

*The making of a society is the finding of common meanings and directions, and its growth is an active debate and amendment under the pressures of experience, contact, and discovery, writing themselves into the land. The growing society is there, yet it is also made and remade in every individual mind. The making of a mind is, first, the slow learning of shapes, purposes, and meanings, so that work, observation and communication are possible. Then, second, but equal in importance, is the testing of these in experience, the making of new observations, comparisons, and meanings.*

--Raymond Williams (1958), "Culture is Ordinary"

The cultural heritage of our nation includes elements from different cultural traditions. Such a cultural diversity certainly enriches our society and contributes to the character of our national identity. But when we consider "the finding of common meanings and directions" crucial for the making of our society, as pointed out by Raymond Williams, we might want to ask: Do people in our society share some common cultural elements? In short, do we have a shared cultural knowledge that would make communication and mutual understanding possible?

**You are asked to write an essay, from your cultural perspective and position, to reflect on or debate about what elements would form a part of our common culture. (100%)**

**Part I: Vocabulary (15%)**

1. It has been suggested that East Asian students are reticent and passive and many therefore reject Western-style \_\_\_\_\_.  
A. liberty                      B. reliance                      C. regulation                      D. autonomy
2. The repertoire of the Cloud Gate Dance Theatre of Taiwan brings a \_\_\_\_\_ perspective to Asian myths, folklore, and aesthetics.  
A. contemporary              B. synchronous              C. authentic                      D. coincident
3. A new generation of statistical guru is turning the world of \_\_\_\_\_ baseball wisdom upside down.  
A. conventional              B. conservative              C. stereotypical              D. original
4. Biofuels such as ethanol made from corn, sugar cane, switchgrass and other crops are \_\_\_\_\_ as a "green" solution for a large part of America's transportation problem.  
A. tout                      B. touting                      C. touted                      D. being touted
5. Dalai Lama has called for an investigation into whether intentional cultural \_\_\_\_\_ was taking place in Tibet.  
A. filicide                      B. genocide                      C. homicide                      D. suicide
6. Even with so much \_\_\_\_\_, whether through text messaging or other technology, we are more sedentary and solitary than at any time in history.  
A. articulation              B. unity                      C. connectivity                      D. relativity
7. Although polls show a seemingly insurmountable lead by conservative candidate Lee Myung-bak, South Korean politics are known for their \_\_\_\_\_ and unpredictability.  
A. persistency              B. emotionality              C. volatility                      D. excitability
8. The European Union (EU) is an economic and political federation \_\_\_\_\_ 25 countries.  
A. comprised              B. comprising              C. compromise              D. comprise
9. The retreat of the glaciers within Glacier National Park may have a \_\_\_\_\_ impact on natural ecosystems that have taken thousands of years to develop.  
A. devastating              B. preservative              C. constructive              D. eliminating
10. America and China will face trade protection \_\_\_\_\_ from Europe if they to join a global climate deal to replace the Kyoto Protocol.  
A. measuring              B. measurement              C. measured                      D. measures
11. Researchers said the discovery of bluebells in flower so early in the year was \_\_\_\_\_.  
A. unfixable              B. unprecedented              C. unprepared              D. unchangeable

12. Ben Bernanke predicted that an unfolding economic slowdown will \_\_\_\_\_ a worrisome rise in inflation, cheering financial markets.  
 A. reverse                      B. inverse                      C. converse                      D. verse
13. Army chaplains don't just provide spiritual support but also moral comfort to soldiers \_\_\_\_\_ in Iraq.  
 A. deploy                      B. deploying                      C. deployable                      D. deployed
14. No health centers or doctors near Singh's village could \_\_\_\_\_ his brother's condition.  
 A. resolute                      B. diagnose                      C. analyze                      D. study
15. The movie director of Brokeback Mountain, Ang Lee, found each movie-making process \_\_\_\_\_.  
 A. fulfill                      B. fulfilled                      C. fulfilling                      D. fulfillment

**Part II: Cloze Test (15%)**

Benazir Bhutto \_\_\_\_\_ 1 \_\_\_\_\_ her father into politics, and both of them died \_\_\_\_\_ 2 \_\_\_\_\_ of it - he was executed in 1979; she fell victim to an apparent suicide bomb \_\_\_\_\_ 3 \_\_\_\_\_. Her two brothers also \_\_\_\_\_ 4 \_\_\_\_\_ violent deaths.

