

國立臺灣師範大學 101 學年度碩士班招生考試試題

科目：語言分析

適用系所：英語學系(語言學組)

注意：1. 本試題共 3 頁，請依序在答案卷上作答，並標明題號，不必抄題。2. 答案必須寫在指定作答區內，否則不予計分。

1. Consider the following data from Gascon, a language spoken in southwest France. The data are in their phonetic forms. [β] is a voiced bilabial fricative and [ɣ], a voiced velar fricative.

brɛ̃n	'endanger'	dudze	'twelve'	ʃiβaw	'horse'
bako	'cow'	guteza	'flow'	byðet	'gut'
ũmbro	'shadow'	ẽŋgwã̃n	'this year'	eʃaðo	'hoe'
krã̃mbo	'room'	puðe	'to be able'	biyar	'mosquito'
dilys	'Monday'	gat	'cat'	riyut	'he laughed'
dũŋko	'until'	lũŋg	'long'	agro	'sour'
duso	'sweet'	salibo	'saliva'	zuyet	'he played'
taldepã̃n	'leftover bread'	noβi	'husband'	aβe	'to have'
pũnde	'to lay eggs'				

- 1.1 Group the phones [b], [d], [g], [β], [ð], and [ɣ] into three pairs according to their phonetic similarities. Support your analysis with phonetic descriptions. (5 points)
- 1.2 Are the two sounds in each pair allophones of the same phoneme in Gascon? If they are, which sound is the underlying or phonemic form in each pair? State your reasons for each pair. (10 points)
- 1.3 Make a general phonological rule that will derive all the phonetic forms from the phonemes. (4 points)
- 1.4 Based on your analysis, what are the phonemic forms of the following words? (6 points)
- (a) [puyo] (b) [krã̃mbo] (c) [eʃaðo]

2. List the agreement affixes of Huasteca Nahuatl, a language spoken in Mexico, based on the following data. (20 points)

titečita	'you see us'	micita	'he sees you (sg)'
nikoči	'I sleep'	kočih	'they sleep'
nimicita	'I see you (sg)'	timicitah	'we see you (sg)'
tikoči	'you (sg) sleep'	tikinita	'you see them'
tinečita	'you (sg) see me'	koči	'he sleeps'
tikočih	'we sleep'	tikita	'you (sg) see him'
inkočih	'you (pl) sleep'	micitah	'they see you (sg)'

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3. Consider the following examples from Huallaga Quechua, a language spoken in Peru. (Abbreviations: ACC: accusative, BEN: benefactive, DIR: direction, IMPERF: imperfective, OBJ: object, PERF: perfective, SUBJ: subject)

- (1) a. Maria Hwan-ta maqa-sha.
Mary John-ACC hit-3SUBJ.PERF
'Mary hit John.'
- b. Maria Hwan-ta maqa-sha=chu?
Mary John-ACC hit-3SUBJ.PERF=CHU
'Did Mary hit John?'
- c. Maria Hwan-ta=chu maqa-sha?
Mary John-ACC=CHU hit-3SUBJ.PERF
'Was it John that Mary hit?'
- (2) a. Kanan=chu o wara=chu?
today=CHU or tomorrow=CHU
'Today or tomorrow?'
- b. Aywa-nki=chu mana=chu?
go-2SUBJ=CHU not=CHU
'Are you going or not?'
- (3) Pillku-ta aywa-yka-nki, aw?
Pillku-DIR go-IMPERF-2SUBJ yes
'You are going to Pillku, right?'
- (4) a. Pi=taq suwa-paa-maa-sha?
who=TAQ steal-BEN-1OBJ-3SUBJ.PERF
'Who might have stolen it on me?'
- b. *Pi suwa-paa-maa-sha?
who steal-BEN-1OBJ-3SUBJ.PERF
'Who might have stolen it on me?'
- c. Pi-ta=taq qoyku-shka-nki?
who-ACC=TAQ give-PERF-2SUBJ
'To whom did you give it?'
- d. Imay=taq aywa-nki?
when=TAQ go-2SUBJ
'When will you go?'

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e. Ayka tanta-ta=taq chara-nki?
how.much bread-ACC=TAQ have-2SUBJ
'How much bread do you have?'

f. Ayka=taq tanta-ta chara-nki?
how.much=TAQ bread-ACC have-2SUBJ
'How much bread do you have?'

3.1 Describe how Yes-NO questions, alternative questions, tag questions, and content questions are formed in Quechua based on the data. (25 points)

3.2 Compare Quechua with English in terms of the formation of content questions. (5 points)

4. 就 and 才 are two focus particles in Mandarin Chinese. Consider the following data.

(1) A: 張三還沒來吧?

B: 他三點就來了。

(2) A: 張三來了嗎?

B: 還沒，他三點才會來。

(3) 這些飯太少了，我要吃三碗才會飽。

(4) 這些飯就好了，我吃一碗就飽了。

(5) 他去我就去；他不去我還是會去。

(6) *他去我才去；他不去我還是會去。

(7) 他去我才去；他不去我就不去。

(8) 他才吃一碗，還沒飽呢！

(9) 他就吃一碗而已。

(10) A: 張三到底什麼時候來?

B: 快了，他就來了。

(B: *快了，他才來了。)

(11) A: 你來很久了吧?

B: 我才剛到。

(B: *我就剛到。)

(12) A: 我爸爸最聰明了!

B: 我爸爸才聰明。

(B: *我爸爸就聰明。)

(13) 這樣才是我的好兄弟嘛!

(14) *這樣就是我的好兄弟嘛!

4.1 Based on the data above, discuss the various meanings that 就 and 才 may express respectively and talk about the systematic difference between the two words. (15 points)

4.2 Suppose there is a core meaning of 才 from which all its meanings may be derived. What might such a meaning be? What might be the core meaning of 就? Justify your answers. (10 points)