

考試科目	英文寫作	所別	英國語文學系	考試時間	2 月 5 日(五) 第一節
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Part I (70%): Please read the following passage and answer **one** of the questions beneath it in a coherent essay of around 500 words. You may use **short** quotations to support your arguments, but most of your writing should be in your own words.

Science, since people must do it, is a socially **embedded** activity. It progresses by **hunch**, vision, and intuition. Much of its change through time does not record a closer approach to absolute truth, but the alteration of cultural contexts that influence it so strongly. Facts are not pure and **unsullied** bits of information; culture also influences what we see and how we see it. Theories, moreover, are not **inexorable inductions** from facts. The most creative theories are often imaginative visions imposed upon facts; the source of imagination is also strongly cultural.

In advancing [this argument], however, I do not ally myself with an over-extension now popular in some historical circles: the purely relativistic claim that scientific change only reflects the modification of social contexts, that truth is a meaningless notion outside cultural assumptions, and that science can therefore provide no enduring answers. As a practicing scientist, I share the **credo** of my colleagues: I believe that a factual reality exists and that science, though often in an **obtuse** and **erratic** manner, can learn about it.

*from Stephen Jay Gould, *The Mismeasure of Man* (pp. 21-22)*

vocabulary:

embedded: 植入的, 內含的, 深入的, 嵌入的

induction: 歸納法, 歸納所得的結論

hunch: 直覺, 預感

credo: 信經, 信條, 使徒信經

unsullied: 無污點的, 清白的

obtuse: 遲鈍的, 魯鈍的

inexorable: 無情的, 冷酷的, 不屈不撓的

erratic: 不穩定的, 不一致的, 反復無常的

questions (choose **one**):

1) In trying to understand a work of literature, is the use of a suitable methodology and theory of reading more or less important than individual insight and imagination? Explain, using examples to illustrate your ideas.

OR

2) In what ways (if any) is language-teaching dependent on objective, scientific knowledge, and in what ways (if any) is it related to a teacher's personal skills? Explain, using examples to illustrate your ideas.

Part II (30%): In a coherent paragraph of around 150 words, explain the greatest academic difficulty you have ever faced, including ways you tried overcoming it and the results of your efforts.

備

註

- 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	系所別	英國語文學系	考試時間	2月5日(五)第3節
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I. English Literature (60%)

1. Writers in different periods have responded diversely to advances in sciences, be they evidence of God's universal plan or a threat to religion and the humanities, be they a contributor to human progress or an indicator of a meaningless and bleak wasteland. Discuss with reference to two writers from two different periods. (30%)
2. The Ancient Mariner seems to be an archetypal figure forced to wander the earth in order to expiate a curse. Why does the Mariner's action have such enormous consequences not only for himself but also for the crew? Has he expiated the curse or does it continue? Why does the wedding guest rise "a sadder and a wiser man"? What has he learned? Does the poem convey a sense of justice? Why or why not? (30%)

II. American Literature (40%)

1. The concept of the American dream is regarded as one of many characteristics closely connected to America; however, the definition of the American dream may vary from person to person. Choose one American literary work written in the nineteenth century and the other one written in the twentieth century to discuss how writers of different periods conceive the American dream. (20%)
2. The twentieth century witnesses many big events in human history: wars, the Depression, the moon landing, the American Civil Rights Movement, the invention of the personal computer and the internet, the ecological crisis, global warming, etc. Choose two works by two American writers (novelist, playwrights, or poets) to discuss how these two writers "tell" or "show" the big events in their times, how they comment on the events, and whether they envision hope in man's confrontation with such challenges in history. (20%)

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註

- 一、作答於試題上者，不予計分。
- 二、試題請隨卷繳交。

考試科目	文學作品分析	系所別	英國語文學系	考試時間	2 月 5 日(五) 第 4 節
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1. Below is John Donne's "A hymn to God the Father." Examine the images, rhyme, and rhythm in the poem to explain what the narrator thinks to be the relation between sin and fear and between death and life, and comment on how these poetic expressions help convey the narrator's tone and arouse various emotions among readers (30%).

Wilt thou forgive that sin where I begun,
 Which was my sin, though it were done before?
 Wilt thou forgive that sin, through which I run,
 And do run still, though still I do deplore?
 When thou hast done, thou hast not done,
 For I have more.

Wilt thou forgive that sin which I have won
 Others to sin, and made my sin their door?
 Wilt thou forgive that sin which I did shun
 A year or two, but wallow'd in, a score?
 When thou hast done, thou hast not done,
 For I have more.

I have a sin of fear, that when I have spun
 My last thread, I shall perish on the shore;
 But swear by thyself, that at my death thy Son
 Shall shine as he shines now, and heretofore;
 And, having done that, thou hast done;
 I fear no more.

