

考試科目	英文寫作	所別	英國語文學系 6111、6112	考試時間	2月22日(六) 第二節
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Part I (50%)

The following article is an online commentary by Sarah Wilensky called “Generation Plagiarism” (provided by *Indiana Daily Student*):

In some ways, it's no surprise that Helene Hegemann, whose first novel was just chosen as a finalist for the Leipzig Book Fair prize for fiction despite serious concerns about plagiarism, is only 17-years-old. While many more mature fiction writers aspire to receive the widespread acclaim that has characterized Hegemann's entrance to the literary world, a shift in generational attitudes and practices around plagiarism are what make it less surprising that the story revolves around such a young woman. Most mature fiction writers have not stolen entire pages of prose from other authors and then defended their action. The New York Times reports that Hegemann sees herself as part of “a different generation, one that freely mixes and matches from the whirring flood of information across new and old media, to create something new.”

Plagiarism is nothing new, and it may be that as more and more information becomes readily accessible to more people via the Internet, we are simply able to identify plagiarism that would have gone unnoticed in years past. I think something else is going on—we are the generation of “copy-paste.” We write papers with our sources open in neighboring windows on the same laptop screen, and we have access to more of other peoples' ideas than ever before—without even getting off the sofa. In a 300-level political science class, we spent nearly an entire day of lecture reviewing how to effectively write without any risk of being accused of plagiarism. No professor would spend that amount of time nailing home what should be a completely assumed skill, unless her students had shown a desperate need for a review.

It's tempting to say new technology has created a blurry zone around what used to be a more clear-cut line defining plagiarism. Helene Hegemann certainly seems to think so. But technology hasn't changed one relatively non-controversial societally held moral: stealing the words and ideas of others is wrong and cannot be permitted. The Leipzig Book Fair should immediately rescind its consideration of Ms. Hegemann's novel, as the literary community should be a leader in condemning plagiarism. Professors around this University should crack down on cases of academic dishonesty. My guess is that if a professor or teaching assistant actually gave the big old F every time they wondered about a very familiar paragraph in a paper, our copy-paste generation would quickly learn how to write originally and cite appropriately.

Technology, in fact, can be the key to encouraging authentic composition. Easy access to information makes it possible to verify whether that familiar passage is indeed some other scholar's work, or a case of déjà vu. Web resources make citations simple, and where all else fails, Turnitin.com inspires exactly the kind of fear that forces

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students to interact with their sources appropriately. Helene Hegemann's defense is indicative of a real problem that must be addressed at every level of the writing community. In our own University classrooms, ambiguity should not be tolerated, and plagiarism should be regarded for what it is—not, as Hegemann suggests “mixing,” but theft, pure and simple.

- 1) Why do you think the article is titled “Generation Plagiarism”? What does it mean when the New York Times reports that “Hegemann sees herself as part of ‘a different generation, one that freely mixes and matches from the whirring flood of information across new and old media, to create something new’”? (20%)
- 2) Do you agree with Wilensky that “technology hasn't changed one relatively non-controversial societally held moral: stealing the words and ideas of others is wrong and cannot be permitted”? Write a short essay of around 300 words to present your experience of and attitude towards plagiarism in a Taiwanese context, using examples to substantiate your statement. (30%)

Part II (50%)

“What man calls civilization always results in deserts. Man is never on the square—he uses up the fat and greenery of the earth. Each generation wastes a little more of the future with greed and lust for riches.”

-- by Don Marquis

Plan your response, and then write a coherent essay to explain your views on this issue. Be sure to support your position with specific points and examples. Do not exceed 600 words.

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I. English Literature

1. Literature is almost by definition fictional/imaginary/fantastic, and the controversy often lies in whether fiction distorts or rebuilds reality. Define the following genres and discuss how in these literary traditions, authors have similar or different ways of using the fictional to make clear, redefine, reflect on, or destroy what is normally called real. Choose one appropriate literary work from each group to illustrate your points. (30%)

- A) Romance: *Sir Gawain and the Green Knight*, *Morte Darthur*, *The Faerie Queene*
- B) Gothic novel: *The Monk*, *Frankenstein*, *Northanger Abbey*
- C) Utopian and dystopian Literature: *Gulliver's Travels*, *Brave New World*, *Animal Farm*

2. Choose one author from each of the following groups and examine how each examines one human emotion in his/her works. Discuss in what way these authors think emotions are dangerous, necessary, or essential for our lives or identity and how their beliefs about emotions reflect some different religious, cultural, or philosophical ideas of their times. (30%)

- A) Margery Kempe, Geoffrey Chaucer, Philip Sidney
- B) John Donne, Alexander Pope, William Congreve
- C) Samuel Taylor Coleridge, Jane Austen, Virginia Woolf

