

# 國立臺灣師範大學 100 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 4 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. KOREAN LIQUIDS

Examine the following data from Korean in terms of the distribution of liquids (/l/ and /r/).

mul 'water'

mulkama 'place for water'

mure 'at the water'

pal 'foot'

rupi 'ruby'

ilkop 'seven'

mal 'horse'

malkama 'place for horse'

mare 'at the horse'

səul 'Seoul'

pari 'of the foot'

ratio 'radio'

(1) Korean /l/ and /r/ are in complementary distribution. Determine the phonological contexts where each is found, and provide the appropriate rule. (5 points)

(2) What difficulty is likely to occur to Korean speakers when they learn English words such as *Marlboro* or *Lori Roland*? (5 points)

## 2. SINGAPORE ENGLISH

Examine the following data from Singapore English.

A

lisp [lips]

crisp [krips]

grasp [graps]

list [lis]

mist [mis]

past [pas]

risk [ris]

whisk [wis]

mask [mas]

(1) Suggest the phonological processes regarding coda consonants to account for the data set A. (5 points)

B

singular

hiss [his]

eclipse [eclips]

lapse [læps]

lisp [lips]

grasp [graps]

plural

hisses [hisəs]

eclipses [eclipsəs]

lapses [læpsəs]

lisps [lips]

grasps [graps]

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- (2) State the rules and the order of the rules (if any) to illustrate plural formations in the data set B. (5 points)
- (3) Present the derivation for the plural, *lisps* [lips]. (5 points)

## 3. SWAHILI

Consider the following data from Swahili that illustrates several sets of nouns:

- |                               |                             |
|-------------------------------|-----------------------------|
| (1) miti 'trees'              | (19) kikapu 'basket'        |
| (2) ukubwa 'size'             | (20) mikino 'arms'          |
| (3) mtumishi 'servant'        | (21) watumishi 'servants'   |
| (4) vibana 'huts'             | (22) mtende 'date palm'     |
| (5) wazee 'old man'           | (23) mtoto 'child'          |
| (6) mkono 'arm'               | (24) mti 'tree'             |
| (7) kiti 'chair'              | (25) urefu 'length'         |
| (8) vikapu 'baskets'          | (26) kibabu 'book'          |
| (9) mtu 'man'                 | (27) mchungwa 'orange tree' |
| (10) michungwa 'orange trees' | (28) wageni 'strangers'     |
| (11) umoja 'unity'            | (29) visu 'knives'          |
| (12) watoto 'children'        | (30) watu 'men'             |
| (13) kisu 'knife'             | (31) viti 'chairs'          |
| (14) miguu 'legs'             | (32) mguu 'leg'             |
| (15) mgeni 'stranger'         | (33) kibanda 'hut'          |
| (16) mitende 'date palms'     | (34) uzee 'old age'         |
| (17) vibaku 'book'            | (35) mzee 'old man'         |
| (18) udogo 'smallness'        |                             |

- (1) Divide the noun roots in the data into classes and list the nouns in each class. State the formal criteria that you use to identify each class. (15 points)
- (2) State any semantic correlations these classes may have. (10 points)

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4. KIKUYU VERB CONJUGATION

Examine the following data from Kikuyu, a language in the Bantu branch of Niger-Congo, spoken in Kenya. The forms illustrate two verb tenses. Tones are indicated as follows: H (high) = ´, L (low) = unmarked.

Current imperfect	‘look at’	‘send’
We are V-ing	torɔɾaya	totomáya
We are V-ing him/her	tomorɔɾaya	tomotomáya
We are V-ing them	tomaróɾaya	tomatómáya
They are V-ing	máróɾaya	mátómáya
They are V-ing him/her	mámórɔɾaya	mámótomáya
They are V-ing them	mámáróɾaya	mámátómáya
Past	‘look at’	‘send’
We V-ed	torɔɾiré	totomíré
We V-ed him/her	tomorɔɾiré	tomotomíré
We V-ed them	tomaróɾiré	tomatómíré
They V-ed	máróɾiré	mátómíré
They V-ed him/her	mámórɔɾiré	mámótomíré
They V-ed them	mámáróɾiré	mámátómíré

(1) Identify the following morphemes. (5 points)

look at	1 <sup>st</sup> plural subject
send	3 <sup>rd</sup> plural subject
current imperfect	3 <sup>rd</sup> singular object
past	3 <sup>rd</sup> plural object

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(2) Describe the tone assignment which derives the surface forms. (10 points)

(3) Provide derivations for /mámótomáya/ and /mámáróriré/. (10 points)

## 5. KINYAWANDA

Describe the functions of the italicized morphemes in the following data from Kinyawanda. (25 points)

- (1) a. Karooli y-a-fash-*ije* abaantu *ku*=busa.  
Charles he-PAST-help-ASP people ??=nothing  
'Charles helped the people for nothing.'
- b. Karooli y-a-fash-*ir*-ije ubusa abaantu..  
Charles he-PAST-help-??-ASP nothing people  
'Charles for nothing helped the people.'
- (2) a. Umualimu a-ra-andika ibaruwa *n*=ikaramu.  
teacher he-ASP-write letter ??=pen  
'The teacher is writing the letter with a pen.'
- b. Umualimu a-ra-andik-*iish*-a ikaramu ibaruwa.  
teacher he-ASP-write-??-write pen letter  
'The teacher is using the pen to write the letter.'
- (3) a. Mariya y-a-tets-e inkoko *n*=agahiinda.  
Mary she-PAST-cook-ASP chicken ??=sorrow  
'Mary cooked the chicken with regret.'
- b. Mariya y-a-tek-*an*-ye agahiinda inkoko.  
Mary she-PAST-cook-??-ASP sorrow chicken  
'Mary regretfully cooked the chicken.'
- (4) a. Mariya y-a-tets-e inkoko *ni*=Yohani.  
Mary she-PAST-cook-ASP chicken ??=John  
'Mary cooked the chicken with John.'
- b. Mariya y-a-tek-*an*-ye Yohani inkoko.  
Mary she-PAST-cook-??-ASP John chicken  
'Mary together with John cooked the chicken.'
- (5) Umkoobwa a-ra-some-*er*-a umuhuunga igitabo.  
girl she-PRES-read-??-ASP boy book  
'The girl is reading a book for the boy.'