You may answer the following questions in either English or Chinese.

1. The bilabial nasal, [m], the alveolar nasal, [n], and the velar nasal, [ŋ] are commonly found in languages across the world. However, the glottal nasal is not found in any languages. Please explain why the glottal nasal is not possible from the following three aspects, (a) place and manner of articulation for nasals, (b) air stream mechanism, and (c) physiological constraints of the articulators. 15%

2. The so-called 音標 taught in English lessons of middle schools in Taiwan does not describe articulatory details during fluent speech. For example, the two /p/‘s in ‘pit’ and ‘spit’ are pronounced differently. Please describe how the two sounds are different from each other. Which sound in Mandarin do you think the /p/ in ‘pit’ is closest to? How about the /p/ in ‘spit’? 10%

3. Please identify the features, such as place of articulation, manner of articulation, voicing, tongue height, tongue advancement, lip rounding, that are shared by each group of sounds. 10%
   (a) [p, b, m]
   (b) [s, v, j]
   (c) [i, u]
   (d) [w, y]
   (e) [r, ɾ]

4. Uighur is an agglutinative language spoken mainly in Xinjiang Province of China. In Uighur, vowel raising affects the stem-final vowel which gets distressed in suffixation. Below are some supporting examples of this rule (Hasim and Niyaz, 1996). The morphophonemic rule, which changes p into w, are irrelevant here. Note that the segments in question are underlined. (Key: Prog = progressive, Pres = present)

   (a) kor + yp + et + imen → kor + ywgt + imen → korywgtimen

   read  Prog  I (Pres)

   ‘I am reading’
5. According to the data below, specify how Sixian Hakka behaves with respect to the traditional notion of rhyming. For instance, *mune* rhymes with *nine*. Pay attention to the pronunciations of the words as transcribed below. 7%

(a) 一盞孤燈照夜台，上床脫靴又脫鞋；三魂七魄隨夢去，誰知明朝來不來？

tha’oi/ /hai/ /loi/

(b) 佇顧出門難東啼，遠人離別水東西；河水西流想無法，從今不養五更難。

tha’ai/ /si/ /kai/

(c) 什麼夜裡睡不著，天光清曉就起早。葉上看來像珍珠，可惜珍珠不是寶。

tseu/ /pau/

In addition, Sixian Hakka has two diphthongs composed of high vocoids, namely *iu* and *ui*. Based on the following folklore songs, does rhyming serve as evidence for the nature of *iu* and *ui*? That is, does rhyming suffice to identify their compositional structures as VG or GV? (Key: V = vowel, G = glide) 8%
國立交通大學八十九學年度碩士班入學考試試題

科目名稱：語言分析(612) 考試日期：89年4月23日 第3節
系所班別：語言與文化研究所 組別：乙組 第3頁

週答前, 請先核對試題、答案卷（試卷）與准考證上之所組別與考試科目是否相符!!

(d)雞谷仔型聲控，井頭背水溝垂垂，人家問我做什麼，無驚無喜愛人欺。
   /lu/ /sui/ /hui/

(e)耕田愛耕上下坵，上邊有水下邊有，兩邊有水來相濟，就係天早唔使愁。
   /k'ui/ /iu/ /seu/

(6)阿哥愛妹妹愛留，留轉阿哥妹較輸，三餐煮飯放江水，煮菜也愛放加油。
   /iu/ /su/ /iu/

6. 國語裏的『給 + NP 』(NP 表名詞組)可以出現在動詞的前面，也可以出現在
動詞的後面。對於某些動詞而言，出現在動詞前或動詞後的『給 + NP』意思沒
有什麼差別，句子也都是合法的，如下面例句(1) 所顯示，但對於另外某些動
詞，出現在動詞前或動詞後的『給 + NP』意思可能就不一樣，或甚至會使得句
子變成不合乎語法如例句(2) 所顯示。請自行再想一些含有『給 + NP』的句子，
並歸納出『給 + NP』可出現在動詞前面也可出現在動詞後而意思不變的規律。
   20%

(1) a. 老師發給每個學生一份講義。
   b. 老師給每個學生發了一份講義。
   c. 老師發了一份講義給每個學生。

(2) a. 小學生給老師行了一個禮。
   b. *小學生行了一個禮給老師。
   c. *小學生行給老師一個禮。

7. 國語的『在』與『著』的意義在某種程度上都有點像英語的進行式。請根據
下列兩組例句討論『在』與『著』的意義及語法限制並比較它們的異同點。你
可以自行舉更多的例子來證明你的分析。 20%

(1) a. 他還活著。
   b. 他邊洗著衣服，邊唱著歌。
   c. *他蓋著一棟大樓。
   d. *他到達著山頂。

(2) a. *他還在活。
   b. 他也在唱歌也在跳舞。
   c. 他還蓋著一棟大樓。
   d. *他還到達山頂。
你的分析是否可用来说明下列例句呢？

(3) 小明打破著杯子。
(4) 小明推著一台推车。