

系所組別： 外國語文學系乙組

考試科目： 英文

考試日期： 0219，節次： 4

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## I. Translate the following passages into CHINESE. (5% for each passage) 20%

1. With the further development of the Internet and open platforms, such as Google Inc.'s Android system, cloud computing will transform all data and information into 'piped water' that can be used at any time, making the world connected to a single network.
2. "The idea that an incumbent who loses an election need only hang on and threaten violence in order to obtain a power-sharing deal is a dangerous blow to democracy in a continent that will see some 15 national elections in the coming year," an political expert commented on the current situation in Ivory Coast.
3. The phonological word's gestural score is executed by the articulatory system. The articulatory system is, of course, not just the muscular machinery that controls lungs, larynx, and vocal tract; it is as much a computational neural system that controls the execution of abstract gestural scores by this highly complex motor system.
4. Nativist assertions about the developmental nature of young children's bilingualism also align with the argument for a critical period. This hypothesis suggests that there is a move away from acquisition towards more conscious learning at around the age of puberty. However, the distinction between naturally becoming bilingual and being taught to become bilingual may have cloudy borders.

## II. Reading and summary writing. Read the following passage and write a summary within 80 words. DO NOT COPY OR QUOTE sentences directly from the original texts in your summaries (20% for each) 40%

1. The concept of sustainable development can be traced to the energy (especially fossil oil) crisis and the environment pollution concern in the 1970s. The green building movement in the U.S. originated from the need and desire for more energy efficient and environmentally friendly construction practices. There are a number of motives to building green, including environmental, economic, and social benefits. However, modern sustainability initiatives call for an integrated and synergistic design to both new construction and in the retrofitting of an existing structure. Also known as sustainable design, this approach integrates the building life-cycle with each green practice employed with a design-purpose to create a synergy amongst the practices used. Green building brings together a vast array of practices and techniques to reduce and ultimately eliminate the impacts of new buildings on the environment and human health. It often emphasizes taking advantage of renewable resources, e.g., using sunlight through passive solar, active solar, and photovoltaic techniques and using plants and trees through green roofs, rain gardens, and for reduction of rainwater run-off. Many other techniques, such as using packed gravel or permeable concrete instead of conventional concrete or asphalt to enhance replenishment of ground water, are used as well. While the practices, or technologies, employed in green building are constantly evolving and may differ from region to region, there are fundamental principles that persist from which the method is derived: Energy, water, material efficiency; indoor environmental quality enhancement; operations and maintenance optimization; and waste and toxics reduction. The essence of green building is an optimization of one or more of these principles. Also, with the proper synergistic design, individual green building technologies may work together to produce a greater cumulative effect. On the aesthetic

(背面仍有題目,請繼續作答)

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side of green architecture or sustainable design is the philosophy of designing a building that is in harmony with the natural features and resources surrounding the site.

2. Infants (from Latin *infans*, speechless) are human beings who cannot speak. It took most of us the whole first year of our lives to overcome this infancy and to produce our first few meaningful words, but we were not idle as infants. We worked, rather independently, on two basic ingredients of word production. On the one hand, we established our primary notions of agency, interactancy, the temporal and causal structures of events, object permanence and location. This provided us with a matrix for the creation of our first *lexical concepts*, concepts flagged by way of a verbal label. Initially, these word labels were exclusively auditory patterns, picked up from the environment. On the other hand, we created a repertoire of babbles, a set of syllabic articulatory gestures. These motor patterns normally spring up around the seventh month. The child carefully attends to their acoustic manifestations, leading to elaborate exercises in the repetition and concatenation of these syllabic patterns. In addition, these audiomotor patterns start resonating with real speech input, becoming more and more tuned to the mother tongue. These exercises provided us with a *proto-syllabary*, a core repository of speech motor patterns, which were, however, completely meaningless. Real word production begins when the child starts connecting some particular babble (or a modification thereof) to some particular lexical concept. The privileged babble auditorily resembles the word label that the child has acquired perceptually. Hence word production emerges from a coupling of two initially independent systems, a conceptual system and an articulatory motor system. This duality is never lost in the further maturation of our word production system. Between the ages of 1;6 and 2;6 the explosive growth of the lexicon soon overtaxes the proto-syllabary. It is increasingly hard to keep all the relevant whole word gestures apart. The child conquers this strain on the system by dismantling the word gestures through a process of *phonemization*; words become generatively represented as concatenations of phonological segments. As a consequence, phonetic encoding of words becomes supported by a system of phonological encoding. Adults produce words by spelling them out as a pattern of phonemes and as a metrical pattern. This more abstract representation in turn guides phonetic encoding, the creation of the appropriate articulatory gestures. The other, conceptual root system becomes overtaxed as well. When the child begins to create multiword sentences, word order is entirely dictated by semantics, that is, by the prevailing relations between the relevant lexical concepts. One popular choice is "agent first"; another one is "location last." However, by the age of 2;6 this simple system starts foundering when increasingly complicated semantic structures present themselves for expression. Clearly driven by a genetic endowment, children restructure their system of lexical concepts by a process of *syntactization*. Lexical concepts acquire syntactic category and subcategorization features; verbs acquire specifications of how their semantic arguments (such as agent or recipient) are to be mapped onto syntactic relations (such as subject or object); nouns may acquire properties for the regulation of syntactic agreement, such as gender, and so forth. More technically speaking, the child develops a system of *lemmas*, 1 packages of syntactic information, one for each lexical concept. At the same time, the child quickly acquires a closed class vocabulary, a relatively small set of frequently used function words. These words mostly fulfill syntactic functions; they have elaborate lemmas but lean lexical concepts. This system of lemmas is largely up and running by the age of 4 years. From then on, producing a word always involves the selection of the appropriate lemma. The original two-pronged system thus develops into a four-tiered processing device. In producing a content word, we, as adult speakers, first go from a lexical concept to its lemma. After retrieval of the lemma, we turn to the word's phonological code and use it to compute a phonetic articulatory gesture. The major rift in the adult system still reflects the original duality in ontogenesis. It is between the lemma and the word form, that

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is, between the word's syntax and its phonology, as is apparent from a range of phenomena, such as the tip-of-the-tongue state.

III. Essay Writing. DO NOT COPY the instruction below. 40%

Thinking back of your language learning process as a non-native speaker of that language, compare a few teaching approaches adopted by your language teachers at any level. Describe **with specific examples** the pedagogical principles behind, methods and classroom activities used, and effects on you as a learner. Then comment on the most and least effective approach(es) and justify your choices.