

國立嘉義大學九十七學年度  
外國語言學系碩士班招生考試試題

科目：語言學概論

Please answer the following questions in English. For Chinese examples, you can use Chinese when citing the examples. But the analysis and generalization must be stated in English.

Q1. The experiential aspect marker *guo* has been a popular issue in Chinese linguistics. Examine the data below and answer the questions. (20%)

- (a) 他去過美國
- (b) 小明上過小學
- (c) 張三摔斷過腿
- (d) 張三撞斷過這三根柱子
- (e) \*張三死過
- (f) \*李四做過這三首曲子
- (g) \*彭祖老過

(1). Based on the seven examples above, what kind of predicates is compatible with the experiential *guo* and what kind is not? Use your generalization to explain why (a-d) are grammatical while (e-g) are not. (10%)

- (h) 我也年輕過
- (i) 中華棒球隊打過 1992 年奧運棒球賽決賽
- (j) 每個人都經歷過成長的痛苦
- (k) 我聽過昨天那場演講

(2). Examine (h-k). Do these examples affect your generalization above? If yes, in what way? How will you revise your generalization to accommodate these examples? If not, how will you explain these examples with your previous generalization? (10%)

Q2. The X-bar theory is a well-accepted notation in modern syntactic theories. Use the examples below to explain why an intermediate level is required between the maximal projection level and the lexical level. (20%)

- (a) Susan likes a student of linguistics. (a') \*Helen likes one (= a student) of chemistry.
- (b) Susan likes a student in blue jeans. (b') Helen likes one (= a student) in T-shirt.
- (c) Susan likes a student of linguistics in blue jeans.
- (c') Helen likes one (= a student of linguistics) in T-shirt.
- (c'') \*Helen likes one (= a student) of chemistry in T-shirt.

Q3. Explain why (a) is grammatical while (b) is not. Define whatever notions you use in your explanation. (20%)

- (l) [The soldiers]<sub>i</sub> disgraced themselves<sub>i</sub>.
- (m) \*[The soldiers']<sub>i</sub> behavior disgraced themselves<sub>i</sub>.

Q4. Answer each question by referring to the slightly modified data of Western Geelandic Eskimo nouns, as indicated below. (20%)

	singular	plural	gloss
1	san:at	san:atit	'tool'
2	pana	panat	'knife'
3	tut:u	tut:ut	'reindeer'
4	up:ik	up:iŋit	'owl'
5	uluk	uluŋit	'cover'
6	un:ik	un:iit	'night'
7	juk	juit	'human being'

- (1). Give a lexicon showing the underlying representations of each of the base morphemes in this data. (10%)
- (2). Three rules are needed to derive the phonetic representations. Give a NAME, PROSE STATEMENT, and FORMAL STATEMENT for each rule. Make the rules as SIMPLE and GENERAL as the data will allow. (10%)

Q5. Look at the following items containing the element *shoe* and decide in each case whether the compound is based on a type-of relationship (with a dominant second element) or a part-whole relationship (with a dominant first element). (20%)

ballet shoe	shoe hammer	shoe-shop
canvas shoe	shoe heel	shoe-tip
patent-leather shoe	shoe leather	shoemaker
peep-toe shoe	shoe-boy	
walking shoe		

Do any of the type-of compounds suggest that—as with *raincoat*—the dominance of the second element is overridden in conceptualization?