

科目：語言分析 適用：外文所語言組

編號：141

考生注意：

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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。

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(You may give your answers in English or Chinese)

1. Numeral quantifiers (NQ) are numerals with a classifier that agrees in type with the associated noun phrase. Take Japanese, as shown below, for example, *ni-dai* is a NQ with the numeral *ni* and the classifier *-dai* used for counting vehicles. On the basis of the following data, specify the constraints regarding the distribution of the NQ and their associated noun phrases. (20%)

- a. Kuruma-ga doroboo-ni ni-dai nusum-are-ta.
car-NOM thief-by 2-CL steal-Passive-Past
'Two cars were stolen by a thief.'
- b. Doa-ga kono kagi-de futa-tu aita.
door-NOM this key-with 2-CL opened
'Two doors opened with this key.'
- c. *Kodomo-ga geragerato san-nin waratta.
children-NOM loudly 3-CL laughed
'Three children laughed loudly.'
- d. Gakusei-ga kinoo san-nin kita.
student-NOM yesterday 3-CL came
'Three students came yesterday.'
- e. Gakusei-ga san-nin sake-o nonda.
student-NOM 3-CL sake-ACC drank
'Three students drank sake.'
- f. *Gakusei-ga sake-o san-nin nonda.
student-NOM sake-ACC 3-CL drank
'Three students drank sake.'

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g. Hon-o gakusei-ga go-satu katta.
book-ACC student-NOM 5-CL bought
'Students bought five books.'

2. Examine the following Sakha data and answer the questions below.

<i>Tuox</i>	'what'	<i>Tuoxtaa</i>	'do what; provide with what'
<i>Xanna</i>	'where'	<i>Xannalaa</i>	'go where'
<i>Xahys</i>	'which'	<i>Xahystaa</i>	'do which time'
<i>Töhö</i>	'how much'	<i>Töhölöö</i>	'count/number how much'
<i>Xas</i>	'how many'	<i>Xastaa</i>	'do how many times'
<i>Bacca</i>	'this much'	<i>Baccalaa</i>	'do this much; provide with this much'
<i>Occo</i>	'that much'	<i>Occoloo</i>	'do that much; provide with this much'
<i>Ikki</i>	'two'	<i>Ikkilee</i>	'do two times; provide with two'
<i>Erde</i>	'early'	<i>Erdelee</i>	'do something early; come early'
<i>Ikkis</i>	'second'	<i>Ikkistee</i>	'do for the second time; become second'
<i>Urut</i>	'before'	<i>Uruttaa</i>	'do something ahead of someone/something'
<i>Nahaa</i>	'very, too much'	<i>Nahaalaa</i>	'overdo it, go too far'

- What are the syntactico-semantic functions of the suffixes? (10%)
- Make a statement for the phonological process shown by the data above. Write a phonological rule to describe it. (10%)

3. Please consider the data below and make a generalization to describe the fact. (20%)

- The store can be run to / *from in a matter of minutes.
- The boat can be jumped into / *from.

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- c. The house is moved into / *from.
- d. Mary ran to the store in / *for ten minutes.
- e. Mary ran from the library *in / for ten minutes.
- f. *Onder welke brug door is het vliegtuig gevlogen? (Dutch)
under which bridge through is the plane flown
- g. Van welke brug ben jij gelopen? (Dutch)
From which bridge are you walk
- h. Po-vy-táhl káru z příkopu. (Czech)
Prefix-out-dragged cart out-of ditch
'He dragged the cart out of the ditch a bit.'
- i. *Po-do-táhl káru do příkopu. (Czech)
prefix-(in)to-dragged cart (in)to ditch
'He dragged the cart (in)to the ditch a bit.'

4. In each of the following pairs of words, does the word from the first row represent a morph in the word in the second row? Justify your answer carefully. (20%)

car	form	loo	mead	need	pi	privat	rail	roquet	wrest
carriage	uniform	Waterloo	meadow	needle	pious	privateer	trail	croquet	wrestler

5. Identify the ambiguity in (a) and (b) below. Explain how the ambiguity arises and draw an appropriate tree diagram for each meaning. (20%)

- a. The children followed the man from the school to downtown.
- b. 數位通訊技術員