

考試科目	英文寫作 6112, 6122	系所別	英國語文學系 文學組 東歐組	考試時間	2月18日(六) 第二節
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Part I (50%): Please read the following passage and answer **each** of the following questions in a separate, coherent paragraph of around 200 words. You may use **very short** quotations to support your arguments, but most of your writing should be in your own words.

Once more the alibi boys of the White House gang are trying to depict the Hon. Mr. Hoover, their patron and pattern, as a political innocent, beset by sinful and deceiving men [...]

I wonder how many people take such blather seriously? How many really believe that Dr. Hoover is as innocent politically as his whitewashers try to make him look? Probably not many. [...]

Of Benjamin the chief thing known is that he is the author of the California Anti-Syndicalist Act, perhaps the most drastic, cruel, disingenuous and nonsensical statute ever passed in America. He thus qualifies as a Babbitt of the most malignant sort, and *per corollary*, as a 100% Hoover man. With thousands of Republican lawyers to choose from, some of them learned, and all of them willing, Dr. Hoover chose without hesitation the one whose chief claim to fame is that he launched the foulest blow ever delivered at the Bill of Rights and so opened the way to railroad scores of foolish and harmless men and women to prison.

Nevertheless, Dr. Benjamin is at least above the Hoover average. He may be, in his public aspect, a Babbitt of the most implacable and blood-sweating type, but in private like he is an Elk, and that is a fair indication that he has never taken any money from the Anti-Saloon League. The Elks, in general, are almost as wet as bankers, movie actors, newspaper editors or university presidents. Dr. Benjamin is not only a member of the order, he was once its Grand Exalted Ruler, with the rank and uniform of a field marshal. The fact is somehow reassuring. It may even mean that Dr. Hoover is preparing to turn damp.

But somehow I doubt it. His principles in this area, of course, are conveniently vague. He has never come out flat-footedly for the Noble Experiment. I believe that, if he thought it would re-elect him in 1932, he would turn himself into a thumping wet tomorrow. I go further: I believe he would turn Moslem or Single Taxer or New Humanist to the same end. Here I do not sneer at him: I simply call attention to the fact that he is President of the United States in this melancholy year 1930. It takes a very resilient and open-minded man, things being as they are, to get and keep that pretty job. But there is no sign that turning wet would help Dr. Hoover in the slightest; on the contrary, it would only split his party and insure his defeat. So there is every reason for believing that, no matter what the Wickersham committee reports, he will keep on good terms with the Methodist bishops and the Anti-Saloon League. [...]

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Notes:

wet: (ADJ) supporting or permitting the legal production and sale of alcoholic beverages; (N) one who supports the legal production and sale of alcoholic beverages.

Babbitt: (N) a person, especially a business or professional man, who conforms unthinkingly to prevailing middle-class standards.

Questions:

- 1) In your own words, explain Mencken's opinion of Benjamin and Hoover. (around 200 words)
- 2) Explain the principles or values (whether implied or explicitly stated) on which Mencken's judgments of these men are based. (around 200 words)
- 3) Explain the title of this article. What, in your opinion, does it mean, and how is it relevant to the content of the article? (around 200 words)

Part II (50%)

According to the Future Developing Goals of Higher Education, as recently proposed by The Ministry of Education, students' writing ability should be underscored. Issues of English writing education are entangled with various complexities that can be traced to high school, where many students are first introduced to English writing. Please critically identify the writing education issues in high school and university, based on your personal experience, and propose a feasible solution. (If it's possible, try to take the current education system and limited resources into account).

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- 一、作答於試題上者，不予計分。
- 二、試題請隨卷繳交。

考 試 科 目	英美文學 61113	系 所 別	英國語文學系 文學組	考 試 時 間	2 月 18 日(六)第 3 節
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I. English Literature (60%)

1. In 200-300 words, define ONE of the genres or ideas below, explain its significance in relation to a specific set of beliefs, social movement, OR historical event, and show how the genre is used or how the idea is examined in one English literary work written before 1660. (15%)

- a. estates satire
- b. romance
- c. self-fashioning
- d. metaphysical conceit
- e. free will

2. In 200 to 300 words, define ONE of the genres or ideas below, explain its significance in relation to a specific set of beliefs, social movement, OR historical event, and show how the genre is used or how the idea is examined in one English literary work written after 1660. (15%).

