

# 國立臺灣師範大學 104 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

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 sentences from Breton and Berber (the abbreviations used below are: PCL, particle; 1, first-person; 3, third-person; pl, plural; sg, singular; Acc, accusative; Neg, negation; F, feminine):

- (1) a. Levrioù a lennent  
books PCL read:3pl  
'They read books.'
- b. Petore paotred a lenne (\*lennent) al levrioù  
which boys Comp read (\*read:3pl) the books  
'Which boys read the books?'
- c. Man tamghart ay yzrin (\*t-zra) Mohand  
which woman Comp see (\*3fs-saw) Mohand  
'Which woman saw Mohand?'

- i. Describe the syntactic patterns that can be observed above and, in particular, comment on how agreement works in these languages. (15 points)

Next, consider the following data from languages that display similar agreement behavior, though this time the sentences are placed in a slightly more complicated context:

- (2) a. Hoca-yi gor-me-yen (\*-ler) ogrenciler  
lecture-Acc see-Neg-PCL (\*-3pl) students  
'The students who did not see the lecturer'
- b. Man tamghart ay ur t-ssn Mohand?  
which woman Comp Neg 3sg.F-know Mohand  
'Which woman doesn't know Mohand?'

- ii. Based on the empirical generalizations you have drawn earlier in (i), what do the data in (2) further tell us? Particularly, how does the occurrence of negation affect the overall agreement patterns? (15 points)

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2. Consider the following data:

(1) Mohawk

- a. kahkwennion:ni  
k-ahkwenni-onni  
1sg.Agent-clothing-make.stative  
'I'm making clothes.'
- b. katenawirohare'  
k-ate-nawir-ohar-e'  
1sg.Agent-middle-tooth-wash-stative  
'I'm brushing my teeth.'

(2) Central Alaskan Yup'ik

- a. irniarualiunga  
irniaruqa-li-u-nga  
doll-make-intransitive.indicative-1sg  
'I'm making dolls.'
- b. kegguteliurtua  
keggute-liur-tu-a  
tooth-handling-intransitive.indicative-1sg  
'I'm brushing my teeth.'

i. Mohawk and Yup'ik are what linguists call *polysynthetic languages*. Explain what this term means and, whenever possible, refer to the preceding data in your explanation.

(10 points)

ii. Name one difference and one similarity respectively between the constructions in (1) and (2). For instance, you can discuss the details of their morphological rules/processes.

(10 points)

3. Discuss how "iconicity" and "conversational implicature" work in the interpretation of the meaning of each of the following sentences. (10 points)

- a. I came, I saw, I conquered.
- b. Julia got married and had a baby.
- c. 他用筷子吃飯。
- d. Lukas started screaming and Josh covered his ears.

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4. Examine the words below and formulate a rule that predicts the placement of stress in Diegueño.  
(10 points)

ʔəmát	‘land’	ʔàaʂáa	‘bird’
ʔəmúu	‘wild sheep’	àakʷál	‘he licks’
àakəʔətíip	‘in a row’	kíimáʔ	‘dance!’
ʔənáavək	‘if we go’	kəʂúuúʔ	‘poke the fire!’
ʔiikʷíçvəč	‘the man’ (subject)	ʔəxána	‘is it good?’
ʔiicáčvu	‘I think so’	pílvəy	‘right now’

5. Observe the following examples from Alabaman, an American Indian language. Note that a stop marked with the diacritic [̚] is unreleased whereas a stop marked with [̠] indicates that the closure is farther back in the mouth than usual.

ĩnk <sup>h</sup> aa	‘give’	it <sup>h</sup> osp <sup>h</sup> aa	‘knee’
p <sup>h</sup> osnoo	‘we’	t <sup>h</sup> aat <sup>h</sup> aa	‘father’
hip̚ loo	‘snow’	t <sup>h</sup> ãnk <sup>h</sup> aa	‘dark’
ok̚ k <sup>h</sup> iit <sup>h</sup> aʔ̚ k <sup>h</sup> aa	‘see’	slot̚ k <sup>h</sup> aa	‘full’
k <sup>h</sup> olbii	‘basket’	hoomaa	‘bitter’
t <sup>h</sup> oʔ̚ čĩnnaa	‘three’	p <sup>h</sup> iičii	‘mother’
haʔ̚ k <sup>h</sup> aa	‘white’	ĩmp <sup>h</sup> iičii	‘breast’
t <sup>h</sup> ĩnnaa	‘dull’	solot̚ lii	‘smooth’
hõmmaa	‘red’	k <sup>h</sup> anoo	‘good’
čafaak <sup>h</sup> aa	‘one’	it̚ t <sup>h</sup> oo	‘tree’
k <sup>h</sup> op̚ lii	‘water glass’	ak <sup>h</sup> ost <sup>h</sup> ĩnnii	‘think’
p <sup>h</sup> aanii	‘creek’	it̚ t <sup>h</sup> abii	‘leg’
ok̚ čak̚ k <sup>h</sup> oo	‘green, blue’	ik̚ baa	‘hot’
ik̚ fii	‘belly’		

- a. (i) What vowel phonemes must be posited for this language? (ii) What are the allophones of these vowels? State the rules that determine which allophone of a vowel will be used in a given environment. (12 points)
- b. (i) What voiceless stop phonemes must be posited for this language? (ii) What are the allophones of these voiceless stops? State the rules that determine which allophone of a voiceless stop phoneme will be used in a given environment. (12 points)
- c. Give the phonemic representation of the form for ‘three’ and describe the derivation of its phonetic manifestation by the rules you have posited. (6 points)

