

考試科目	英文寫作	所別	英國語文學系	考試時間	2月9日(三) 第一節
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Part I (50%)

Read the following passage and answer the questions that follow. You may use very short quotations to support your answer, but nearly all of your answers should be written in your own words.

Research: How AR Filters Impact People's Self-Image

by Ana Javornik, Ben Marder, Marta Pizzetti, and Luk Warlop

December 22, 2021

From Snapchat filters to virtual fashion try-ons, the last several years have seen augmented reality — or AR — shift from a niche technology into the mainstream. Customers can try on Gucci shoes from the comfort of their couch, see themselves in a new hairstyle with Amazon Salon (before actually getting the cut), support their favorite sports team, or even try out entirely digital outfits with AR overlays. More than 100 million consumers used AR shopping tools in 2021, more than 200 million people use Snapchat's AR filters every day, and the pandemic has only further accelerated these trends.

This growth has been a boon for brands. AR empowers companies to engage with customers on a whole new level, explore new advertising possibilities, boost online sales, reduce costly returns, and ultimately offer a more personalized, integrated user experience. But as with any new technology, AR also carries risk.

AR overlays are often used to alter a consumer's appearance. This may seem harmless enough, but physical appearance is a key component of identity and as such it can have a substantial impact on psychological well-being. Studies have shown that virtually modifying appearance can provoke anxiety, body dysmorphia, and sometimes even motivate people to seek cosmetic surgery.

So how can companies responsibly make use of this new technology?

Addressing the risks associated with AR starts with understanding them. Our research explores how the use of AR tools can actually shift people's core beliefs about themselves, leading to a phenomenon we call the "augmented self" — that is, a self-image that has been influenced by AR. For some, we found that this augmented self threatens the existing sense of self, negatively impacting their psychological wellbeing. For others, it can offer hope that self-enhancement is possible (which isn't necessarily better, as it can lead people to focus excessively on changing their appearances through makeup, new outfits, or more extreme solutions such as cosmetic surgery).

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What drove these counterintuitive results? The AR experience showed the lower-self-esteem participants that with the makeup products they virtually tested, it would be possible to change their appearances, and therefore that the ideals they assumed to be unattainable might in fact be within reach. The app enabled these participants to visualize convincing alternatives to their current features, leading flaws that they might have previously perceived as innate and unsolvable to now seem like minor issues.

On the other hand, for the participants who were already happy with their appearances, seeing their faces with realistic modifications made them feel less certain about their natural looks, shaking their typical self-confidence. In a follow-up survey, we found that when the AR filter increased the gap between how participants wanted to look and how they felt they actually looked, it reduced their self-compassion and tolerance for their own physical flaws.

Clearly, AR experiences have the power to substantially impact how people feel about themselves — for better or worse. As such, technologists, business leaders, and policymakers all share a responsibility to understand and address the psychological effects of AR on consumers.

<https://hbr.org/2021/12/research-how-ar-filters-impact-peoples-self-image>

1. Discuss the current development of “augmented reality” stated in this article. (20%)
2. Discuss the two different ways how AR could “shift people’s core beliefs about themselves”. (30%)

Part II (50%)

Write a response essay of at least three paragraphs based on the situation. In the essay, you should voice your agreement or disagreement (on any aspect stated in the article). You should also explain why you (dis)agree. Do not exceed 600 words.

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 <small>文學組 一般生</small>	考試時間	2 月 9 日(三)第 3 節
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I. English Literature (60%)

1. Discuss the representation of other worlds and cultures in two literary texts (such as *Gulliver's Travels*, *Utopia*, *The Faerie Queene*, *The Canterbury Tales*, *Alice's Adventures in Wonderland*, "Kubla Khan," *The Tempest*, and so on). What purposes do these "other worlds/cultures/creatures" serve in the work? How do they sustain or subvert the dominant ideological agendas of the works themselves? Please present your answer/argument in essay format. (30%)
2. Choose a pair of nineteenth-century and twentieth-century texts and write an essay about the continuities and differences between them (such as the treatment of sexuality, subjectivity, marriage, war, empire, and so on). (30%)

II. American Literature (40%)

1. Give a definition for ANY TWO of the following terms (10%)
 - A. Separatists
 - B. Transcendentalism
 - C. Lost Generation
 - D. Beat Generation
 - E. Gilded Age
2. War turns the world upside down and pushes it towards the point of no return. Sometimes it is fought with inconceivable excitement and determination because the hard-won victory guarantees full liberation from the grips of the painful past. Sometimes it results only in disillusionment because of the terrible cost in death and suffering. And in most cases, it is the combination of the two. Choose ANY TWO of the following and discuss how the wars in question affect the development of American literature and deflect its trajectory. (30%)
 - A. American Revolutionary War
 - B. American Civil War
 - C. World War I
 - D. World War II

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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	文學組 一般生	考試時間	2月9日(三)第4節
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1. The following four poems belong to traditions of form and/or style and/or content. In a unified essay, compare and contrast them with one another, discussing how they make use of and depart from the traditions they belong to. (50%)

130

My mistress' eyes are nothing like the sun;
 Coral is far more red than her lips' red;
 If snow be white, why then her breasts are dun;
 If hairs be wires, black wires grow on her head.
 I have seen roses damasked, red and white,
 But no such roses see I in her cheeks;
 And in some perfumes is there more delight
 Than in the breath that from my mistress reeks.
 I love to hear her speak, yet well I know
 That music hath a far more pleasing sound;
 I grant I never saw a goddess go;
 My mistress, when she walks, treads on the ground.
 And yet, by heaven, I think my love as rare
 As any she belied with false compare.

