

考試科目	英文作文	所別	6111 英文學系(教學組) 6112 英文學系(學務組)	考試時間	3月15日 星期六 第3節
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Part One—Sentence Correction (30%)

Rewrite each of the following sentences, correcting errors in grammar, usage, and style.

1. Although many fish farmers have suffered significant losses due to this winter's cold spell has been unusually severe, thus putting them under increased economic pressure, but, worryingly, the government has yet to offer a satisfactory compensation package.

2. Thirty years ago, the directors of the firm, in an effort to curb the wastefulness of its corporate culture, have implemented tough policies prohibiting the using expense accounts for personal expenses, first-class ticket purchasing, and removing office stationery and computer supplies.

3. Considered one of the leading scholars in her field, Professor Mevis's lectures are always packed with students, who are fascinated with her explaining the intricacies of phonemic awareness, therefore anyone who arrives late will find it difficult to find a seat.

4. Her arms around her father's waist, on her first visit to the dentist, the young girl shut her eyes afraid of the cruel-looking instruments and buzzing machines, said, in desperation, "My tooth doesn't hurt anymore."

5. The library shelves, which, John saw, were removed every last book, every issues of every journal, even every newspaper and popular magazine, would have been completely useless for research of any kind, and, unsurprisingly, gave up and returned to the dormitory.

備 考 試 題 隨 卷 繳 交

命 題 委 員 : _____ (簽章) _____ 年 _____ 月 _____ 日

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考試科目	英文作文	所別	611 6112	(文學、教學組) 英文學系	考試時間	3月15日 星期六	第3節
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Part Two--Composition

Section A--Summaries (20%)

Write a brief summary in English of each passage below. Do not exceed 100 words for either; that is, the maximum total word count for the two summaries is 200.

[Passage One:]

Questions of Pedagogy: Methods of Teaching/Learning a Foreign Language

Unlike traditional teacher-centered pedagogy, in which students' learning experiences are typically passive, the pedagogy of literature-based discussion groups involves a dynamic interaction among students. This pedagogy encourages students to talk in class and allows them to relate to their personal experience in discussion. Also, literature-based discussion groups engage students in aesthetic reading and provide them with the opportunity to transform words into meaning. According to D.I. Smith, "in aesthetic reading the reader is focally concerned with what is felt during the reading event... Aesthetic reading may include awareness of subsequent applications and may well be influenced by and have later effects upon social realities, but the focus of attention is nevertheless on the reader's experience of the text during the reading event." The pedagogy of literature-based discussion groups incorporates the sociocognitive aspect of learning, in which knowledge is believed to be socially constructed in situations, and has gained popularity in language classrooms.

Literature-based discussion groups are characterized by students actively engaged in reading, thinking, and sharing with their peers the interpretations of the text. Through interpretation of the text and interaction with knowledgeable others about their experience with the text, literature-based discussion groups provide a learning environment which is conducive to meaningful literacy learning at various grade levels. According to recent studies, this pedagogy really helps students improve their reading comprehension, construct simple meaning, compose their own language, and build community without the teacher's presence. Also, this pedagogy allows students to gain self-confidence so that they tend to talk more and express themselves more fully, which empowers students in their explorations of reading texts and in becoming independent learners.

(adapted from "Literature-based Discussion Groups Revisited" by Li-hua Chou)

備 考 試 題 隨 卷 繳 交

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考試科目	英文作文	所別	6111 東文學系 6112 東文學系	考試時間	3月15日 星期六	第3節
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[Passage Two:]

儘管近年有些研究指出上述以文學作品為本進行討論的教學法在語言教學上之成效，另有一些研究者質疑如何確信此教學法比其他教學法更能深植學生的文字能力。帶領課堂討論的教師亦指出，儘管學生熱切地討論文學作品，但討論的內容往往流於空泛，使用的時間過於冗長，且學生花許多時間重述故事或只討論他們感興趣的部份，使討論無法深入，因而學習成效不如預期。此種以文學作品為本進行討論的教學法，原本著眼於學習者能在討論互動中充份表達自己的想法，進而提升其學習動機與學習成效。實則上，討論團體中的學習者是處於學業、社會以及文化交錯情境中，他們因學業表現或社交能力的不同而有高下之分。從而在進行討論時，有些學生會被邊緣化，其意見往往被忽視；學習成就高的學生間總是有熱烈的討論，但學習成就低的學生卻顯得無所事事，無法從討論中獲益。

(adapted from "Literature-based Discussion Groups Revisited" by Li-hua Chou)

Section B—Critical response (50%)

Write a unified critical response to the issues and viewpoints expressed in the two passages given in Section A above. Do not exceed 400 words.