- a. dystopia
- b. stream of consciousness
- c. objective correlative
- d. lyric ballads
- e. colonialism

3. Choose one English literary work written between 800-1660, one between 1660-1900, and one after 1900, and write an essay of 500 words about how the authors of different historical periods present conflicts differently. Explain what they see as the causes of the conflicts, problematic or ideal solutions, and the social values reflected in the characters' reactions to the conflicts. (30%)

II. American Literature (40%)

1. Liberty and equality have been widely considered as two long-standing pillars of American society and its culture. Back in the 17th century, they were two foremost goals that prompted those puritan separatists to exile themselves from England in a bid to found the "City upon a hill" on the other side of the Atlantic. In the second half of the 18th century, it was for the sake of liberty and equality again that the thirteen "colonies-cum-states" on the east coast of North America eventually decided to part way with Westminster. Choose TWO pertinent literary works (of any genre, from any period you prefer) to compare and contrast their respective reflections on these two founding values of American society. (20%)

考試科目	英美文學	系所別	英國語文學系 文學組	考試時間	2 月 18 日(六) 第 3 節
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2. The idea of “nature” put forth by American Romantics is in many ways different from the one prevalent in American literary naturalism. Choose **ONE** writer from **EACH** period or movement to discuss how the idea of nature mutates in the 19th century American literature. (20%)



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國立政治大學 106 學年度 碩士班 招生考試試題

第 2 頁, 共 2 頁

考試科目	英文寫作 6112, 61122	系所別	英國語文學系 文學組、東歐組	考試時間	02 月 18 日(六) 第二節
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考試科目	文學作品分析 61114	系所別	英國語文學系/文學組	考試時間	2月18日(六)第4節
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1. The power of human imagination has been celebrated in literature. Read the poem by Emily Dickinson and answer the following questions. How does the speaker in the poem account for the size of the brain? What literary strategies are used in the poem to achieve that goal? How valid are the comparisons made in the poem? What do you think is the main argument of the poem and how effective is it? (25%)

The Brain—is wider than the Sky—
For—put them side by side—
The one the other will contain
With ease—and You—beside—

The Brain is deeper than the sea—
For—hold them—Blue to Blue—
The one the other will absorb—
As sponges—Buckets—do—

The Brain is just the weight of God—
For—Heft them—Pound for Pound—
And they will differ—if they do—
As Syllable from Sound—

2. Can literary works transcend time and space, or are they always conditioned and confined within a specific cultural moment or social-geographical context? Do a close reading of Percy Bysshe Shelley's "Ozymandias" and use the poem as an example to expound your ideas about the role art/literature plays across histories and places. (25%)

I met a traveller from an antique land,
Who said—"Two vast and trunkless legs of stone
Stand in the desert. . . . Near them, on the sand,
Half sunk a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command,
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed;
And on the pedestal, these words appear:
My name is Ozymandias, King of Kings;
Look on my Works, ye Mighty, and despair!

考 試 科 目	文學作品分析	系 所 別	英國語文學系/文學組	考 試 時 間	2 月 18 日(六)第 4 節
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Nothing beside remains. Round the decay
Of that colossal Wreck, boundless and bare
The lone and level sands stretch far away.”

3. In the beginning of Jorge Luis Borges’s “The Garden of Forking Paths,” a third-person narrator mentions the delay of a British artillery attack on a German site in Liddell Hart’s *History of World War I*. He then proceeds to include a report dictated by Dr. Yu Tsun, former professor English at the *Hohschule* at Tsingtao. At the end of his report (also the story), Yu Tsun shoots and kills Stephen Albert, a Sinologist who helps solve the mystery of Yu Tsun’s ancestor Ts’ui Pen’s labyrinth. The following passage is the exchange of their views on the labyrinth before the shooting.

I proposed several solutions—all unsatisfactory. We discussed them. Finally Stephen Albert said to me: “In a riddle whose answer is chess, what is the only prohibited word?”

I thought a moment and replied, “The word *chess*.”

“Precisely,” said Albert. “*The Garden of Forking Paths* is an enormous riddle, or parable, whose theme is time; this recondite cause prohibits its mention. To omit a word always, to resort to inept metaphors and obvious periphrases, is perhaps the most emphatic way of stressing it. That is the tortuous method preferred, in each of the meandering of his indefatigable novel, by the oblique Ts’ui Pen... it is clear to me that not once does he employ the word ‘time.’ The explanation is obvious: *The Garden of Forking Paths* is an incomplete, but not false, image of the universe as Ts’ui Pen conceived it. In contrast to Newton and Schopenhauer, your ancestor did not believe in a uniform, absolute time. He believed in an infinite series of times, in a growing, dizzying net of divergent, convergent, and parallel times. This network of times which approached one another, forked, broke off, or were unaware of one another for centuries, embraces *all* possibilities of time. We do not exist in the majority of these times; in some you exist, and not I; in others I, and not you; in others, both of us. In the present one, which a favorable fate has granted me, you have arrived at my house; in another, while crossing the garden, you found me dead; in still another, I utter these same words, but I am a mistake, a ghost.”

