

※ 注意：請於試卷上「非選擇題作答區」內依序作答，並應註明作答之大題及其題號。

提示：英文題目請以英文作答，中文題目以中文作答。

**Answer all questions in essay form and to the point with illustrations where appropriate.**

1. In analyzing grammatical relations, it is very important to distinguish semantic roles from syntactic structure.
  - i. What is semantic role? Give a brief but clear definition. (5%)
  - ii. Read the examples below. Identify the semantic role of each set of examples and describe the prototypical characteristics of that semantic role. (20%)
    - (1) a. *Percival* ate beans.  
b. *Percival* ran around the block.  
c. That vase was broken by *Percival*.  
d. Whom did *Percival* kiss?  
e. It was *Percival* who deceived the president.
    - (2) a. *The wind* opened the door.  
b. *The wind* blew in through the open window.  
c. That vase was broken by *the wind*.  
d. What did *the wind* knock over?  
e. It was *the wind* that formed those rocks.
    - (3) a. Prescott broke the window with *a hammer*.  
b. *A hammer* broke the window.  
c. That window was broken by *a hammer*.  
d. What did Prescott break with *a hammer*?  
e. It was *a hammer* that Prescott broke the window with.
    - (4) a. *Lucretia* saw the bicycle.  
b. *Lucretia* broke out in a cold sweat.  
c. The explosion was heard by *Lucretia*.  
d. What did *Lucretia* feel?  
e. It was *Lucretia* who smelled smoke first.
    - (5) a. I sent the book to *Mary*.  
b. I sent *Bill* a letter.
  - iii. Sentences in (6) are describing the same scene. Why the subjects of the sentences can vary in this way? Provide your own analysis. (5%)

- (6) a. *I* opened the door with the key.  
 b. *The key* opened the door.  
 c. *The door* opened.

2. Read the examples of *since* and *must* below and answer the questions that follow:

- (1) a. *Since* we last met, important things have happened.  
 b. *Since* coming to the US, she has been very happy.  
 c. *Since* you're not interested, I won't tell you about it.
- (2) a. Wilt þu, gif þu *most*, wesan usser her aldordema,  
 will you if you able:are be-INF our army leader  
 leodum lareow?  
 people-DAT teacher  
 "Are you willing, if you are able, to be the leader of the army, the teacher of  
 the people?"  
 (8th century, Genesis, 2482)
- b. he ne *mot* na beon eft gefullod.  
 he not may not-at:all be again baptized  
 "It is not permitted for him to be baptized again."  
 (c. 1000 ÆELS I, 270.142 [Denison 1993: 425])
- c. Hit is halig restendæg; ne *most* þu styrigan þine  
 it is holy rest-day NEG may/can/must thou move thy  
 bedding.  
 bed  
 "This is a holy rest-day; you may/must not move your bed."  
 (c. 1000 ÆCHom II, 42 [Goossens 1987b: 33])
- d. Ac þanne hit is þin wille þat ic ðe loc ofrin *note*.  
 but then it is thy will that I thee sacrifice offer must  
 "But then it is Thy will that I must offer Thee a sacrifice."  
 (c. 1200 Vices and Virtues 85.5 [Warner 1993: 175])
- e. nota þæt euery centre *mot* ben also smal as a nedle &  
 note that every center must be as small as a needle and  
 in euery equant *mot* be a silk thred.  
 in every equant must be a silk thread  
 "Note that every center must be as small as a needle and there must be a silk  
 thread in every equant."  
 (c. 1392 Equatorie of the Planets, p. 26)

- f. I have wel concluded that blisfulnesse and God ben the sovereyn good; for whiche it *mote* nedes be that sovereyne blisfulnesse is sovereyn devynite. "I have properly deduced that blissfulness and God are the supreme good; therefore it must necessarily be that supreme blissfulness is supreme divinity." (c. 1389 Chaucer, Boece p. 432, l. 124)
- g. *Lady Touchwood*: Don't ask me my reasons, my lord, for they are not fit to be told you.  
*Lord Touchwood*: (*Aside*) I'm amazed; here *must* be something more than ordinary in this. (*Aloud*) Not fit to be told me, madam? (1693 Congreve, Double Dealer, III, p. 154)
- h. He *must* understand what we want. (or we'll never get it)  
(we've told him so many times) (modern usage)

- i. What is the term used in the literature to refer to this process of semantic change of *since* and *must* as shown in (1) and (2)? Give the definition and elaborate the idea with appropriate examples. (15%)
- ii. Identify the stages of semantic change of *must* if you find any. (5%)
- iii. Explain the possible mechanism of this process. (15%)

3. 請仔細觀察例句後，回答問題。

- i. 請用充分與必要條件對(1)句中的「好人」做語意分析。(10%)

(1) 一個老師跟全班同學說：「希望大家日後做個好人，做一個對社會有貢獻的人。」

- ii. (2)句中的「好人」與(1)句中的「好人」是否同義？請說明異同。(5%)

(2) A:「怎麼說？」說吧說吧，我當薇薇夫人也不是兩三天的事了。

B:「就拿男女交往來講，我很容易認識異性朋友，但是最近常碰到一個問題，就是約出來過，吃過飯，或是喝茶聊天，都 ok 喔，聊的也很開心，之後卻聯絡不上了.....或是再也約不出來。」

A:「喔，我懂了。因為她們覺得你是個好人。你知道，人一旦被人貼上「好人」的標籤，就再也無法翻身！」

這可不是胡謔恐嚇危言聳聽，因為我還認識好人二號三號四號五號六號，好人二號總是當人家療傷期的備胎、好人三號聯誼相親通通沒有下文、好人四號看到女生就手心冒汗說不出話.....他們的共通點，就是都很單純善良、屢戰屢敗，還在痴痴等待真愛，每段感情總如鬼打牆般一再重複聽到：

「對不起，你真的是個好人。」

這句話在好人一號心底投下顆炸彈，他情緒突然變的激動無比。「妳知道嗎？在很久以前，我就很討厭別人叫我『好人』。我喜歡的學妹跟我說『你是一個好人』，聽在耳裡，直覺不認為這是稱讚...」

以上摘錄自 <http://www.cwyuni.tw/blog/post/849403-%E4%BD%A0%E6%98%AF%E5%80%8B%E5%A5%BD%E4%BA%BA> (2004/7/30 網誌)

- iii. 請運用現代語言學相關理論(例如 conceptual metaphor theory, metonymy, blending theory, frame semantics, idealized cognitive models 等)詳細分析(3)的語言使用。(20%)

(3) 「阿宏常常被發好人卡，從前在MSN上，也常被發洗澡卡、吃飯卡、哥哥卡...」