

國立清華大學 102 學年度碩士班考試入學試題

系所班組別：語言學研究所

考試科目（代碼）：「語言分析」（3102）

共 3 頁，第 1 頁 *請在【答案卷、卡】作答

(Attention: The following questions may be answered in English or Chinese)

1. (25%) Based on the following data determine whether *be* and *is* in Standard English (SE) behave the same. Argument for the position that you take. Note that the asterisked sentence is ungrammatical.

- (1) a. Mike will not be late.
b. *Mike will be not late.
- (2) a. Jane does not like apples.
b. *Jane likes not apples.
- (3) a. Ben is not tired.
b. *Ben not is tired.

Here are some examples from AAE (African American English):

- (4) a. Jim (is/'s/0) a doctor.
b. Jim (is/'s/0) tired.
- (5) a. Kevin isn't tired. (= Kevin is not tired now)
b. Kevin don't be tired. (= Kevin is not habitually tired)
c. Kevin don't like cake.
- (6) a. Anne is/0 tired, isn't/*don't she?
b. Anne be tired, *isn't/don't she?
c. Anne like cake, *isn't/don't she?

Do you think that the uses of *is* and *be* are similar in SE and AAE? Do the examples in AAE lend support to the claim that you make for the examples in SE?

2. (25%) In the following table are some examples of the root and its plural form in Washo, a native American language. Provide stepwise phonological rules to derive the plural form from its root in each case. What generalization can be obtained to account for all of the examples involved? Note that the diacritics in the

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plural column mean stress.

	root	plural	gloss
a	ips	péps	up from a surface
b	išl	šéšl	to give
c	im	mém	out from
d	akd	kák d	slowly
e	sesm	sesésm	to vomit

3. (25%) As shown in the following table, what are the major distinctions between French and English in the use of quantifiers (*un*, *plusieurs*, and *beaucoup* in French vs. *one*, *several* and *many* in English) as well as *de* and *des* in French vs. *of* and *'s* in English). Note that *(x) means that x is obligatorily present.

	French	English	construction
a	Un *(des) garçons	One of the boys	partitive
b	Plusieurs *(des) garçons	Several of the boys	partitive
c	Beaucoup *(des) livres	Many of the books	partitive
d	Beaucoup *(de) livres	Many of books	quantitative
e	Le frère *(de) Marie The brother of Mary	Mary's brother	possessive
f	Les frères *(des) enfants The brother of the children	The children's brothers	possessive

Consider *tous/toutes* and *chacun/chacune* in French vs. *all* and *each* in English as well as *les* in French vs. *the* in English in the following table. In what respects do they differ from their counterparts in the above table?

(i) a	Tous les garçons All.MASC.PL the.PL boys.MASC.PL	All the boys
b.	Toutes les filles All.FEM.PL the.pl girls.FEM.PL	All the girls

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(ii) a.	Chacun des garçons Each.MASC.SG of the boys.MASC.PL	Each of the boys
b.	Chacune des filles Each.FEM.SG of the girls.FEM.PL	Each of the girls

4. (25%) What do the following four German examples sharing the same truth value in (7) reveal about the overriding constraint on the word order in this language?

- (7) a. Das Buch hat mein Freund dem Mann gestern gegeben.
The.acc book has my friend the.dat man yesterday given
'My friend gave the man the book yesterday'
- b. Gestern hat mein Freund dem Mann das Buch gegeben.
c. Dem Mann hat mein Freund gestern das Buch gegeben.
d. Mein Freund hat dem Mann gestern das Buch gegeben.

Do you think that the word order in the four examples as given in (8) in English exhibits the same phenomenon?

- (8) a. What did my friend give the man yesterday?
b. When did my friend give the man the book?
c. Who did my friend give the book to yesterday?
d. Who gave the man the book yesterday?

What does a subordinate clause like (9) tell us more about the constraint on word order in German?

- (9) Wenn mein Freund dem Mann gestern das Buch gegeben hätte,
If my friend the.DAT man yesterday the.ACC book given had.CONDITIONAL
'If my friend had given the man the book yesterday,'