

科目：語言分析 適用：外文系(語言學組)

編號：131

考生注意：

1. 依次序作答，只要標明題號，不必抄題。
2. 答案必須寫在答案卷上，否則不予計分。
3. 限用藍、黑色筆作答；試題須隨卷繳回。

本試題

共 2 頁

第 1 頁

1. The following data are from the African language Zulu.

umfazi "married woman"	abafazi "married women"
umfani "boy"	abafani "boys"
umzali "parent"	abazali "parents"
umfundisi "teacher"	abafundisi "teachers"
umbazi "carver"	ababazi "carvers"
umlimi "farmer"	abalimi "farmers"
umdlali "player"	abadlali "players"
umfundi "reader"	abafundi "readers"
fundisa "to teach"	funda "to read"
lima "to cultivate"	baza "to carve"

- (1) What is the morpheme meaning "singular" in Zulu? (3%)
- (2) What is the morpheme meaning "plural" in Zulu? (3%)
- (3) List the Zulu stems to which the singular and plural morphemes are attached, and give their meanings. (4%)
- (4) What is the derivational suffix that specifies the category verb? (3%)
- (5) What is the nominal suffix (i.e., the suffix that forms nouns)? (3%)
- (6) State the morphological noun formation rule in Zulu. (3%)
- (7) What is the stem morpheme meaning "read"? (3%)
- (8) What is the stem morpheme meaning "carve"? (3%)

2. The following data are from the language Chickasaw.

sachaaha "I am tall"	chitikahtok "you were tired"
chaaha "he/she is tall"	chichchokwa "you are cold"
chichaaha "you are tall"	hopobatok "he was hungry"
hoochaaha "they are tall"	hoohopobatok "they were hungry"
satikahbi "I am tired"	sahopoba "I am hungry"

- (1) What is the root morpheme for the verb "to be tall"? (3%)
- (2) What is the root morpheme for the verb "to be hungry"? (3%)
- (3) What is the morpheme meaning past tense? (4%)
- (4) What is the morpheme meaning "I"? (3%)
- (5) What is the morpheme meaning "you"? (3%)
- (6) What is the morpheme meaning "he/she"? (3%)
- (7) If the Chickasaw root for "to be old" is apokni, how would you say: "You are old"? (2%)
- (8) how would you say: "He was old"? (2%)
- (9) how would you say: "They are old"? (2%)

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3. The following data are from a made-up language. (Long consonants are written as doubled letters to make the analysis easier.)

aba "I eat"	amna "I don't eat"
ider "You sleep"	inher "You don't sleep"
aguu "I go"	anquu "I don't go"
upi "We come"	unpi "We don't come"
atu "I walk"	antu "I don't walk"
ika "You see"	ikka "You don't see"
ijama "You found out"	injama "You didn't find out"
aweli "I climbed up"	amweli "I didn't climb up"
ioa "You fell"	inoa "You didn't fall"
aie "I hunt"	anie "I don't hunt"
ulamaba "We put on top"	unlamaba "We don't put on top"

- (1) What is the phonemic form of the negative morpheme based on these data? (3%)
- (2) What are its allomorphs? (3%)
- (3) State a rule that derives the phonetic form of the allomorphs from the underlying, phonemic form. (4%)
- (4) Another phonological rule applies to these data. State explicitly what the rule does and to what natural class of consonants it applies. (4%)
- (5) Give the phonemic forms for all the negative sentences. (11%)

4. Describe the implicatures in the following conversations and explain how they are derived in terms of Grice's conversational maxims

(1) A: Did you do the reading for this week's meeting?

B: I intended to. (5%)

(2) A: Did you enjoy your holiday?

B: The beaches were crowded and the hotel was full of bugs. (5%)

(3) A: Would you drive a Kia?

B: I wouldn't drive ANY Korean car. (5%)

(4) A: Did you drink all of the bottles of beer in the fridge?

B: I drank some. (5%)

Explain, in terms of Grice's conversational maxims, the humor or strangeness of the following exchange between mother and child. (The child has just finished eating a cookie when the mother comes into the room.) (5%)

(5) Mother: What are these cookie crumbs doing in your bed?

Child: Nothing, they're just lying there.