注意：考試開始鈴響前，不得翻閱試題，並不得書寫、畫記、作答。

國立清華大學 108 學年度碩士班考試入學試題

系所班組別：外國語文學系 乙組

考試科目(代碼)：語言學概論(4001)

－作答注意事項－

1. 請核對答案卷（卡）上之准考證號、科目名稱是否正確。

2. 作答中如有發現試題印刷不清，得舉手請監試人員處理，但不得要求解釋題意。

3. 考生限在答案卷上標記「┏由此開始作答」區內作答，且不可書寫姓名、准考證號或與作答無關之其他文字或符號。

4. 答案卷用盡不得要求加頁。

5. 答案卷可用任何書寫工具作答，惟為方便閱卷辨識，請儘量使用藍色或黑色書寫；答案卡限用 2B 鉛筆畫記；如畫記不清（含未依範例畫記）致光學閱讀機無法辨識答案者，其後果一律由考生自行負責。

6. 其他應考規則、違規處理及扣分方式，請自行詳閱准考證明上「**國立清華大學試場規則及違規處理辦法**」，無法因本試題封面作答注意事項中未列明而稱未知悉。

1. [Morphology and Phonology] (35%)

Swedish is a Germanic language with morphological marking of nouns similar to that of English, but with some significant differences. Consider the following forms (given in Standard Swedish spelling) of nouns and answer the questions.

a.	en lampa	'a lamp'	**l.**	en bil	'a car'
b.	stolen	'the chair'	**m.**	bilar	'cars'
c.	en tidning	'a newspaper'	**n.**	kattarna	'the cats'
d.	lampan	'the lamp'	**o.**	en katt	'a cat'
e.	bilen	'the car'	**p.**	soffor	'sofas'
f.	en stol	'a chair'	**q.**	tidningarna	'the newspapers'
g.	sofforna	'the sofas'	**r.**	bilarna	'the cars'
h.	katten	'the cat'	**s.**	lamporna	'the lamps'
i.	tidningen	'the newspaper'	**t.**	stolarna	'the chairs'
j.	kattar	'cats'	**u.**	en soffa	'a sofa'
k.	tidningar	'newspapers'	**v.**	soffan	'the sofa'
			w.	lampor	'lamps'

(i) What Swedish word corresponds to the English indefinite article (a/an)?

(ii) What are the allomorphs of the definite morpheme? Where do they appear? Please describe the phonological environment for each.

(iii) How is the indefinite plural formed? How about the definite plural? Please be sure to describe their distribution if necessary.

(iv) How would you say the forms of the following words:

		Definite	Plural	Definite Plural
en flicka	'a girl'	_____	_____	_____
en klänning	'a dress'	_____	_____	_____
en blomma	'a flower'	_____	_____	_____
en buss	'a bus'	_____	_____	_____

2. [Syntax & Sentence Processing] (25%)

Consider the two sentences given below. The first sentence is ungrammatical but easily parsable, whereas the second sentence is difficult to parse but grammatical.

(1) Ungrammatical sentence: *The dog ate bone big the.*
(2) Sentence that is difficulty to parse: *The boat floated down the river sank.*

(i) Explain why (1) is ungrammatical. Please refer to the "phrase structure rules for English" in your explanation.

(ii) Please draw a syntactic tree for a corrected version of sentence (1).

(iii) Explain why (2) is difficult to parse. Explain how the reader initially tries to parse the sentence and why this does not work.

(iv) What is the term for sentences that induce backtracking effect like (2)?

(v) Which sentence, (1) or (2), is harder to understand? Why? Please be specific.

3. [Sociolinguistics] (15%)

In Columbus, Ohio, there are two variants of the pronunciation of /stɹ/ clusters at the beginning of words like *street*: [stɹ] and [ʃtɹ]. Avid Durian constructed a study in 2004 about the distribution of the two pronunciations, and found the following results:

	Gender	
	Male	**Female**
[stɹ]	84%	68%
[ʃtɹ]	16%	32%

	Age (in 15-year groupings)		
	15-30	**35-50**	**55-70**
[stɹ]	61%	71%	91%
[ʃtɹ]	39%	29%	9%

Based on the above, when **both gender and age are considered together** as social factors affecting the use of the vernacular pronunciation [ʃtɹ]:

(i) Which gender/age group uses this pronunciation the most?

(ii) Which gender/age group uses this pronunciation the least?

(iii) Why do you think these were the patterns of language use Durian observed? Please provide possible explanations.

4. [First Language Acquisition] (25%)

A. Suppose a friend of yours has a son, Simon, who is three years old. Your friend has been explaining to you that Simon has a problem with forming the past tense of verbs, for example, Simon says "*Yesterday I go to the park*" and "*Last week I swim in the pool.*" But your friend has a plan: he is going to spend one hour each day with Simon, having the child imitate the past tense forms of the verbs, and he will give Simon a piece of candy for each correct imitation.

(i) Which theory/theories of language acquisition does your friend assume?

(ii) Will your friend's plan work? Explain why or why not.

(iii) What suggestions would you give your friend? Explain why, using a relevant theory to support your suggestions.

B. In English, forming a yes-no question involves moving an auxiliary to the beginning of the sentence, as shown in (3). For a complex sentence containing a relative clause, like (4a), moving the *first* auxiliary, as in (4b), leads to ungrammaticality, while moving the *main* auxiliary, as in (4c), produces a grammatical output.

(3) a. *The boy is sleeping.* → *Is the boy sleeping?*

(4) a. *The boy who is sleeping was dreaming.*

    b. **Is the boy who sleeping was dreaming?*

    c. *Was the boy who is sleeping dreaming?*

Question:

Both naturalistic and experimental studies show that with complex sentences like (4a), children correctly invert the *main* auxiliary to make grammatical output like (4c) and they do not produce mistakes like (4b). Please answer the following questions and be as specific as possible.

(i) What does this phenomenon tell us about children's linguistic knowledge?

(ii) What implications does this observed pattern have for theories of first language acquisition?