Like the Nehru-Gandhi family in India, the Bhuttos of Pakistan are one of the world's most famous political \_\_\_\_\_ 5 \_\_\_\_\_. Benazir's father, Zulfikar Ali Bhutto, was prime minister of Pakistan in the early 1970s. His \_\_\_\_\_ 6 \_\_\_\_\_ was one of the few in the 30 years \_\_\_\_\_ 7 \_\_\_\_\_ independence that was not run by the army.

Born in 1953 in the province of Sindh and \_\_\_\_\_ 8 \_\_\_\_\_ at Harvard and Oxford, Ms Bhutto gained \_\_\_\_\_ 9 \_\_\_\_\_ from her father's high profile, even though she was a reluctant \_\_\_\_\_ 10 \_\_\_\_\_ to politics. She was \_\_\_\_\_ 11 \_\_\_\_\_ prime minister of Pakistan, from 1988 to 1990, and from 1993 to 1996. On both occasions she was dismissed from office by the president \_\_\_\_\_ 12 \_\_\_\_\_ alleged corruption. The \_\_\_\_\_ 13 \_\_\_\_\_ typified her volatile political career, which was characterized by numerous peaks and \_\_\_\_\_ 14 \_\_\_\_\_. At the \_\_\_\_\_ 15 \_\_\_\_\_ of her popularity - shortly after her first election - she was one of the most high-profile women leaders in the world.

~ "Obituary: Benazir Bhutto" BBC, 2007

- |     |                   |                  |                 |                |
|-----|-------------------|------------------|-----------------|----------------|
| 1.  | A. approved       | B. followed      | C. denied       | D. disagreed   |
| 2.  | A. despite        | B. because       | C. owing        | D. in spite    |
| 3.  | A. strike         | B. fight         | C. attack       | D. invasion    |
| 4.  | A. suffered       | B. injured       | C. concluded    | D. resulted in |
| 5.  | A. aristocracies  | B. colonies      | C. autocracies  | D. dynasties   |
| 6.  | A. administration | B. government    | C. politics     | D. federal     |
| 7.  | A. following      | B. followed      | C. as followed  | D. follow      |
| 8.  | A. trained        | B. indoctrinated | C. educated     | D. brainwashed |
| 9.  | A. authority      | B. credibility   | C. plausibility | D. popularity  |
| 10. | A. convert        | B. believer      | C. follower     | D. transformer |
| 11. | A. former         | B. never         | C. next         | D. twice       |

- |     |               |               |               |              |
|-----|---------------|---------------|---------------|--------------|
| 12. | A. against    | B. with       | C. of         | D. for       |
| 13. | A. allegation | B. dismissals | C. corruption | D. occasions |
| 14. | A. troughs    | B. lows       | C. downs      | D. nosedive  |
| 15. | A. highest    | B. high       | C. higher     | D. height    |

**Part III: Reading Comprehension (20%)**A. Christian Were, "Impressions of Yimou Zhang," 2006

Chinese director, Yimou Zhang, is well-known for his films but much less is known about his creation of a series of the world's first outdoor scene performances in China known as the "Impressions." "Impressions" is the world's first outdoor scene performances involving the surrounding natural environment. The "Impressions" thus far have been musical productions and incorporate the culture and stories of the surrounding area into the shows.

*Lijiang*, Yimou Zhang's second "Impression," is a series of musical performances that largely portray the life of the Naxi and Mosuo minority people. Westerners might initially be surprised by the matriarchal context of the performances depicting the women going to work while the men laze around, get drunk and sing songs to make their women proud. It should be considered that both cultures are quite different to most others, even to that of Han Chinese culture. The Mosuo are a strictly matriarchal culture while the Naxi (which is officially regarded as a parent culture to the Mosuo) has substantial matriarchal elements. To balance things out there are performances that depict the famous tea trading of Yunnan, which was a dangerous activity for the men of the time as it involved negotiating the infamous and treacherous mountain *Tea Trail*. Such trading, however, has completely died out in recent decades.

- Based on the article, which of the following is NOT true about Yimou Zhang?
  - He is the first producer of the outdoor scene performances in the world.
  - He created both films and outdoor scene performances.
  - His outdoor scene performance was unsuccessful.
  - His outdoor scene performances are not as noted as his film.
- Based on the author, "Impressions" is more than a typical musical creation because:
  - it is an outdoor performance.
  - it represents Chinese culture.
  - it incorporates natural environment of the local into the show.
  - it considers culture and stories of the surrounding natural environment.
- What is true about *Lijiang*?
  - It describes the history of the Naxi and Mosuo minority tribes.
  - It challenges both westerner's and easterner's beliefs in gender roles.
  - It is the only "Impression" that Yimou Zhang produced.
  - It highlights the joviality of the Naxi and Mosuo males.

