

考試科目	英美文學	所別	英文系(文學組)	考試時間	5月24日 星期六	第一節
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1. In her discussion of modern fiction, Rita Barnard argues that in the twentieth-century American literature, "aesthetic economics of texts—the systems of values and tropes within them--correlate with actual economic conditions." Use at least two American novels to substantiate the validity of this argument. (25%)
2. How are the multiple and unsynchronized temporalities of twentieth-century American life represented by the following writers: Wallace Stevens, Arthur Miller, and John Updike. (25%)
3. Studies on Renaissance drama in recent years have focused on the interplay between power and resistance as reflected in the thematic concerns and character interaction in the plays. What are some of the predominant forms in which power and resistance represent themselves in these plays? Take at least two Renaissance playwrights and analyze their works in detail. (25%)
4. Fiction from the Asian sub-continent has distinguished itself in postwar British literature with its portrayals of a gendered and racial fictional self that has enriched or cast in a suspicious light the normative or traditional way the fictional self has been presented in mainstream British literature. Name two writers and discuss in detail their presentations of the fictional self. (25%)

備	考	試題隨卷繳交
命題委員：	(簽章)	年 月 日

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考試科目	西洋文學理論	所別	英文系 (文學組)	考試時間	5月24日 星期六	第二節
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1. Discuss that Gayatri Chakravorty Spivak and Homi K. Bhabha have applied post-structuralist theories to work on postcolonialism. (25%)
2. Explain Julia Kristeva's concept of "semiotic" and Gilles Deleuze's concept of "schizoanalysis," and then take the formulations of these two concepts as cases in point to discuss problems involved in the incorporation of psychoanalytic concepts into revolutionary political potentials. (25%)

Choose to answer EITHER question #3 OR question #4. 50%

3. In her attempt to "trouble" the meaning of gender, Judith Butler advocates what she has called "a genealogical critique." Butler writes:

A genealogical critique refuses to search for the origins of gender, the inner truth of female desire, a genuine or authentic sexual identity that repression has kept from view; rather, genealogy investigates the political stakes in designating as an *origin* and *cause* those identity categories that are in fact the *effects* of institutions, practices, discourses with multiple and diffuse points of origin.

Write a coherent essay in which you argue for or against Butler's remark.

4. A contemporary critic writes:

Traditional nineteenth-century hermeneutic theory (Schleiermacher, Dilthey) considers understanding to be a process of psychological reconstruction. The object of understanding is the original meaning of a text handed down to the present from a past that is no longer immediately accessible. Reconstruction—which can take place only when there is a bridge between past and present, between text and interpreter—is psychological when this bridge consists of a relation between two persons: the author and the reader. For Dilthey, the text is the "expression" (Ausdruck) of the thoughts and intentions of its author: the interpreter must transpose himself into the author's horizon so as to relive the creative act. The essential link between author and reader, no matter how great the time difference, is a common humanity, a common psychological make-up or a generic consciousness, that grounds the intuitive ability to empathize with other persons.

Your comment is solicited.

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考試科目	英語教學	所別	英文系	考試時間	5月24日 星期六	第 / 節
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Answer in English the following questions within the time limit. You will be graded based on how knowledgeable you are and how fully you address each question.

1. Discuss the roles of "comprehensible input" and "comprehensible output" in the process of language acquisition and how these two concepts relate to language teaching. (25%)
2. Discuss the basic components of participatory language teaching. To what extent would you feel comfortable using it? Explain. (25%)
3. Listening comprehension is a complex process which involves not only linguistic knowledge but also the awareness of a wide range of context variables like the characteristics of the setting, the relationships between the speakers, and the purpose of the communication. The listening ability thus covers sub-skills in dimensions of acoustics, linguistics, psychology, and sociology. As learners' language proficiency advances, they would demonstrate distinct listening abilities at different levels. Based on your own learning or teaching experiences, how would you define the listening construct (sub-skills) of English learners at college level in Taiwan? (25%)
4. Spoken grammar, arising from immediate spontaneous communication, differs greatly from the grammar for planned written discourse. Such differences have been noticed and are reflected in textbooks with exercises and activities focusing on the patterns or expressions of spoken grammar. Describe the features of spoken grammar you have observed and explain how you would address the grammar in teaching speaking skills. (25%)

備 考 試 題 隨 卷 繳 交

命 題 委 員 : _____ (簽章) 年 月 日

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考試科目	語言學	所別	英文系英語教學組	考試時間	5月24日 星期六	第 二 節
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Instructions: There are four questions in this test. Answer **all of the four** questions in the answer sheet provided. You don't need to copy the questions, but do mark the number of your answer to the questions.

1. Examine the following examples of spoken English. The ungrammatical sentences are marked with an asterisk (*). Decide how serious you think each mistake is and why. Discuss. What if these are examples of written English, would you think the 'hierarchy of seriousness' would remain the same? Why? (25%)

- (1) A: What does your friend do?
B: *She work in a primary school.
- (2) *Where you go for your honeymoon?
- (3) A: What's the matter?
B: I've been cutting my finger.
- (4) A: Are you going swimming?
B: *It depends from the weather.
- (5) *What means 'sexual harassment'?
- (6) *That's one of the things that there is a shortage of in this play, is people who actually care about what happens to each other.
- (7) *We had 80 per cent of people in this town were employed in fishing.
- (8) *She is not so strong than her sisters.
- (9) *We will discuss this at some detail.

2. Examine the following sentences which express motion events. Discuss how motion events are expressed: what components are denoted by the main verb and what is expressed by the additional elements. (25%)

- (1) The ball rolled down the hill.
- (2) The ball slid down the hill.
- (3) Janet walked into the room.
- (4) Janet skipped into the room.
- (5) The wind blew the paper off the desk.
- (6) Jane came into the room.
- (7) Johnny went into the room.
- (8) The child put the toy on the table.
- (9) He sat up while she sat down.
- (10) The police pulled the notebook out.

備 考 試 題 隨 卷 繳 交

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3. Read the following conversation and answer the questions following it. (30%)

A: I'm a nurse, but my husband won't let me work.

B: How old are you?

A: Thirty-one this December.

B: What do you mean he won't let you work?

[Data source: Wootton 1975:70]

- (1) Are the two utterances by speaker B indirect speech acts? If yes, explain how they are judged to be indirect speech act, and identify the illocutionary acts involved in each of them.
 - (2) Explain how Grice's Cooperative Principle can be used to analyze the conversation to obtain speaker B's intention.
 - (3) Argue for or against that Brown and Levinson's Face Theory is helpful to speaker A in obtaining speaker B's intention.
 - (4) Explain how power and solidarity may determine speaker B's choices of pragmatic strategies and linguistic devices to respond to speaker A. Give examples for illustration.
4. Many people suggest that globalization would invite changes of language use and identity.
- (1) Globalism is said to be against localism, and, thus, would cause language shift from mother tongues to English (in the case of Taiwan) and decrease of national and ethnic identities. Argue for or against this saying.
 - (2) Give comments to the English policy implemented on different levels of the educational system in Taiwan. In particular, discuss the necessity and plausibility of using English as the medium of instruction.

(20%)

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