

科目：英美文學 系所組：英國語文學系碩士班【試題隨彌封答案卷繳回】

文學組

THIS TEST HAS TWO 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. "Once out of nature I shall never take
My bodily form from any natural thing,
But such a form as Grecian goldsmiths make
Of hammered gold and gold enamelling
To keep a drowsy Emperor awake;
Or set upon a golden bough to sing

...

Of what is past, or passing, or to come."

Q: Identify the author, work, and 'form' (line 3). What is the contrast presented in this passage? Explain the last line.

2. "Women and men (both dong and ding)
summer autumn winter spring
reaped their sowing and went their came
sun moon stars rain"

Q: Identify the author and the work. Briefly comment on some major characteristics of the poem.

3. "His last word--to live with,' she insisted."
"The last word he pronounced was--your name."

Q: Identify the author, work, and the two speakers. Is the second statement in any way true? Explain.

4. "'I've got out at last,' said I, 'in spite of you and Jane! And I've pulled off most of the paper, so you can't put me back!'"

Q: Identify the author, work, and "I." Do you agree that the speaker has emerged victorious? If so, in what sense?

5. "No! I am not Prince Hamlet, nor was meant to be;
Am an attendant lord, one that will do
To swell a progress, start a scene or two,
Advise the prince; no doubt an easy tool...."

Q: Identify the author and speaker. Comment on the Hamlet reference.

6. "Now my belief is that this poet who never wrote a word and was buried at the cross-roads still lives. She lives in you and in me, and in many other women who are not here tonight, for they are washing up the dishes and putting the children to bed ..."

Q: Identify the author, work, and the 'poet'? How does this 'poet' still live?

7. "... I am thy creature; I ought to be thy Adam; but I am rather the fallen angel, whom thou drivest from joy for no misdeed. Everywhere I see bliss, from which I alone am irrevocably excluded. I was benevolent and good; misery made me a fiend. Make me happy, and I shall again be virtuous. "

Q: Identify the speaker and the one spoken to. Explain the "Adam" and "fallen angel" allusions.

※ 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. (60 %)

1. What is the difference between the comedy of manners and comedy of menace? Please explain with examples from each genre.
2. Parents (mother/father) /children (son/daughter) relationships have been a strong motif in literary works, be it a novel, a play or a poem. Choose a work and analyze how its parents/children relationships reflect the author's major concerns and structures in his/her work.
3. In *Macbeth*, the three witches, the weird sisters, are often blamed for planting the seed of treachery in Macbeth's mind – yet the root of the word "wyrd" goes back to the Anglo Saxon word for "fate." Does one only need to think a thing is fate to make it happen? How much personal agency does one have against fate?

OR

Hamlet is full of madness, both real and feigned. What is the difference between the mad and the sane characters in the play, especially in what they say and how they say it? (For instance, what are the similarities and differences between Hamlet's madness and Ophelia's?)

4. Discuss how two of the following authors in American literature make use of regional culture, landscape, character types and/or dialect to address subjects of national or even universal concern: Mark Twain, Mary Wilkins Freeman, Sarah Orne Jewett, Kate Chopin, Charlotte Perkins Gilman, Willa Cather.
5. How are racial or gender differences presented differently in different literary periods? Choose one text (of any literary genre) respectively from each of two historical periods to compare their presentations of racial or gender differences. Explain their differences in terms of the periods' main concerns or features.

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