

考試科目	英美文學	所別	英文研究所(文學組)	考試時間	5月16日 星期六	第 / 節	第 1 節
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A. Short Essay Questions: (50%)

1. Discuss the relation of language to nature in Ralph Waldo Emerson's "Nature."
2. Choose one American writer's work to explain the features of American prose romance.
3. Explain that the structure of Mark Twain's *Adventures of Huckleberry Finn* reflects the thematic content of the novel.
4. Discuss the narrative technique of "showing rather than telling" in the 20th-century American fiction.
5. Discuss the concept of "simultaneous order" explicated in T. S. Eliot's "Tradition and the Individual Talent."

B. Essay Questions: (50%)

1. What in your judgment is the best novel in the history of English literature? Why? (25%)
2. What are the limitations existing in the works of any three of the following writers that would qualify them as minor rather than major authors: John Lyly, George Herbert, Robert Herrick, John Gay, George Crabbe, Robert Burns, John Clare, Elizabeth Gaskell, George Meredith, Anthony Trollope, Dante Rossetti, Algernon Charles Swinburne, Wilkie Collins, Gerard Manley Hopkins, W. H. Auden, and Dylan Thomas. (25%)

考試科目

西洋文學理論

所別

英國語文學系

考試時間

5月16日
星期六

第2節

1. Criticism was once called to swerve away from interpretation and reconnect to “a long history of critical thought in which the specification of meaning is not a central concern.” Please develop your argument with specific literary text(s) and critical theory/theories. (30%)
2. It is argued that “[for] better or for worse, every form of literary criticism eventually finds at least one biblical exegete who is willing to be its champion.” What has literary criticism to do with biblical studies? Please develop your argument with specific literary text(s) and critical theory/theories. (20%)
3. Explain the significance of the following works. (20%)
 - (i) *The Madwoman in the Attic*
 - (ii) "Can the Subaltern Speak?"
4. In discussing discourse and ideology, a critic points out:
 Foucault's conceptualization of power forces us to re-evaluate the role of language/discourse/texts in the process of the constitution of subjects within a hierarchy of relations. Some Marxist theorists have tended to view language as simply a vehicle whereby people are forced to believe ideas which are not true or in their interests but, within discourse theory, language is the site where those struggles are acted out; as Foucault states: “as history constantly reaches us, discourse is not simply that which translates struggles or systems of domination, but is the thing for which and by which there is struggle.”
 Write an essay in which you (i) critically analyze what is said in this quote, (ii) discuss in detail Michel Foucault's concept of discourse and ideology. (30%)

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試題隨卷繳交

考試科目	英語教學	所別	英文系 英教組	考試時間	5月16日 星期六	第 / 節
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Please answer the following questions in English.

1. Reading fluency is considered a neglected area in second/foreign language instruction. Please (1) define "a fluent reader", then (2) discuss why ESL/EFL learners fail to develop reading fluency. 25%
2. Discuss the advantages and disadvantages of task-based approaches in terms of accuracy, complexity and fluency. 25%
3. It is widely recognized that we need to pay close attention to the development of cultural understanding within the foreign language program. However, why do many language courses today still often neglect the teaching of culture? When developing a cultural syllabus, what do we need to take account of in order to achieve balance and avoid bias? 25%
4. Here is a sample excerpt from a given test:
 - A. Fill in the blanks with the correct use of the verb indicated.
 1. The company president urged that the marketing department _____ (be) more aggressive.
 2. It was recommended that the University of California at Berkeley _____ (not hire) new staff at this time.

Provide some critique for a test like this. 25%

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Instructions: Answer ALL four questions and write your answers in the answer sheet provided.

1. The following verbs (*likely*, *eager*) occur in seemingly similar structures: (25%)

- a. Joan is likely to be intelligent.
- b. Joan is eager to be helpful.

Question A

Use the following sentences to show that *likely* and *eager* actually have different kinds of underlying structures.

- (1) a. *The alphabet is likely to be intelligent.
- b. *The alphabet is eager to be helpful.
- (2) a. It is likely that Joan is intelligent.
- b. *It is eager that Joan is helpful.
- (3) a. The cat is likely to be out of the bag. (having idiomatic meaning)
- b. The cat is eager to be out of the bag. (no idiomatic meaning)
- (4) a. The shoe is likely to be on the other foot.
- b. *The shoe is eager to be on the other foot.

Question B

Which of the following verbs (verbs and adjectives) occur in structure represented by 'likely', which occur in structure represented by 'eager'? Explain by providing examples.

seem, anxious

Question C

Examine the following examples and provide subcategorization frame for *expect* and *force*.

- (5) a. I expected John to come.
- b. I forced John to come.
- (6) a. I expected that John would come.
- b. *I forced that John would come.

2. *Fast*, *quick*, *rapid* appear be synonymous, but they refer to different sets of concepts and are used in different situations. Use the following examples (or construct your own examples) to show how they are similar and

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how they are different in meaning. (25%)

Fast lane, fast food, fast car, fast pace, fast learner, fast talker

Quick mind, quick-tempered, in quick succession, quick talker, quick glance

Rapid transit, rapid fire actions, rapid change, rapid stride

3. Read the examples below and answer the following questions. (25%)

(a) Hi, is Mike there?

(b) Press a bit harder on my shoulders now.

(c) You will never fail until you give up.

(d) John said that he was upset.

(e) Let's go to the airport to pick her up next Tuesday.

(f) How are we feeling today?

(g) We regret to inform you that your request was declined.

(1) Which of the underlined expressions from (a) to (g) are used deictically and which are used non-deictically? Explain.

(2) Compare (e) with (h) below. Explain why (h) is unacceptable.

(h) ?Let's go to the airport to pick you up next Tuesday.

(3) If the speaker in (g) is a doctor and the addressee is a patient, then 'we' is used as 'I'. Explain why 'we' can be used in this way.

(4) Based on all the examples, what are the linguistic features of deixis? What is the most important feature? Explain.

4. Read the following conversational interaction. Student B's utterance conveys four types of meaning. (25%)

Student A: How did yesterday's talk go?

Student B: Even some of the students started leaving after twenty minutes.

(1) Identify and discuss the characteristics of the four types of meaning.

(2) Based on your analysis in (1), discuss the relationship among linguistic form, meaning, and context.