

# 國立高雄師範大學 101 學年度碩士班招生考試試題

系所別：英語學系

科 目：語言分析

※注意：1. 本科限用英文作答。

2. 作答時請將試題題號及答案依序寫在答案卷上，於本試題上作答者，不予計分。

3. 請以藍、黑色鋼筆或原子筆作答，以鉛筆或其他顏色作答之部份，該題不予計分。

1. Observe the following English sentences and pay special attention to their grammaticality variation in relation to the contraction. Please provide an analysis for the phenomenon and explain the theory you base on. (15%)
  - a. A: Are you a student? B: Yes, {I am. /\*I'm.}
  - b. John is good at tennis and Bob is, too. / \*John is good at tennis and Bob's, too.
  - c. He will come on time and she will, too. /\*He will come on time and she'll, too.
  - d. They have finished their homework and I have, too.  
\*They have finished their homework and I've, too.
  - e. Sam is studying in the library and Julie's studying in the library, too.  
\*Sam is studying in the library and Julie's, too.
  - f. David promised to sweep the floor, and sweep the floor he will, tomorrow.  
\*David promised to sweep the floor, and sweep the floor he'll, tomorrow.
  
2. Observe the following English sentences. Determine how many different types of *weigh* would you suggest, depending on the argument structure and semantic properties of this lexical item. Show your categorization clearly by demonstrating the syntactic structures, thematic structures as well as your reasons. Next, consider if some sentences are closely related. If so, in which manner are they related? If the relatedness is clear, can it be interpreted that one sentence is derived from the other? For instance, can the transitive verb be derived from the intransitive verb, or the other way around? Illustrate your derivation process if you think there exists such relationship. (20%)
  - a. The elephant weighed 20000 pounds.
  - b. Those crazy people were trying to weigh the elephant.
  - c. They weighted the advantages and disadvantages before making the decision.
  - d. The branches of the pear tree were weighed heavily with fruit.
  - e. The problem weighed on his mind.
  - f. The chairperson's opinion weighed heavily in the decision.

(背面有題)

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3. Examine the Hungarian data below. Note that [y] represents a high front rounded vowel. Please indicate the allomorphs of the Hungarian plural maker. State the conditioning environment for each allomorph and express it in a rule. ( 15% )

	Singular	Plural
'table'	[ɔstɔl]	[ɔstɔlok]
'worker'	[munka:ʃ]	[munka:ʃok]
'man'	[ɛmɒr]	[ɛmɒrɛk]
'white'	[fɛhe:r]	[fɛhe:rɛk]
'this'	[ɛz]	[ɛzɛk]
'line'	[ʃor]	[ʃorok]
'eyeglasses'	[sɛmyvɛg]	[sɛmyvɛgɛk]
'shirt'	[iŋ]	[iŋɛk]
'head'	[fɛy]	[fɛyɛk]
'box'	[doboz]	[dobozok]
'drum'	[dob]	[dobok]
'age'	[kor]	[korok]
'coat'	[kɔba:t]	[kɔba:tok]
'flower'	[vira:g]	[vira:gok]

4. Nasal-Stop clusters in English. ( 30% )

- a. There are three nasals ([m], [n], [ ű ]) and six stops ([p], [b], [t], [d], [k], [g]) in English. In random combination, there should be ( 3 x 6 = ) 18 nasal-stop clusters. But, in fact, there are only 4 such combinations **in coda position within an English syllable**. Why so?
- b. The [b] and [g] sounds are not pronounced in such word as “comb” and “sang.” However, these sounds may appear in such words as “combine” and “sanguine.”
- (i)What is the constraint that makes [b] and [g] sounds disappear in the first pair of words?
- (ii)Why the same constraint is no longer powerful for the second pair of words?

5. R-drop: in certain dialects of English, the /r/ sound is dropped in the (a) words, but retained in the (b) words: ( 10% )

(a) /r/ dropped: dark, darker, car, chart, sort, fork, etc.

(b) /r/ retained: daring, Mary, carry, risk, pray, break, etc.

Question 1. Write a linear phonological rule to account for the drop of /r/ in (a).

Question 2. Write a non-linear phonological rule, with reference to the syllable structure, to account for the same phenomenon.

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6. Yawelmani vowels: Consider the following forms of Yawelmani verbs: ( 10% )

<b>Future</b>	<b>passive</b>	<b>precative</b>	<b>dubitative</b>	<i>gloss</i>
<b>Passive</b>	<b>aorist</b>	<b>gerundial</b>		
xilnit	xilit	xilʔas	xilal	“to tangle”
maxnit	maxit	maxʔas	maxal	“to procure”
meknit	me:kit	mekʔas	me:kal	“to swallow”
sapnit	sa:pit	sapʔas	sa:pal	“to burn”
tannit	ta:nit	tanʔas	ta:nal	“to go”

Describe, in words, the alternations between the long and short vowels in the data.