

考試科目	英美文學	所別	英文(文學組)	考試時間	5月11日(六)第 1 節
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## A. English Literature:

1. Writers are often people who are most skilled in using language but also most aware that the meanings of words may be ambiguous. Choose one author from the Middle Ages, one from the Renaissance, and one after the Renaissance to talk about their beliefs about how words convey or obscure meanings. Discuss the relationships among authors, texts, and readers using one of their literary works as an example and examine the solutions to or anxiety about the problem of miscommunication and abuse because of the insufficiency of language. (25%)

2. Justice is a major concern in literature. Choose one author before the nineteenth century, one from the nineteenth century, and one from the twenty or twenty-first century to talk about how justice is defined, questioned, established, attacked, or realized. Discuss how such discussions about justice reflect the social problems of the author's time, what the attitudes the authors have toward such problems, and whether solutions are offered in the literary works. (25%)

## B. American Literature

Choose to answer any TWO of the following questions. 50%

1. The quest for identity is one of the most profound themes in the American literature. Many renowned authors are interested in the outcast, "the person who defies tradition in order to arrive at some knowledge, some personal integrity." Choose one American novelist or playwright whose work(s) best reflects the theme of identity, and then write a coherent essay of about 500 words to justify your choice. 25%
2. In what way(s) is American literature different from the literature of other nations? What are the distinctive voices and styles in American literature? And how do social and political issues influence the American canon? Choose one representative work by a poet for in-depth analysis. 25%
3. African-American literature begins with the works of such late 18<sup>th</sup>-century writer as Phillis Wheatley. Over the centuries, African-American literature has become accepted as an integral part of American literary tradition. Choose ONE African-American writer for discussion; you may want to talk about such important themes as racism, slavery, and equality. 25%

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註 試題隨卷繳交

考試科目	西洋文學理論	所別	英文系文學組	考試時間	5月11日(六) 第二節
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1. Theorists have always been fascinated by the genre of detective story, and an eclectic range of approaches have been applied to this genre, such as literary history and influence, genre theory, deconstructionism, hermeneutics, narratology, psychoanalysis, culture studies, etc. Such critics as Patricia Merivale and Susan Elizabeth Sweeney believe that detective fiction as a genre offers “a useful way to understand postmodernism as a theory, a practice, and a cultural condition” (*Detecting Texts: The Metaphysical Detective Story from Poe to Postmodernism* 7). Please choose one literary text to demonstrate your commentary on the cultural significance and the function of detective fiction as a genre in literary and theoretic history. (25%)

2. Since the publication of Edward Said's *Orientalism* in 1978, Orientalism as a Western discourse on the Other has continued to operate powerfully in theories and literatures. Please choose one specific critical approach to analyze one specific literary text to develop your own argument on such critical debates about the representation and counterrepresentation of the (dis)appearing Other. (25%)

3. Choose ONE out of the following four psychoanalytic concepts. Write a short essay to define and explain the meaning of the term. (20%)

- (1) the fort-da game
- (2) paranoia
- (3) oral incorporation
- (4) fetishism

4. Write a response essay to the following passage. In your commentary you may state your agreement/disagreement with the critic's position or draw upon her idea for your own argumentative purpose. (30%)

“The intimate public of the U.S. present tense is radically different from the ‘intimate sphere’ of modernity described by Jürgen Habermas. Habermas portrays the intimate sphere of the European eighteenth century as a domestic space where persons produced the sense of their own private uniqueness, a sense of self which became a sense of citizenship only when it was abstracted and alienated in the nondomestic sphere of liberal capitalist culture. In contrast, the intimate public sphere of the U.S. present tense renders citizenship as a condition of social membership produced by personal acts and values, especially acts originating in

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or directed toward the family sphere. No longer valuing personhood as something directed toward public life, contemporary nationalist ideology recognizes a public good only in a particularly constricted nation of simultaneously lived private worlds.” (Lauren Berlant, *The Queen of America Goes to Washington City*)



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 / 日 (六) 第一節
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Answer the following questions in English.

1. Suppose you were interested in the issue of young English learners' cultural identity and wanted to conduct a study to investigate the cultural identity of children who study at an elementary school English immersion program in an EFL environment. What are the research questions you would formulate to address the issue? What kind of research method(s) would you employ to answer the research questions and how would you justify the method(s) you would use? What would be the research procedure? How would you analyze the data? What would be the limitations of your study? (30%)
2. Why is the Participatory Approach viewed as an example of a "strong version" of the Communicative Approach? What are the special techniques commonly used in the Participatory Approach? (20%)
3. Sociolinguistic competence has been suggested to be one of the most neglected areas in second language (L2) teaching. Use the speech act of compliments and compliment responses to illustrate why this competence may often be neglected in L2 teaching. (25%)
4. A coherent grasp of the theory of L2 acquisition has been suggested to be an invaluable aid in the construction of L2 teaching methods. Illustrate this point by referring to an L2 acquisition theory that has posed a great influence on L2 teaching methods. (25%)

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註 試題隨卷繳交

考 試 科 目	語言學(理論與應用)所	別	英國語言學系/ 英語教學組	考 試 時 間	5 月 11 日(六) 第二節
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Instructions: Answer ALL four questions and write your answers on the answer sheet provided.