“In every one,” I pronounced, not without a tremble to my voice, “I am grateful to you and revere you for your re-creation of the garden of Ts’ui Pen.”

“Not in all,” he murmured with a smile. “Time forks perpetually toward innumerable futures. In one of them I am your enemy.”

...

Please identify the irony in the conversation between the two characters and analyze the relationship between the narrative techniques and the theme of the short story. (25%)

備 註	一、作答於試題上者，不予計分。 二、試題請隨卷繳交。
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考試科目 文學作品分析

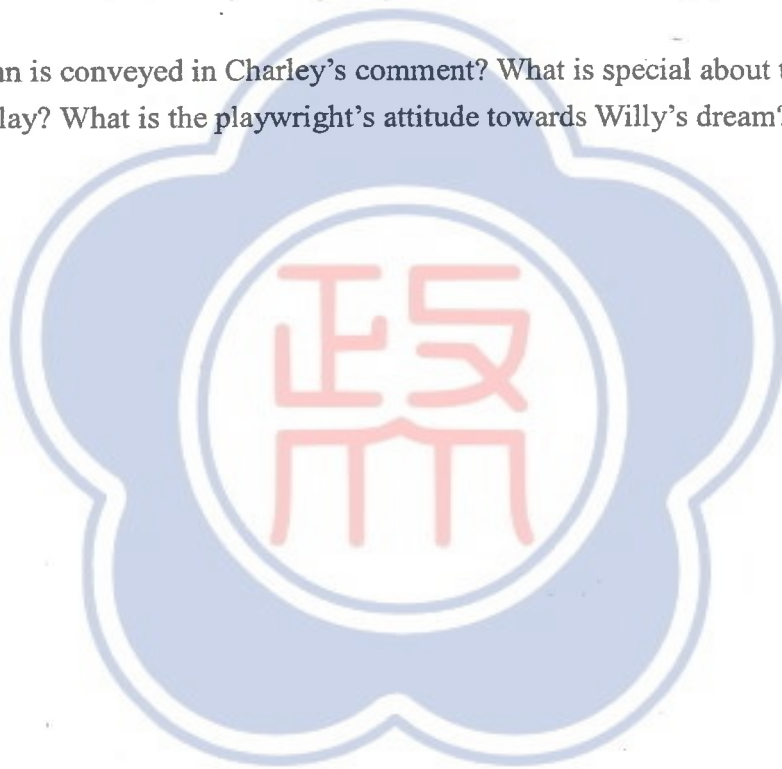
系所別 英國語文學系/文學組

考試時間 2月18日(六)第4節

4. In the Requiem of *Death of a Salesman* by Arthur Miller, Charley comments on Willy Loman at his funeral.

Nobody dast blame this man. You don't understand: Willy was a salesman, there is no rock bottom to the life. He don't put a bolt to a nut, he don't tell the law or give you medicine. He's a man way out there in the blue, riding on a smile and a shoeshine. And when they start not smiling back—that's an earthquake. And then you get yourself a couple of spots on your hat, and you're finished. Nobody dast blame this man. A salesman is got to dream, boy. It comes with the territory.

What image of salesman is conveyed in Charley's comment? What is special about this symbol of salesman and Willy's dream in this play? What is the playwright's attitude towards Willy's dream? (25%)



備

註

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考試科目	英語教學理論與實務 61123	系所別	英國語文學系/ 英語教學組	考試時間	2月18日(六)第三節
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1. Graves (2014) has pointed out that the aim of a syllabus is to provide all the information about a course and that the term *syllabus* actually has both practice and theoretical meanings.

A. What about a curriculum? What makes a curriculum different from a syllabus? (10%)

B. Discuss both theoretical underpinnings and classroom practice for the following types of syllabus:

(a) Notional-functional syllabus (5%)

(b) Lexical syllabus (5%)

(c) Genre syllabus (5%)

2. Analyze YouTube as a tool for language learning using the concepts of *language learner autonomy*, *immersion language learning*, and *incidental language learning*. Make sure that you provide an explanation for each of the concepts and discuss why and how YouTube experiences may be related to them. You also need to discuss possible problems or challenges in using *YouTube* for language learning purposes and provide suggestions for learners and teachers. (25%)

3. A project on curriculum guidelines for 12-year Basic Education conducted by National Academy for Educational Research is approaching the final stage. According to the current draft, the English teaching materials are to include 5 language elements: letters, phonetics, vocabulary, grammatical structure, and discourse. Among them, the discourse element is a newly added element. Define "discourse" as one language element in the guidelines, and explain the importance of discourse in the communicative language learning approach. (25%)

4. What knowledge should be included in a vocabulary teaching? In other words, what should students know about a word to claim that they have learned the word? Describe at least two techniques or activities to teach the vocabulary knowledge. (25%)

備

註

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考試科目	語言學概論 61124	系所別	英國語文學系/英語教學組	考試時間	2月18日(六)第四節
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Answer all of the questions.

