

國立中山大學 107 學年度碩士暨碩士專班招生考試試題

科目名稱：英文作文與閱讀【外文系碩士班甲組、乙組】

題號：412001

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PART ONE: Reading Comprehension (40%)

I. Cloze Test. Choose ONE best answer for each question. (4 points each)

Question 1-5 are based on the following reading passage.

The close study of linguistic creativity in literary narrative can 1 light on the construction of genre and on the use of linguistic creativity to conform, as well as to deviate. J. Gavins presents concentrated work on the literary genre of absurdist fiction, exploring its common creative linguistic characteristics and readerly responses to those characteristics.

Her method of research could offer new insights into the linguistic characteristics of and common interpretive responses to particular forms of literary narrative. Research 2 short stories, and the ways in which meaning is constructed within them, remains sparse, 3 behind studies of other newly popular forms such as digital and multimodal literary narrative. As much shorter forms 4 (flash fiction, Twitter fiction, etc.), more literary critical consideration of the parameters of linguistic meaning making within different narratological constraints may evolve.

More important, though, and more culturally overdue and urgent, is the need to respond not only to new trends in literary form, but also to the nuances of linguistic creativity in literary narrative across the globe. 5, perhaps, the cross-fertilization of genres and styles between different cultural contexts in the internationalized market for readers is drawing new attention to neglected non-Western kinds of linguistic creativity in literary narrative, both contemporary and historic, to the different ideological and sociopolitical movements that have shaped literary cultural heritage in different contexts, and to non-Western scholarly approaches to topics within these areas, including different conceptions of creativity.

- | | | | |
|--------------------|-------------------|-------------------|---------------|
| 1. (A) give | (B) shed | (C) come to | (D) garner |
| 2. (A) within | (B) among | (C) into | (D) for |
| 3. (A) to lag | (B) lags | (C) lagging | (D) lagged |
| 4. (A) proliferate | (B) proffer | (C) procrastinate | (D) proscribe |
| 5. (A) Ironically | (B) Unfortunately | (C) No doubt | (D) Never |

II. Reading Comprehension. (4 points each)

Read the passage below and answer questions 6-10. Choose ONE best answer for each question.

In the following, a linguist reflects on changes in English language usage.

Linguistic manners are like any others. People have always found it worthwhile to reflect on how best to behave, for the sake of individual enlightenment and improvement. Since the eighteenth century, most of our great moralists have at one time or another turned their attention to the language, reflecting their conviction that the mastery of polite prose is a moral accomplishment to which we will be moved by appeals to our highest instincts.

The “improprieties” of traditional grammar are the usages that arise out of the natural drift of the meanings of words in the standard vocabulary. Obviously, we are not bound to use the language just as it was used a hundred years ago, but neither is it in our interest to change the language willy-nilly. Faced with a particular change, we need to ask if it involves real loss and if there is anything we can do to stop it.

The **progressive** loss of the distinction between the words *disinterested* (unbiased) and *uninterested* (apathetic) is regrettable; however, we might admit that the fight on behalf of the distinction is a lost cause. Nevertheless, I would not want to claim that there are no improprieties worth bothering about. Take the often-remarked use of *literally* to mean *figuratively*, as in, “We are literally drowning in red tape.” If *literally* were going to shift its meaning away from *actually*, then it would have done so long

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ago; its stability is an indication that we are willing to reconsider our usage when the rationale is explained to us. Once the connection of *literal* with *letter* is made, the correct usage makes perfect sense. The distinction in this case is worth making.

