考 試 科 目	一般語言學	所 別	語言學研究所	考 試 時 間	月　日上　午第　節
					星期　　下

Questions:

(1) Examine the following (grammatical) sentences and classify secondary predicates in terms of their semantic value.

(2) Not all sentences allow secondary resultative predicates, as sentences (g) and (h) show. What are the restrictions?

(3) Draw a tree structure for the sentence involving a resultative predicate. State reasons for your structure.

(c) John came home clean.

(d) I pressed the flower flat.

(e) I drink my coffee black

(f) John painted his house red.

(g) *I ripped the shirt shabby.

(h) *I saw the paper flat.

5. Phonology: Consider the following words from Ecuadorian Quichua.

1. [aŋgu]	'root'	11. [ipitʲæra]	'cockroach'
2. [apʲku]	'dog'	12. [mikʲæ]	'aunt'
3. [ɲæɲæ]	'girl's sister'	13. [antʃuri]	'Get out of the way!'
4. [lʲækina]	'to sorrow'	14. [indi]	'sun'
5. [ʃimbana]	'to braid'	15. [tiŋlana]	'to pull tight'
6. [jætʃæʃka]	'he knew'	16. [aktʃæ]	'hair'
7. [uma]	'head'	17. [alʲpa]	'ground'
8. [wasij]	'in the house'	18. [næmbi]	'path'
9. [ɾapʲæŋ]	'nervous'	19. [ima]	'what'
10. [kadzuŋ]	'brother in law'	20. [puglʲæna]	'to play'

Consonant phonemes in this language include:

Plosives:	b p pʲ	d t tʲ		g k kʲ
Affricates:			tʃ	
Fricatives:		z s	ʃ	
Nasals:	m	n	ɲ	ŋ
Liquids/Glides:	w	l lʲ	j	(w)
Tap:		ɾ		

備　　考	試 題 隨 卷 繳 交

命 題 委 員：　　　　　　　　　　　　　　（簽章）　　年 11 月 12 日

QUESTIONS: Answer questions by the following steps.

A. Make a labeled phonetic chart (like an IPA chart) of <u>ALL</u> vowel phones in this language (3%).

	Front	Central	Back
High	i		
Mid			
Low			

B. Make a chart of all the environments in which the vowel phones occur; the environments with /i/ are done as examples (7%).

	Initial	Medial	Final
/i/	#_ p, n, m	k_n, ʃ_m, s_j, p_tʲ, m_kʲ, t_ŋ	b, d, ɾ _ #
/ɯ/			
/æ/			
/a/			

C. If any vowel phones are in complementary distribution and therefore belong to the same phoneme, please describe the environments in which each allophone occurs, and then write a rule for this phoneme (8%).

D. For the rules you wrote above, justify your choice of 'phoneme' by making an argument based on the following factors (12%).

1. Broadest range of environments.

2. Phonetic naturalness of the alternation, and simplicity of rule. (i.e. explain the phonetic process involved; explain what would be wrong with the rule if you wrote it backwards.)

Explain the following terms: (40%)

1. Telegraphic speech

2. Wernicke's aphasia

3. Sapir-Whorf Hypothesis

4. Monitor Hypothesis

5. Content-based Instruction

Answer the following questions: (60%)

1. What are the characteristics of CDS (child-directed speech)? Why is CDS used? What role does CDS play in child language acquisition?

2. In face-to-face interaction, speech can signal social identity. That is, speech often contains linguistic items that reflect social characteristics of the speaker, of the addressee, or of the relation between them. Give some of such examples in Mandarin and discuss the governing norms.

3. The concept of communicative competence has been widely discussed by researchers in a variety of fields. Please discuss it from the point of view of sociolinguistics, psycholinguistics, or language learning/teaching.

4. What does the Interlanguage Principle mean to you as an EFL teacher? And, what are the classroom implications that deserve your attention?

1. Study the following examples and discuss the syntax and semantics of the use of negation 'no'. (15%)

   (a) No Dogs in the Restaurant.
   (b) No Parking. Violators Will Be Towed Away.
   (c) No Shoes, No Shirt, No service.
   (d) No Checks, No exceptions.

2. Phonetics in International Phonetic Alphabet (20%): Translate the following limericks into English orthography (Note: ",;: are punctuation, not phonetic symbols).

[sɛd ðə ɹédʒɪstə tʰõʷn tʰu ðə stɹɛs]:
"[jɚ ˈɪntʰɛ́s ænd hæv fʊɬ vaʷɬz, aʲ gɛs,]
[bʌt jə pʰɪtʃ sãʷndz lɪʲk mi;]
[noʷ lɛ̃ŋkə dífɹɔns aʲ si]."
"[aʲm pʰɪtʃ-æksɛ̃nt" ʃi sɛd, "aʲ kʰõnfɛs]."

3. Consider the following sentences involving the word *pao* 跑 and show how its various senses are connected. (15%)

   (a) 他天天跑號子。
   (b) 犯人跑了。
   (c) 你為什麼老是跑這兒來？
   (d) 卡片跑哪裡去了？
   (e) 強盜來了，快跑！
   (f) 上班時間礙於規定不能亂跑.
   (g) 太陽跑得最快。
   (h) 他專跑巾政府及巾議會的新聞。

4. As the following example shows, an adjective phrase can be predicated of a noun phrase indicating the state of the object as a result of the action.

(a) John scrubbed the floor clean.

Scrubbed is the primary predicate of the sentence; *clean* is the secondary predicate. There are various kinds of secondary predicates in language. *Clean* in this sentence is a resultative predicate. (20%)