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### 專業語文測驗：中文部分

請先閱讀下面這篇文章。

正當台灣掀起學英文的狂潮，在台灣之外的世界，卻形成了一個學習新強勢語言——中文——的熱潮。台灣與外部世界這兩個發展方向背道而馳的語文熱，預示了什麼訊息？預示了什麼未來？不但耐人深思，而且令人驚悚。

許多台灣人（包括教育部及各級機構、學校、家長、學生與大眾）認為學會英語，便等於取得全球化通車的執照，便可與歐美平起平坐，便提升台灣的競爭力，台灣人便成爲與「先進國」級相同的「世界公民」，因而也便喚起了「中國文化」、「中文」的熱潮。這一波語言狂潮，雖遭逢許多問題，引起許多爭執。但不外是：師資不足、水準不高、大學與利物浦語文課程無不浮泛，特殊領域師資嚴重短缺，或語言高低差別將擴大以及教法良莠不齊等校務問題。其實，時論已指出，在母語（中文）尚未達到一定程度之前，學貫中西學者外語才是更嚴重問題所在，國數英語教學不斷低齡化，而且從國小一年級就開始學英文，連課後英文學習的時間也縮短，學生學英文的時間已超過中文，所以學貫的母語能力水準下降，因此下一代的競爭力也只有減低、不会增加。

而台灣有面對英語的強勢文化時始終難以避免殖民地化的心態。如台灣的產業結構，最終構築全球化市場價值高；不會中文的外籍勞工薪水高，這種自卑心態，當然會使本土文化的殖民地化，也就是自主性的喪失，在本土文化的一端，藝術，很少有人驚嘆，當代本土藝術的殖民地化早已悄然成形。

我認為除此之外，還有更根本的嚴重問題隱藏在其中：它將使本土文化虛無化，空洞化；而且整個未來世代的人的素質將普遍下降。競爭力不僅是減低，而且是喪失，當社會成員的心智缺乏建基於傳統文化的獨特性之後，便不可能有獨特的創造性思考能力（如商業競爭中將會很難「自創品牌」等），只好成爲強勢文化支配下「工具人」，其實是「奴隸」，這是令人驚悚的結局。

我們朝野乃至學界普遍以華語的工具論為工具，去年夏天我曾發表〈寫作、作文與思想之辯〉一文，與兩位大學教授討論思想與語文不能切割為二，是明確的例子。有人進一步說論文是思想的「載體」，這已算是比較能認識兩者相依存的關係。其實，語文本身即思想；沒有「沒有」語文的「思想」。人的思想都是從生存的環境中激發、領悟、創造出來的，這些激發、領悟、創造出來的東西，要通過母語的組織才成爲獨特的、系統的，有完整意義內容的思想。所以，「母語」是一個人擁有從生存環境中所產生出的「思想」的載體。極少數的人同時有兩種以上的「母語」（如外交官的小孩），所以他們可以兼有不同文化中的兩種以上的「思想」，而在某些終極價值的選擇上，他總是傾向某一文化，這都不影響我們說「母語是思想的載體」的結論。
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語文在「翻譯」一事上雖然顯示它有其工具性，但所有翻譯的選作無可否定的。以語文來外文的思想，因語文不是完全沒有個性的「工具」，它的內在包涵了極豐富、複雜的民族性、歷史、地理、傳統等獨特因素，翻譯既然緊密又不可取代，為什麼翻譯事業自古以來如此重要？許多人以爲翻譯就是單純的使不懂外文的人方便，其實不對。翻譯的第二功能是把「他文化」的知識與智慧轉譯成本土文，以融入母語系統，使母語不只包涵本土文化，而且兼蓄其他文化。的吸收。沒有族群不希望外來的知識與文化能為他母語的包容、使他的母語因本土文化不斷壯大、增強。現代文化發達的國，也重視翻譯，他自己自己的母語中亦可以延續並汲取一切不同的文化智慧，不必耗費大量時間與精力去學習母國語文。只有「落後」國家，母語不能包容外國文化，若要研究外國文化，只有棄絁先學習外文。一個美國或日本學者可以用母語完成《王安石變法研究》，即使他以的中文程度也是一般。但中國學者要研究《浮士德》，若不懂德文，譯者應懂德文或英文，不然便無法研究，或研究成果極為有限。為什麼？因為外國經典，著作的中文翻譯在量與質上都遠遠不足。許多外國著作，名稱、概念、術語沒有優良的翻譯，變為中文，但無法納入中文的語文體系中。許多外文的學術思想、知識與文藝作品亦不能成爲中文世界的一部分。我們現在拼命想學中文，學英文，以便跟上人家，這實在是不夠古人有遠見。想想佛教從印度傳入中國，從漢魏以來，大量翻譯佛經成為中文。遇到沒有相當對等的詞彙或名詞則另創新詞、或譯音、譯義，或音義兼顧，如涅槃、菩薩、羅漢、小乘阿鸞陀佛等印度語，都變成中文而且是中國文化的一部分。沒有人主張要將佛教原著取消，這才能使佛教徹底漢化，即本土化，落地生根，適應大樹，變成世界五大宗教之一。佛學在中