William Shakespeare

the white troops had their orders but the Negroes looked like men

They had supposed their formula was fixed.
 They had obeyed instructions to devise
 A type of cold, a type of hooded gaze.
 But when the Negroes came they were perplexed.
 These Negroes looked like men. Besides, it taxed
 Time and the temper to remember those
 Congenital iniquities that cause
 Disfavor of the darkness. Such as boxed
 Their feelings properly, complete to tags—
 A box for dark men and a box for Other—
 Would often find the contents had been scrambled.
 Or even switched. Who really gave two figs?

考試科目	文學作品分析	系所別	英國語文學系 <small>文學組 一般生</small>	考試時間	2月9日(三)第4節
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Neither the earth nor heaven ever trembled.
And there was nothing startling in the weather.

Gwendolyn Brooks

Sonnet

The suffering in the sunlight and the smell.
And the bellowing and men weeping and screaming.
And the horses wandering aimlessly and the heat.
The living and the dead mixed, bleeding on one another.
A palm with two fingers left attached
Lying on the ground next to the hindquarters of a horse.
A dying man literally without a face
Pointed at where his face had been.
He did this without a sound.
The forty thousand dead and wounded stretched for miles
In every direction from the tower.
Not a cloud in the sky all day, the sunlight of hell.
Bodies swelled and split, erupting their insides
Like sausages on fire.

Frederick Seidel

1976

The bathroom tiles are very pink and new.
Out the window, a sixty-foot willow
tree forks, droops. Planted eighteen years ago,
its huge roots choke the drains. The very blue
sky is impenetrable. I hear you
whine outside the locked door. You're going to cry.
If I open the door, I'll slap you. I've
hit you six times this morning. I threw
you on the rug and smacked your bottom. Slapped
your face. Slapped your hands. I sit on the floor.

考試科目	文學作品分析	系所別	英國語文學系 <small>文學組 一般生</small>	考試時間	2月9日(三)第4節
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We're both scared. I picked you up, held you, loving your cheek's curve. Yelled, shook you. I want to stop this day. I cringe on the warm pink tiles of a strange house. We cry on both sides of the door.

Marilyn Hacker

2. Themes such as family, home, independence, integrity, injustice, honor, duty, and betrayal occur repeatedly in literature. In a coherent essay, discuss how **one** of these themes is developed in **three** of the following works: *The Odyssey* (Homer), *Sir Gawain and the Green Knight* (anonymous), *Doctor Faustus* (Christopher Marlowe), *Macbeth* (William Shakespeare), *King Lear* (William Shakespeare), *Paradise Lost* (John Milton), *Sense and Sensibility* (Jane Austen), *Pride and Prejudice* (Jane Austen), *Great Expectations* (Charles Dickens), *The Age of Innocence* (Edith Wharton), *The House of Mirth* (Edith Wharton), *The Great Gatsby* (F. Scott Fitzgerald), *To the Lighthouse* (Virginia Woolf), *A Portrait of the Artist as a Young Man* (James Joyce), *To Kill a Mockingbird* (Harper Lee), *On the Road* (Jack Kerouac), *The Color Purple* (Alice Walker). (50%)

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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。

國立政治大學 111 學年度碩士暨碩士在職專班招生考試試題

第 1 頁，共 1 頁

考 試 科 目	英語教學理論與實務	系 所 別	英國語文學系/ 英語教學組	考 試 時 間	2 月 9 日(三)第三節
<p>1. A central concept of the communicative approach to language teaching is communicative competence, a component of which is socio-linguistic competence. Please define socio-linguistic competence and illustrate what teachers can do to increase students' socio-linguistic competence. (25%)</p> <p>2. ELF-awareness pedagogy has been a heated topic in language teaching. Please explain what ELF-awareness pedagogy is. Do you agree or disagree the incorporation of ELF-awareness pedagogy in elementary schools in Taiwan? Why or why not? (25%)</p> <p>3. Reading activities in the second language (L2) classroom usually follow a general format that includes pre-reading, during-reading, and post-reading stages. Please describe at least one possible activity for each of these stages and explains how they may help develop students' L2 reading skills. (25%)</p> <p>4. When teaching grammar structures, there has been a consensus that L2 teachers should give equal attention to form, meaning, and use. Provide one specific example of teaching English grammar to high school students in Taiwan to explain such concept. (25%)</p>					
備 註	<p>一、作答於試題上者，不予計分。 二、試題請隨卷繳交。</p>				

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 9 日(三) 第 4 節
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請把答案寫在答案紙上

- (1) Consider the following data, and give the subcategorization structures for the verbs *stay* and *keep*, respectively. Then, explain the meaning differences of the grammatical cases. 20%
- (1a) Martha kept Fido behind the garage.
 (1b) *Martha stayed Fido behind the garage.
 (2a) George kept Fido busy.
 (2b) *George stayed Fido busy.
 (3a) Karen kept Fido.
 (3b) *Karen stayed Fido.
 (4a) *?Oscar kept behind the counter.
 (4b) Oscar stayed behind the counter.
 (5a) Jane kept busy.
 (5b) Jane stayed busy.
 (6a) *Harry kept.
 (6b) Harry stayed.
- (2) For each of the word below, explain what a child has to learn about the word in order to use it correctly. 20%
- (a) warm
 (b) Mary
 (c) you
 (d) bird
 (e) that
- (3) Discuss the structural and functional relations between *head*, *complement* and *adjunct*. 20%
- (4) Use English examples to compare and contrast the following concepts. 40%
- (a) fricatives and affricates
 (b) coordination and subordination
 (c) roots and stems
 (d) diachronic and synchronic

備

註

- 一、作答於試題上者，不予計分。
 二、試題請隨卷繳交。