Beyond the revision of traditional categories, new social conditions call for attention to aspects of language to which **early grammarians** were indifferent. Take the spoken language for instance. Recent critics have been sensitive, with good reason, to the misuse of the phrases we use to orient the flow of talk, phrases like *I mean* and *you know*. In ordinary private conversation, the background of information we have in common is usually rich enough to enable us to fill in what is intended; and here we rarely notice whether *you know* is being used appropriately or not. I am struck by the misuse of such expressions only when I am listening to public discourse: television interviews, for example. What is otherwise a natural appeal to a shared background is distressing because we do not know who the speakers are, as we do in face-to-face conversation, and we cannot ask them for clarification. Just as attention to rules of written usage helps us to read intelligently, so an awareness of the abuse of *you know* in public forums makes us better listeners.

6. As used in the third paragraph, "progressive" most nearly means
- (A) improving
 - (B) reformist
 - (C) continuing
 - (D) freethinking
7. The author's attitude toward the loss of the distinction referred to in the first sentence of the third paragraph is best described as
- (A) indifference
 - (B) resignation
 - (C) resentment
 - (D) defiance
8. It can be inferred from the passage that the author approves most of modern users of language who
- (A) believe that meanings of words are purely arbitrary
 - (B) treat public conversation as if it were private
 - (C) recognize the reasons for particular usages
 - (D) consider "the natural drift" of language to be inescapable
9. It can be inferred that "early grammarians" had little reason to concern themselves with
- (A) the abuse of spoken language in public discourse
 - (B) declining moral values
 - (C) new and fascinating word meaning
 - (D) conflicting rules of usage
10. With which of the following statements relating to language usage today would the author most likely to agree?
- (A) Changes in language ought to be questioned
 - (B) Television has little influence on language change
 - (C) Opinions of traditionalists should be largely discounted
 - (D) The study of polite prose is a moral accomplishment

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PART TWO: ESSAY WRITING (60%)

Write a well-organized essay (at least 300 words) based on the following topic.

Creativity has received a high degree of attention from schools, scholars, professionals, and policy makers alike in recent years. What is creativity? What are the features of creativity?

Give reasons for your answer and include any relevant examples from your own knowledge or experience. Note that you will **gain no point if you copy sentences from the reading passages in PART ONE.**

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科目名稱：英美文學史【外文系碩士班甲組】

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The exam consists of **Two Parts**: the first part is on **English literature** and the second part is on **American literature**. Please answer the questions carefully and follow the instructions. You have **100 minutes** to answer the questions.

Part One -- English Literature (60%)

Choose **TWO** of the following questions (30% each)

1. The Renaissance is a period in European history defined as the revival of the Classical (Greek and Roman) ideas, concepts, and knowledge. Humanism is one of the most important intellectual movements of the Renaissance; the humanists thought that every person has respect and worth, attaching the greatest importance to the dignity and value of the individual. In addition, individualism and secularism are the other features of the period. Please take at least three representative writers from the period to illustrate how they reveal these themes in their works.
2. Forming of personality and interrogation of human nature are related themes in Romantic literature. Discuss and illustrate these themes with reference to William Blake's "The Tyger" in *Songs of Experience* and Percy Bysshe Shelley's "To a Skylark." In your discussion, please also offer your thoughts on the following issues and questions. 1) Blake's poem "The Tyger" takes on a symbolic character and comes to embody the moral problem the poem explores: perfectly beautiful and yet perfectly destructive. In your point of view, what does Blake's tiger symbolize? In contemplating the awesome symmetry of the tiger, the speaker asks a series of questions. In your view, what is his main question about and what could be the theme inferred from these queries? 2) Many of Shelley's poems include a climactic moment, an instant when the poet's feelings overwhelm him and his poem. What are some of these moments in "To a Skylark?" How are they typical of the poetic personality Shelley brings to his writing?
3. Victorian poets' most distinctive achievement is a poetry of mood and character, and how they seek to represent psychology in their poetic works is the major concern of the scholarly discussion in the reading of Victorian Literature. Discuss Alfred Lord Tennyson's "The Lady of Shalott" and Robert Browning's "My Last Duchess" to show how these two works demonstrate the specific features of this literature movement. Your discussion shall particularly address the following questions: 1) How is each quality or characteristic subtly revealed when discussing the contradictory characteristics that Browning reveals in the Duke? 2) Do you think the ending of the poem "The Lady of Shalott" is tragic? Is there another way to look at it? Is her death a kind of escape?