4. The word "matriarchal" means:
- A. ruled or controlled by elders.
  - B. ruled or controlled by men.
  - C. ruled or controlled by women.
  - D. ruled or controlled by the army.
5. It can be inferred from the passage that:
- A. The females of the Naxi and Mosuo are lazy.
  - B. Tea trading is very popular in Yunan.
  - C. The men of the Naxi and Mosuo lost their job in tea trading.
  - D. Tea Trail is in mountains.

B. Smith, Paige & Steglitz, "Theoretical Foundations of Intercultural Training and Applications to the Teaching of Culture," 2003

One of the criticisms leveled at current models of cultural variability is that they reduce culture to a rather static set of variables on which people differ (Cronen, Chen, & Pearce, 1988). However, when properly applied, they can also reveal a tremendous amount about the motivations, perceptions, and world views of culturally different individuals. Proper application is the key here. A great deal has been written and researched with regard to these frameworks that tend to dichotomize cultures into an either/or state, hence the sense of being static. Instead, all these models were designed as fluid continua within which all cultures have a greater or lesser degree of variability. For instance, even though the United States is widely discussed as a strongly individualist and low-context culture, there is a great deal of regional, religious, and ethnic variability regarding these factors. Further, it does not mean that we have no group-oriented obligations or understood meanings. Instead, these frameworks provide a basis for discussing the hierarchies and the relationships between our nested priorities and beliefs in what ought to be. The balance between group and individual priorities and concerns, therefore, is situationally and culturally negotiated based on these assumptions and varies a great deal even among cultures that are thought to be highly individualistic (the United States, Germany, England, France, etc.). For the intercultural communication educator, they should serve as tools for analysis of what one discovers about a cultural other, not boxes for cultural stereotypes. Finally, in any discussion of culture, stereotypes are best avoided by providing learners with a careful balance between culture-general frameworks and culture-specific information. This approach gives them skills for analyzing cultural differences as they arise rather than anticipating set patterns of behavior.

6. The main purpose of this passage is to \_\_\_\_\_ current analytical basis of culture.
- A. critique
  - B. support
  - C. explain
  - D. theorize
7. Based on the authors, what is the problem of current models of cultural variability?
- A. They classify culture differences into a fixed set of variables.
  - B. They cannot explain the differences among culture groups.
  - C. They fail to discuss the specific aspect of culture.
  - D. It often misarticulates patterns of cultural behaviors.

8. The authors mentioned about the individualist and low-context culture of United States to:
- A. strengthen their argument.
  - B. give an example.
  - C. illustrate a special case.
  - D. demonstrate the applicability of their theory.
9. For the intercultural communication educator, they should serve as tools for analysis of what one discovers about a cultural other, not boxes for cultural stereotypes. "They" in this passage refer to:
- A. priorities and concerns
  - B. assumptions
  - C. cultures
  - D. countries
10. Culture difference is best analyzed with a consideration of:
- A. the balance between group and individual priorities and concerns.
  - B. culture stereotypes others hold.
  - C. characteristics of specific cultural groups.
  - D. a fixed set of situational and cultural variables.

C. University of Michigan Health Systems, *Cancer Research*, 2005

University of Michigan scientists have created the nanotechnology equivalent of a Trojan horse to smuggle a powerful chemotherapeutic drug inside tumor cells – increasing the drug's cancer-killing activity and reducing its toxic side effects.

Previous studies in cell cultures have suggested that attaching anticancer drugs to nanoparticles for targeted delivery to tumor cells could increase the therapeutic response. Now, U-M scientists have shown that this nanotechnology-based treatment is effective in living animals. "This is the first study to demonstrate a nanoparticle-targeted drug actually leaving the bloodstream, being concentrated in cancer cells, and having a biological effect on the animal's tumor," says James R. Baker Jr., M.D., the Ruth Dow Doan Professor of Biologic Nanotechnology at the University of Michigan, who directed the study.

"We're very optimistic that nanotechnology can markedly improve cancer therapy," says Baker, who directs the Michigan Nanotechnology Institute for Medicine and the Biological Sciences. "Targeting drugs directly to cancer cells reduces the amount that gets to normal cells, increases the drug's anti-cancer effect and reduces its toxicity. By improving the therapeutic index of cancer drugs, we hope to turn cancer into a chronic, manageable disease."

