

國立彰化師範大學 99 學年度博士班招生考試試題

系所：英語學系

乙組

科目：英美文學文本分析與文本應用教學

☆☆請在答案紙上作答☆☆

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Part A: Textual Analysis 60%

I. Discuss the following passage in terms of themes, images and symbols. (20%)

April is the cruelest month, breeding
Lilacs out of the dead land, mixing
Memory and desire, stirring
Dull roots with spring rain.
Winter kept us warm, covering
Earth in forgetful snow, feeding
A little life with dried tubers.
Summer surprised us, coming over the Starnbergersee
With a shower of rain; we stopped in the colonnade,
And went on in sunlight, into the Hofgarten,
And drank coffee, and talked for an hour.
Bin gar keine Russin, stamm' aus Litauen, echt deutsch.
My cousin's, he took me out on a sled,
And I was frightened. He said, Marie,
Marie, hold on tight. And down we went.
In the mountains, there you feel free.
I read, much of the night, and go south in the winter.

What are the roots that clutch, what branches grow
Out of this stony rubbish? Son of man,
You cannot say, or guess, for you know only
A heap of broken images, where the sun beats,
And the dead tree gives no shelter, the cricket no relief,
And the dry stone no sound of water.

(The Waste Land; by T.S. Eliot)

II. Write a short essay in which you give a reading of the following passages from Shakespeare's *A Midsummer Night's Dream* (20%)

ACT II

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SCENE I. A wood near Athens.

Enter, from opposite sides, a Fairy, and PUCK

PUCK

How now, spirit! whither wander you?

Fairy

Over hill, over dale,

Thorough bush, thorough brier,

Over park, over pale,

Thorough flood, thorough fire,

I do wander everywhere,

Swifter than the moon's sphere;

And I serve the fairy queen,

To dew her orbs upon the green.

The cowslips tall her pensioners be:

In their gold coats spots you see;

Those be rubies, fairy favours,

In those freckles live their savours:

I must go seek some dewdrops here

And hang a pearl in every cowslip's ear.

Farewell, thou lob of spirits; I'll be gone:

Our queen and all our elves come here anon.

PUCK

The king doth keep his revels here to-night:

Take heed the queen come not within his sight;

For Oberon is passing fell and wrath,

Because that she as her attendant hath

A lovely boy, stolen from an Indian king;

She never had so sweet a changeling;

And jealous Oberon would have the child

Knight of his train, to trace the forests wild;

But she perforce withholds the loved boy,

Crowns him with flowers and makes him all her joy:

And now they never meet in grove or green,

By fountain clear, or spangled starlight sheen,

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共 3 頁，第 3 頁

But, they do square, that all their elves for fear
Creep into acorn-cups and hide them there.

III. Write a brief explicatory essay on the following passages. (20%)

Mr. Hooper had the reputation of a good preacher, but not an energetic one: he strove to win his people heavenward by mild, persuasive influences, rather than to drive them thither by the thunders of the Word. The sermon which he now delivered was marked by the same characteristics of style and manner as the general series of his pulpit oratory. But there was something, either in the sentiment of the discourse itself, or in the imagination of the auditors, which made it greatly the most powerful effort that they had ever heard from their pastor's lips. It was tinged, rather more darkly than usual, with the gentle gloom of Mr. Hooper's temperament. The subject had reference to secret sin, and those sad mysteries which we hide from our nearest and dearest, and would fain conceal from our own consciousness, even forgetting that the Omniscient can detect them. A subtle power was breathed into his words. Each member of the congregation, the most innocent girl, and the man of hardened breast, felt as if the preacher had crept upon them, behind his awful veil, and discovered their hoarded iniquity of deed or thought. Many spread their clasped hands on their bosoms. There was nothing terrible in what Mr. Hooper said, at least, no violence; and yet, with every tremor of his melancholy voice, the hearers quaked. An unsought pathos came hand in hand with awe. So sensible were the audience of some unwonted attribute in their minister, that they longed for a breath of wind to blow aside the veil, almost believing that a stranger's visage would be discovered, though the form, gesture, and voice were those of Mr. Hooper. ("The Minister's Black Veil"; by Hawthorne)

Part B: Teaching Applications 40%

- I. If you are to use one of the above three textual excerpts as teaching material in a language classroom, or a classroom that has language acquisition as one of the teaching objectives, which would you choose and why? You must first explain your targeted students' proficiency background. (20%)
- II. Following previous question, how would you proceed to implement your teaching procedure? (20%)