

# 國立高雄師範大學 102 學年度博士班招生考試試題

系所別：英語學系

科 目：文學批評與文本分析（全一頁）

- ※注意：1. 作答時請將試題題號及答案依序寫在答案卷上，於本試題上作答者，不予計分。  
2. 請以藍、黑色鋼筆或原子筆作答，以鉛筆或其他顏色作答之部份，該題不予計分。

1. Radical feminism, primarily derived from the second-wave feminism of the 1980s, focuses on the theory of patriarchy as a system of power that male supremacy oppresses women. Radical feminism aims to challenge and overthrow patriarchy by opposing standard gender roles and advocating female sexuality, and calls for a radical reordering of society. It includes the issue of reproductive freedom, the right of abortion and birth control, the right to make choices freely without pressure from individual men, doctors, governmental or religious authorities, the right of equal education, jobs and pay, and the right of childcare, medical treatment, society's attitude toward mothers and children, etc. Write a well-organized essay to discuss the above-mentioned rights in the literary texts. (50%)
2. Please read the following passage carefully and illustrate your opinions. Your discussion should draw on at least FOUR texts from English/American literature to support your arguments. (50%)

From ancient times, literature and the arts have portrayed, and criticism and theory have discussed, differences in people's social class and history. But with the spread and maturation of capitalism through its various stages, economic and other disparities have more visibly polarized wealthy and poor classes, city residents and ghetto dwellers, inhabitants of the first and third worlds, white and people of color, men and women. Class formations, class consciousness, and class tensions form part of the historical experience of modernization, and theory and criticism have been grappling with these and related issues for several centuries now. (Leitch et. al., Introduction to Theory and Criticism 13)

# 國立高雄師範大學 102 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）

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1. Define “canon” and discuss the development of a canon of British literature.  
(25%)
2. Good literature expresses the deep-rooted, the elemental, the instinctual in people and nature. Use your favorite British writers as examples to illustrate this observation. (25%)
3. Please answer **only two** of following questions (50%):
  - I. Many critics have acclaimed *The Adventures of Huckleberry Finn* as the first truly great American novel. *The Adventures of Tom Sawyer*, on the other hand, though it shares the same setting, characters, and episodic nature as *Huckleberry Finn* is clearly lacking in literary significance. How would you account for the superiority of *Huckleberry Finn*?
  - II. Please discuss the obvious use of Christian symbolism in Herman Melville’s *Moby Dick*?
  - III. Why do so many critics describe the novels of Henry James as “International Novels”?
  - IV. Edgar Allan Poe and Nathaniel Hawthorne were both writers of fiction romances involving mystery, guilt and the supernatural. But none of the stories of Poe would ever be mistaken for a story by Hawthorne, or vice versa. Discuss in your view what makes the works of the two authors so recognizably different?
  - V. Discuss Eugene O’Neil’s use of Greek Tragedy in his *Mourning Becomes Electra*.
  - VI. How does Tennessee Williams strip human nature down to its naked and basic animal nature in his play *A Streetcar Named Desire*.

# 國立高雄師範大學 102 學年度博士班招生考試試題

系所別：英語學系

科 目：英語教學（全一頁）

※注意：1. 作答時請將試題題號及答案依序寫在答案卷上，於本試題上作答者，不予計分。  
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1. (1) Define “collocation”.  
(2) Describe as detailed as possible the common collocation errors made by Taiwanese students.  
(3) What are the pedagogical implications of these errors?  
Give examples to support your answer. (25%)
2. Discuss the washback effects of the Joint College Entrance Exam (JCEE) on teaching and learning English at senior high level in Taiwan. Give examples to support your ideas. (25%)
3. Discuss and explain your own viewpoints. (25%)
  - (1) A writer causes a message to come into existence.
  - (2) Discuss some major writing theories and apply their implications to your teaching of EFL writing classes.
4. Discuss and illustrate your own viewpoints. (25%)
  - (1) An interactive model of reading comprehension
  - (2) Writing differs significantly from speech.

# 國立高雄師範大學 102 學年度博士班招生考試試題

系所別：英語學系

科 目：應用語言學

- ※注意：1. 作答時請將試題題號及答案依序寫在答案卷上，於本試題上作答者，不予計分。  
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I. Yawelmani vowels: Consider the following forms of Yawelmani verbs: (30%)

<b>Future</b>	<b>passive</b>	<b>precative</b>	<b>dubitative</b>	<b>gloss</b>
<b>Passive</b>	<b>aorist</b>	<b>gerundial</b>		
xilnit	xilit	xilʔas	xilal	“to tangle”
maxnit	maxit	maxʔas	maxal	“to procure”
meknit	me:kit	mekʔas	me:kal	“to swallow”
sapnit	sa:pit	sapʔas	sa:pal	“to burn”
tannit	ta:nit	tanʔas	ta:nal	“to go”

1. List all the affixes in the data.
2. On the basis of available data, what is the syllable template of Yawelmani?
3. Formalize a linear phonological rule for the vowel-length alternation. Use formal notations such as the distinctive features.
4. Reanalyze the same problem and give a non-linear, syllabic solution by drawing the relevant syllable trees with X-slots.