備 考 試 題 隨 卷 繳 交

命 題 委 員 : (簽 章) 年 月 日

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考試科目	英美文學	所別	6111 英國語文學系	考試時間	3月15日 星期六	第四節
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I. Identify the authors and titles of the following works and explain in one sentence the stylistic features of the language used (15%)

1. "The hero observed that swamp-thing from hell, / The tarn-hag in all her terrible strength, / then heaved his war-sword and swung his arm: / the decorated blade came down ringing / and singing on her head. But he soon found / his battle-torch extinguished; the shining blade / refused to bite."
2. "Pilgrims and palmers made pacts with each other / To seek Saint James and saints at Rome. / They went on their way with many wise stories, / And had leave to lie all their lives after."
3. "Painter, what didst thou understand, / To put her dart into his hand! / See even the years and size of him / Shows this the mother seraphim. / This is the mistress-flame; and duteous he, / Her happy fireworks here comes down to see.
4. "His brows think fogs, instead of glories, grace, / And lambent dullness played around his face. / As Hannibal did to the altars come, / Sworn by his sire a mortal foe to Rome, / So Sh—swore, nor should his vow be vain, / That he till death true dullness would maintain"
5. "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."

II. Write two coherent essays of 300 to 500 words in response to the two questions, with paragraph divisions, appropriate transitions, and plenty of examples from literary works.

1. Choose one work from each group and discuss how the main characters in the four works search for their identities and how their efforts reflect their resistance to the traditions of earlier eras or their efforts to promote the existent ones or establish new ones. The traditions may include, but are not limited to, feudalism, humanism, rationalism, Romanticism, or existentialism. (20%)

- 1) *The Knight's Tale*; *The Book of Margery Kempe*; Book III, *The Faerie Queene*
- 2) *Paradise Lost*; *Dr. Faustus*; "Batter my heart, three-personed God"
- 3) *Robinson Crusoe*; "Eloisa to Abelard"; "The Rime of the Ancient Mariner"
- 4) *To the Lighthouse*; *Tess of the D'Urbervilles*; "Sailing to Byzantium"

備 考試題隨卷繳交

命題委員：

(簽章) 97年3月7日

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考試科目	英美文學	所別	611 英國語文學系	考試時間	3月15日 星期六	第四節
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2. Choose one author from each group and discuss how one work of each author reflects the poetics of his/her time. Illustrate how these authors promote or reject poetic models considered ideal in expressions such as "the kernel vs. the chaff," "a speaking picture," "decorum," "negative capability," "objective correlative," "art for art's sake," "realism," or "symbolism." Show also how one differs from another in their concerns for the abuse of poetry. (25%)

- 1) Chaucer; Shakespeare; Herbert
- 2) Johnson; Wordsworth; Tennyson
- 3) Wilde; Charlotte Bronte; Dickens

III. Choose to answer any TWO of the following questions. 40%

1. Analyze specific literary texts that illustrate the fundamental differences between Puritan thinking and deist thinking. 20%
2. Analyze Walt Whitman's "A Noiseless Patient Spider" within the context of "Song of Myself." 20%

A noiseless patient spider,
I marked where on a little promontory it stood isolated,
Marked how to explore the vacant vast surrounding,
It launched forth filament, filament, filament, out of itself,
Ever unreeling them, ever tirelessly speeding them.

And you, O my soul where you stand,
Surrounded, detached, in measureless oceans of space,
Ceaselessly musing, venturing, throwing, seeking the spheres to
connect them,
Till the bridge you will need be formed, till the ductile anchor hold,
Till the gossamer thread you fling catch somewhere, O my soul.

