系所組別：外國語文學系乙組

考試科目：英文　　　　　　　　　　　　　　　　　考試日期：0223，節次：1

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I. Translate the following passages into Chinese and vice versa. (12% for each passage) 36%

1. Detecting semiotically-expressed humor in diasporic TV productions

In this article, we suggest a semiotic approach to the study of visual humorous texts. Our method is based on the multimodal script analysis, which is a useful tool for examining not only verbal texts but also more complex texts, which combine the presence of images and sounds with verbally expressed humor. The resulting framework highlights how some visual comic mechanisms may enhance a different perception of semiotically expressed humor. Moreover, we present a statistical model in order to detect and measure how the resolution of some incongruities may also be determined by specific variables, which help to establish the existence and the strength with which the appreciation of humor varies according to the ethnic group of origin. In particular, the study analyzes the clip 'Jodhpur Station, 1947' from a popular British Asian sketch-show, Goodness Gracious Me. The sketch shares some similar features with the narrative strategies typical of joke-tellers and is characterized by a complex humorous apparatus depending on different levels of understanding relating to encyclopedic, crosscultural, and even diasporic knowledge of the world. (source: Balirano and Corduas, 2008, *Humor* 21/3(2008): 227-251)

2. Contact-Induced Grammatical Change: The case of *gei3* in Taiwanese Mandarin

本研究主要探討台灣華語中給予動詞「給」。根據以往的研究，台灣華語受到台灣閩南語很深的影響，可以視為語言接觸的產物。我們發現台灣華語的「給」在結構上的用法更加證實這個看法。主要有以下的目標：第一、從構式語法(construction grammar) 及詞彙語意 (lexical semantic approach) 的角度來探討與給予動詞相關的結構，包括台灣閩南語中的結構為「動詞 + 予伊 + 補語」、台灣華語中的相關結構為「給他/它 + 形容詞/動詞」以及「動詞 + 給他/它 + 補語」。最後，探討了台灣普通話中「給他/它」的語法化歷程。「給他/它」的語法化原因有二：一為語言內部因素，二為接觸引發的因素。透過上述的比較分析，讓我們對於新興結構中的「給」有深一層的認識，也可以了解這些新興結構的來龍去脈。語言學習者並非全然地接受目標語的輸入，或是學習不完全，他們也是創造者(creator)。他們利用母語中的知識以及社會文化環境，以新穎的方式來塑造另一個語言。(Heine and Kuteva 2005:37) 以台灣普通話中的「給」為例，語言學習者或使用者真是創意無窮的創造者。(source: Dissertation abstract)

3. Globish—以全球溝通為目的

臺灣全球化教育推廣協會（GEAT）於 2013 年 1 月 3 日下午兩點於台北舉行「Globish 發表會」，邀請全球語（Globish）的創始人也是前任 IBM 副總裁奈易耶（Jean-Paul Nerrière）及 TED 講師大衛洪（David Hon）來臺闡述三大主題：(1)為什麼奈易耶要提出 Globish 這個主張？(2) Globish 會帶給台灣及全球的企業與學校的英語教育什麼樣的影響？(3) Globish 憑什麼主張只要用 1,500 個單字就能輕鬆和世界溝通？GEAT 理事長陳超明教授希望藉著這個論壇尋找英語教育的新方向。

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　　Globish 一詞近年來成爲全球熱烈討論的話題，Newsweek 雜誌曾以封面故事報導，世界各地媒體也持續關注這個議題衍生的效應。Globish 這個概念由法國人 Jean-Paul Nerrière 以及美國人 David Hon 共同提倡，他們主張 Globish 是世界各國的共同語言，讓人類彼此更容易溝通。由於說英語的非英語母語人口總數快速增加，因此所有的國際溝通英語都應該簡化。他們更提出在日常生活中溝通時使用 1500 個基本常用字彙、12 種動詞時態，及少於 15 個字的短句，作爲學習英文的基礎指標。　　　(中央社訊息服務 20130104)

II. Please choose the best answer to each question based on the following passages. (source: Cytowic & Eagleman, 2009, Wednesday Is Indigo Blue: Discovering the Brain of Synesthesia)　24%

1. State and Evaluate your Claim

　　Start a new first page of your storyboard (or outline). At the bottom, state your claim in a sentence or two. Be as specific as you can, because the words in this claim will help you plan and execute your draft. Avoid vague value words like *important, interesting, significant,* and the like. Compare

> Masks play a significant role in many religious ceremonies.

> In cultures from pre-Columbian America to Africa and Asia, masks allow religious celebrants to bring deities to life so that worshipers experience them directly.

