Mr. Ford was a Coast Guard radio operator when he suffered a stroke at the age of thirty-nine. The neuropsychologist Howard Gardner interviewed him three months later, and asked him about his work before he entered the hospital. Gardner wrote down the following paragraph to describe the interview.

“I’m a sig ... no ... man ... uh, well, ... again.” These words were emitted slowly, and with great effort. The sounds were not clearly articulated; each syllable was uttered harshly, explosively, in a throaty voice ...

“Let me help you,” I interjected. “You were a signal ...”

“A sig-nal man ... right,” Ford completed my phrase triumphantly.

“Were you in the Coast Guard?”

“No, er, yes, yes, ... ship ... Massachu ... chusetts ... Coast-guard ... years.” He raised his hands twice, indicating the number “nineteen.”

“Oh, you were in the Coast Guard for nineteen years.”

“Why are you in the hospital, Mr. Ford?”

Ford looked at me a bit strangely, as if to say, Isn’t it patently obvious? He pointed to his paralyzed arm and said, “Arm no good,” then to his mouth and said, “Speech ... can’t say ... talk, you see.”

“What happened to you to make you lose your speech?”

“Head, fall, Jesus Christ, me no good, str, str ... oh Jesus ... stroke.”

“I see. Could you tell me, Mr. Ford, what you’ve been doing in the hospital?”

“Yes, sure. Me go, er, uh, P.T. nine o’cot, speech ... two times ... read ... wr ... ripe, er, rike, er, write ... practice ... get-ting better.”

“And have you been going home on weekends?”

“Why, yes ... Thursday, er, er, no, er, Friday ... Bar-ba-ra ... wife ... and, oh, car ... drive ... purnpike ... you know ... rest and ... tee-vee.”

“Are you able to understand everything on television?”

“Oh, yes, yes, ... well ... al-most.”

Based on the paragraph above, please describe how Mr. Ford differs from normal people in linguistic performance? You are encouraged to answer the question in terms of what you have learned about syntax and morphology. (15 points)

Why do many linguists use the linguistic performance of patients like Mr. Ford as evidence to argue for the existence of the language organ? (5 points)
第二题：
想一想，下面的数学式子；并回答以下几个问题：

\[ 1 \div 7 = 0.142857142857142857142857142857 \ldots \]

请问所得出的答案有何特性？（五分）又人类的自然语言中是否也具有类似的特性？请举例说明之。（五分）

第三题：
某甲说：这三条路很直，问这三条路到底直不直？（五分）某乙说：这人高，问这人到底高不高？（五分）请问形容词直和高在句法和语义上存在著什么样的差异性？（十分）

第四题：
In language such as Classical Arabic and Australian aboriginal languages there are only three phonemic distinctive vowels in vowel space, i.e.

\[ i \quad u \quad a \]

Languages such as Spanish and Greek have five-vowel systems in vowel space, i.e.

\[ i \quad u \quad e \quad o \quad a \]

Please explain why vowels /i, u, a/ are the three most basic vowels across different languages from an articulatory point of view? （20%）

第五题：
Please draw two morphological trees for the word “unlockable” and explain the different meanings of the word according to the tree structure. （10%）
第六題:

Following are some Japanese data. Please use phonological rules to describe the allophonic alternation between /ɸ, h, s, ŋ, tʃ, ts/. /ɸ/ represents voiceless bilabial fricative. Some of these consonants are in complementary distribution before certain vowels. Please list all the appropriate allophonic alternation. (20%)

| ōujisaki | hirose | misumi | soto |
| ōujiya | hitatʃi | motoyama | susuki |
| ōurui | honta | matsu | takaʃima |
| hatʃinohe | matsuʃima | mitsukoʃi | tate |
| haʃimoto | mine | setana | tsunani |