

銘傳大學 99 學年度研究所碩士在職專班招生考試

應用英語學系碩士在職專班

英文(含寫作、閱讀、翻譯)試題

(第 1 頁共 3 頁) (限用答案本作答)

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Section 1: short passages. Please read the two passages below and answer the questions that follow each. 5 points for each correct answer.

The lands of no country, it is evident, can ever be completely cultivated and improved, till once the price of every produce, which human industry is obliged to raise upon them, has got so high as to pay for the expence of complete improvement and cultivation. In order to do this, the price of each particular produce must be sufficient, first, to pay the rent of good corn land, as it is that which regulates the rent of the greater part of other cultivated land; and secondly, to pay the labour and expence of the farmer as well as they are commonly paid upon good corn-land; or, in other words, to replace with the ordinary profits of the stock which he employs about it. This rise in the price of each particular produce, must evidently be previous to the improvement and cultivation of the land which is destined for raising it. Gain is the end of all improvement, and nothing could deserve that name of which loss was to be the necessary consequence. But loss must be the necessary consequence of improving the land for the sake of a produce of which the price could never bring back the expence. If the complete improvement and cultivation of the country be, as it certainly is, the greatest of all public advantages, this rise in the price of all sorts of rude produce, instead of being considered as a sort of public calamity, ought to be regarded as the necessary forerunner and attendant of the greatest of all public advantages.

This rise, too, in the nominal or money-price of all those different sorts of rude produce has been the effect, not of any degradation in the value of silver, but of a rise in their real price. They have become worth, not only a greater quantity of silver, but a greater quantity of labour and subsistence than before. As it costs a greater quantity of labour and subsistence to bring them to market, so when they are brought thither, they represent or are equivalent to a greater quantity. ---Adam Smith, *The Wealth of Nations*

1. What does Smith consider the best economy?
 - A. The one with the most profit.
 - B. The one with the most wealth
 - C. The one with the highest production
 - D. The one with the most money
2. To attain this goal, commodity prices should be:
 - A. high
 - B. medium
 - C. low
3. The best measure of costs in an economy is:
 - A. price level
 - B. rental price of farmland
 - C. price of silver
 - D. age level

本試題兩面印刷

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4. Prices should be high enough to:

- A. pay taxes
- B. pay the rent
- C. pay expenses
- D. pay the cost of improvements

5. Prices should rise:

- A. before people make improvements
- B. while people make improvements
- C. after people make improvements

These examples point toward a definition of literary competency as something different from lexical, grammatical, or referential understanding as an ability to recognize and account for aberrant discourse. It presupposes, but is not limited to, the understanding of standard, literal, grammatical, serious discourse. Literary competency is a competency on top of a competency; it's the supercompetency you need to deal with the superdiscourse that is literature.

There's a potential paradox here. You become competent in the normal, regular, regulative, rule-bound patterns of language in order to read texts that defy the rules, contradict the patterns, ironically suspend much of what you took so long to establish. Literature scholars are connoisseurs of abnormal sentences. Jean Cohen long ago put French poetry through a statistical wringer and confirmed the judgment that the more poetic or experimental poetry is, the further the choices of wording or grammar will be from the norm.

What if I were to exploit this gap between normal language and literary language to propose a less antiquated and elitist version of the old model in which we learn language in order to read literature? I would then be advocating that we take as our goal a competency in recognizing and instantiating verbal style; the ways inhabitants of a language and culture, and we readers, have of possessing the tools of communication; a way of being in language. We can all remember the painful but instructive process of learning how to make a joke in our foreign languages, by which I mean an intentional and successful joke, a joke that would be recognized and responded to as such by a native speaker. Our current measures of competence do a good enough job of evaluating a student's ability to communicate information in a grammatically and idiomatically appropriate way. But what if we were to create a new category, one of language abuse, a domain in which rewards would come from being able to demonstrate spontaneous wit and counterintuitive uses of speech? When you learn to recognize stylistically informed language, you get two things at once, the normal way, which is implied, and the twisted way, which is expressed. You also get a motive for using language that the standard dialogues of grammar books do not contain. If we were to put style and wit at the top of our pyramid of linguistic competences, we might discover, and help our students to discover, a new purpose for reading literature, that low-cost extravagance.
---Haun Saussy, "Language and Literature—A Pedagogical Continuum?"

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1. According to Saussy, students of literature learn

- A. serious discourse
- B. rule-bound patterns of language
- C. abnormal sentences
- D. all of the above

2. Currently we evaluate

- A. grammar
- B. idioms
- C. both
- D. neither

3. We do not evaluate

- A. wit
- B. serious discourse
- C. both
- D. neither

4. In literature, normal modes of expression are

- A. stated
- B. denied
- C. confirmed
- D. implied

5. Literary competency involves

- A. knowing how to tell jokes
- B. understanding verbal style
- C. both
- D. neither

Section 2: essay questions. Please write on **two** of the following topics. 25 points each.

1. How can cultural values that are embedded in languages affect cross-cultural communication?
2. What are the advantages and disadvantages of Taiwan's exam system?
3. What impediments to learning do students face in a classroom? How can a teacher help overcome them?
4. What interferes with a worker's motivation? How can a worker overcome these impediments?
5. What are the biggest concerns Taiwan faces today? Is Taiwan prepared for them?