

考生作答須知

本科共有 8 大題。可以選擇以中文或英文作答

1. For the following three morphemes 資, 機, 知 in Standard Mandarin:

1.1. Identify the place of articulation of the initial consonant in each syllable. (6%)

1.2. Describe and explain the differences among the three vowels. (4%)

2. Which of the following are: (1) phonological units; (2) phonetic properties; (3) neither of the above? (10%)

- |             |              |            |               |
|-------------|--------------|------------|---------------|
| a. syllable | b. palatal   | c. phoneme | d. high pitch |
| e. suffix   | f. voiceless | g. rime    | h. morpheme   |
| i. nasal    | j. round     |            |               |

2.1. Phonological units:

2.2. Phonetic properties:

2.3. Neither of the above:

3. Stress

3.1. Roughly speaking, English disyllabic nouns can be described as having a Strong-Weak stress pattern, e.g., *cánda*, *túna*, *pérson*, *básket*. However, there are also words like *políce*, *paráde*, *compláint*, *balóon*. What is the phonological explanation for this pattern? (5%)

3.2. Although Mandarin is a tone language, it also has stress. What do you think is the stress pattern in disyllabic words in Mandarin? Provide at least two examples to support your point. (5%)

4. In syntax, there is a distinction between complement and adjunct.

4.1. Please define these two terms. (4%)

4.2. Examine examples (1-3) below and identify the complements and adjuncts in these examples. (5%)

4.3. Look at example (4) below. Is *badly* in this example a complement or an adjunct? Please provide reasons for your answer. (7%)

- (1) John walked.
- (2) John walked quickly.
- (3) John is deeply fond of tea.
- (4) John treated Mary badly.

5. In traditional grammar, *subject* is usually defined as 'the doer of an action'.

Please answer the following questions based on the examples below.

- 5.1. Examine examples (1-2). Identify the subjects in these two sentences. Discuss how your answer affects the above definition. (4%)
- 5.2. Look at examples (3-4). Identify the subjects of the two sentences. Please also discuss how your answer affects the above definition. (4%)
- 5.3. Based on the above examples (and others), how would you modify the definition of *subject*? Please explain. (2%)

- (1) John was beaten up.
- (2) John was hired by a big company.
- (3) It is a rainy day.
- (4) There are students in the classroom.

6. Please answer the following questions based on example (1) below.

- 6.1. What are the semantic interpretations of example (1)? (4%)
- 6.2. Where does the ambiguity come from? (6%)
- 6.3. If example (1) is translated into Chinese, does the ambiguity remain? Why or why not? (4%)

(1) The boy saw a girl with a telescope.

7. Examine the sentence in (1) and answer the following three questions.

- 7.1. Give the argument structure for the verb in sentence (1). (3%)
- 7.2. Give the theta roles for all the noun phrases in sentence (1). (6%)
- 7.3. Draw two tree structures for the ambiguous interpretations in sentence (1). (8%)

(1) The researchers discussed the snakes in the office.

8. Consider the Mandarin data below and answer the questions.

8.1. Find out one synonymous pair from example (1) and two antonymous pairs from example (2). (6%)

8.2. Describe the contrastive functions of the words 果真 and 竟然. (7%)

(1) 同班有一個女生告訴我，阿詢在哭了。我一看，阿詢果真淚流兩行，還弄濕了作業簿。(2009-02-22/聯合晚報)

(2) 到了第二個晚上，我泡完熱水澡後，滿足的上床睡覺。當我睡得很沉時，突然看見自己養了多年的心愛植物，竟然一夕間枯萎了，讓我心疼不已，一直哭著，醒來的時候眼角還殘留淚痕。這太詭異了。(2009-03-01/聯合報)