2. Below is a passage quoted from the beginning of *Gulliver's Travels*. Comment on how the author's tone and characterization reveal the advantage and the limitation of Gulliver's perspective, and how his comments on the Lilliput, Brobdingnag, Laputa, and the land Houyhnhnms from such a perspective can bring new light to the problems of the eighteenth-century society or be questioned (35%).

"my father had a small estate in Nottinghamshire; I was the third of five sons. He sent me to Emanuel College in Cambridge, at fourteen years old, where I resided three years, and applied myself close to my studies: but the charge of maintaining me (although I had a very scanty allowance) being too great for a narrow fortune, I was bound to apprentice to Mr.

考 試 科 目	文學作品分析	系 所 別	英國語文學系	考 試 時 間	2 月 5 日(五) 第 4 節
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James Bates, an eminent surgeon in London, with whom I continued four years; and my father now and then sending me small sums of money, I laid them out in learning navigation, and other parts of the mathematics, useful to those who intend to travel, as I always believed it would be some time or other my fortune to do. When I left Mr. Bates, I went down to my father; where, by the assistance of him and my uncle John, and some other relations, I got forty pounds, and a promise of thirty pounds a year to maintain me at Leyden: there I studied physic two years and seven months, knowing it would be useful in long voyages.

. . . . When I came back, I resolved to settle in London, to which Mr. Bates, my master, encouraged me, and by him I was recommended to several patients. I took part of a small house in the Old Jury; and being advised to alter my condition, I married Mrs. Mary Burton, second daughter to Mr. Edmond Burton, hosier, in Newgate Street; with whom I received four hundred pounds for a portion.

But, my good master Bates dying in two years after, and I, having few friends, my business began to fail; for my conscience would not suffer me to imitate the bad practice of too many among my brethren. Having therefore consulted with my wife, and some of my acquaintance, I determined to go again to sea.”

3. Aristotle, commenting on Greek tragedy, explains that “A discovery is, as the very word implies, a change from ignorance to knowledge, and thus to either love or hate, in the personages marked for good or evil fortune” (1452). He also argues that “The finest form of discovery is one attended by reversal” (1452). Use one play in English or American literature to explain how “discovery” works with dramatic irony to engage the audience’s emotions and thus generate a critical perspective about a specific theme discussed in the play (35%).

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註

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- 二、試題請隨卷繳交。

考試科目	英語教學理論與實務	系所別	英國語文學系	考試時間	2月5日(五)第3節
<p>1. Vocabulary knowledge is said to be one of the key elements of communicative competence and language acquisition. There have been numerous approaches to teaching vocabulary focusing on different perspectives of vocabulary. Based on the methods you have noted, give PRINCIPLES you would follow in teaching vocabulary to students of elementary school, junior high school (Grades 7-9), and senior high school (Grades 10-12). (25%)</p> <p>2. Recently, a pedagogical approach being discussed enthusiastically in Taiwan is English as a medium of instruction (EMI), which advocates using English in teaching and learning content or academic subjects. However, due to global mobility and migration, Taiwan has many multilingual populations. Another approach then arises to support multilingual classrooms that draws on students' home language and culture as resources for learning and teaching. What are your comments on the two approaches toward classroom language to be implemented in Taiwan high schools? (25%)</p> <p>3. It has been proven a myth that L2 learning basically involves the overcoming of the differences between the native and target languages. Please explain. (25%)</p> <p>4. Compensatory strategies are a common set of communication devices. Because L1 learners will usually acquire how to employ these strategies in speech, some people may thus suggest that it be not necessary to teach L2 learners these strategies. Illustrate what compensatory strategies are by providing 3 examples, and discuss in some detail whether foreign language teachers should teach L2 learners these strategies. (25%)</p>					
備註	一、作答於試題上者，不予計分。 二、試題請隨卷繳交。				

考試科目	語言學概論	系所別	英國語文學系 英語教學組	考試時間	2 月 5 日(五) 第四節
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請將所有答案寫在答案卷上。

- I. Using the following examples, discuss the relationship between *speech act* and *politeness*. 20%
- Shut the door.
 - Can you shut the door, please?
 - Will you shut the door, please?
 - Would/Could you please shut the door?
 - Let's shut the door, shall we?
 - There's draught in here.
- II. Describe the probable difference in meaning and/or use between the following pairs of sentences. 20%
- I see John. / I'm seeing John.
 - Mavis understands the problem. / Mavis is understanding the problem.
 - Jim is foolish. / Jim is being foolish.
 - Jane reads Spanish. / Jane is reading Spanish.
 - I felt threatened. / I was feeling threatened.
- III. Provide tree diagrams of the following words to represent their hierarchical structures. Be sure to give the lexical category of each node. 20%
- unsystematically
 - unlockable (two trees for two meanings)
 - readability
 - purifiers
- IV. Provide English examples to compare and/or contrast the following concepts. 40%
- place of articulation vs. manner of articulation
 - obstruents vs. sonorants
 - homonymy vs. polysemy
 - acronyms vs. blending
 - descriptive grammar vs. prescriptive grammar