3. Write an essay in which you discuss the theme of ONE of the three plays below. 20%
 - a. Tennessee Williams, *A Streetcar Named Desire*
 - b. Eugene O'Neill, *Mourning Becomes Electra*
 - c. Arthur Miller, *Death of a Salesman*

考試科目	文學作品分析	所別	碩二 國文班 6111	考試時間	3月16日 星期日	第 3 節
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I. Study this paired poem and painting carefully. Then, provide a summary of how the poem responds to the work of art or to some detail from it. Next, compare and contrast your own response to the art (or to the detail) to that of the narrator in the poem. How and why is your response similar to/different from the response of the poem's narrator? 40%

RANDALL JARRELL (1914-1965)

Knight, Death, and the Devil

Cowhorn-crowned, shockheaded, cornshuck-bearded,
 Death is a scarecrow—his death's-head a teetotum
 That tilts up toward man confidentially
 But trimmed with adders; ringlet-maned, rope-bridled,
 The mare he rides crops herbs beside a skull. 5
 He holds up, warning, the crossed cones of time:
 Here, narrowing into now, the Past and Future
 Are quicksand.

A hoofed pikeman trots behind.

His pike's claw-hammer mocks—in duplicate, inverted—
 The pocked, ribbed, soaring crescent of his horn. 10
 A scapegoat aged into a steer; boar-snouted;
 His great limp ears stuck sidelong out in air;
 A dewlap bunched at his breast; a ram's-horn wound
 Beneath each ear; a spur licked up and out
 From the hide of his forehead; bat-winged, but in bone; 15
 His eye a ring inside a ring inside a ring
 That leers up, joyless, vile, in meek obscenity—
 This is the devil. Flesh to flesh, he bleats
 The herd back to the pit of being.

In fluted mail; upon his lance the bush 20
 Of that old fox; a sheep-dog bounding at his stirrup,
 In its eyes the cast of faithfulness (our help,
 Our foolish help); his dun war-horse pacing
 Beneath in strength, in ceremonious magnificence;
 His castle—some man's castle—set on every crag; 25
 So, companioned so, the knight moves through this world.
 The fiend moos in amity, Death mouths, reminding:
 He listens in assurance, has no glance
 To spare for them, but looks past steadily
 At—at—

a man's look completes itself. 30

The death of his own flesh, set up outside him;
 The flesh of his own soul, set up outside him—
 Death and the devil, what are these to him?
 His being accuses him—and yet his face is firm
 In resolution, in absolute persistence; 35
 The folds of smiling do for steadiness;
 The face is its own fate—a man does what he must—
 And the body underneath it says: *I am.* 1945

考試科目	藝術史	所別	藝術史	考試時間	3月16日 星期日	第3節
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Albrecht Dürer (German, 1471-1528). *Knight, Death, and the Devil*. 1513. Engraving. 250 × 191 mm. Courtesy of the Fogg Art Museum, Harvard University Art Museums, Cambridge, MA. Gift of William Gray from the Collection of Francis Calley Gray. G1111. —from *Responding to Literature*

備考 試題隨卷繳交

命題委員：

(簽章) 97年3月10日

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考試科目	文學作品分析	所別	中文系碩士班	考試時間	3月16日 星期日 第3節
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II. Answer any one of the following. 30%

- A. There are many types point of view. Please choose a piece of literary text to illustrate your discussion on point of view - from whose point of view is it told? How would you characterize the method employed? Does it seem better told from such a type of point of view than if it were told from other types? Why or why not?
- B. The following passage is the portrayal of a female character in a 19th-century novel. Paraphrase the following description and explain what situation she might be involved in.

The intensity of her religious disposition, the coercion it exercised over her life, was but one aspect of a nature altogether ardent, theoretic, and intellectually consequent: and with such a nature, struggling in the bands of a narrow teaching, hemmed in by a social life which seemed nothing but a labyrinth of petty courses, a walled-in maze of small paths that led no withered, the outcome was sure to strike others as at once exaggeration and inconsistency. The thing which seemed to her best, she wanted to justify by the completest knowledge; and not to live in a pretended admission of rules which were never acted on. Into this soul-hunger as yet all her youthful passion was poured; the union which attracted her was one that would deliver her from her girlish subjection to her own ignorance, and give her the freedom of voluntary submission to a guide who would take her along the grandest path.

