

考 試 科 目	英美文學	所 別	英文所文學組	考 試 時 間	5月22日(六) 第一節
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1. Choose one literary theorist before the seventeenth century, one between the seventeen and twentieth centuries, and one after the twentieth and discuss what they propose to be the nature of literature, its role in society, and the relationship of literary studies to other disciplines. Illustrate their beliefs with literary works, comment on their beliefs, and argue for your beliefs about what is literature and literary studies. (25%)

2. Choose one author from each of the following groups and write ONE essay about how they differ from one another in their beliefs about what are the ideal relationships between men and nature. Focus on one literary work each author writes and provide details in their works and about their philosophical contexts to explain whether they conform to or depart from their contemporaries in their understandings of nature, how they think their ideals are distorted or ignored in reality, and what solutions they offer to such distortion and indifference. (25%)

- 1) Langland; the Pearl Poet, Sidney
- 2) Shakespeare, Donne, Milton
- 3) Pope, Coleridge, Tennyson
- 4) Yeats, Conrad, Joyce

3. Discuss the concept(s) explored in Emerson's *Nature* (especially Chapter 4 entitled "Language") and its impact on the poetry of American Imagism. (25%)

4. Many critics have observed that one of the major themes of modern American literature is the clash between the old world and the new world. Please choose one from the following two texts (Tennessee Williams's *A Streetcar Named Desire* and Arthur Miller's *Death of a Salesman*) to discuss this theme and the method(s) the playwright uses to achieve it. (25%)

考試科目	西洋文學理論	所別	英文系文學組	考試時間	5月22日(六)第一節
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1. Though there are many forms of Postmodernism, they all express radical critiques of traditional philosophy and, in particular, of the notion of “foundationalism.” Please use different postmodern arguments (of desire, language, art, the body, etc.) to work out a reasonable, if not complete, definition of the postmodern sensibility. 50%

2. “The immanence of the literary text is itself historical insofar as the text is capable of being transcendent or transhistorical. To call the text transhistorical is not to imply, with a purely aesthetic stance, that the text embodies some context-free, eternal meaning. Rather, it implies that the text has meaning only because it appears to a particular historical generation to be *literature*—that is, to assert a claim on that generation, to be ‘contemporary for every present.’” (David Couzens Hoy)

Your comment is solicited. 25%

3. “The translator’s invisibility is... partly determined by the individualistic conception of authorship that continues to prevail in Anglo-American culture. According to this conception, the author freely expresses his thoughts and feelings in writing, which is thus viewed as an original and transparent self-representation, unmediated by transindividual determinants (linguistic, cultural, social) that might complicate authorial originality. This view of authorship carries two disadvantageous implications for the translator. On the one hand, translation is defined as a second-order representation: only the foreign text can be original, an authentic copy, true to the author’s personality or intention, whereas the translation is derivative, fake, potentially a false copy. On the other hand, translation is required to efface its second-order status with transparent discourse, producing the illusion of authorial presence whereby the translated text can be taken as the original.” (Lawrence Venuti)

Write a coherent essay in which you argue for or against Venuti’s proposition. 25%

考試科目	英語教學	所別	英國語文學系 / 英語教學組	考試時間	5月22日(六)第一節
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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. Research on reading-writing relations has found that reading facilitates writing. Reading materials, if carefully selected and appropriately presented, provide resources of language form and content on the topic for student writers to learn and to integrate into writing. However, limited language knowledge and weak reading skills often make it difficult for L2 learners to make use of reading materials and write from the sources. What is the implication of reading and writing instruction in L2 setting? Explain your points on theoretical and practical grounds. (25%)
2. The terms of “receptive” and “productive” have been applied to research and instruction of language knowledge, and language abilities. There is also such a distinction of receptive and productive vocabulary, which is sometimes named passive and active vocabulary. Do you think the distinction is valid? Why? (25%)
3. What are ecological perspectives in TESOL? What implications do such perspectives have on our understanding of how foreign languages are learned in Taiwan? (25%)
4. Communicative language teaching approach has been in vogue for a long time. What new conceptual changes have been proposed in recent years? What problems and challenges does the new development respond to? (25%)

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試題隨卷繳交



考 試 科 目	語言學 (理論與應用)	所 別	英國語文學系/英語教學組	考試時間	5 月 22 日(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. Negation in English can occur at three levels: lexical, phrasal and sentential. The following examples illustrate the three levels of negation:

- a. It is inappropriate.
- b. Jenny has decided not to go to the party.
- c. John is not in Japan.

The following examples add a tag question to each sentence above.

- d. It is inappropriate, isn't it?
- e. Jenny has decided not to go to the party, hasn't she?
- f. John is not in Japan, is he?

Question A:

Discuss the scope of the negation and explain how tag questions are formed. Based on your answer, what levels of negation are exhibited in the following examples? (10%)

- g. No alternative plans have been made, have they?
- h. They never understood, did they?

Question B:

Examine the following sentences and explain the use of *no* and *not*. (5%)

(1) A: Are you going to the lecture?

B: No. I have to meet my parents at the train station.

(2) Are you coming to the party? If not, let me know.

(3) A: Are you coming?

B: I think not.

Question C:

What is the semantic difference between the following pairs of sentences? (10%)

(1) a. We must not go.

b. We don't have to go.

(2) a. He is unhappy.

b. He is not happy.

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- (3) a. It is totally not true.  
b. It is not totally true.
- (4) a. He is not a dancer.  
b. He is no dancer.
- (5) a. Jane is shorter than Jeanette.  
b. Jane is not as tall as Jeanette.

2. Discuss the meaning and function of prepositions and how each pair of sentences is related. (25%)

- (1) a. Jane planted roses in her garden.  
b. Jane planted her garden with roses.
- (2) a. The clerk filled the bag with groceries.  
b. John emptied the bag of groceries.
- (3) a. Jane spread the butter on the toast.  
b. Jane spread the toast with butter.
- (4) a. Bill lent the car to Neil.  
b. Neil borrowed the car from Bill.
- (5) a. Mrs. Moore rented the house to us.  
b. We rented the house from Mrs. Moore.
- (6) a. The door was broken by the burglar.  
b. It was broken with a hammer.
- (7) a. You should provide for your old age.  
b. The government provided refugees with blankets.
- (8) a. Four people sleep in that boat.  
b. That boat sleeps four.

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3. Read the conversation given below, and answer the following questions on the bases of your analyses to Speaker A's utterances (as requests). (30%)

- (1) Analyze the felicity conditions of a request.
- (2) Describe how Cooperative Principle, Politeness Principles, and social factors may interact with each other in constructing requests.
- (3) Describe the process of inference in decoding an indirect request.
- (4) Explain the correspondence (or the non-correspondence) between politeness and indirectness.
- (5) Describe the linguistic forms used to encode a request, and analyze the functional distribution of these linguistic devices.

A: I need a second opinion.

B: You need a second opinion? OK.

A: Give me the bad news first.

B: OK. You've got three months to live.

A: Come again. [with rising intonation]

B: You've got three months to live.

[silence]

B: This is not what you were thinking of?

A: No! I, I, ..uh, ..can't you do anything about it, doc?

...

4. Describe the societal multilingualism in Taiwan. Specify the social status and the roles that English has been assigned in this country. Argue for or against the proposal that English course at high school level should include teaching pragmatic, social, and/or cultural aspects of language use. Give examples for illustration. (20%)