I. Multiple choice (36%)　　　　　　　　　　　　　（共 7 頁）

1) The inability to use language is called…
   A) recursion
   B) linguanomia
   C) aphasia
   D) ferality

2) Most scientists believe the ability to speak and understand language…
   A) exists in one specific part of the brain.
   B) exists in multiple specific parts of the brain, which all exist on one side of the brain.
   C) exists in multiple specific parts of the brain, which exist on different sides of the brain.
   D) does not exist in any specific part(s) of the brain, but is related to the entire cognitive system.

3) Which of the following sets of vowels are front vowels?
   A) [i], [e], [a], [æ] and [y]
   B) [a], [e], [i], [o] and [u]
   C) [y], [u], [ʊ], [o] and [u]
   D) [i], [e], [ʊ], [ɪ] and [a]

4) Which of the following sets of consonants are fricatives?
   A) [d], [t], [p], [b], [k] and [g]
   B) [s], [z], [t] and [d]
   C) [f], [v], [s], and [z]
   D) [ʃ], [ʒ], [tʃ], [dʒ], and [ts]

5) Linguists believe that language change…
   A) should be discouraged through proper education and laws, since people's culture should be preserved.
   B) should be encouraged, since language change is a part of people's culture, and because it is interesting for linguists to study.
   C) should be encouraged if it helps communication between cultures, but should be prevented otherwise.
   D) should not be encouraged or discouraged, but should be studied.

6) A sentence like *John told Mary he wanted duck with rice* involves….
   A) a relative clause.
   B) a passive construction.
   C) an embedded clause.
   D) ellipsis.

7) The ungrammatical sentence *John gived Mary a book* involves…
   A) improper agreement between the subject and the verb.
   B) improper use of a plural suffix.
   C) improper case marking of an object.
   D) improper use of a regular tense morpheme.

8) Consider the passage below:

> Smith and Archielli's account of tag-questions – roughly, that the frequency of tag-questions is negatively correlated with the social status of the speaker as compared to the listener – seems to disregard the following fact: many speakers and hearers have an equal or similar social status, and yet still use tag-questions. This shows that it is necessary to formulate an alternative account.

Which of the following statements is a fair criticism of the passage above?

A) The author has not cited evidence to support her claim.
B) The evidence the author cites does not affect the claim she is attacking.
C) The failure to consider certain data does not prove a theory is false.
D) The author does not develop the alternative account that she promises.

9) Consider a second passage below:

> Peng's theory of acquisition successfully accounts for the 'order question' by making correct predictions about the order in which children acquire the meanings demonstrative pronouns (like *this, that, these* and *those*). In particular, she predicts that children will acquire the singular forms of demonstratives only after they have acquired the definite article '*the*', and that the acquisition of the plural forms will follow the acquisitions of singular forms. Wang's theory, on the other hand, successfully tackles the 'close versus far' question by predicting that children will make errors in their production of 'close' and 'far' demonstratives by overusing the 'close' demonstratives *this* and *these* and underusing 'far' demonstratives *that* and *those*. We must conclude that the acquisition of concepts like 'closeness' and 'farness' are unrelated to the acquisition of the concept of plurality.

Which of the following statements is a fair criticism of the argument above?

A) The argument falsely assumes that a theory is successful just because it makes correct predictions.
B) The conclusions of both the theories mentioned are simply descriptive, restatements of the problems at hand, not valid explanations, and thus cannot be relied upon to provide new insights to either of the phenomena.
C) The argument wrongly assumes that the conclusion follows from the evidence when it actually does not.
D) The two theories mentioned rely on insufficient data, and their predictions cannot be counted as true or false until they are tested against further data.

II. Short answer (10%)

Chinese and English are both SVO languages, meaning that the default order of elements in a sentence with a transitive verb is Subject<Verb<Object (the '<' symbol means 'appears before though is not necessarily adjacent to'). E.g., *John kissed a girl*. The various possible word orders could be described in terms of three more basic parameters.

Type	S<V	V<O	S<O
1	+	+	+
2	+	+	−
3	+	−	+
4	+	−	−
5	−	+	+
6	−	+	−
7	−	−	+
8	−	−	−

10) Chinese and English are Type 1 languages with SVO word order. What word order would a Type 8 language have?

11) Of the eight parameter-combinations (Type 1-8) shown above, which type(s) do you believe would be the least likely for a natural language to have? Defend your answer(s) as thoroughly and clearly as possible.

III. More short answer

Consider the data below from two very similar (and fabricated) languages: Wenglish and Zenglish. (Reminder: the star or asterisk symbol '*' indicates the sentence is not grammatical in the relevant language. Where no asterisk is present, the sentence is grammatical, and a translation is given below the example.)

Table 1

	Wenglish		Zenglish
a.	John-sa bit dog-o. 'John bit a dog.'	a'.	John-sa bit dog-o. 'John bit a dog.'
b.	*John-o bit dog-sa.	b'.	John-o bit dog-sa. 'A dog bit John.'
c.	Dog-sa bit John-o. 'A dog bit John.'	c'.	*Dog-sa bit John-o.
d.	*Dog-o bit John-sa.	d'.	*Dog-o bit John-sa.
e.	Girl-sa bit dog-o. 'A girl bit a dog.'	e'.	Girl-sa bit dog-o. 'A girl bit a dog.'
f.	*Girl-o bit dog-sa.	f'.	Girl-o bit dog-sa. 'A dog bit girl.'
g.	Dog-sa bit girl-o. 'A dog bit a girl.'	g'.	*Dog-sa bit girl -o.
h.	*Dog-o bit girl-sa.	h'.	*Dog-o bit girl-sa.
i.	Teacher-sa bit dog-o. 'A teacher bit a dog.'	i'.	Teacher-sa bit dog-o. 'A girl bit a dog.'
j.	*Teacher-o bit dog-sa.	j'.	Teacher-o bit dog-sa. 'A dog bit teacher.'
k.	Dog-sa bit teacher-o. 'A dog bit a teacher.'	k'.	*Dog-sa bit teacher-o.
l.	*Dog-o bit teacher-sa.	l'.	*Dog-o bit teacher-sa.