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試題隨卷繳回

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Part Two -- American Literature (40%)

Choose **TWO** of the following questions and write a coherent and cogent essay with references to textual examples (20% each)

1. Discuss the role played by nature (or landscapes or the American wilderness) in American Literature. Please discuss how nature is represented in the works of **TWO American writers**. Elaborate your viewpoint with examples.
2. The quest of self (or the creation of self-identity) is one of the most important motifs in American literature. Please discuss how this motif is reflected in the work(s) of **ONE American writer**. Elaborate your viewpoint with examples.
3. Who is your favorite writer (novelist, poet, playwright, essayist or prose writer) in American literature? Please discuss his or her work(s)?

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科目名稱：語言學概論【外文系碩士班乙組】

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I. Question 1

Definition: Choose 5 out of 6 linguistic terms below, and discuss these terms in details; e.g., in which linguistic sub-field is the term defined? What properties do these terms aim to explain? What are their relevant examples? (30%)

1. The Innateness Hypothesis
2. "Arguments" vs. "Adjuncts"
3. "Compositional" vs. "Non-compositional" meanings
4. Speech acts
5. Reinforcement (Stimulus-Response) Theory
6. Presupposition

II. What are the features and properties of human language that are distinct from those in animal communication systems? Provide at least three features and corresponding examples in the discussion. (10%)

III. In the following paragraph (**Passage 1**), for the underlined nouns or noun phrases, determine whether they are *definite* or *indefinite*, and whether they represent *new information* or *old information*. A sample paragraph and answers are given below. (*Los Angeles Times*, 1998/2/16) (10%)

Example: Taking a cue from fans around the world, members of Sam's Army

(1) (2) (3) (4)

will do just about anything to call attention to the U.S. soccer team. At the Gold Cup final

(5) (6) (7)

between Mexico and the U.S., the Sammers made their presence know with chants and songs.

(8) (9) (10) (11)

- | | | |
|--------------------------------|---------------------------------|--------------------------------|
| (1) Indefinite-New information | (2) Indefinite-New information | (3) Indefinite-New information |
| (4) Definite-New information | (5) Indefinite-New information | (6) Definite-New information |
| (7) Definite-New information | (8) Definite-New information | (9) Definite-Old information |
| (10) Definite-Old information | (11) Indefinite-New information | |

Passage 1:

Ask John Flynn, the state's chief information officer, what mischief the year 2000 computer problem might cause in state computer networks and he begins by (1) (2) (3) taking a deep breath.... So Flynn and other government officials from throughout the state are (4) planning to convene in Sacramento on Thursday for the state's first intergovernmental conference on the year 2000 problem.

Most city, county and state officials have already spent the last few years working on (5) solving the problem, which involves some computer programs' inability to recognize (6) dates beyond Dec. 31, 1999. But even if individual agencies fix their problems internally, many (7) (8) government computer systems are interconnected. Welfare data, for example, are passed from (9)

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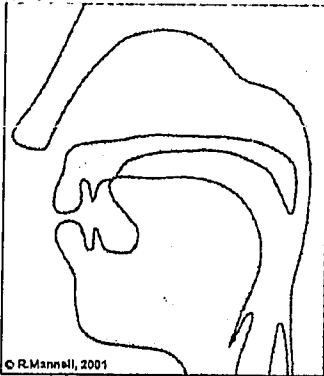
the county to the federal government. One thing Flynn hopes to accomplish Thursday is the establishment of standards so that repairs are compatible across different systems.