11. Nanoparticles are:
- A. chemotherapeutic drugs
  - B. tumors cells
  - C. Trojan horse viruses
  - D. drug-delivery systems
12. This article reports about :
- A. the discovery of nanotechnology
  - B. a hypothesis about nanotech
  - C. a medical finding
  - D. the side effect of chemotherapy
13. Based on this article, nanoparticle-targeted drug has been examined on:
- A. human beings
  - B. blood streams

C. tumor specimens

D. living animals

14. Nanoparticles can increase the effectiveness of cancer therapy because:

- A. it can prevent the cancer drugs from killing cells.
- B. it can intensify the toxin of the cancer drugs.
- C. it can extend the length of time for tumor-killing activities.
- D. it can deliver anticancer drugs by targeting on tumor cells.

15. One appropriate title of this article is:

- A. "Nanoparticles Carry Cancer-Killing Drugs into Tumor Cells"
- B. "Nanotech Triple Threat to Cancer"
- C. "Self-Assembling Nanoparticles Image Tumor Cells"
- D. "Nanotechnology Today: Microchip-Based Device for the Detection of Tumor"

D. Carol S. Dweck, "The Secret to Raising Smart Kids", *Scientific America Mind*, 2007

A brilliant student, Jonathan sailed through primary school. He completed his assignments easily and routinely earned. As Jonathan puzzled over why some of his classmates struggled, and his parents told him he had a special gift. In the seventh grade, however, Jonathan suddenly lost interest in school, refusing to do homework or study for tests. As a consequence, his grades plummeted. His parents tried to boost their son's confidence by assuring him that he was very smart, but their attempts failed to motivate Jonathan (who is a composite drawn from several children). Schoolwork, their son maintained, was boring and pointless.

Our society worships talent, and many people assume that possessing superior intelligence or ability—along with confidence in that ability—is a recipe for success. In fact, however, more than 30 years of scientific investigation suggests that an overemphasis on intellect or talent leaves people vulnerable to failure, fearful of challenges and unwilling to remedy their shortcomings.

The result plays out in children like Jonathan, who coast through the early grades under the dangerous notion that no-effort academic achievement defines them as smart or gifted. Such children hold an implicit belief that intelligence is innate and fixed, making striving to learn seem far less important than being (or looking) smart. This belief also makes them see challenges, mistakes and even the need to exert effort as threats to their ego rather than as opportunities to improve, and it causes them to lose confidence and motivation when the work is no longer easy for them.

Praising children's innate abilities, as Jonathan's parents did, reinforces this mind-set, which can also prevent young athletes or people in the workforce and even marriages from living up to their potential. On the other hand, our studies show that teaching people to have a "growth mind-set," which encourages a focus on effort rather than on intelligence or talent, helps make them into high achievers in school and in life.

16. A brilliant student, Jonathan sailed through primary school. "Sailed through" means:

- A. fouled around
- B. studied hard
- C. learned quickly and smoothly
- D. looked it down

17. \_\_\_\_\_ resulted in Jonathan's grades plunge when he entered the seventh grade.
- A. Pressure from parents' expectations      B. Misconceptions about no-effort achievement  
C. Insufficient confidence                      D. Frustration about school requirements
18. For kids, overstressing their talents will make them:
- A. lose confidence in their ability              B. overexcited about taking challenges and risks  
C. lose motivation in making efforts            D. more likely to accept criticism or failures
19. It can be inferred from the passage that the attempt of the author is to:
- A. argue    B. alert  
C. suggest     D. describe
20. Based on the author, how should parents encourage their kids?
- A. assure their talents and intelligence        B. increase their confidence  
C. highlight their efforts                        D. overlook their failures

**Part IV: Translation (50%) Please translate the following texts into Chinese.**

1. I came into the valley, as the evening sun was shining on the remote heights of snow, that closed in it, like eternal clouds... In the quite air, there was a sound of distant singing—shepherd voices; but, as one bright evening cloud floated midway along the mountain-side, I could almost believed it came from there, and was not earthly music. All at once, in this serenity, great Nature spoke to me; and soothed me to lay down my weary head upon the grass, and weep as I had not weep yet, since Dora died!
- ~ Charles Dickens's *David Copperfield*
2. The ambivalent and contradictory relationship between fact and fiction in the early novel persists into its classical and modern phases. Novelists are and always have been split between, on the one hand, a desire to claim an imaginative and representative truth for their stories and, on the other hand, a conviction that the best way to secure and guarantee that truthfulness is by a scrupulous respect for empirical fact... Novels burn facts as engines burn fuel, and the facts can come only from the novelist's own experience or acquired knowledge. Not uncommonly, a novelist begins by drawing mainly on facts of the former kind and, when these are "used up," becomes more reliant on the latter.
- ~David Lodge's *The Practice of Writing*