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註 試題隨卷繳交

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II、American Literature

1. In the nineteenth-century American literature, Ralph Waldo Emerson (1803-1882) and Herman Melville (1819-1891) are the polar figures of the American symbolist movement (C. Feidelson). For Emerson, there exist inherent correspondences between the natural world and the spiritual world. In "Nature" (1836), he explicitly points out: (1) Words are signs of natural facts; (2) Particular natural facts are symbols of particular spiritual facts; (3) Nature is the symbol of spirit. For Melville, however, Emerson's belief in the nature-spirit correspondence is problematic: if spiritual truth seems ambiguous or absent in Nature, what is one to say of the truth the author tries to present in relation to words? Please take some of Melville's works (short stories or/and novels) to explicate his disagreement with the optimistic side of Emerson's thought. (20%)
2. Critics have observed that loss, relocation and search for origin are symptoms of American culture, which is predominately immigrant. Please choose two twentieth century American authors of different ethnic backgrounds and write a coherent essay to compare the ways they deal with the theme involved in cross-cultural immigration. (20%)

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試題隨卷繳交

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- I. A paradox is a statement or situation that contains apparently contradictory elements. How does the speaker in the following poem present the two sides of a paradoxical proposition? Does s/he provide the solution of this paradox? What in your opinion is the theme of this poem? 25%

Much Madness is divinest Sense—
 To a discerning Eye—
 Much Sense—the starkest Madness—
 'Tis the Majority
 In this, as All, prevail—
 Assent—and you are sane—
 Demur—you're straightway dangerous—
 And handled with a Chain—

- II. According to Sandra McKay, the most common arguments against using literature in the ESL (English as a Second Language) classroom are the following. "First, since one of our main goals as ESL teachers is to teach the grammar of the language, literature, due to its structural complexity and its unique use of language, does little to contribute to this goal. Second, the study of literature will contribute nothing to helping our students meet their academic and/or occupational goals. Finally, literature often reflects a particular cultural perspective; thus, on a conceptual level, it may be quite difficult for students."

Write an essay (about 400 words) to address the above arguments. 25%

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註 試題隨卷繳交

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III Although their approaches may be varied, many authors across different centuries address similar themes and concerns. Choose a pair of texts from different periods and write an essay about the continuities and differences between them. In what respects, is one work more powerful and convincing than the other one? Compare and contrast them and make some evaluation. Choose one of the following pairs and develop your own argument. 30%

Matthew Arnold's "Dover Beach" and T. S. Eliot's "The Love Song of J. Alfred Prufrock"

Virginia Woolf's *A Room of One's Own* and Mary Wollstonecraft's *Vindication of the Rights of Woman*

Margaret Edson's *Wit* and John Donne's [Death be not proud, though some have called thee]

Langston Hughes's "Harlem" and Lorraine Hansberry's *A Raisin in the Sun*

IV "Power" is the opening poem in *The Dream of a Common Language* by Adrienne Rich. In the poem, Rich revises the myth of Marie Curie as well as the complexities of the power inherent in her story. Read the poem given below and analyze the poem. What two events does the speaker say happened "Today"? What type(s) of "power" did Curie have? The definition(s) of the "Power"? In what way(s) did Curie's "wounds" come from "the same source as her power"? Why did she deny "her wounds came from the same source as her power"? 20%

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Power

Adrienne Rich

Living in the earth-deposits of our history

Today a backhoe divulged out of a crumbling flank of earth
one bottle amber perfect a hundred-year-old
cure for fever or melancholy a tonic

5 for living on this earth in the winters of this climate

Today I was reading about Marie Curie:
she must have known she suffered from radiation sickness
her body bombarded for years by the element
she had purified

10 It seems she denied to the end
the source of the cataracts on her eyes
the cracked and suppurating skin of her finger-ends
till she could no longer hold a test-tube or a pencil

15 She died a famous woman denying
her wounds denying
her wounds came from the same source as her power

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註 試題隨卷繳交

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Answer ALL of the following questions.

I. Multiple choices: Write down the answer on the answer sheet. (10%)

- Which of the following statements on general principles of human language is NOT correct?
(A) Every language is systematic.
(B) Languages are diverse.
(C) Some languages are simpler than others.
(D) Some properties of a language are arbitrary.
- If a patient has problems to understand the speech of others and has a tendency to produce semantically incoherent speech, he is said to suffer from _____.
(A) Broca's aphasia
(B) conduction aphasia
(C) Wernicke's aphasia
(D) agraphia
- The word *sandwich* is an example of word-formation process of _____.
(A) back formation
(B) blending
(C) affixation
(D) eponym (names)
- The term *crowlike* is _____.
(A) an idiom
(B) a compound noun
(C) a root morpheme plus derivational suffix
(D) a phrase consisting of adjective plus noun
- The two phones of /t/ in *stop* and *top* differ in one feature: _____.
(A) aspiration
(B) sonorant
(C) anterior
(D) continuant

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6. The sentence *Jack likes to draw round squares* illustrates a case of ____.

- (A) ambiguity
- (B) polysemy
- (C) anomaly
- (D) tautology

7. Which of the following belongs to a closed class?

- (A) come (B) they (C) nice (D) goggle

8. Which of the following is NOT a possible English word?

- (A) [vasat] (B) [spred] (C) [blɪk] (D) [knɪst]

9. English derivational morphemes are all ____.

- (A) prefixes (B) suffixes (C) infixes (D) prefixes and suffixes

10. Which of the following pairs share the same manner of articulation?

- (A) [r]/[w] (B) [f]/[ʃ] (C) [s]/[d] (D) [h]/[ʔ]

II. Short Answers: (10%)

1. Give examples to illustrate the differences between phonemes and allophones.
2. Give examples to illustrate the differences between lexical ambiguity and structural ambiguity.