III. Read the following dialogue and explain the strategies of communication between these two characters. 30%

Walter: Why? You want to know why? 'Cause we all tied up in a race of people that don't know how to do things but moan, pray and have babies.

Ruth: Oh, Water. . . . Honey, why can't you stop fighting me?

Walter: Who's fighting you? Who even cares about you?

Ruth: Well - I guess I might as well go on to bed. . . . I don't know where we lost it . . . but we have. . . . I - I'm sorry about this new baby, Walter. I guess I just didn't realize how bad things was with us. . . . I guess I just didn't really realize-- You want some hot milk?

Walter: Hot milk?

Ruth: Yes--hot milk.

Walter: Why hot milk?

Ruth: 'Cause after all that liquor you come home with you ought to have something hot in your stomach.

Walter: I don't want no milk.

備考	試題隨卷繳交
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命題委員： (簽章) 99 年 3 月 10 日

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國立政治大學九十七學年度研究所^博士班入學考試命題紙 第 4 頁，共 4 頁

考試科目	文學作品分析	所別	中文系碩士班	考試時間	3月16日 星期日	第3節
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Ruth: You want some coffee then?
 Walter: No, I don't want no coffee. I don't want nothing hot to drink. Why
 you always trying to give me something to eat?
 Ruth: What else can I give you, Walter Lee Younger?



備考	試題隨卷繳交
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命題委員： (簽章) 97年3月10日

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考試科目	英語教學理論與實務	所別	英文系 6112	考試時間	3月15日 星期六 第4節
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Please answer the following questions in English. Be sure to cite key authors whenever is appropriate.

1. Discuss the relationship between reading and listening. What do they have in common and how do they differ? (25%)
2. In teaching a second language, teachers may often observe that students experience cognitive and affective blocks in their attempts to learn a second language. Based on your understanding from the literature, explain what those two types of learning barriers are and what teachers could do to help learners overcome them. (25%)
3. It has been suggested that learning the organizational rules of a second language is almost simple when compared to learning the pramalinguistic and sociopragmatic features of that language. Does this mean that language classes should somehow teach organizational rules before teaching pragmatic conventions? In answering the question, give example to illustrate the pramalinguistic and sociopragmatic constraints L2 learners may experience. (25%)
4. Research in language learning strategy has come a long way. Earlier researchers had a lot of focus on good language learners and strategy categories. Please provide a critique of the assumption and intention of such research. (25%)

備考	試題隨卷繳交
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命題委員： (簽章) 96年3月6日

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國立政治大學 九十七學年度 碩士班暨碩士在職專班招生考試 命題紙

第 1 頁，共 4 頁

考試科目	語言學概論	所別	英文系 b11 英語教學組	考試時間	3月16日 星期日	第 三 節
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注意事項：一、以英文作答
二、標明題號

I. Multiple Choices: choose the best answer and write the corresponding letter, a, b, or c on the answer sheet. (20%) (1 point each)

- Which of the following has an inflectional morpheme in it? / Ans. _____
(a) singer (b) broken (c) review
- Which of the following ends with a velar consonant? / Ans. _____
(a) picnic (b) cage (c) laugh
- _____ is both [-consonantal] and [+sonorant].
(a) [w] (b) [h] (c) [r]
- Which of the following is not a minimal pair? / Ans. _____
(a) letter : later (b) gin : fine (c) rail : reign
- Speech sounds in English and Chinese are all produced through a _____ airstream mechanism.
(a) pulmonic ingressive (b) velaric egressive (c) pulmonic egressive
- Which of the following is a redundant feature for English consonants? / Ans. _____
(a) [± voiced] (b) [± aspirated] (c) [±nasal]
- Which of the following violates English phonotactic constraints? / Ans. _____
(a) [vusatk] (b) [spred] (c) [krust]
- Which of the following exemplifies the loss of a sound in English? / Ans. _____
(a) bath (b) veal (c) night
- The communication system of honey bees clearly shows _____.
(a) productivity (b) reciprocity (c) displacement
- Our two cerebral hemispheres are connected by _____.
(a) angular gyrus (b) corpus callosum (c) arcuate fasciculus
- Which of the following concepts can be illustrated by the sentence *Bachelors are married?* / Ans. _____
(a) entailment (b) ambiguity (c) contradiction
- What semantic role is represented by the underlined item in the sentence *John baked Mary a cake?* / Ans. _____
(a) patient (b) goal (c) experiencer
- Which of the following expressions would not be generated by this phrase structure rule:
NP → Det (Adj) N? / Ans. _____
(a) the rusty car (b) a screwdriver (c) flying planes

