

考試科目	英文寫作 61112、61122	所別	英國語文學系	考試時間	2 月 28 日(六) 第二節
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Part I (50%)

The following passage, titled “Geography”, is from Elizabeth Bishop’s *The Collected Prose* (ed. Robert Giroux, 1994, 10-11):

Only the third and fourth grades studied geography. On their side of the room, over the blackboard, were two rolled-up maps, one of Canada and one of the whole world. When they had a geography lesson, Miss Morash pulled down one or both of these maps, like window shades. They were on cloth, very limp, with a shiny surface, and in pale colors – tan, pink, yellow, and green – surrounded by the blue that was the ocean. The light coming in from their windows, falling on the glazed, crackly surface, made it hard for me to see them properly from where I sat. On the whole world map, all of Canada was pink; on the Canadian, the provinces were different colors. I was so taken with the pull-down maps that I wanted to snap them up, and pull them down again, and touch all the countries and provinces with my own hands. Only dimly did I hear the pupils’ recitations of capital cities and islands and bays. But I got the general impression that Canada was the same size as the world, which somehow or other fitted into it, or the other way around, and that in the world and Canada the sun was always shining and everything was dry and glittering. At the same time, I knew perfectly well that this was not true.

- 1) What do you think Bishop means with “I knew perfectly well that this was not true” in her concluding sentence? What do you think is the main idea of this paragraph? (20%)
- 2) In the passage, Bishop recalled a situation in her childhood: “I was so taken with the pull-down maps that I wanted to snap them up, and pull them down again, and touch all the countries and provinces with my own hands. Only dimly did I hear the pupils’ recitations of capital cities and islands and bays.” Based on your response to the attitude of the writer, write a short essay of around 300 words to present a classroom event in your formative years, and use it to comment on the experience of learning in Taiwan. (30%)

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Part II. (50%)

Read the following news adapted from the BBC.

Getting in a spin: Why washing machines are no longer built to last

By Nigel Cassidy, Business correspondent, BBC News (2 May 2014)

Remember that old washing machine you bought back in the 1980s? The one that seemed to go on forever?

And then there was the one you bought only a couple of years back, which seemed to give up the ghost more quickly than an ultra-fast spin cycle.

They don't build them like they used to.

Even the industry admits that the lifespan of white goods has fallen. But then so too have prices.

So how long should a fridge or a freezer last, and is it worth spending a bit more on a better model?

With new technology constantly offering fresh features, many people have got used to the idea of upgrading devices nearly every year.

As a result, it seems our expectation of the lifespan of household gadgets is also reducing.

Shoppers constantly search online for the best deals and High Street retailers have to compete to make sales.

It is this erosion of prices which has inevitably taken its toll on the build quality and longevity of mass-market products.

Write a response essay of at least three paragraphs based on your experience of using household gadgets. In the essay, you should voice your agreement or disagreement. You should also explain why you (dis)agree. Do not exceed 600 words.

備註

- 一、作答於試題上者，不予計分。
- 二、試題請隨卷繳交。

考試科目	英美文學 61113	所別	英文系 (文學組)	考試時間	2月28日(六) 第三節
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I. British Literature

1. From physical violence to psychological struggle, from political controversies to religious debates, conflicts of various sorts play a central role in shaping British literature. Discuss the representation of conflicts in the following three periods: the Middle Ages (c.a. 500-1500), the sixteenth and the seventeenth century (c.a. 1500-1700) and the long eighteenth century (c.a. 1700-1832). Use specific literary works to support and illustrate your arguments. (30%)
2. A literary work may seem distant from real life. Yet, as Ruth Perry beautifully puts it in her book Novel Relations (2004), "literature is one way to think about life, to cope with problems that have no solution." What, to your eyes, is the most pressing problem that has no apparent or immediate solution in nineteenth-century Britain? What is the development of this problem in the twentieth and the twenty-first century? Draw on specific literary texts to explain your ideas. (30%)

II. American Literature

1. According to Sacvan Bercovitch, "[t]he Puritans invented the sacred history of New England; the eighteenth-century clergy helped establish the concept of America's mission" (cited from "The Typology of Mission, from Edwards to Independence"). Choose ANY TWO of American writers to discuss how "the sacred history of New England" was invented, and how "the concept of America's mission," which gradually evolved into "American exceptionalism," was bound up with America's struggle for independence. (20%)
2. Choose ANY TWO of American novelists to discuss the fundamental distinctions between realism and naturalism. (20%)

備

註

- 一、作答於試題上者，不予計分。
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考試科目	文學作品分析 6114	所別	英文系(文學)	考試時間	2月28日(六)第4節
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1. The Parable of the Wheat and the Tares (KJV)

Another parable put he forth unto them, saying, The kingdom of heaven is likened unto a man which sowed good seed in his field:

but while men slept, his enemy came and sowed tares among the wheat, and went his way.

But when the blade was sprung up, and brought forth fruit, then appeared the tares also.

So the servants of the householder came and said unto him, Sir, didst not thou sow good seed in thy field? from whence then hath it tares?

He said unto them, An enemy hath done this. The servants said unto him, Wilt thou then that we go and gather them up?

But he said, Nay; lest while ye gather up the tares, ye root up also the wheat with them.

Let both grow together until the harvest: and in the time of harvest I will say to the reapers, Gather ye together first the tares, and bind them in bundles to burn them: but gather the wheat into my barn.