**2008 Entrance Examination:  
English and American Literature**

**I. English Literature** (Please answer **two out of the three questions** listed in this part; each question will carry 33 points.) : (66%)

1. Literature often represents various aspects of culture. In the medieval and Renaissance periods, a wide range of literary works are devoted to the ways in which royal power functioned through assemblies or councils. Please discuss how the machinery of authoritarian kingship and the class of the gentry in relationship to the king are represented in literature. Please give a short statement about your understanding of kingship in the medieval and Renaissance periods, and then discuss its representation in one medieval literary work and one in the Renaissance. (33%)
2. Landscape or seascape writing has been a trend in literature. Landscape (seascape) could be a reflection upon personal experiences, a symbol for a certain aspect of culture, or a commentary upon social issues. Please provide your understanding about **landscape (seascape)** writing and give your commentaries on the sub-genre of literature with 2 examples from the 19<sup>th</sup> century literature and 2 examples from the twentieth century English literature. (33%)
3. Descriptions about **early capitalist activities** are found in many Shakespearean plays. The desire for material benefit has also drawn the attention of many Renaissance scholars. Please discuss how Shakespeare exemplifies and represents the material part of the world and explain how the characters in the play are affected by the material aspect of life. Please discuss with 2 examples from Shakespeare. (33%)

## II. American Literature

Choose either (A) or (B): (34%)

A. The “Lost Generation” is a term used to describe a group of post-war American writers who were rebelling against established social and aesthetic conventions.

Please discuss the characteristics of the movement based on examples from the work(s) of one of the following writers: Ernest Hemingway, F. Scott Fitzgerald, John Dos Passos.

B. According to W. B. DuBois, double consciousness refers to “this sense of always looking at oneself through the eyes of others. . . . One ever feels his two-ness, -- an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body.” Select one work from American literature that you believe addresses DuBois' double consciousness.

Instruction: You're required to write **in English** all your answers on the answer sheet provided. Please number your answers in your answer sheet according to the question numbers.

I. The data below are from Paul at the age of two; they were collected by his father, Timothy Shopen.

Consider the examples, and answer the questions at the end of each section. (total 15%)

(1) <i>Adult word</i>	<i>Paul</i>	<i>Adult word</i>	<i>Paul</i>
a. sun	[sən]	d. snake	[nek]
b. see	[si]	e. sky	[kaj]
c. spoon	[pun]	f. stop	[tap]

Q1: State a principle that describes Paul's pronunciation of these words. (4%)

(2) <i>Adult word</i>	<i>Paul</i>	<i>Adult word</i>	<i>Paul</i>
g. bed	[bet]	m. bus	[bəs]
h. wet	[wet]	n. buzz	[bəs]
i. egg	[ek]	o. man	[mæn]
j. rake	[rek]	p. door	[dɔr]
k. tub	[təp]	q. some	[səm]
l. soap	[sɔp]	r. boy	[boj]

Q2: State another principle describing all the Paul's pronunciations here, set (2). (5%)

(3) <i>Adult word</i>	<i>Paul</i>	<i>Adult word</i>	<i>Paul</i>
s. laugh	[læp]	u. coffee	[kɔfi]
t. off	[ɔp]		

Q3: State a third principle describing Paul's pronunciations here. (4%)

Q4: Based on the principles you have seen so far, suggest how Paul would pronounce *love*. (2%)

II. Languages utilize various ways to express emphasis. Consider the following sentences from (a) through (c) in (1). (The capital words stand for focus.) They are answers to the question (1A): *Is your knee hurting?* English uses two patterns (regular subject-verb phrase pattern and *it is...that*, called *it-cleft sentence*), whereas German and French use one of the patterns to respond to this question. (Even if you don't know these languages, you can judge the sentence type from the given hint following each sentence. The capital letters mean stressed focus (emphasis). Write 3 ~ 5 sentences for each of the following questions. Be concise and to the point.) (15%)

**Question-1:** Describe what ways are used in these languages to express focus from sentences in (1Ba-c)?

**Question-2:** Provide Mandarin related responses and compare these means in (1B) sentences with those in Mandarin Chinese. What generalization can you make?

