

國立高雄師範大學九十五學年度博士班招生考試試題

系所別：英語學系

科 目：英美文學史（全一頁）

1. Discuss one critical approach and its manifestation in the work of at least two British writers (one before 1800 and the other after 1800). Discuss the ways in which this approach predicates the authors and works of your choice. (25%)
2. What do you perceive to be the relationships between gender and genre in regards to British literature? Choose at least two British writers whose work can best testify such relationships. (25%)
3. You are asked to teach a graduate course on "American Studies." Unlike traditional "American Studies" programs, which define their subject matter exclusively by the geopolitical boundaries of the United States, this course takes a hemispheric approach that also encompasses the "other Americas": Canada, Mexico, the Caribbean, and Central and South America. How will you start and end the course? What are the themes and threads you will develop to string together the many different intellectual thoughts across borders to give your course a structural unity and coherence? What is the methodology you will employ to effectively develop those themes? What is the fiction you will use as the primary text to test out and tease out the boundary of the America(s)? (25%)
4. *"If you know wilderness in the way that you know love, you would be unwilling to let it go.... This is the story of our past and it will be the story of our future."* ---- Terry Tempest Williams, Testimony

"Much is published, but little printed. The rays which stream through the shutter will be no longer remembered when the shutter is wholly removed." ---- Henry David Thoreau, Walden

"I have a low opinion of books; they are but piles of stones set up to show coming travelers where other minds have been, or at best signal smokes to call attention." ---- John Muir, Mountain Thoughts

Take the three quotations above as cornerstones to write a well-substantiated essay on "wilderness and the American imagination." (25%)

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系所別：英語學系

科 目：文學批評（全一頁）

1. Please define tragedy according to Aristotle's *Poetics* and some modern critiques. How do you distinguish tragedy from melodrama? In a well-organized essay, use some concrete evidence to support your arguments. (25%)
2. Traditionally neoclassicism and romanticism are considered to be oppositional to each other. In a well-organized essay, discuss any **four** characteristics in which both differentiate each other. (25%)
3. Distinguish post-colonial from colonial criticism and name distinguished critics who have written on this subject and discuss their points of view. Some supporters of colonialism may even have taken the position that the colonization of various developing countries was more of a blessing than a curse (more good than bad). If so, in what way? Further, how would you respond, whether to agree or disagree, to someone who has taken such a position? (25%)
4. Post-modernism is different from modernism in a number of important ways. Distinguish between these two significant literary trends by discussing the features of each and some works which exemplify them. (25%)

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系所別：英語學系

科 目：英語教學理論與方法（全一頁）

1. How do you become a good teacher of listening comprehension? Please answer the question by referring to the following three notions. (25%)
 - (1) The nature of spoken language,
 - (2) Cognitive processing of spoken language,
 - (3) Ways of helping students to be better listeners.
2. (25%)
 - (1) As classroom activities might be ranked along a continuum running from manipulation to communication, how do you teach oral communication skills in an EFL (English as a foreign language) classroom?
 - (2) Briefly design a lesson plan using oral communication skills and activities to help students fulfill the following communicative purposes:
 - (a) establishing and maintaining social relations,
 - (b) seeking information,
 - (c) learning to do or make something, and
 - (d) problem-solving.
3. Describe how segmentals and suprasegmentals play their roles in teaching and learning English vocabulary. (25%)
4. What should be highlighted in composing effective writing? If technical terms are used, make sure they will be explained in the text. (25%)

國立高雄範大學九十五學年度博士班 入 學 考 試 命 題 紙

系所別：英語學系

科 目：語言學（含應用語言學、語言與分析）（第一頁，共二頁）

1. Explain how the following anecdote illustrates issues in learning and teaching discourse expectations in a second language. (25%)

Charles Fillmore points out that two sentences taken together as a single discourse can have meanings different from each one taken separately. To illustrate, he asks you to imagine two independent signs at a swimming pool: *"Please use the toilet, not the pool,"* says one. The other announces, *"Pool for members only."* If you regard each sign independently, they seem quite reasonable. But taking them together as a single discourse makes you go back and revise your interpretation of the first sentence after you've read the second.

2. "Language use symbolically represents fundamental dimensions of social behavior and human interaction. The notion is simple, but the ways in which language reflects behavior can often be complex and subtle. Furthermore, the relationship between language and society affects a wide range of encounters." Gender is part of that relationship: how would an applied linguist work with gender issues? (25%)

國立高雄範大學九十五學年度博士班入學考試命題紙

系所別：英語學系

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3. This question is about the phonological change between Korean and English. As we have seen, phonological adaptation of loan words may reflect facts about syllable structure. Recently the Korean automobile named Hyundai has been adapted into English in various ways, one of which follows. Given the Korean form and the English adaptation provided, state two reasons based on syllable structure conditions that explain why the English form is pronounced the way it is. (10%)

Korean form

/hʲʌndæ/

English form

/hʌnde/ [hʌndej]

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4. The following words are from Chamorro, a language spoken in Guam and the Mariana Islands.

Observe the data and answer the questions. (20%)

<i>I. Root</i>		<i>Derived word</i>	
a) adda	'mimic'	aadda	'mimicker'
b) kanno	'eat'	kakanno	'eater'
c) tuge	'write'	tutuge	'writer'
<i>II. Root</i>		<i>Derived word</i>	
a) atan	'look at'	atanon	'nice to look at'
b) sangan	'tell'	sanganon	'tellable'
c) guaiya	'love'	guaiyayon	'lovable'
d) tulaika	'exchange'	tulaikayon	'exchangeable'
e) chalek	'laugh'	chalekon	'laughable'
f) ngangas	'chew'	ngangason	'chewable'
<i>III. Root</i>		<i>Derived word</i>	
a) nalang	'hungry'	nalalang	'very hungry'
b) dankolo	'big'	dankololo	'very big'
c) metgot	'strong'	metgogot	'very strong'
d) bunita	'pretty'	bunitata	'very pretty'

- i) What morphological process is involved in I? II? III?
- ii) Do any changes in lexical category take place in I? II? III?
- iii) Formulate a general statement as to how the derived words in I are formed. Do the same for III.
- iv) Does the affix in II have more than one allomorph? If so, what are the allomorphs? What is their distribution? Use a rule to express the morphological change between these two allomorphs.
5. In Mandarin Chinese, DP (determiner phrase) appears in various forms, as shown in the following sentences. Describe your observation of the different forms and make a hypothesis of the relation between the meaning and the type of DP, such as bare N (noun), duplicated N, N with a classifier and a number etc. You might want to take into consideration both the syntactic distributions of the DP such as subject and object positions and the verb variations such as aspect or modality. Make your hypothesis clear and rule-like, and give more linguistic data to support your claim. (20%)

- a) 人都有慈悲心 / *人走進來了
- b) 人人都有慈悲心 / ??人人都走進來了 每一個人都走進來了
- c) *一個人有慈悲心 / *一個人走進來了
- d) *(有)個人有慈悲心 / *(有)個人走進來了
- e) 有一個人有慈悲心 / 有一個人走進來了
- f) 有人有慈悲心 / 有人走進來了
- g) 那個人有慈悲心 / 那個人走進來了
- h) 張三有慈悲心 / 張三走進來了
- i) 她有慈悲心 / 她走進來了

- j) 我看到了{她/張三/那個人}
- k) 我看到了一個人
- l) *我看到了個人
- m) ??我看到了人
- n) 我想買畫(來看)
- o) 我想買一本畫(來看)
- p) 我想買本畫(來看)
- q) 我想買那本畫(來看)