

Answer all questions in English and in essay form.

1. Consider the bracketed words in the sentences below and discuss what sort of issues they raise about the relationship between syntax and morphology? What is the possible explanation? (20%)

- (1) We arranged a [five o'clock-ish] meeting
- (2) Her [old maid-ish] behavior surprised us.
- (3) Those two look very [Mutt and Jeff-ish].
- (4) Since that fight, I consider her an [ex-old friend].
- (5) None of my friends are [pro-Bush and Cheney].
- (6) I need a [post-90 degree day] shower.

2. The data given below illustrate one type of Tohono O'odham WH-question and the possible answers to such questions. On the basis of your observation of (1-8), formulate and state a hypothesis for how WH-questions are formed in Tohono O'odham, giving the rules that explain the relationship between the underlying and surface structures.

- (1) *Do: o g a'ali huhu'id?*
who {impf} the children chase
'Who are/were the children chasing?'
- (2) *(G)² a'ali o huhu'id g Husi.*
(the) children {impf} chase the José
'The children are/were chasing José.'
- (3) *Do: o g Mali:ya ñu:kud?*
who {impf} the María take-care-of
'Who is/was María taking care of?'
- (4) *Mali:ya o ñu:kud g Huan.*
María {impf} take-care-of the Juan
'María is/was taking care of Juan.'
- (5) *Ba: o g ceoj cipkan?*
where {impf} the boy work
'Where is/was the boy working?'
- (6) *Ceoj o cipkan g kui weco.*
boy {impf} work the tree under
'The boy is/was working under the tree.'
- (7) *Sha:cu o g Klisti:na ñeid?*
what {impf} the Christina look-at
'What is/was Christina looking at?'
- (8) *Klisti:na o ñeid g mi:sa.*
Christina {impf} look-at the table
'Christina is/was looking at the table.'

見背面

How can you incorporate the following additional data (9-12) into your analysis of Tohono O'odham WH-question formation?

- (9) *Do: mamagina o g Husi wapkon?*
 who cars {impf} the José wash
 'Whose cars is/was José washing?'
- (10) *Husi o wapkon g Huan mamagina.*
 José {impf} wash the Juan cars
 'José is/was washing Juan's cars.'
- (11) *Do: kawyuga o g gogogs huhu'id?*
 who horse {impf} the dogs chase
 'Whose horse are/were the dogs chasing?'
- (12) *Gogogs o huhu'id g Mali:ya kawyuga.*
 dogs {impf} chase the María horse
 'The dogs are/were chasing María's horse.'

Consider the following data in (13) and (14) (repeated from (7) and (8) above) and (15-20). These data reveal that there are two words for *what* in Tohono O'odham, *sha:cu* and *sha:*, and they are not interchangeable as shown in (21-24). Elaborate your answers and explain why *sha:cu* is grammatical for questions (13) and (15), but not for (23) and (24) and why *sha:* is grammatical for questions (17) and (19), but not for (21) and (22). (30%)

- (13) *Sha:cu o g Klisti:na ñeid?*
 what {impf} the Christina look-at
 'What is/was Christina looking at?'
- (14) *Klisti:na o ñeid g mi:sa.*
 Christina {impf} look-at the table
 'Christina is/was looking at the table.'
- (15) *Sha:cu o g ali huhu'id?*
 what {impf} the child chase
 'What is/was the child chasing?'
- (16) *Ali o huhu'id g Mali:ya kawyuga.*
 child {impf} chase the María's horse.
 'The child is/was chasing María's horse.'
- (17) *Sha: o g Huan kaij?*
 what {impf} the Juan say
 'What is/was Juan saying?'
- (18) *Huan o kaij nakoshdag.*
 Juan {impf} say foolishness
 'Juan is/was saying foolish things.'
- (19) *Sha: o g Klisti:na elid?*
 what {impf} the Christina think
 'What is/was Christina thinking?'
- (20) *Klisti:na o elid pi has.*
 Christina {impf} think no thing
 'Christina is/was thinking nothing.'
- (21) **Sha: o g Klisti:na ñeid?* cannot mean 'What is/was Christina looking at?'
- (22) **Sha: o g ali huhu'id?* cannot mean 'What is/was the child chasing?'
- (23) **Sha:cu o g Huan kaij?* cannot mean 'What is/was Juan saying?'
- (24) **Sha:cu o g Klisti:na elid?* cannot mean 'What is/was Christina thinking?'