12) What is the function of the morpheme '-sa' in the two languages above? (1%)

13) Based on the data above, what apparent difference is there between Wenglish and Zenglish? (Be as general as possible.) (4%)

Now consider the additional data below.

Table 2

	Wenglish		Zenglish
m.	Cat-sa bit dog-o. 'A cat bit a dog.'	m'.	Cat-sa bit dog-o. 'A cat bit a dog.'
n.	*Cat-o bit dog-sa.	n'.	Cat-o bit dog-sa. 'A dog bit a cat.'
o.	Dog-sa bit cat-o. 'A dog bit a cat.'	o'.	Dog-sa bit cat-o. 'A dog bit a cat.'
p.	*Dog-o bit cat-sa.	p'.	Dog-o bit cat-sa. 'A cat bit a dog.'
q.	Boy-sa hit ball-o. 'A boy hit a ball.'	q'.	Boy-sa hit ball-o. 'A dog hit a ball.'
r.	*Boy-o hit ball-sa.	r'.	Boy-o hit ball-sa. 'A ball hit a boy.'
s.	Ball-sa hit boy-o. 'A ball hit a boy.'	s'.	*Ball-sa hit boy-o.
t.	*Ball-o hit boy-sa.	t'.	*Ball-o hit boy-sa.

14) Based on all the data in both Table 1 and Table 2, describe the major difference between Wenglish and Zenglish. Be as general as possible. (4%)

15) Would the sentence *John-o hit Mary-sa* be grammatical in Wenglish? (1%)

16) Would the sentence *John-o hit Mary-sa* be grammatical in Zenglish? (1%)

17) What are some differences between Zenglish and Standard English? (1%)

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Consider a third language, Xenglish.

Table 3

	Xenglish
a.	John-sa bit da dog-o.
	'John bit the dog.'
b.	John-o bit da dog-sa.
	'The dog bit John.'
c.	*Da dog-sa bit John-o.
d.	*Da dog-o bit John-sa.
e.	Da cat-sa bit da dog-o.
	'The cat bit the dog.'
f.	Da dog-sa bit cat-o.
	'The dog bit the cat.'
g.	*Da cat-o bit da dog-sa.
h.	*Da dog-o bit da cat-sa.
i.	*E boy-sa hit da ball-o.
j.	*E boy-o hit da ball-sa.
k.	Da ball-sa hit e boy-o.
	'The ball hit a boy.'
l.	Da ball-o hit e boy-sa.
	'The boy hit a ball.'

18) What generalization(s) can you make about Xenglish that makes it different from Wenglish and Zenglish? (4%)

19) Would the sentence *Mary-o hit John-sa* be grammatical in Xenglish? (1%)

20) How would you say 'A ball hit the dog' in Xenglish? (1%)

IV. Syntactic diagram

21) Draw a syntactic tree diagram for the sentence *John wants to know what Bill would like for lunch*. (Use any formalism you are comfortable with, but use the most advanced of that formalism that you are familiar with.) (8%)

V.

Consider the data in the table immediately below. (This language is one in which nouns are inflected for Case depending on the position of the word in the sentence: 'Nom.' Stands for nominative (cf. I, he, she, etc.), 'Acc.' stands for accusative (me, him, her, etc.). The forms of the nouns also change depending on whether they are singular or plural. However, *the meanings of the words are irrelevant for the analysis of the example*.)

Table 4

Gloss	Nom. sg.	Nom. pl.	Acc. sg.	Acc. pl.
'cloud'	dyska	dyski	dysku	dyske
'pain'	smurta	smurti	smurtu	smurte
'perfume'	parfa	parfi	parfu	parfe
'person'	krifka	krifki	krifku	krifke
'anger'	wytga	wytgu	wytgu	wytge
'dress'	dresba	dresbu	dresbu	dresbe

22) Based on the data above, what rule do you think governs the alternation between [i] and [u] in the nominative plural?   (I.e., under what conditions does [i] appear, and under what conditions does [u] appear? Be as general as possible.) (5%)

23) Based on what you know from the data above, fill in the nominative plural forms in the table below. (3%)

Gloss	Nom. sg.	Nom. pl.
'cat'	katsa	(a):
'dog'	dagza	(b):
'mouse'	myska	(c):

Now consider the additional data from the same language in the table immediately below.

Table 5

Gloss	Nom. sg.	Nom. pl.	Acc. sg.	Acc. pl.
'rain'	drida	dridy	dridu	dride
'bag'	tyta	tyty	tytu	tyte
'scene'	syga	sygy	sygu	syge
'club'	kluba	kluby	klubu	klube
'mind'	psika	psiky	psiku	psike
'cow'	kyfa	kyfy	kyfu	kufe

24) Based on all the data you have been given in Table 4 and Table 5, what phonological rule accounts for the alternation between [i] and [u]? (5%)

25) Give the underlying forms for the following surface forms. (3%)

Surface form	Underlying form
[tridy]	(a):
[tyty]	(b):
[krifki]	(c):

VI.

The sentences below are ambiguous. (I.e., they have multiple possible interpretations.) For each sentence, say how many possible interpretations it can have, and explain _all_ the ways they may be interpreted. (Some have more than two!)

26) Mary took a bicycle to her sister's house. (4%)

27) John wants to rob a bank. (4%)

28) Every student read a book in the library. (4%)