

國立清華大學 102 學年度碩士班考試入學試題

系所班組別：外國語文學系碩士班乙組 (語言認知與教學組)

考試科目 (代碼)：英語語言學概論 (3501)

共 5 頁，第 1 頁 *請在【答案卷、卡】作答

1. What is “**neutralization process**” in phonology? Please explain and provide an example for illustration. (3%)
2. An important property of human language is its **creativity**. How can a finite set of rules produce an infinite number of sentences? Please explain with clear examples. (5%)
3. The following sentences (a-d) are either globally ambiguous sentences or garden-path sentences.
 - (a) Someone shot the servant of the actress who was on the balcony.
 - (b) I put the book that you were reading in the library into my briefcase.
 - (c) A fast bus with crowded passengers sped by the children on the grassy lane.

Please answer the following questions based on the above set of sentences: (15%)

- A. Identify the **garden-path sentence(s)** and explain what might cause the garden-path effect. You may draw syntactic trees for clarity if necessary.
 - B. Identify the **globally ambiguous sentence(s)**, and explain the structural ambiguity involved in interpreting the sentence(s). You may draw syntactic trees for clarity if necessary.
4. Imperatives in English like (a-c) below do not include YOU as its subject.
 - (a) Love yourself.
 - (b) Mind your own business.
 - (c) Pass the salt, won't you?

According to “*An Introduction to Language*” by Fromkin et al. (2011), the basic structure produced by phrase structure rules are called **deep structures (d-structures)**, and the derived structures undergone transformational rules are called **surface structures (s-structures)**.

Please answer the following questions (10%):

- A. Are the sentences in (a-c) deep structures or surface structures? Why?
- B. Should the imperative sentences include a YOU subject in its deep structure? Why or why not? Please explain.

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5. Morphology - Data analysis (30%)

Below you will find a number of sentences in Modern Formal Persian. The sentences have been translated, but individual words and morphemes have not been identified. Examine the data carefully, comparing the different sentences and their translations, and then answer the questions that follow.

Note: In these examples,

ǰ represents a sound similar to the *j* in *joke*

š represents a sound similar to the *sh* in *show*

x represents a sound similar to the *ch* in the German pronunciation of the name *Bach*

æ represents a sound similar to the *a* in *cat*

- | | |
|-------------------------------------|--|
| 1. šoma koǰa budid | 'Where were you?' |
| 2. mæn bæd næbudæm | 'I wasn't bad.' |
| 3. mæn emruz ketab mixanæm | 'I am reading a book today.' |
| 4. an zæn bæd bud | 'That woman was bad.' |
| 5. mæn ketabra mixanæm | 'I am reading the book.' |
| 6. mærd ketabra xand | 'The man read the book.' |
| 7. ketab xub bud | 'The book was good.' |
| 8. aya šoma ketab mixanid | 'Are you reading a book?' |
| 9. in mærd xub bud | 'This man was good.' |
| 10. zæne mæn ketabra anǰa nemixanæd | 'My wife doesn't read the book there.' |
| 11. mæn diruz ketab næxandæm | 'I didn't read a book yesterday.' |
| 12. šoma ketabra inǰa xandid | 'You read (PAST) the book there.' |
| 13. aya šoma ketabe mærdra mibinid | 'Do you see the man's book?' |
| 14. aya in zæn šomara mibinæd | 'Does this woman see you?' |
| 15. mæn ura nædidæm | 'I didn't see him.' |
| 16. u zænra did | 'She saw the woman.' |
| 17. nanra nædaræm | 'I don't have the bread.' |
| 18. zænra did | 'He saw the woman.' |

A. Isolate and identify all the morphemes in the data above, *stating the meaning or function of each one*. When giving your answers, group the morphemes into categories (nouns, verb roots/suffixes, adjectives, etc.). Note that the negative morpheme has two pronunciations. (15%)

B. What is unusual about the way Persian expresses the verb 'see'? (5%)

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C. The verb 'have' is somewhat irregular in many languages. How about Persian? Explain. (5%)

D. Translate (i) into English and (ii) into Persian: (5%)

(i) *mæn ketabe zæne šomara nædidæm* _____

(ii) Do you have her bread? _____

6. Phonology – Data Analysis: Below are words from Old English (OE), given in both spelling and phonetic transcriptions. (14%)

Examine the words below. For the words in column A, both <þ> and <ð> represent the sound [θ]; for those in column B, they represent [ð].

A			B		
ðing	[θɪŋg]	'thing'	oðer	[ɔ:ðer]	'other'
bæð	[bæθ]	'bath'	cweðan	[kweðan]	'to speak'
wiþ	[wiθ]	'with'	baþian	[baðian]	'to bathe'
þurh	[θurx]	'through'	weorðe	[weɔrðe]	'worthy'
þridda	[θrɪdda]	'third'	wiþoban	[wiðɔban]	'collarbone'
ðunor	[θunɔr]	'thunder'	mæðel	[mæðel]	'council'
þrotu	[θrɔtu]	'throat'	hæþen	[hæ:ðen]	'heathen'
hæþ	[hæ:θ]	'heath'	hæðung	[hæ:ðuŋg]	'heating'

A. Determine whether [ð] and [θ] occur in complementary distribution, and specify the distribution if they do. (5%)

B. What can you conclude about the phonemic status of [ð] and [θ] in OE. (2%)

C. On the basis of your analysis, give underlying forms for *bæð* 'bath' and *weorðe* 'worthy', and state a phonological rule that will generate the correct surface forms. (7%)

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7. Consider the following cognates from Indo-European languages. Examine the initial consonants and answer the following questions. Long vowels are represented by sequences of two identical vowels. (5%)

Latin	Greek	Sanskrit	English
pater	pateer	pitaa	father
pees	poos	paat	foot
tenuis	tanaos	tanuh	thin
trees	treis	trayas	three
kor	kardiaa	(no cognate)	heart

- A. What do *Voiceless fricatives* in English correspond to in Latin? Please answer in terms of natural classes of sounds.
- B. There is no cognate for *heart* in Sanskrit. If a cognate word existed, which sound would it probably start with? Please provide the phonetic description of the sound as well as the IPA symbol of the sound.
8. Use the child's speech data shown below to answer the following questions. For each question below, you have to specify the phonetic process involved and state the relevant rule(s) in words to capture any generalization found. (11%)

A	B	C	D	E
sun [sɛn]	bed [bɛt]	snake [nek]	off [ɔp]	truck [tɛk]
see [si]	egg [ek]	sky [kay]	coffee [kɔpi]	brownie [bawni]
soap [sɔp]	tub [tɛp]	stop [tap]	laugh [læp]	broken [bɔkən]
some [səm]		spoon [pu:n]	beautiful [butɛpəl]	crack [kæk]
bus [bɛs]				clay [ke]
				plane [pen]

- A. Based on the data in Column A and C, can you describe when the sound [s] is produced and when it is dropped by the child? Please state a rule for such generalization. What kind of phonetic process is involved? (3%)
- B. What kind of phonetic process is involved for the child's data in Column D? Please state the rule for such process in words. (3%)

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- C. What kind of phonetic process is involved in the child's data in Column E? Please state the phonological rule in words that captures such pattern. (3%)
- D. According to the above data, how would the child produce the word "stab"?
[_____] (2%)
9. Please explain in depth why the knowledge of linguistics is important and useful on the research of language acquisition? You may provide examples and methods for illustration. (7%)