3. Answer the following questions based on the example sentences provided below.

- (a) Discuss all the different senses of “前” you can identify in terms of syntactic categories and meanings. (10pt)
- (b) Provide an account of the relationships between the various uses singled out in (a). (10pt)
- (c) Can your explanation in (b) be applied to its antonym “後” as well? Provide some examples. (5pt)

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- (1) 醫師都建議大家不要在電腦 <前> 坐太久，否則容易生病。
 - (2) 活動中心 <前> 有一個好大的雜草空地及二條空空空的花圃，擺了不只半年。
 - (3) 在當今快步調的社會中，人們習慣於凡事向 <前> 看，然而緬懷過去，方能瞻望未來。
 - (4) 近年來又受到農村經濟衰落的影響，整個地方的發展可說是停滯不 <前>。
 - (5) 統一 20 多年了，<前> 東德地區的人仍緬懷往日時光。
 - (6) 兩千多年 <前>，我們的祖先，就已經渡海到臺灣來開墾。
 - (7) 對外公開時，請注意 <前> 三類的資料必須得到特定人員之同意。
 - (8) 最近騎車發現 <前> 輪有些不順，龍頭有些抖動。
 - (9) 緬甸 <前> 領導人奈溫 12 月在家中去世，死前他一直處於緬甸政府的軟禁之下。

4. 歷史語言學家 Morris Swadesh 爲了量度語言之間的親緣性，曾經利用詞彙統計之方法，製作了含 207 個基本詞彙的詞表 (word list)。(以下僅列出一些片段供參考，來源：Wiktionary)

No	English	French	German	Italian	Spanish	Dutch	Swedish	Latin
1	I *	je	ich	io	yo	ik	jag	ego
2	you <i>sing.</i> , thou	tu, vous (formal)	du, Sie (formal)	tu, Lei (formal)	tú, usted (formal)	Jij, Je, U (formal)	du	tu

(略)

見背面

31	heavy	lourd	schwer	pesante	pesado	zwaar	tung	gravis
32	small *	petit	klein	piccolo	pequeno	smal	liten	parvus
33	short	court	kurz	corto	corto	kort	kort	brevis
34	narrow	étroit	eng	stretto	estrecho, angosto	klein	trång	angustus
35	thin	mince	dünn	sottile	delgado, fiaco	dun	tunn	macer
36	woman *	femme	Frau	donna	mujer	vrouw	kvinnna	femina
37	man (adult male)	homme	Mann	uomo	hombre	man	man	vir
38	man * (human being)	homme	Mensch	uomo	hombre	mens	människa	homo
39	kid	enfant	Kind	bambino	nino	kind	barn	puer

(略)

(a) 小明與小英是華語老師，受此啓發，想要從無開始製作一個約莫兩百個詞的「現代漢語基本詞表」，以方便外國人學習華語。小明的方法是，在網路上任意搜尋五百篇長短不一的文章，從中按照出現頻率，由高自低抽取兩百個詞。小英的方法，則是利用教育部主編之國語辭典。她將辭典裡用來解釋各個詞條 (lexical entry) 意義的釋義句 (gloss) 全部抽取出來，就釋義句中所出現的詞，一樣按照出現頻率，由高自低抽取兩百個詞。請分別對於這兩種方法可能之優缺點進行評論。(15pt)

(b) 如果是你，你會採用什麼方法？(請發揮想像力，並對你提出之方法所涉及之程序清楚述明，並給予嚴謹的論證)。(10pt)

試題隨卷繳回