國的創始者，已遠遠不是原先印度佛教的規模與聲勢。如果用印度文來宣教，永遠是外國宗教，也無法在中國開花結果。我們今天若不能將西洋文化本土化，反而要捨中文語文走西洋化的路，正是自斷文化的根。

最近國家各級考試乃至大、中學考試有人提倡廢除「作文」（中文）；記得以前曾有西醫行歷，處方，箋名中文化的建議，也有「科學中文化」的運動，可惜沒有成功。現在當然更被棄如敝屣。這是很痛心的事。我們對語言、文化與國族的歷史與命運相關聯的認識太有限，眼光太近視了。沒有人不希望國民在母語之外有更強的外語能力。台灣重視英語學習也是好事，台灣大學學生英語能力大幅提升，應該感謝教育之道。但是，如果我們現在的孩童沒有學好母語之前便去學英語（美國一般在五年級之後才學外語），我們文化的發展創造將停頓，我們承繼華夏數千年傳統的信俗，在文化上的獨特性將消失，便不可能再開創有自主性的文化，我們在精神與心靈上便只有依附西方強勢文化，而我們未來世代的英語程度，只學到「工具性」的那部分，對西方的傳統、文化、思想，因在西方的「生存環境」中接受哺育與薰陶，所以也不願深入西方文化，更不可能在創意上與同操英語的西方人齊肩。那麼，我們反而是次等角色，只能做強勢文化的代工或奴工，供大家消費，其情形大約如會說英語的菲律賓人同命運。

不必謙言，在當前台灣英語熱潮中多少有統獨的情緒暗藏其中助長火勢。姑
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不談統獨的是非，我們的共同母語是中文，或稱漢語。漢語有諸多方言，所以成爲通用語。滿族的族語都不自外於漢語，閩、客、廣，客等語是中國語文中的方言。有些有語無文，所以只有漢語的「國語」能負擔上與歷代典籍相接。中以溝通各族，下以開拓未來中國文化之疆土之任，所以中文是共同的母語。它是我們的思想與智慧的所寄，假如合獨有可能、應該、必然實現的一日，也不能除去中文，因爲語文即思想、沒有自己的思想便沒有自己的文化，選得什麼競爭力？共同的母語（漢語、中文）應超越統獨。

近若干年來，台灣一切急遽變小，從政府的格局、經濟的萎縮、文化的自限，連大學也變得如同中小學。如果語文教育的偏失，我們文化立身定位的根基將動搖，我們面對的就不只是陳陳相因、誰強誰弱，而是文化心靈的失根落葉。我們將不再是原來的「我們」。《亞洲週刊》一月六日的「封面專題」報導：隨著大陸在全球經濟地位的提升，目前八千萬在二十年間，二十多所大學設置語文教育的啟動，連續數十年將使中文成爲全球化的強勢語言的第二位。我們今日邁上這一步，若種下謬誤的因子，待到下一代已經長成，要改弦更張恐怕時不我與，我們將一無所有。

以語文為中心的文化是國家安身立命的土地，我們雖以爲學了外語便能出一隻有力的洋手臂，自己挽髮就能離地飛騰而起？英語狂潮充分顯示我們的慷慨與豪邁，能不慎重道深？

（本文出處：何敏賢，《揮筆飛揚》，聯合報刊 92.2.16）

請針對下列問題，提出您個人的見解（總計占分 50%）：

一、對於本文的觀點，你同意與不同意的部分各在哪裡？其原因為何？也可以表達除了同意與否之外的任何意見。（佔分 20%）

二、依您個人的經驗，您接受語文教育（無論是在家庭、學校或其他環境）的過程和經驗中，有什麼特別值得分享的事情？這些事情帶給您的影響為何？（佔分 10%）

三、針對語文運用方面，請您舉出一篇「好」的文章或一本「好」的書，說明您認為「好」的理由和原因，以及這篇文章或這本書對您的影響。（佔分 20%）
English Test

First: Questions 1-9

The Works Progress Administration (WPA) was formed in 1935 during the height of the Great Depression as part of President Franklin Delano Roosevelt's New Deal package to bring the economy around and provide relief for the millions of unemployed throughout the country; the goal of the

Line program was to maintain people's skills and respect by providing work to as many as possible during

(5) this period of massive unemployment. For the eight years that the WPA was in existence from 1935 to 1943, the WPA was responsible for providing jobs to approximately eight million people at a cost of

more than eleven billion dollars.

One of the more controversial programs of the WPA was the Federal Arts Project, a program to employ artists full-time at such tasks as painting murals in libraries, theaters, train stations, and

(10) airports; teaching various techniques of art; and preparing a comprehensive study of American crafts. Criticism of the program centered on what was perceived as the frivolity of supporting the arts at a
time when millions were starving, industry was sagging, farms were barren, and all that could flourish were bankruptcy courts and soup kitchens.

