

國立彰化師範大學 101 學年度博士班招生考試試題

系所：英語學系 組別：乙 科目：英美文學文本分析與文本應用教學

☆☆請在答案卷上作答☆☆

第 1 頁，共 2 頁

I. Textual analysis (共 50%)

Identify the authors and titles of the following two poems, then write a well-organized explicatory essay on each of them (40%). Make a comparison and contrast between the two poems (10%).

1.

Mark but this flea, and mark in this,
How little that which thou deniest me is ;
Me it sucked first, and now sucks thee,
And in this flea our two bloods mingled be.
Thou know'st that this cannot be said
A sin, nor shame, or loss of maidenhead,
Yet this enjoys before it woo,
And pampered swells with one blood made of two ;
And this, alas, is more than we would do.

O stay, three lives in one flea spare,
Where we almost, nay more than married are.
This flea is you and I, and this
Our marriage bed, and marriage temple is.
Though parents grudge, and you, we are met,
And cloistered in these living walls of jet.
Though use make you apt to kill me,
Let not to that, self-murder added be,
And sacrilege, three sins in killing three.

Cruel and sudden, hast thou since
Purpled thy nail, in blood of innocence?
Wherein could this flea guilty be,
Except in that drop which it sucked from thee?
Yet thou triumph'st, and say'st that thou
Find'st not thy self nor me the weaker now;
'Tis true, then learn how false fears be;
Just so much honor, when thou yield'st to me,
Will waste, as this flea's death took life from thee.

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第 2 頁，共 2 頁

2.

I placed a jar in Tennessee,
And round it was, upon a hill.
It made the slovenly wilderness
Surround that hill.

The wilderness rose up to it,
And sprawled around, no longer wild.
The jar was round upon the ground
And tall and of a port in air.

It took dominion everywhere.
The jar was gray and bare.
It did not give of bird or bush,
Like nothing else in Tennessee.

II. Teaching Applications (共 50%)

1. Write a simplified version of four-hour teaching plan for either the first or the second poem you just worked on above. (10%)
2. Discuss the following topics based on the teaching plan you just wrote: (1) student background, (2) unit objectives, (3) code switch, (4) activity cycles, (5) temporal division, (6) evaluation. (30%)
3. Discuss your stance on Grammar Translation Method and Direct Method in the teaching plan you just wrote. (10%)