

九十一學年度 語言學研究 系(所) \_\_\_\_\_ 組碩士班研究生招生考試

科目 語言分析 科號 4402 共 3 頁第 1 頁 \*請在試卷【答案卷】內作答

I. (25%) Japanese verbs show intricate conjugation patterns. Identify the allomorphs of the roots of the verbs as found in the non-past and past forms as well as the allomorphs of the past forms. Give rules with prose descriptions to account for the relation between them as shown in the roots as well as the suffixes in terms of voicing assimilation, place assimilation and rule ordering:

	non-past form	past form	gloss
	yobu	yonda	call
	tobu	tonda	fly
	matsu	matta	wait
	yomu	yonda	read
	katsu	katta	win
	kaeru	kaetta	return
	siru	sitta	know
	tatsu	tatta	stand
	nomu	nonda	drink
	kaku	kaita	write
	tsugu	tsuida	pour
	waku	waita	boil
	kagu	kaida	sniff
	oyogu	oyoida	swim

II. (25%) Account for the semantic commonality and difference between 都 and 全 as shown in the following sentences: (\*indicates that the sentence in question is unacceptable)

1a	他們都睡了
1b	他們全睡了
2a	他們都買了一棟房子
2b	他們全買了一棟房子
3a	誰都來了
3b	*誰全來了
4a	連小明都笑了
4b	*連小明全笑了
5a	每張臉都很紅
5b	*每張臉全很紅
6a	張文成和王蘭香都結婚了
6b	*張文成和王蘭香全結婚了

Translate the above examples into English and compare the examples in Chinese and English and figure out the sameness and difference in the use of 都 and 全 in Chinese and their counterparts in English.

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III. (25%) Let us explore the intriguing properties of *home*, in particular the problem of how *home* is related to its 'antecedent' or whatever. (1) is three-way ambiguous. (2a) has two interpretations, but when *with her* is added, it has only one interpretation, as in (2b):

1	Paul sent Jean home with Tom.
2a	Jean took Paul home.
2b	Jean took Paul home with her.

Similarly, the contrast applies to (3a) and (3b), on the one hand, and (4a) and (4b), on the other.

3a	Joseph expected Sophia to phone home.
3b	Joseph expected Sophia to phone home for him.
4a	The parents expected that the teachers would send the report cards home.
4b	The parents expected that the teachers would send the report cards home with the children.

In a parallel, but not exactly identical, fashion, while (5a) is easy to interpret, one is hard put to give (5b) a proper interpretation.

5a	The taxpayers expected that the government would send the refunds home.
5b	?The taxpayers expected that the government would send money home.

(? indicates that the sentence in question is difficult to process)

Discuss the behaviour of *home* in the above examples regarding the role of semantics, syntax and pragmatics involved. *At home* is also quite interesting especially with respect to the identification of the implicit possessor of *home* in question:

6a	That book is at home.
6b	Could that book be at home?
6c	The missing book turned out to be at home.

Compare *home* with its counterpart 家 in Chinese, as shown in the following examples:

7a	曉菁送阿城回家
7b	曉菁陪阿城回家
7c	曉菁帶阿城回家
7d	曉菁教阿城回家
7e	曉菁讓阿城回家

Do you think that they behave pretty much the same?

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IV. (25%) Based on the distribution in the following data determine whether [ç] and [x] are separate phonemes or a pair of allophones in Modern German:

1	[vœçn ərɪn]	maternity case
2	[lç]	l
3	[pɛç]	bad luck
4	[bax]	brook
5	[gəʃprɛ:ç]	conversation
6	[haox]	breath
7	[raeç]	rich
8	[ʃprux]	saying
9	[by:çlaen]	booklet
10	[hø:çlɪç]	highly
11	[zi:ç]	sickly
12	[bu:x]	book
13	[kox]	cook
14	[ʊøç]	You (familiar pl.)
15	[ho:x]	high
16	[geryçtə]	rumors
17	[na:x]	after

Consider more examples as shown below:

18	[ko:jə]	bunk
19	[ku:xən]	cake
20	[taoxən]	to dive
21	[taoçən]	little rope
22	[bo:jə]	buoy
23	[kajy:tə]	cabin
24	[ku:çən]	little cow
25	[p'aoxən]	to hiss
26	[p'aoçən]	little peacock

Do they change your first analysis? If so, how do you reformulate your previous account?