(1) Morphological analysis (25%)

A. Identify the inflectional affixes, derivational affixes, roots, and stems in the following data:

*systems*                      *pickpocketed*  
*unsystematic*              *sleep-walkers*  
*systematically*

B. State the meaning of all the suffixes represented in the following data, and state the word-class of the base to which each suffix is added. Then give one more word that is formed with a suffix that you have identified.

*typist*                      *runner*  
*pianist*                    *dancer*  
*grammarian*  
*phonetician*

(2) Semantic analysis (25%)

A. What is 'presupposition'? What linguistic expressions can help identify the presupposition in each of the following sentences? Explain.

B. Discuss 'presupposition' in relation to the use of 'managed' in the two sentences.

- (a) *Mary managed to finish the project on time.*  
(b) *John told Bill that Mary managed to finish the project on time.*

(3) Consider the following statement from Noam Chomsky. Do you agree or disagree? Explain. (25%)

It's about as likely that an ape will prove to have a language ability as that there is an island somewhere with a species of flightless birds waiting for human beings to teach them to fly.

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(4) Use THREE examples from the following dialogue to show that form and function do not always maintain the one-to-one correspondence. Explain why language features the non-one-to-one correspondence. (25%)

(Kay enters.)

**Kay:** Hi, is Mary here? I'm her sister.

**Mary:** Oh my God, Kay!

**Kay:** Oh my God, Mary!

(They run and hug each other.)

**Kay:** (To Mary) Daddy cut me off.

**Mary:** Wow! What did he say?

**Kay:** That he wouldn't pay for my lawyer! Then he told me to come here and learn about the value of money from the one daughter he's actually proud of.

**Mary:** Oh! Did you hear that?! My dad's proud of me! My dad's proud of me. Wait honey, what did you do that made dad cut you off?

**Kay:** Okay, I bought a boat.

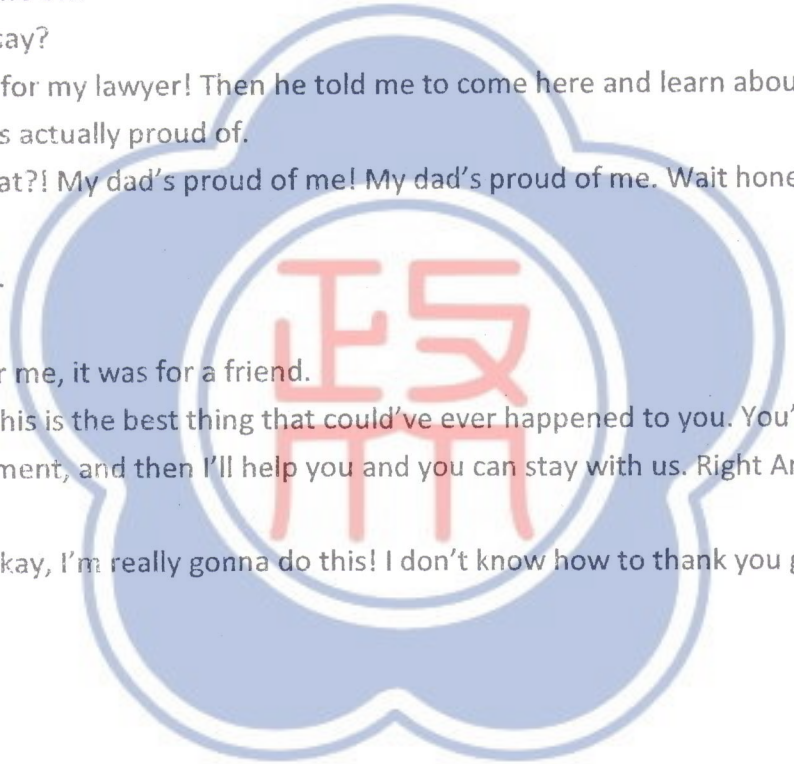
**Steve:** You bought a boat?

**Kay:** Yeah, but it wasn't for me, it was for a friend.

**Mary:** Kay, honey, I think this is the best thing that could've ever happened to you. You're gonna get a job, you're gonna get an apartment, and then I'll help you and you can stay with us. Right Ann, she can stay with us?

**Ann:** Of course, yeah!

**Kay:** Oh, that's so great! Okay, I'm really gonna do this! I don't know how to thank you guys.



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