I.

The following data show nouns and their possessive forms ('my X') in Koasati (Muskogean; Louisiana). Examine the data set carefully and answer the questions that follow.

Noun	My N.	Gloss
apahtʃa	amapahtʃa	'shadow'
toni	antoni	'hip'
patʃokko:ka	ampatʃokko:ka	'chair'
ifa	amifa	'dog'
towa	antowa	'onion'
asiktʃi	amasiktʃi	'muscle'
kitiłka	aŋkitiłka	'hair bangs'
ilkano	amilkano	'right side'
kasto	aŋkasto	'flea'
a:po	ama:po	'grandmother'
tʃofkoni	antʃofkoni	'bone'
baja:na	ambaja:na	'stomach'
iski	amiski	'mother'
ta:ta	anta:ta	'father'

a. List the allomorphs (different phonological forms) of the possessive prefix ('my'). (4 pts)

b. What is the basic or underlying form of the morpheme? Explain your choice. (6 pts)

c. What is the name of this process? (2 pts)

d. Write a rule in formal notation that accounts for the pattern. (8 pts)

國立交通大學 107 學年度碩士班考試入學招生試題

科目：語言分析(6032) 考試日期:107 年 2 月 1 日 第 2 節
系所班別：外國語文學系外國文學與語言學碩士班 組別：乙組 第二頁,共四頁
【不可使用計算機】＊作答前請先核對試題、答案卷(試卷)與准考證之所組別與考科是否相符！！

II.

Part 1: Short answer questions

Pick the odd one and name the natural class that the rest belongs to. (8%)
Note: There might be more than one possibility.

[d, l, r, b, s]
[l, f, v, h, tʃ]
[m, o, e, k, g]
[i, y, e, a, u]

Part 2: Consider the following acquisition data from a child whose age was 3.5. The target words are in bold and the actual production of the word is in square brackets.

Daddy **finger** *[piŋkə] where are you? Here I am, here I am, how do you do.*
Mommy **finger** *[piŋkə] where are you? Here I am, here I am, how do you do.*
Brother **finger** *[fiŋkə] where are you? Here I am, here I am, how do you do.*
Sister **finger** *[fiŋkə] where are you? Here I am, here I am, how do you do.*
Baby **finger** *[piŋkə] where are you? Here I am, here I am, how do you do.*

Question 1: There are two allomorphs of the word "finger". List them here. (2%)
Question 2: What is the difference between the two forms? List the differences in terms of phonological features or phonetic differences. (4%)
Question 3: What conditions the appearance of each allomorph? Give your explanations. (6%)

III.

1. Please define suprasegmental features and discuss how they may affect the research on speech production and perception of artificial intelligence. (10 points)

2. How may English suffix affect the stress assignment of a suffixed word? Please propose possible categories and provide examples. (10 points)

IV.

As the following sentences show, the complementizer *that* in a *that*-clause can be left empty (the symbol *e* means 'left empty') in (1) but cannot be left empty in (2) and the second conjunct *that*-clause of (3).

(1) The girl [*that*/*e* you are going out with] is very beautiful.

(2) The girl [*that*/**e* is going out with you] is very beautiful.

(3) John admitted [*that*/*e* he was tired], but not [*that*/**e* he was asleep].

Please explain why the complementizer *that* can be left empty in (1), but cannot be left empty in (2) and the second conjunct *that*-clause of (3). (20%) （本題可用中文作答）

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V.

1. The sentence "John ate the cookies in the box under the table" is multiply ambiguous; it has three different interpretations.　Indicate what these interpretations are, and please make sure your answer is as clear as possible. (12%)

   a:

   b:

   c:

2. Below you find two parameter settings and a list of words from a nonexistent language (let's call it *Sakol*). Answer the questions below.

   Note: Do not worry about information you are not given.

   Parameters:
   a. Sakol is head-final
   b. Sakol does not have *wh*-movement

   Words:

pepu	'grandmother'
Lipata	'Sunday'
gori	'buy'
yuleku	'fruits'
se	'on'
noju	'what'

   a. Write the Sakol sentence for 'Grandmother buys fruits.' (3%)

   b. Write the Sakol sentence for 'What does Grandmother buy?' (3%)

   c. Write the Sakol phrase for 'on Sunday.' (2%)