

科目	英美文學	所別	英語系	考試時間	6月26日 上午 10:00 星期
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國立政治大學圖書館

1. Write a coherent essay in which you can discuss the 20th-century British literature in terms of its sociocultural context, its dominant literary conceptions, and its salient features revealed in poetry, fiction, or drama. Refer to specific writers and texts to support your discussion. 50%
2. In *The Continuity of American Poetry*, Roy Harvey Pearce states, "The issue in twentieth-century American poetry, as in twentieth-century American life in general, has centered on the nature, worth, and limits of the human." He further argues that American poetry, in this sense, "being the intensest kind of imaginative participation in the life around us," serves to express, "on the one hand, our sense of personality, and on the other, our sense of culture." Elaborate upon Pearce's argument and use any two American poets and their works to substantiate the validity of this statement. 50%

1. In the Neo-classical criticism, there was a "quarrel between the ancients and the moderns" in the name of "imitation of nature" and "the three unities." Discuss the significance of the quarrel and its impact on the Romantic criticism. (25%)
2. Explain that the twentieth-century criticism has developed a philosophy of language abandoning the Romantic faith in the "original" and "authentic" utterance. (35%)
3. Concerning the issue of the human subject and consciousness, Elizabeth Grosz points out: "The last decades of the nineteenth century witnessed an intellectual revolution whose implications and effects are still being unraveled. The *fin de siècle* upheaval could be summarized by three names: Nietzsche, Marx, and Freud—whose works define the horizon of the contemporary knowledge of human subjectivity." Please elaborate with emphasis on how each of the three thinkers decentered the individual's pretension to sovereignty, self-knowledge, and self-mastery. (40%)

Answer in English the following questions the best you can within the time limit.
You will be graded based on how knowledgeable you are and how fully you address each question.

1. What are the major types of syllabuses? Which would you prefer to adopt for your particular English class(es)? Why? 25%
2. The classroom discourse between teachers and students differs greatly from natural discourse for real communication. Please explain the differences. How can the study of classroom interaction contribute to improving language pedagogy? 25%
3. How, in your opinion, should students' errors be handled in the classroom? Consider the following:
 - a. level of student English proficiency
 - b. systematic versus random errors
 - c. correction of oral versus written output. 25%
4. Suggest **five** classroom activities or techniques which may foster your students' intrinsic motivation. 25%

Answer the following questions.

1. Compared with other languages, English has very few kinship terms. For example, the counterpart of 姑婆 in Chinese is *grandfather's sister* in English. What is the sociocultural significance of a lack of different words in English. Make a comparison with other languages/dialects that you know. (25%)
2. English verbs can be classified into different categories, such as finite, non-finite, regular, irregular, (di)transitive, intransitive, auxiliary, linking, aspectual, ergative, reciprocal, phrasal, and performative. Account for how and why they are divided this way. Does it reflect the language itself, human perception, history and/or culture? Is there another way to group verbs into different categories? How is it different from the above mentioned ones? (25%)
3. If you want to create a corpus of written and spoken learner language, describe what type of text could be included and how you would design and gather a corpus so that it would be representative of the language produced by learners of English. Discuss also how corpus approach to language differs from introspective approach to language with regard to finding sources of evidence for theories about the nature, structure, and functions of language. (25%)
4. Study the following examples and compare the focus structure and coreference in Mandarin Chinese and English. (Subscripts show the coreference reading.) (25%)

Mandy_i hasn't heard from her_i brother in two years.

It is her_i brother that Mandy_i hasn't heard from in two years.

It is Mandy's_i brother that she_i hasn't heard from in two years.

*It is Mandy_i that her_i brother hasn't heard from in two years.

張三_i 兩年沒有他_i 哥哥的消息。

他_i 哥哥張三_i 兩年沒有消息。

*張三_i 的哥哥他_i 兩年沒消息。

*張三_i 他_i 哥哥兩年沒消息。