備 考 試 題 隨 卷 繳 交

命 題 委 員 : (簽章) 97 年 3 月 7 日

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考試科目	語言學概論	所別	英文系 6112 英語教學組	考試時間	3 月 16 日 星期日	第 三 節
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14. The statement *A table rather than a television is a better example for the category furniture* illustrates that categorization process involves which of the following concepts? / Ans. ____
 (a) prototype (b) reference (c) coherence
15. In the sentence *The university just telephoned*, the underlined item illustrates a case of ____.
 (a) metonymy (b) metaphor (c) polysemy
16. In the following sentences, choose the one in which the underlined expression indicates a specific reference.
 (a) The last person to leave the office should lock the door.
 (b) Somebody telephoned and left a message for you.
 (c) John wants to marry a Japanese although he hasn't met one.
17. In the following examples, choose the one in which the bracketed sequence contains a constituent.
 (a) The [boy raced into the] schoolyard.
 (b) Mo and [Monica tried to convince] Jack to resign.
 (c) I doubt [tomorrow will be sunny].
18. The usage of must in the sentence *John must be at the car dealer's* is called ____ modality.
 (a) deontic (b) epistemic (c) evidential
19. Which of the following sentences does not represent a durative event? / Ans. ____
 (a) Mary swam for two hours.
 (b) Sue made a cake.
 (c) We arrived at home.
20. The sentence *This pen writes well* illustrates a case of ____ voice.
 (a) middle (b) passive (c) active

II. Fill in the blanks. (Write all your answers on the answer sheet.) (40%) (2 points each)

- In English, the sounds [s, z, ʃ, ʒ, tʃ, dʒ] form a natural class: _____.
- In forming the word '*impersonal*', the first step is to affix _____ to the noun root.
- According to _____ Theory, the ranking of phonological constraints may vary in different languages.
- In every culture people will sometimes use _____ to avoid taboo words.
- Forms such as '*goed*', '*foots*', and '*mouses*' exemplify children's _____.
- A new word '*spork*' is formed through the word formation process of _____.
- In the pair '*nation-national*', which word represents the earlier pronunciation of '*a*'? / Ans. _____.

備 考 試 題 隨 卷 繳 交

命 題 委 員 :

(簽 章) 年 月 日

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考試科目	語言學概論	所別	英文系 6112 英語教學組	考試時間	3 月 16 日 星期日	第 三 節
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8. Peter asks John "How's the weather outside?" John, in answering "There's a great concert tonight" clearly violates the Maxim of _____.
9. In the phrase "a French history teacher", if he/she is a teacher of French history, the stress falls on which word? / Ans. _____
10. The current pronunciation of 'ask' in English is a result of a phonological change of **metathesis**, **dissimilation**, or **neutralization**? / Ans. _____
11. In the sentence 'You can lead a horse to water, but you can't make him drink', is the pronoun *you* used as a **deictic** or **non-deictic** expression? / Ans. _____
12. The pair '**deep-shallow**' is a _____ antonym while the pair '**landlord-tenant**' illustrates _____.
13. In Spanish, *tree* is masculine whereas *house* is feminine. It is a good example of a **natural gender language** or **grammatical gender language**? / Ans. _____.
14. Among the three predicates '*sister of*', '*different from*', '*above*', which one illustrates **symmetric predicate**? / Ans. _____
15. Does the sentence *John was writing a letter* entail the sentence *John wrote a letter*? / Ans. _____
16. In the sentence *John emptied the trash can yesterday*, the underlined item functions as a _____ predicate.
17. Observe the following situation:
Wife to her husband: *Did you speak to them upstairs?* [while pointing to the ceiling].
The underlined item represents a case of **cataphoric** or **exophoric** reference? Ans. _____.
18. Write down the **presupposition** of the sentence *We regret buying that car*: _____.
19. The **subject** of the sentence *That Mary swallowed a goldfish astonished us* is _____.

