

系組：英國語文學系文學與文化組 科目：英美文學【試題隨彌封答案卷繳回】

THIS TEST HAS THREE PARTS. PLEASE KEEP THE GIVEN ORDER.

Part I. Identification. Choose FOUR and answer the questions to the passages you choose. (40 %; for each, Identification 5% and Interpretation Question 5%)

1. "It makes no sense, and really it's no fun
To ride along the road dumb as a stone,
And therefore I'll devise a game for you
To give you pleasure as I said I'd do."

(Note: This is a modern English translation of a Middle English text.)

Q: Identify the work and speaker. What is the "game" suggested in the passage?

2. "Bot here yow lakked a lyttel, sir, and lewté yow wonted;
Bot þat watz for no wylyde werke, ne wowyng nau þer,
Bot for 3e lufed your lyf; Þe lasse I yow blame."

Q: Identify the speaker and "yow." What is the speaker referring to?

3. "All who know me consider me an eminently *safe* man. The late John Jacob Astor, a personage little given to poetic enthusiasm, had no hesitation in pronouncing my first grand point to be prudence, my next, method."

Q: Identify the author and speaker. Comment on the character of the speaker.

4. "Adults, older girls, shops, magazines, newspapers, window sign - all the world had agreed that a blue-eyed, yellow-haired, pink-skinned doll was what every girl child treasured. 'Here,' they said, 'this is beautiful, and if you are on this day "worthy" you may have it.'"

Q: Identify the author and work. Do you agree with the standard of beauty the speaker has depicted here? Why or why not?

5. "Call us what you will, we are made such by love;
Call her one, me another fly,
We're tapers too, and at our own cost die,
And we in us find the eagle and the dove.
The phoenix riddle hath more wit
By us: we two being one, are it."

Q: Identify the author and work. What is the dramatic situation? Explain how the conceit used in these lines helps develop the speaker's argument.

6. "And the phantom was a woman, and when I came to know her better I called her after the heroine of a famous poem, *The Angel in the House*. It was she who used to come between me and my paper when I was writing reviews. It was she who bothered me and wasted my time and so tormented me that at last I killed her."

Q: Identify the author and the "Angel in the House." Explain why the author has to kill her.

7. "In my younger and more vulnerable years my father gave me some advice that I've been turning over in my mind ever since. 'Whenever you feel like criticizing any one,' he told me, 'just remember that all the people in this world haven't had the advantages that you've had.'"

Q: Identify the author, work, and the speaker. Analyze the significance of the quote.

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※ 注意：1.考生須在「彌封答案卷」上作答。

2.本試題紙空白部份可當稿紙使用。

3.考生於作答時可否使用計算機、法典、字典或其他資料或工具，以簡章之規定為準。

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Part II. Essay Questions. Choose TWO of the following topics. Please do not use the same text in answering different essay questions. Essays should be well-organized and with supporting evidence from the texts. (40 %)

1. Choose two mock-heroic elements of a poem and discuss the irony. [For instance: What classical motif does Pope borrow to describe the kindling of Belinda's wrath? What does his handling of this episode suggest about "feminine nature" in "The Rape of the Lock"?)
2. Is Henry James's *Daisy Miller* more about our discovering what kind of person Daisy is or what kind of person Winterbourne is? Defend your answer.
3. In "A Negro Speaks of Rivers," Langston Hughes writes, "I've known rivers: /Ancient, dusky rivers./ My soul has grown deep like the rivers." Discuss these lines from Hughes's poem in relation to works by any two African American writers, focusing on how these writers help define the African American literary tradition.
4. Which of Shakespeare's plays do you like the best? Explain with your analysis of the play.

Part III. Identify the author of the following poem, then do a close reading of not only what the poem means but also the kinds of techniques the poet uses and their effects. (20%)

My Life had stood - a Loaded Gun -
In Corners - till a Day
The Owner passed - identified -
And carried Me away -

And now We roam in Sovereign Woods -
And now We hunt the Doe -
And every time I speak for Him
The Mountains straight reply -

And do I smile, such cordial light
Upon the Valley glow -
It is as a Vesuvian face
Had let its pleasure through -

And when at Night - Our good Day done -
I guard My Master's Head -
'Tis better than the Eider-Duck's
Deep Pillow - to have shared -

To foe of His - I'm deadly foe -
None stir the second time -
On whom I lay a Yellow Eye -
Or an emphatic Thumb -

Though I than He - may longer live
He longer must - than I -
For I have but the power to kill,
Without - the power to die -

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系組：英國語文學系文學與文化組 科目：批判寫作
【試題隨彌封答案卷繳回】

Critical Writing

Read the following poem “Money” by Dana Gioia, and the lyrics of the song “Money” by the Beatles, and write a well-structured essay to address the questions listed below. Please include a **clear introduction with a thesis statement, well-organized paragraphs with topic sentences, relevant textual support, and a strong conclusion.** (100%)

Consider the following questions before you compose your essay. (Please do NOT answer the questions one by one. All your paragraphs should be organized to support your reading of the poem and of the song, and of your thesis statement).

1. Are there any similarities between the Beatles’ views about the subject of money, and Gioia’s views? Are they in agreement about any particular aspect(s) of money?
2. In Gioia’s poem, how does each stanza function separately to express his views about standard, and universal, perceptions of the importance of money in daily life? Does the Beatles’ song reiterate any of these perceptions?
3. What poetic devices (i.e. speaking voice, imagery, tone, etc.) does the poem employ? What effects do they create?

Money By Dana Gioia

Money, the long green,
cash, stash, rhino, jack
or just plain dough

Chock it up, fork it over,
shell it out. Watch it
burn holes through pockets.

To be made of it! To have it
to burn! Greenbacks, double eagles,
megabucks and Ginnie Maes.¹

It greases the palm, feathers a nest,
holds heads above water,
makes both ends meet.

Money breeds money
Gathering interest, compounding daily.
Always in circulation.

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¹ Short for Government National Mortgage Association, a US government corporation that helps finance housing for Americans.

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Money. You don't know where it's been,
but you put it where your mouth is.
And it talks.

Money By the Beatles

The best things in life are free
But you can keep them for the birds and bees
Now give me money
That's what I want
That's what I want, yeah
That's what I want

You're lovin' gives me a thrill
But you're lovin' don't pay my bills
Now give me money
That's what I want
That's what I want, yeah
That's what I want

Money don't get everything it's true
What it don't get, I can't use
Now give me money
That's what I want
That's what I want, yeah
That's what I want, yeah

Money don't get everything it's true
What it don't get, I can't use
Now give me money
That's what I want
That's what I want, yeah
That's...

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(107)輔仁大學碩士班招生考試試題

考試日期：107年3月9日第2節

本試題共1頁（本頁為第1頁）

系組：英國語文學系多媒體英語教學組

科目：英文作文

【試題隨彌封答案卷繳回】

The notion, *normalization*, was proposed for the field of computer-assisted language learning (Bax, 2003, 2011). This concept implies that technologies have been widely applied to enhance second-language learning and teaching. Compose a well-organized essay, including an introduction, a body and a conclusion, to discuss the impact that technologies have on second-language learners' learning processes. Use TESOL or learning theories, relevant details, and concrete examples to support your arguments. (100%)

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