III. Essay Questions: (80%)

1. Consider the ill-formed sentences below. First, correct the errors. Second, offer linguistic explanations for the unacceptability of these sentences. (15%)
 - (a) *I learned English very hard, but I still can't speak it.
 - (b) *Mary knew the secret just as she arrived.
 - (c) *Gambling was legal in this city in order to attract more tourists.
 - (d) *John has bought the car last Saturday.
 - (e) *The green car is belonging to John tomorrow.

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2. First, describe the different grammatical behaviors of count nouns, mass nouns and abstract nouns. Second, discuss how objects, substances and abstract things are reified in English? (15%)

- (a) five *cars* / *five *traffics*
- (b) There aren't many *cars* today. / There isn't much *traffic* today.
- (c) *a car*; *the car* / **a traffic*; *the traffic*
- (d) **Car* is a problem today. / *Traffic* is a problem today.
- (e) *the whole car* / **the whole cars* / **the whole traffic*
- (f) **full of car* / *full of cars* / *full of traffic*
- (g) You will get a lot of *car* for your money.
- (h) They have excellent *whiskies* in Scotland.
- (i) The *board* meets today.
- (j) The *cattle* are grazing in the corn field.
- (k) Each of John's three *marriages* ended in divorce.
- (l) There are various forms of *marriage*.

3. Use the dialogue given below to answer the questions following it. (15%)

Speaker A: Want some ice cream?

Speaker B: Tea would be better.

- (1) What is a speech act? What is an indirect speech act?
- (2) What is a performative verb? Is there a performative verb in this dialogue? If yes, identify it.
- (3) Use Cooperative Principle (CP) and Politeness Principle (PP) to analyze Speaker B's response to Speaker A's offer.

4. Consider the slips of the tongue as underlined in the following utterances. What does each of these utterances reveal about the process of language production? (10%)

- (a) You have hissed all of my mystry lectures.
 - (b) Words of rule formation
 - (c) They laked across the swim.
 - (d) The spy was ground and bagged.
 - (e) I will zee you in the bark.
- (data source: O'Grady, 1996:440 & 462)

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5. In the following tables, [ŋ] and [n] are two variants of /ŋ/ in American English. Read these tables and answer the questions given below. (15%)

Table-1: Distributions of the variants of /ŋ/ in -ing by gender

	Male	Female
[ŋ]	33%	71%
[n]	67%	29%

Table-2 : Distributions of the variants of /ŋ/ in -ing by social class

	Upper-class	Middle-class	Lower-class
[ŋ]	90%	54%	16%
[n]	10%	46%	84%

Table-3: Distributions of the variants of /ŋ/ in -ing by situational formality

	Formal	Informal	Casual
[ŋ]	88%	59%	12%
[n]	12%	41%	88%

- (1) Differentiate **standard** form, **nonstandard** form, **prestigious** form, and **stigmatized** form. Use the two variants of /ŋ/ as examples for illustration.
- (2) Interpret these three tables.
- (3) Use the data to argue for (or against) the sociolinguistic premise, which prescribes that linguistic variation is related with the variation of situational context and social context.

6. Consider the following data (from (a) to (k)) by a child, Kelly. (10%)

<u>Intended meaning</u>	<u>Kelly's utterances</u>
(a) My name is Kelly.	Mine name Kelly.
(b) My last name is Smith.	Last name Smith.
(c) Daddy's book	Daddy book.
(d) I've got a book.	I'm got a book.
(e) Read me a story.	Read me story.
(f) I'll do it.	I'm do it.
(g) He went outside.	He goed outside.
(h) Open the gate, please.	Open a gate, please.
(i) Smell the flowers.	Smell flowers.

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Answer the following questions in English. The score you earn for each question will be based on the thoroughness of the answer.

1. The assessment of student learning is an important part of language teaching because it provides teachers with different kinds of information about their teaching practice, which are useful in making educational decisions. Imagine that you are an English teacher of a group of students. Explain what kinds of information you would like to have about your students regarding their learning process and outcome, and what are the methods you would use to collect information. (25%)
2. Phonics is first used in the English-speaking world in teaching literacy for beginners. It has also been used in Taiwan for teaching English reading and spelling in primary education. Studies show that phonics is an effective method to improve the ability of identifying words for children whose native language is English. Do you think phonics can help young learners here in the same way? How would you evaluate the teaching of phonics in Taiwan? (25%)
3. Teaching culture has been one of the most neglected areas in foreign language teaching. When helping EFL learners practice conversation, try to employ 'conversation starters' and 'conversation terminators' to illustrate the cultural differences between Chinese and English (25%).
4. It has been suggested that a coherent grasp of second language acquisition is an essential component for those who would like to become a successful EFL teacher. Please explain (25%):