**Question-3:** Discuss the English (2B-a) and French (2B-b) responses to sentence (2A), and give equivalent Mandarin Chinese example(s) to compare the focus means among these languages.

- (1) A: Is your knee hurting?  
 B: a. No, my FOOT hurts. English: Subject + verb phrase  
       No, it's my FOOT that hurts. English: *it*-cleft  
       b: Nein, mein FUSS tut weh. German: Subject + verb phrase  
       c. Non, c'est mon PIED qui me fait mal. French: *it*-cleft
- (2) A: How do you know that?  
 B: a. HUMA TOLD me. (HUMA told me). English: Subject + verb phrase  
       b. C'est HUMA qui me l'a DIT French: *it*-cleft  
       it is Huma who to-me has told  
       (Lambrecht 2001)

III. Cashinahua, also spelled *Kaxinawá*, *Kaxynawa*, *Caxinawa*, and *Caxinawá*, is an American indigenous language spoken by a few thousand of the 5,000-strong aboriginal Cashinahua people of western South America. Consider the data below. Answer the following questions: (20%)

- (A) Translate example #8.  
 (B) Analyze any morphology you see in these data by identifying all the morphemes and their order in a word.  
 (C) Write a Phrase Structure Grammar that sanctions all of these clauses. Be sure to include phrase structure rules for S (clause level), NP and VP, and a complete lexicon.  
 (D) Draw constituent structure trees for examples 2 and 5 based on your phrase structure rules.

- |                             |  |
|-----------------------------|--|
| 1. ɨ bicə cakakj            | 'My brother shoots it.'                    |
| 2. mɨ bicə isu haida cakakj | 'Your brother shoots many spider monkeys.' |
| 3. mɨ butukj                | 'You go down.'                             |
| 4. ɨ kanu                   | 'I will go.'                               |
| 5. hasj ɨ bicə ɨkj          | 'A wild turkey sees my brother.'           |
| 6. hasj kufi kakj           | 'A wild turkey runs (goes fast).'          |
| 7. yesj ɨ bicə ɨjnu         | 'An armadillo will see my brother.'        |
| 8. isu kufi kanu            | '-----'                                    |

IV. Read the following quote by John Searle. Then (1) summarize the main point in your own words (at least 50 words); (2) further explain and comment on Searle's view of meaning, including discussion of the terms "perlocutionary" and "illocutionary"; and (3) give your own example(s) to illustrate his point regarding the second defect mentioned in the second paragraph of the quote. (25%)

...what is it for one to mean something by what one says, and what is it for something to have meaning? To answer the first of these questions I propose to borrow and revise some ideas of Paul Grice. In an article entitled 'Meaning', Grice gives the following analysis of one sense of the notion of 'meaning'. To say that *A* meant something by *x* is to say that '*A* intended the utterance of *x* to produce some effect in an audience by means of the recognition of this intention'. This seems to me a useful start on an analysis of meaning, first because it shows the close relationship between the notion of meaning and the notion of intention, and secondly because it captures something which is, I think, essential: In speaking a language I attempt to communicate things to my hearer by means of getting him to recognize my intention to communicate just those things.

However valuable this analysis of meaning is, it seems to me to be in certain respects defective. First of all, it fails to distinguish the different kinds of effects – perlocutionary versus illocutionary – that one may intend to produce in one's hearers, and it further fails to show the way in which these different kinds of effects are related to the notion of meaning. A second defect is that it fails to account for the extent to which meaning is a matter of rules or conventions. That is, this account of meaning does not show the connection between one's meaning something by what one says and what that which one says actually means in the language.

V. Metaphor has become an issue in studies of language in recent years. (1) Write as much as you know about cognitive or/and pragmatic studies/theories of metaphor. Use your own example(s). (2) Classify the following data (a.-g.) into three groups according to the thoughts that underlie the metaphor examples below. Be sure that you point out why a given expression is metaphorical and what thought underlies it. (25%)

- (a) He needs to do an oral defense tomorrow.
- (b) I cannot digest all the information.
- (c) The theory of generative grammar has been attacked.
- (d) 我想創業的想法仍在醞釀中。
- (e) I was boiling with anger.
- (f) 這個人很有料。
- (g) 一想到這件事我就火大。