

考 試 科 目	英美文學	所 別	英國語文 (文學組)	考 試 時 間	5 月 21 日 (六) 第 1 節
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1. Since the eighteenth century, the city has been an immense laboratory of human trial and error, failure and success. Please select two English authors from different periods, writing in different genres, and analyze their works to substantiate your discussions of the significance of urban spatiality. (25%)
  
2. Please compare and contrast Geoffrey Chaucer and William Langland in their treatments of the individual, the Church, and the society. (25%)
  
3. In *Modernist Quartet*, Frank Lentricchia has drawn a generalization from his observations about the interplay between the profit-seeking logic of capitalism and the aesthetic pursuit of modern American poetry: "The American literary dream in the twentieth century is to reconcile aesthetic commitment and economic necessity beyond storied opposition that had more or less inescapably haunted writers ever since the eighteenth century...". Write a comment on Lentricchia's statement and use specific textual references to support your argument. (15%)
  
4. In the wake of the 18<sup>th</sup> century Enlightenment, the religious experience in America went through a sea change of its own. Use related textual references to (1) describe the mutations and transformations in question, and (2) assess their impact on the American Revolution. (15%)
  
5. Choose ANY TWO of the following terms and discuss their significance in American literature in short essay format. (20%)
  - (1) African diaspora
  - (2) The Lost Generation
  - (3) regionalism and local color
  - (4) American Renaissance

考 試 科 目	西洋文學理論	所 別	英國語文 (文學組)	考 試 時 間	5 月 21 日 (六) 第二節
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1. Choose one from the following list of the four concepts and write an essay to explain the chosen concept in the context of the critic's theoretical framework. (20%)
  - (1) objet (petit) a (Jacques Lacan)
  - (2) commodity fetishism (Karl Marx)
  - (3) exteriority of the other (Mikhail Bakhtin)
  - (4) deterritorialization and reterritorialization (Gilles Deleuze)
  
2. Reflecting on Edgar Allen Poe's "The Purloined Letter," Jacques Derrida disputes Jacques Lacan's conclusion that "the letter always arrives at its destination" and insists that a letter can always not arrive at its destination. And in *The Post Card: From Socrates to Freud and Beyond*, Derrida writes in reference to the postcard that "The condition for it to arrive is that it ends up and even that it begins by not arriving." Please take this postal principle as a point of departure to discuss Derrida's theory of deconstruction. (30%)
  
3. Many conventional models for the analysis of narrative are built either on narratology or on thematics; the former is simply restricted to discourse or structure analysis while the latter is an attempt to theorize the meaning of the text within the context. Is there any other alternative to these two analysis models? State at least two of the other approaches or models you are aware of. (25%)
  
4. It has been argued by many modernists (or postmodernists) that "new mechanisms of self-identity are shaped by—or also shape—the institutions of modernity." Elaborate on this statement by discussing some of the concepts involved. (25%)

考試科目 英語教學

所 別 英國語文 (英教組)

考試時間 5 月 21 日(六) 第 1 節

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. There has been a lot of criticism on the policy of English education in Taiwan, particularly because many of our young people, despite years of English study, could not speak and write the language at their will. From Vygotskian perspectives, please discuss this problem and make some suggestions for policy makers. (25%)
2. Why is it that recent studies on language learner beliefs tend to use multiple means of data collection and often last for a long period of time? What does this tendency tell us about the nature of learner beliefs? What are some recent data collection methods for studying such an issue? (25%)
3. Sociolinguistic competence has been suggested to be one of the most neglected aspects in foreign language teaching. Define what **sociolinguistic** competence is and provide a conversation as an example which teachers can use to teach this competence. Also, explain the possible reasons why it has mostly been neglected. (25%)
4. It has been claimed that a coherent grasp of the nature of first language (L1) learning is of crucial importance to understand second language (L2) learning process. Discuss the positive and negative influence, if any, of what people know about L1 learning on how they may teach L2. (25%)

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試題隨卷繳交

考試科目	語言學	所別	英國語文學系 英語教學組	考試時間	5月21日(六) 第二節
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Instructions: answer ALL four questions and write your answers on the answer sheet provided.

I. Here are two little stories which call up the [ORAL EXAM] script. Explain why the first seems to make sense whereas the second does not, although both give roughly the same amount of information: (25%)

(a) Before her oral exam Jane was very nervous. Nevertheless she managed to answer all questions. When the professor told her that she had passed, she jumped in the air.

(b) Before her oral exam Jane was very nervous. Nevertheless she talked for some time to a professor. When she went home, she was very sad.

II. Consider the following examples of double object constructions:

(a) Bob accidentally gave Mary a black eye.

(b) Bob promised Mary a packet of crisps.

(c) Mary knitted Bob a sweater.

(d) Bob gave Mary a mean look.

(e) Mary sang Bob a lullaby.

(f) Bob refused Mary a kiss.

(g) Mary baked Bob a cake.

(h) Bob kicked Mary a ball.

For each of these examples, identify the indirect object and state whether the semantic role RECIPIENT or EXPERIENCER best describes the semantic properties of the indirect object. Do some indirect objects represent more prototypical RECIPIENTS or EXPERIENCERS than others? Comment on what might explain this pattern. (25%)

III. In the sentence '*I don't know if I could do*', there are four different pronunciations of the word *don't* in casual speech.

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英國語言學  
英語教學組

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5月21日(六) 第二節

Case 1 Case 2 Case 3 Case 4

[dɔt] [rɔt] [rə] [ə]

- (1) State the articulatory description for the different pronunciations of the English word *don't*, including the consonant(s) and the vowel in each case. (8%)
- (2) State the phonological rules that account for the different pronunciations as derived from Case 1. (10%)
- (3) State the syntactic conditions for the various pronunciations, based on the statistics below. (12%)

subject	[dɔt]	[rɔt]	[rə]	[ə]
<i>I</i>	16	22	38	12
<i>you</i>	7	7		
<i>we</i>	2	6		
lexical NP	5			

- IV. Read the following conversational interaction, and answer the questions.

The wife is looking at her husband's new outfit.

Wife: Honey, far be it from me to criticize...but cowboy boots with cargo shorts is not a good look. In fact, it looks downright ridiculous.

Husband: When you say far be it from me to criticize, I know you be real close to criticizing.

- (1) Discuss the linguistic conventionality of '*far be it from me/you to criticize*'. (10%)
- (2) Identify the compound nouns and discuss them with respect to semantic compositionality. (10%)

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