The text above is from *Book of Matthew* of the Bible. What is a parable? How would you interpret the famous parable from both a religious perspective and a non-religious perspective? (50%)

備

註

- 一、作答於試題上者，不予計分。
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考試科目	文學作品分析 61114	所別	英文系(文學)	考試時間	2月28日(六)第4節
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2. It is said that the movement from realism to modernism and postmodernism is a movement from the sign as material to the signifying process itself. Do you agree or not? Please analyze a piece of literary text via a specific critical approach to develop your argument. (25%)
3. Please read the poem "Mr. Z" and analyze it in terms of the form and the content. (25%)

Mr. Z

M. Carl Holman

Taught early that his mother's skin was the sign of error,
 He dressed and spoke the perfect part of honor;
 Won scholarships, attended the best schools,
 Disclaimed kinship with jazz and spirituals;
 5 Chose prudent, raceless views for each situation,
 Or when he could not cleanly skirt dissension,
 Faced up to the dilemma, firmly seized
 Whatever ground was Anglo-Saxonized.
 In diet, too, his practice was exemplary:
 10 Of pork in its profane forms he was wary;
 Expert in vintage wines, sauces, and salads,
 His palate shrank from cornbread, yams and collards.

He was as careful whom he chose to kiss:
 His bride had somewhere lost her Jewishness,
 15 But kept her blue eyes; an Episcopalian
 Prelate proclaimed them matched chameleon.
 Choosing the right addresses, here, abroad,
 They shunned those places where they might be barred;
 Even less anxious to be asked to dine
 20 Where hosts catered to kosher accent or exotic skin.
 And so he climbed, unclogged by ethnic weights,
 An airborne plant, flourishing without roots.
 Not one false note was struck—until he died:
 His subtly grieving widow could have flayed
 25 The obit writers, ringing crude changes on a clumsy phrase:
 "One of the most distinguished members of his race."

備

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 二、試題請隨卷繳交。

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考試科目	英語教學理論 與實務 61123	所別	英國語文學系 英教組	考試時間	2月28日(六)第3節
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Please answer the following questions in English. Your score for each question is based on how thorough and organized the answer is.

1. Research has found that cooperative language learning as a classroom teaching method may lead to different results based on the learner's personality and proficiency level. Please discuss (1) how different learners may respond differently to the method (8%), (2) which of the cooperative learning principles particularly address(es) the so-called "free rider" effect (8%), and (3) how you might implement the principle(s) in the language classroom (9%). (25% in total)
2. Many of the language teaching methods are designed to minimize learner anxiety. However, having some pressure is also believed to be important in achieving any learning goals. Please discuss (1) which teaching methods have the position that when anxiety is low, language learning is enhanced and what these methods do to lower student anxiety (13%), and (2) how you as a teacher reconcile the two seemingly opposite positions toward the role anxiety and pressure play in language learning (12%). (25% in total)
3. It has been advocated that compared to L1 teachers, L2 teachers need to pay much more attention to both cognitive and affective aspects of language learning, which are no less important than linguistic considerations. Do you agree? Please explain. (25%)
4. Researchers have suggested that L2 acquisition becomes an exceedingly difficult task when sociopragmatic and pragmalinguistic features are brought to bear. Take speech act of requests to elaborate on this line of argument. (25%)

備

註

- 一、作答於試題上者，不予計分。
- 二、試題請隨卷繳交。

考試科目	語言學概論 61124	所別	英國語言學系/英語教學組	考試時間	2 月 28 日(六) 第四節
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Answer all of the four questions.

1. Examine the following examples and discuss the grammatical properties and categorical status (i.e., part-of-speech) of the underlined words in each of the examples. Provide arguments in support of your analysis. (30%)
 - (1) Nobody need/dare do anything.
 - (2) Nobody needs/dares to ask questions.
 - (3) Jane has mentioned it.
 - (4) Jane has to visit her friends.
 - (5) Ben is working hard.
 - (6) Larry was driven to work yesterday.
 - (7) John likes to drive to work.
 - (8) It is important for workers to get along with their co-workers.
 - (9) I can arrange for immediate meeting of the research group.
 - (10) I can arrange for the research group to meet immediately.
2. Examine the underlined words in the following examples. Write a short paragraph discussing how words are formed, word formation rules, and different types of word formation process. (20%)
 - (1) He worded the request carefully.
 - (2) He is better at Swahili than you.
 - (3) The farmhouse has been closed for a long time.
 - (4) She is very thoughtful.
 - (5) There are reasons for rejecting that possibility.
 - (6) His decision remains unchangeable.
3. For each of the following sentences, (a) identify the predicate and nominal(s), and (b) analyze their semantic relations. (30%).
 - (1) The student is racing for the school.
 - (2) The boy saw a butterfly over the field with a telescope.
 - (3) It is so hot in Taipei now.

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4. Based on the utterances in the following interaction, discuss and justify with examples (1) whether the speakers follow Grice's Cooperative Principle, and (2) what conversational implicatures could arise. (20%)

(A is in a coffee house. B, who was A's classmate, is coming in. Then, A saw B)

A: What are you doing here? Aren't you supposed to be in Russia?

B: God, you look phenomenal.

A: You look great, too.

B: Do you want to have dinner tonight?

A: I need to see a friend and do some shopping for my kids.



備 註

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- 二、試題請隨卷繳交。