(10)

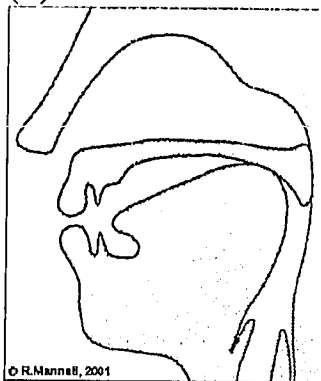
IV. From the articulatory diagrams (A)–(E) provided below, select the diagram that describes the articulation of each of the following three sounds. (15%)

1. [k]
2. [b]
3. [n]

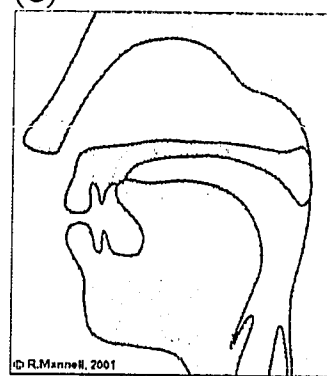
(A)



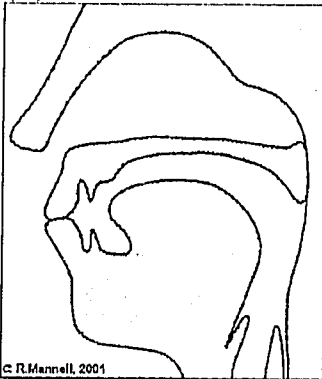
(B)



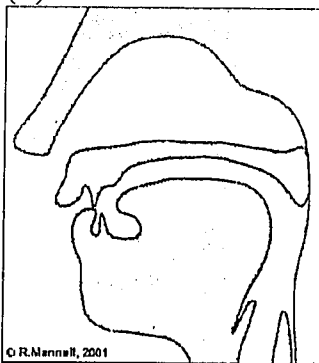
(C)



(D)



(E)



(source: <http://clas.mq.edu.au/speech/phonetics/phonetics/consonants/>)

V. The passage below explains what “lexical priming” is. Read it and answer the question that follows. (10%)

Lexical priming refers to the facilitatory (or inhibitory) effect of a lexical item, the prime, on the activation of a related item, the target. Lexical priming can involve both the meaning and form of lexical expressions. For instance, people are faster and more accurate in identifying a word such as *dog* if the word is preceded by a semantically related item such as *cat* than if it is preceded by an unrelated word such as *city*. There is also evidence that the phonetic features of a word affect the activation of phonetically related expressions (that rhyme or alliterate with the prime) and that repetition speeds up lexical access and word recognition (Harley 2001: 145-150).

(cited from Diessel, 2017, p. 18)

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According to the idea of lexical priming, what English words would you recognize faster (than some unrelated words) if you just heard *flight*? Consider both the **form and meaning** of *flight* and explain your answer.

VI. Examine the following Hungarian data and answer the questions below. (25%)

		<i>Singular</i>	<i>Plural</i>
a.	'table'	[ɔstɒl]	[ɔstɒlok]
b.	'work'	[munkaːʃ]	[munkaːʃok]
c.	'man'	[ɛmber]	[ɛmberɛk]
d.	'white'	[fɛhɛr]	[fɛhɛrɛk]
e.	'this'	[ɛz]	[ɛzɛk]
f.	'line'	[ʃor]	[ʃorok]
g.	'eyeglasses'	[sɛmyvɛg]	[sɛmyvɛgɛk]
h.	'shirt'	[iŋ]	[iŋɛk]
i.	'head'	[fɛy]	[fɛyɛk]
j.	'box'	[doboz]	[dobozok]
k.	'drum'	[dob]	[dobok]
l.	'age'	[kor]	[korok]
m.	'coat'	[kɔbart]	[kɔbartok]
n.	'flower'	[viraːg]	[viraːgok]

1. What type of affix is the Hungarian plural marker? (5%)
2. List all the allomorphs of the plural marker. (4%)
3. State the environment in which each allomorph occurs. (16%)