I. For each group of sounds, first identify the segment that differs in place of articulation from the other three. Then identify the place of articulation for the other three. [9%]

(A) [s], [n], [v], [d]

(B) [k], [ʒ], [ŋ], [g]

(C) [m], [b], [l], [w]

II. Identify the inflectional affixes, derivational affixes, and roots in the following words: [21%]

window-cleaners

faithfulness

oversimplified

irreplaceability

unsystematically

III. Consider the following English verbs. The verbs in column 1 have stress on the penultimate (next-to-last) syllable. The verbs in column 2 and column 3 have their last syllable stressed. The stressed vowel is underlined. [20%]

Column 1

astonish

imagine

exit

cancel

elicit

practice

Column 2

collapse

adopt

exist

resent

revolt

insist

Column 3

amaze

imoprove

surprise

combine

believe

atone

(A) Consider the phonemic structure of the stressed syllables in these verbs. What is the difference between the final syllables of the verbs in columns 1 and 2? Formulate a rule that predicts where stress occurs in the verbs in columns 1 and 2.

(B) In the verbs in column 3, stress also occurs on the final syllable. What must you add to the rule to account for this fact?

(Hint: For the forms in columns 1 and 2, the final consonants have to be considered; for the forms in column 3, consider the vowels.)

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IV. Provide two possible interpretations for the following sentences and explain what causes the ambiguity? [15%]

- (A) *I'm going to tell everybody that I know.*
- (B) *James was unwillingly questioned by the teacher.*
- (C) *He didn't marry her because he loved her.*
- (D) *The police shot the man with a gun.*
- (E) *Terry loves his wife and so do I.*

V. Correct the following sentences and explain why they are ill-formed. [15%]

- (A) *?You have to hear the lecture carefully to understand the issue.*
- (B) *?You must have been painful when you broke up with your boyfriend.*
- (C) *?I fed the dog but he didn't want to eat.*
- (D) *?This news is quite embarrassed.*
- (E) *?Have a drug.*

VI. Read the following sentences and analyze the use of 'newspaper' in the following sentences. In your analysis, quote short phrases from each sentence, if possible. [10%]

a	In modern-day America, stories of collective entrepreneurship typically appear in the sports pages of the daily <u>newspaper</u> .
b	While new technology has reduced the costs of <u>newspaper</u> publishing, its main effect has been to improve the profitability of established press barons.
c	Cornelius snatched the <u>newspaper</u> and gawped at it in disbelief.
d	It was the face in the <u>newspaper</u> . It had to be. There was the little beard, and the smiling mouth with lots of teeth in it.
e	'Well,' Josie said, turning her page and then refolding the <u>newspaper</u> to keep it manageable.
f	Because of the hours I worked at the <u>newspaper</u> I hardly ever saw any television.
g	The rewards could be quick and simple such as reading the <u>newspaper</u> for five minutes, or having a quick chat on the phone with a friend.

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VII. Discuss the use of 'like' and 'you know' in the following two scenarios. You may provide one analysis for both. [10%]

Scenario 1

Helena, Emma, and Joanne are chatting after lunch.

Helena: Joanne and I will be sleeping over <pause> but because Lisa has got a dog... I'm not going to sleep, you know.

Emma: < laughing> Yeah

Joanne: but like <pause> I said to my mum it'll be alright because <pause> Lisa's brother will be in all evening, won't he, Helena?

Helena: Yeah!

Emma: Her brother will take care of the dog.

Scenario 2

Gilbert is on the phone.

Gilbert: It, well, it ought, see, there were so many people come to see it, but there were thousands, you know, at different times like, you know.

Oh yes, yes, perhaps and, and everybody would, would come up.

I don't know how much they gave, but I do know that it, it, it came into a, a few, like, hundred pounds, which is a lot of money in those days you know, when you're talking about 1916.

But I can't remember what it was because obviously, at that age, you don't bother about money, you know.

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