b. She proposed [_{NP} an analysis of the problem].
c. Jack is [_{AP} fond of coffee].

Complements are distinguished from adjuncts in relation to the Head, in the sense that complements are obligatory but adjuncts are optional.

- (8) a. Russian soldiers [_{VP} brutally destroyed the city].
b. She proposed [_{NP} a detailed analysis of the problem].
c. Jack is [_{AP} very fond of coffee].

Q2-1: Specify the complements and adjuncts in phrases in (8), and represent the phrase structures in terms of X-bar schema/structure. Can the traditional Phrase Structure tree distinguish complements and adjuncts in relation to the Head? How can adjuncts and complements be distinguished in the X-bar theory? (15%)

Q2-2: What is the ambiguity in the noun phrase of (9)? How can the X-bar structures be useful to distinguish the ambiguous (9)? How do (10) and (11) support your proposed structures for (9)? (10%)

(9) [_{NP} the English teacher]

- (10) a. the French English teacher
b. the English French teacher

- (11) a. the Canadian and English teacher
b. the Math and English teacher

3. The following questions are based on the knowledge of morphology-related fields.

Q3-1: The word formation processes are not linear but hierarchical. Draw the hierarchical structure trees for the words, *rewritable* and *unwritable*, indicate the morphological processes involved (e.g., types of affixation), and then explain their meanings. (4%)

Q3-2: Explain why the word, *undoble*, is ambiguous in terms of morphological structures. (4%)

Q3-3: In addition to affixation, English words can be formed by the process of compounding. For instance, *greenhouse* is compounded from *green* and *house*. What phonological mechanisms can be used to distinguish the meanings of the compound noun *greenhouse* and the phrasal noun *green house*? In addition to phonological mechanisms, are there any other ways to distinguish the compound and phrasal nouns in English? (5%)

Q3-4: What is the term that best describes the morphological process of forming the disyllabic form, *ang ang* 'somehow red', from the monosyllabic form, *ang* 'red', in Southern Min? How does the process in Southern Min differ from the process in Tagalog, in which *bibili* 'will buy' is formed from *bili* 'buy'? (4%)

Q3-5: In Mandarin Chinese, the stems, *iao* 搖 'shake' and *dong* 動 'move', can be compounded to form two disyllabic words, *iao dong* 搖動 and *dong iao* 動搖 respectively. Illustrate the differences between the two compound words in terms of their meanings and morpho-syntactic structures by giving examples. (8%)

4. It is very frequent to find people using a (or mixed) language to represent another language in the internet. An example is like 掰 in Mandarin Chinese, which is used to represent *bye* in English.

Q4-1: Choose **any three** from (12) to (16). Indicate (i) the original forms of the underlined parts and (ii) source languages, e.g.,

A: 下次聊!

B: OK! 掰!

adapted form	original form	source language
掰	<u>bye</u>	<u>English</u>

(6%)

(12) A: 昨天市長大跳電音三太子耶!

B: 是呀! 金促咪~

(13) A: 統一發票竟然只差一碼就中獎了!

B: J 丟系零欣~ 別怨嘆囉!

(14) A: 明天去看電影吧!

B: 掰的爲, 你作業交了沒?

(15) A: 心情糟透!

B: 華特黑噴?

(16) A: 你喜歡這個作家嗎?

B: 喜歡, 除了覺得他有時候太山東饅頭。

Q4-2: Transcribe each pair of the adapted and original forms you have answered in Q4-1 by using international phonetic alphabet. (12%)

Q4-3: Compare the adapted and original forms in Q4-2 based on your phonetic transcriptions, and generalize their similarities and differences in terms of segments, syllables and prosody. (4%)

Q4-4: Discuss why speakers use the adapted forms to represent the correspondent original forms (e.g., Why does 掰, but not 爸 or 擺, tend to be used as the adapted form for *bye*?). (3%)