

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%).

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