

考試科目	英美文學	所別	英語學博士班	考試時間	5月24日(三)下午第一節
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國立政治大學圖書館

I. Answer any five of the following. (50%)

1. The sense of community in *Middlemarch* or any Victorian novel.
2. The locus of value in Jane Austen's fiction.
3. Exploring how Shakespeare makes use of his borrowing of sources.
4. Discussing the problem of structural unity in *The Second Shepherd's Play*.
5. What attitude toward the chivalric ideal is reflected in Malory's *Morte Darther*?
6. Discussing how Joseph Conrad uses the techniques of Symbolism and Impressionism.
7. Describing the mythopoetic nature of the poetry of T.S. Eliot or W.B. Yeats.

II. The American myths of upward mobility, the melting pot, and a free and enlightened nation have been challenged in the twentieth-century literature. Draw examples from different genres to discuss the formation and reevaluation of these ideas reflected in American literature. 50%

備考	試題隨卷繳交
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命題委員： -150- (簽章) 92年 5月 12日

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考試科目	西洋文學理論	所別	英語	考試時間	5月24日 上午 第一節 星期六 ①
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國立政治大學圖書館

1. In *The Empires Writes Back*, Ashcroft, Griffiths, and Tiffin write:

It is quite understandable that many post-colonial critics have felt an urgent need to reject European theory ...as irredeemably Eurocentric in both its assumptions and political effect. But to reject the possibilities of appropriation in this way is to refuse to accept that the same condition of hybridity as exists in the production of the post-colonial text also exists in the production of theory. In fact, it is arguable that to move towards a genuine affirmation of multiple forms of native "difference," we must recognize that this hybridity will inevitably continue. This is a prerequisite of a radical appropriation which can achieve a genuinely transformative and interventionist criticism of contemporary post-colonial reality.

Write an argumentative essay that responds to the points the three critics offer in the above quotation. (50%)

2. Discuss any three of the five writers listed below, focusing your attention on the following questions: (36%)

- (i) What are the main ideas proposed by them in their works on literature?
 - (ii) How have their ideas been received by later ages?
 - (iii) In what sense are their ideas relevant or irrelevant to our study of literature?
- Horace; Edmund Burke; T. E. Hume; Walter Pater; Matthew Arnold

3. Explain the following terms (14%)

- (i) negative capability
- (ii) affective fallacy

備 考	試 題 隨 卷 繳 交
命 題 委 員 :	-151- (簽章) 92 年 5 月 4 日

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考試科目	英語教學	所別	英語所	考試時間	5月24日(上) 星期 下午第一節
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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. Computers have been used by instructors in language classrooms. Do you think this could have a profound impact on teaching philosophy and students' learning strategies? If yes, please explain the impact. If you do not think so, please explain your view. 25%
2. Discuss the concept of "authenticity" in the EFL context. Why is it important from the perspective of situated cognition and communicative competence? Please provide examples whenever necessary. 25%
3. Most second language teaching methods are directed to left-brain learning, could you give a method or an approach that is directed more to right-brain learning than left-brain learning or that is directed to both? Discuss it in its process or condition aspect, or both. 25%
4. Can you identify one of the "bandwagons" that have appeared in foreign language teaching in Taiwan in recent years? If so, what is the rationale for it?
(“Bandwagons” refer to the teaching methods that have become fashionable.) 25%

國立政治大學圖書館

備	考	試	題	隨	卷	繳	交
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命題委員： -152- (簽章) 92年5月9日

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國立政治大學圖書館

考試科目	語言學	所別	英語系(教學組)	考試時間	5月24日 星期六 上午第一節
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Answer ALL the following questions:

1. As determined by their frequency in a million-word corpus of texts (the Brown Corpus), the twenty-six most common words in printed American English are listed below.
the, they, be, with, of, not, and, that, a, on, in, she, he, as, to, at, have, by, to, this, it, we, for, you, I, from

- (1) Of the twenty-six words, list those that belong to *open classes* and those that belong to *closed classes*. 5%
- (2) Which two lexical categories are strikingly absent from the list? What explanation can you offer for their infrequency? 5%
- (3) What explanation can you offer for the frequency of prepositions in the corpus? 5%

2. Grammarians distinguish between restrictive relative clauses as in (a) and nonrestrictive relative clauses as in (b).

- (a) The potion that I mixed yesterday is in the white vessel.
- (b) The potion, which I mixed just yesterday, should still be fresh.

- (1) Explain briefly the different functions they serve. 5%
- (2) Now compare the following sets of restrictive and nonrestrictive relative clauses, and describe in detail the structural differences between the two types of relative clauses. 10%

- (c-1) The man who wore the blue shirt suddenly dashed away.
- (c-2) The man, who had been standing idly outside, suddenly dashed away.

- (d-1) The new Bond thriller that I saw yesterday was terrible.
- (d-2) The new Bond thriller, which I saw yesterday, was terrible.
- (d-3)*The new Bond thriller, that I saw yesterday, was terrible.

- (e-1) Only those books that I hadn't opened in years were dusty.
- (e-2) Only Granny's books, which I hadn't opened in years, were dusty.
- (e-3) The jacket I wore at the reception cost me \$250.
- (e-4)*The jacket, I wore at the reception, cost me \$250.

備考	試題隨卷繳交
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命題委員： -153- (簽章) 92年5月12日

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國立政治大學圖書館

考試科目	語言學	所別	英語系(教學組)	考試時間	5月24日 星期六 下午第一節
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3. When studying meaning, semanticists often start with the examination of relationships among word meanings. (1) Identify FIVE types of lexical relationships and illustrate each type with examples. (2) Why do you think semanticists often take lexical semantics as the starting point of studying meaning? (3) How does the study of lexical relationships help enhance vocabulary teaching? Be specific. 20%

4. Compare Hyme's "communicative competence" with Chomsky's "linguistic competence." Give two examples to illustrate how "communicative competence" may manipulate people's linguistic performance in face-to-face communication. Argue for or against the proposal that cultivation of communicative competence should be included in elementary English education. (25%)

5. Examine the three excerpts of motherese given below. (1) Describe their characteristics, and (2) discuss whether motherese has any practical application in foreign/second language teaching. (In the data, C= Child, M= Mother, capital letters = emphasis.) (25%)

<Excerpt-1> The child is 1 year and 2 months old.

C: Shoe [looking at his shoes].
 M: Hm?
 C: Shoe.
 M: Bathroom?
 C: Shoe.
 M: Shoe! Yeah, they are shoes.
 C: Off!
 M: Off? Oh, you want to take your shoes off?

<Excerpt-2> The child is 1 year and 5 months old.

C: [pointing] Doggie.
 M: No, that's a HORSIE.
 C: [pointing to picture] Bird house.
 M: Yes, the bird's sitting on a NEST.

<Excerpt-3> The child is 2 years and 3 months old.

C: Nobody don't like me.
 M: No, say "nobody likes me."
 C: Nobody don't like me.
 (Eight repetitions of the dialogue)
 M: No, now listen carefully; say "nobody likes me."
 C: Oh! Nobody don't LIKES me.

命題委員： -154- (簽章) 92年5月12日

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