II. Semantic anomaly: Explain why, or how, the following sentences are semantically odd. (10%)

1. Let's compare this particular case.
2. Do you know the man who killed his widow?
3. An hour elapsed, and so did Steve.
4. Colorless green ideas sleep furiously.

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III. Structural ambiguity: Disambiguate the following sentences by giving at least two interpretations. (10 %)

Example: I didn't marry her because she was rich.

Answer: Reading A: Because she was rich, I did not marry her.

Reading B: I married her for reasons other than the fact that she was rich.

1. We gave her dog biscuits.
2. The chicken is too hot to eat.
3. Everybody hates the old man in the story.

IV. The definition of speech community varies among linguists. Please comment on the viewpoints from two linguists and propose your own definition of speech community. (25%)

Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance(Chomsky, 1965: p. 3).

The speech community is not defined by any marked agreement in the use of language elements, so much as by participation in a set of shared norms; these norms may be observed in overt types of evaluative behaviour, and by the uniformity of abstract patterns of variation which are invariant in respect to particular levels of usage(Labov, 1972: 120).

V. What is the articulatory process involved in aspiration? Is aspiration a distinctive feature for English stops? Is it a distinctive feature for Mandarin Chinese stops? Please provide examples to justify your answer. (25%)

# 國立高雄師範大學 102 學年度博士班招生考試試題

系所別：英語學系

科 目：理論語言學

※注意：1. 作答時請將試題題號及答案依序寫在答案卷上，於本試題上作答者，不予計分。  
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1. Stress has several functions in English, such as showing the structure of prosody, the speakers' focus, etc. Consider the following sets of data, and answer the questions. (15%)

(i) Clearly indicate the stress of these words, and explain why the difference occurs.

*an insult    an increase    an overflow    an implant*  
*to insult    to increase    to overflow    to implant*

(ii) The stress of compound nouns and two-word phrases differs. Indicate the locations of stress, and state the meaning difference for each word.

Compound    *a hot dog    a lighthouse*  
Phrase        *a hot dog    a light house*

(iii) Stress at phrasal level may not be the same as that at word level. Considering the word *clarinet*, the stress varies in different sentences. Indicate the stress for *clarinet*, and explain why it is.

*Joe had a clarinet solo.*  
*Joe plays the clarinet.*

2. The following words are all regular past tense forms of English verbs. (i) How many sounds are there for the past tense morpheme? What are they? (ii) Postulate one lexical form for the past tense morpheme. (iii) Write a rule to describe the change of sounds. (10%)

jumped	talked	played
toyed	begged	rubbed
washed	dredged	fetched
keyed	showed	passed
caused	writhed	frothed

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科 目：理論語言學

3. Here are some vowels of Turkish and their features. Examine the following examples. (i) What are the alternants of the *Gen.sg.* and *Nom.pl.* suffixes? (ii) Decide the underlying form for each suffix, and write linear rules dealing with the change of each suffix. (iii) Use the autosegmental model to account for the data. What is the lexical form of each suffix? Illustrate how vowel harmony occurs in *ipler* and *kızılır*. (25%)

	i	e	□	□		<i>Nom.sg.</i>	<i>Gen.sg.</i>	<i>Nom.pl.</i>	<i>Gen.pl.</i>
high	+	-	+	-	‘rope’	ip	ipin	ipler	iplerin
back	-	-	+	+	‘hand’	el	elin	eller	ellerin
round	-	-	-	-	‘girl’	kız	kızın	kızılır	kızılırın
					‘stalk’	sap	sapın	sapılır	sapılırın

4. The following data are involved with three kinds of movement: head movement, A-movement, and A'-movement. These three kinds of movement exhibit different blocking effects. Try to give a general description for each of these three kinds of movement. If possible, provide a unified analysis for all of them. You can also provide more examples to support your analysis. (In (3a) and (3b), how is interpreted in the embedded clauses.) (25%)

- (1) a. You could have done such a thing.  
b. Could you have done such a thing?  
c. \*Have you could done such a thing?
- (2) a. John seems to be likely to win.  
b. \*John seems that it is likely to win.
- (3) a. How do you think that John could solve this problem?  
b. \*How do you wonder what John could solve?

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科 目：理論語言學

5. Ever is an example of negative polarity items in English. In this usage, it is interpreted as existential. Based on the following data, provide a general description for the distribution of ever first. If possible, try to give a formal definition for the licensors of negative polarity items, and explain why negative polarity items are allowed in these contexts. (25%)

- (1)    a. \*Shelby will ever bite you.  
         b. Shelby won't ever bite you.
- (2)    a. \*Every dog has ever bitten a cat.  
         b. Every dog which has ever bitten a cat feels the admiration of other dogs.
- (3)    a. \*Some dog has ever bitten a cat.  
         b. \*Some dog which has ever bitten a cat feels the admiration of other dogs.
- (4)    a. No dog has ever bitten a cat.  
         b. No dog which has ever bitten a cat feels the admiration of other dogs.
- (5)    a. \*Three dogs have ever bitten a cat.  
         b. \*Three dogs which have ever bitten a cat feel the admiration of other dogs.