III. Essay Questions. (Write all your answers on the answer sheet.) (40%) (10 points each)

1. Identify the following events and explain why they are important in the development of English language.
 - (a) The Norman Conquest
 - (b) The Great Vowel Shift
 - (c) Caxton's Printing Press
2. Consider the following statement:
"It's easier to learn French if your ancestry is French."
Do you agree or disagree? Defend your view.

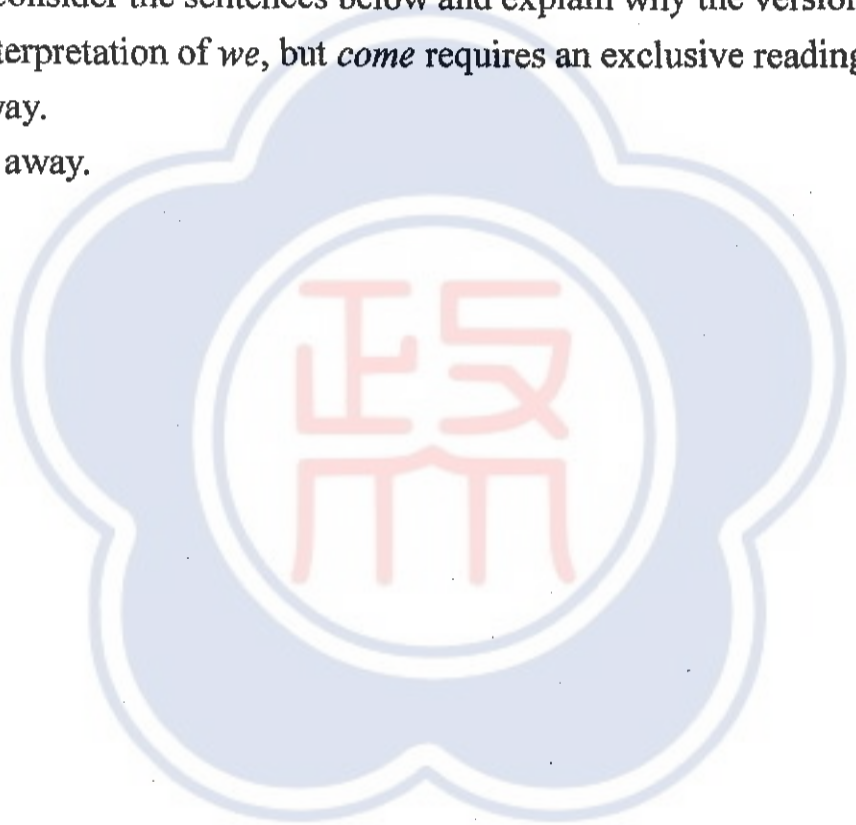
備 考 試 題 隨 卷 繳 交

命 題 委 員 : _____ (簽章) _____ 年 _____ 月 _____ 日

- 命題紙使用說明：1. 試題將用原件印製，敬請使用黑色墨水正楷書寫或打字（紅色不能製版請勿使用）。
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考試科目	語言學概論	所別	英文系 b112 英語教學組	考試時間	3 月 16 日 第 三 節 星期日
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3. Explain why the following sentences are ill-formed.
- (a) *I learned English very hard, but I still can't speak it.
 - (b) *Mary knew the secret just as she arrived.
 - (c) *Gambling was legal in this city in order to attract more tourists.
4. In English the pronoun *we* can have either an 'inclusive' or an 'exclusive' interpretation. Inclusive means 'including the addressee', as in *We study linguistics* as spoken by one linguistics student to another. Exclusive means 'not including the addressee' as in *When my roommate and I went shopping yesterday, we bought some nice posters*. Consider the sentences below and explain why the version with *go* allows either an inclusive or exclusive interpretation of *we*, but *come* requires an exclusive reading.
- (a) We'll go there right away.
 - (b) We'll come there right away.



備	考試題隨卷繳交
命題委員：	(簽章) 年 月 日

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