

(711)

I. English Literature: 50%

1. T.S. Eliot once defended Shakespeare against the critical accusation of having violated propriety, and argued for the inadequacy and superficiality of traditional theories of tragedy and comedy: "For to those who have experienced the full horror of life, tragedy is still inadequate. Sophocles felt more of it than he could express, when he wrote *Oedipus the King*; Shakespeare, when he wrote *Hamlet*; and Shakespeare had the advantage of being able to employ his grave-diggers. ... the aim of the comic and the tragic dramatist is the same: they are equally serious." What are your comments and evaluations of this statement? Please choose one of Shakespeare's plays to analyze and to develop your own argument. (25%)
2. There has been a great deal of debate about how exactly modernism and postmodernism differ. Modernism is the name given to the movement which dominated the art and culture of the first half of the twentieth century, whereas the term postmodernism has only become current since the 1980s. Despite this historical view, what is your understanding and definition of these two movements? Please choose only ONE of the writers suggested below to discuss the extent to which he/she and his/her work have justified your characterization of either modernism or postmodernism. (25%)
  - a. Virginia Woolf    b. James Joyce    c. Samuel Becket    d. Tom Stoppard
  - e. Ezra Pound        f. W.B. Yeats        g. Caryl Churchill    h. John Ashbery

II. American Literature: Please respond with a short essay to any 2 of the following topics. Do not answer all of them. (50%)

1. How does Melville's work satirize Transcendentalism?
2. It is sometimes noted that H.D. Thoreau's attention to many particular isolated facts of the natural world is in tension with his impulse to articulate a general meaning for Nature. Use *Walden* and/or his other works to discuss your reading of this tension.
3. Arthur Miller's play, *The Crucible*, uses the historical events of scapegoating and public hysteria from the Puritan witch trials in Salem. Miller appropriates this for his own political context, suggesting parallels. Discuss his appropriation for his time – or for how it might be re-staged today.
4. How does Adrienne Rich's poetry articulate a feminist critique of modern life? What sort of feminism? What sort of modern problems?
5. For a few centuries, American literature is often involved in issues of race. Compare and contrast a 19<sup>th</sup> century text with a 20<sup>th</sup> century text on racial issues. What do your two texts have in common and also how are they different?

一、When asked to select a literary work, you may not choose the same piece for more than one question.

1. Describe Derrida's approach to theory and how his ideas have been applied to literature in detail. Select one major literary piece – novel or drama – and discuss it in terms of deconstruction. The piece may be from any period (Greek through Contemporary. Be detailed and support your answer with examples from the literary work and from Derrida. (20%)
2. Select a single major literary piece – novel or drama – to discuss while you compare and contrast **two** of the following thinkers in terms of their theoretical approaches to literary works (as applied towards the piece you have selected): Aristotle, Joseph Campbell, Mikhail Bakhtin, and Harold Bloom. Be as detailed as possible, using examples and supports from the literary piece as well as from the work of the selected thinkers. (30%)

二、Choose two from the following three questions to answer:

1. Explain that the psychoanalytic theories of Jacques Lacan and Julia Kristeva have linked the unconscious with language. (25%)
2. Explain that critical theories of deconstruction have both valorized and subverted traditional theories of genre. (25%)
3. Since the nineteenth century, the question of the relations between literature and ideology has been much debated. Please take the arguments of the four Marxist critics (Friedrich Engels, Louis Althusser, Pierre Macherey, and Terry Eagleton) to discuss this issue. (25%)

請用英文作答，否則不予計分。

1. On the basis of first language acquisition, some common arguments often crops up in order to recommend a 'good' or an 'ideal' second language teaching method. Give two examples of such arguments and then determine what is assumed or presupposed in your examples and indicate the flaw in them. (25%)
2. What are the characteristics of experiential learning? Is it an especially useful concept for teaching children, teenagers, or adults? Compared with task-based curricula, is experiential instruction more language-based? (25%)
3. Discuss the key assumptions underlying language learning strategies, particularly from the perspective of autonomy and metacognitive processing. (25%)
4. Within the framework of English as an international language, how could EFL teachers help learners to develop their intercultural communicative skills and cross-cultural awareness? Should teachers take the culture-general approach or the cultural-specific approach? What is the role of learner's native culture in the cultural learning/training process? (25%)

考試科目	語言學 (理論與應用)	所別	英文系 (英語教學組)	考試時間	星期六下午第二節
	(712)				

**Instruction: Answer ALL the following questions in English.**

1. What are the most common phonological errors made by Chinese learners of English? Compare these errors with their English counterparts by using the phonetic feature(s) they do **NOT** share. Why are these errors made? What can teachers do in order to help learners learn to pronounce these sounds properly? (20%)

2. Examine the following sentences and answer the questions below. (20%)

- (1) He looked at the computer screen.
- (2) He relied on his intuition.
- (3) We climbed up toward him.
- (4) The man looked up and saw a helicopter above him.
- (5) Things are really looking up.
- (6) He finally came through that time.
- (7) John looked up the number in the telephone directory.
- (8) I ran into my high school classmate the other day.
- (9) I will stand by you.
- (10) He goes to her office.

**Questions:**

- (1) Use any tests to classify the underlined forms.
- (2) State the status and classes of the second element of the underlined forms. Include the discussion of its function, meaning, and its relation to the verb.
- (3) How are your classification and discussion in questions (1) and (2) helping second-language learners?

3. The following sentences involve clausal complements. Examine the following sentences and discuss the grammar of clausal complementation. State generalizations existing between the meanings of the main-clause verb and the type of complement it takes and comment on the meaning differences exhibited in sentences (10-11), (12-13), (14-16). (20%)

- (1) The teacher commanded him to leave.
- (2) \*My mother demanded me to come home early.
- (3) I like to study linguistics.
- (4) \*I dislike to study history.
- (5) My best friend advised me to go abroad.
- (6) \*My sister recommended me to visit that doctor.
- (7) The teacher let us go home early.
- (8) \*My mother allowed us stay up late.
- (9) \*She hoped that her husband get a better job.
- (10) She helped them to order food.
- (11) She helped them order food.
- (12) She forgot to buy the books.
- (13) She forgot buying the books.
- (14) I prefer to drink black coffee.
- (15) I would prefer to be drinking black coffee.
- (16) I would prefer not to have drunk so much black coffee.

考試科目	語言學 (理論與應用) (912)	所別	英文系 (英語教學組)	考試時間	星期六下午第二
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4. Understanding discourse markers helps learners to know the logical relations, order of events and attitudes of the writer or the speaker as they read and listen to different texts. List types of discourse markers based on the following passage and add comments on the functions and positions of these markers. (20%)

*Spanish is a syllable-timed languages. In general, all syllables take about the same length of time to pronounce; to an English ear, there is therefore not a great difference in prominence between stressed and unstressed syllable. In English, on the other hand, stressed syllables tend to be pronounced more slowly and distinctly, while unstressed syllables are reduced and often pronounced with a schwa. Since content words are stressed in English, they are therefore relatively prominent as compared with the unstressed grammatical words. So the stress and rhythm of an English sentence give a lot of clues to structure and meaning.*

5. Some psycholinguists believe that speech perception and comprehension involve top-down and bottom-up processing. Distinguish between top-down and bottom-up models. What types of evidence suggest that speech is processed from the top-down? What types of evidence suggest that bottom-up processing also play a role? In foreign language teaching and learning, is there a third model? Explain why you think there is a third model or there is no third model. (20%)

備 考 試 題 隨 卷 繳 交

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Remarks : For the convenience of reprinting please Write questions in black or blue-black ( but no red ) ink.