1. This passage mainly discusses
   (A) the Great Depression
   (B) the benefits of Franklin Delano Roosevelt's New Deal
   (C) the New Deal and one of its controversies
   (D) bankruptcy courts and soup kitchens

2. The word "package" in line 2 could best be replaced by
   (A) carton
   (B) secret gift
   (C) box
   (D) bundle of related items

3. According to the passage, the stated purpose of the WPA was to
   (A) create new American masterpieces
   (B) raise the standard of American art
   (C) introduce new art techniques to the American public
   (D) improve the economy

4. The word "massive" in line 5 is closest in meaning to
   (A) tremendous
   (B) rocky
   (C) clustered
   (D) dangerous

5. The word "controversial" in line 8 is closest in meaning to
   (A) disputed
   (B) successful
   (C) creative
   (D) comprehensive

6. All the following probably helped to make the Federal Arts Project controversial EXCEPT that
   (A) the Federal Arts Project employed many who would otherwise have been out of work
   (B) train stations and airports were decorated with murals
   (C) the Federal Arts Project commissioned art works
   (D) a tremendous study of American crafts
7. The expression "centered on" in line 11 could best be replaced by
   (A) encircled
   (B) located on
   (C) focused on
   (D) surrounded

8. When the author states that "...all that could flourish were bankruptcy courts and
   soup kitchens," he or she probably means that
   (A) banks and restaurants did well during the Depression
   (B) the poor could not afford to use banks or eat soup
   (C) the only organizations to thrive were those that dealt with the poor
   (D) many restaurants declared bankruptcy during the Depression

9. Where in the passage does the author give examples of artistic jobs?
   (A) Lines 1-5
   (B) Lines 5-7
   (C) Lines 8-10
   (D) Lines 11-13

第二大题：Questions 10-20

In the American colonies there was little money. England did not supply the colonies with coins
and it did not allow the colonies to make their own coins, except for the Massachusetts Bay Colony,
which received permission for a short period in 1652 to make several kinds of silver coins. England
wanted to keep money out of America as a means of controlling trade: America was forced to trade
only with England if it did not have the money to buy products from other countries. The result during
this pre-revolutionary period was that the colonists used various goods in place of money: beaver pelts,
Indian wampum, and tobacco leaves were all commonly used substitutes for money. The colonists also
made use of any foreign coins they could obtain. Dutch, Spanish, French, and English coins were all in
use in the American colonies.

During the Revolutionary War, funds were needed to finance the war, so each of the individual
states and the Continental Congress issued paper money. So much of this paper money was printed
that by the end of the war, almost no one would accept it. As a result, trade in goods and the use of
foreign coins still flourished during this period.

By the time the Revolutionary War had been won by the American colonists, the monetary system
was in a state of total disarray. To remedy this situation, the new Constitution of the United States,
approved in 1789, allowed Congress to issue money. The individual states could no longer have their
own money supply. A few years later, the Coinage Act of 1792 made the dollar the official currency of
the United States and put the country on a bimetallic standard. In this bimetallic system, both gold and
silver were legal money, and the rate of exchange of silver to gold was fixed by the government at
sixteen to one.

10. The passage mainly discusses
    (A) American money from past to present
    (B) the English monetary policies in colonial America
    (C) the effect of the Revolution on American money
    (D) the American monetary system of the seventeenth and eighteenth centuries
11. The passage indicates that during the colonial period, money was
   (A) supplied by England
   (B) coined by the colonists
   (C) scarce
   (D) used extensively for trade

12. The Massachusetts Bay Colony was allowed to make coins
   (A) continuously from the inception of the colony
   (B) throughout the seventeenth century
   (C) from 1652 until the Revolutionary War
   (D) for a short time during one year

13. The expression “a means of” in line 4 could best be replaced by
   (A) an example of
   (B) a method for
   (C) a result of
   (D) a punishment for

14. Which of the following is NOT mentioned in the passage as a substitute for money during the colonial period?
   (A) Wampum
   (B) Cotton
   (C) Tobacco
   (D) Beaver furs

15. The pronoun “it” in line 12 refers to which of the following?
   (A) The Continental Congress
   (B) Paper money
   (C) The war
   (D) Trade in goods

16. It is implied in the passage that at the end of the Revolutionary War, a paper dollar was worth

17. The word “remedy” in line 15 is closest in meaning to
   (A) resolve
   (B) understand
   (C) renew
   (D) medicate

18. How was the monetary system arranged in the Constitution?
   (A) Only the U.S. Congress could issue money.
   (B) The U.S. officially went on a bimetallic monetary system.
   (C) Various state governments, including Massachusetts, could issue money.
   (D) The dollar was made the official currency of the U.S.

19. According to the passage, which of the following is NOT true about the bimetallic monetary system?
   (A) Either gold or silver could be used as official money.
   (B) Gold could be exchanged for silver at a rate of sixteen to one.
   (C) The monetary system was based on two metals.
   (D) discovered

20. The word “fixed” in line 19 is closest in meaning to
   (A) discovered
   (B) repaired
   (C) valued
   (D) set