　　Now judge the *significance* of your claim (*So what?* Again). A significant claim doesn't make a reader think *I know that*, but rather *Really? How interesting. What makes you think so?* These next two claims are too trivial to justify reading, much less writing, a report to back them up:

> This report discusses teaching popular legends such as the Battle of the Alamo to elementary school students. (*So what if it does?*)

> Teaching our national history through popular legends such as the Battle of the Alamo is common in elementary education. (*So what if it is?*)

　　Of course, what your readers will count as interesting depends on what they know, and if you're early in your research career, that's something you can't predict. If you're writing one of your first reports, assume that your most important reader is you. It is enough if *you alone* think your answer is significant, if it makes you think, *Well, I didn't know that when I started.* If, however, you think your own claim is vague or trivial, you're not ready to assemble an argument to support it, because you have no reason to make one.

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Questions

(1) About state and evaluate your claim, which of the following elements are not mentioned by the author?

    (A) Start a new page

    (B) State your claim in a sentence or two

    (C) Be specific

    (D) Try to use words like *important, significant* in your claim.

(2) A significant claim should be like...?

    (A) So what?

    (B) I know that

    (C) Really? How interesting. What makes you think so?

    (D) Yes, I agree with it.

(3) What should we avoid when we assemble our own claim?

    (A) Carefulness

    (B) Vague or trivial

    (C) Logically

    (D) Reasonable

(4) What should we do to make readers interested in your claim?

    (A) Assume yourself is the reader

    (B) Persuade them

    (C) Use specific terms

    (D) Attract them by exaggerating or by using forbidden words

2. Make sure the body of your report is coherent

    Once you frame your report clearly, check its body. Readers will think your report is coherent when they see the following:

- What key terms run through all sections of the report
- Where each section and subsection ends and the next begins
- How each section relates to the one before it
- What role each section plays in the whole
- What sentence in each section and subsection states its point
- What distinctive key terms run through each section

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To ensure that your readers will see those features, check for the following:

(a) Do key terms run through your whole report?

　　　- Circle key terms in the claim in your introduction and in your conclusion (review 7.3)

　　　- Circle those same terms in the body of your report.

　　　- Underline other words related to concepts named by those circled terms.

If readers don't see your key terms in most paragraphs, they may think your report wanders. Revise by working those terms into parts that lack them. If you underlined many more words than you circled, be sure that readers will recognize how the underlined words relate to the concepts named in your circled key terms. If readers might miss the connections, change some of those related words to the key terms. If you really did stray from your line of reasoning, you have some serious revising to do.

(b) Is the beginning of each section and subsection clearly signaled?

You can use subheads to signal transitions from one major section to the next. In a long paper, you might add an extra space at the major joints. If you have a problem deciding what words to use in subheads or where to put them, your readers will have a bigger one, because they probably won't see your organization.

Questions:

(1) How will readers consider your report as coherent?

　　(A) Each section relates to the one before it

　　(B) No key terms in every sections of your paper

　　(C) Sentence is not represent your point

　　(D) Underlined words everywhere

(2) Which of the following may not help us to make sure of the key terms in the report?

　　(A) Circle key terms in the claim in introduction and conclusion.

　　(B) Bridge the key terms and the sentences in the article.

　　(C) Circle those same terms in the body of your report.

　　(D) Underline other words related to concepts named by those circled terms.

(3) What can help us to clearly signal each section and subsection?

　　(A) Use transition words

　　(B) Space it

　　(C) Use subheads to signal transitions from one major section to the next

　　(D) Use tab

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(4) Readers might wander whether your report is incoherent if your article...

(A) have key terms run through all sections of the report

(B) have distinctive key terms run through each section

(C) doesn't show any key terms in most paragraphs

(D) have a good connection in each section and next subsection

III. Essay writing　(40%)

Read the passage below and write an essay that contains at least 300 words, first expressing your opinion, and then addressing how this problem could be solved. Indicate the number of words within parenthesis at the end of your essay.

Taiwanese linguist races to save dying language (Enav | January 9, 2013, The Huffington Post)

Her eyes lit bright with concentration, Taiwanese linguist Sung leans in expectantly as one of the planet's last 10 speakers of the Kanakanavu language shares his hopes for the future. "I am already very old," says 80-year-old Mu'u Ka'angena, a leathery faced man with a tough, sinewy body and deeply veined hands. A light rain falls onto the thatched roof of the communal bamboo hut, and smoke from a dying fire drifts lazily up the walls, wafting over deer antlers, boar jawbones and ceremonial swords that decorate the interior like trophies from a forgotten time. "Every day I think: Can our language be passed down to the next generation? It is the deepest wish in my heart that it can be."