

英文中譯 試題

(限用答案本作答)

- It is a very plain and elementary truth, that the life, the fortune, and the happiness of every one of us, and, more or less, of those who are connected with us, do depend upon our knowing something of the rules of a game infinitely more difficult and complicated than chess. It is a game which has been played for untold ages, every man and woman of us being one of the two players in a game of his or her own. The chessboard is the world, the pieces are the phenomena of the universe, the rules of the game are what we call the laws of Nature. The player on the other side is hidden from us. We know that his play is always fair, just, and patient. But also we know, to our cost, that he never overlooks a mistake, or makes the smallest allowance for ignorance. To the man who plays well, the highest stakes are paid. And one who plays ill is checkmated—without haste, but without remorse. (40%)
- 11 EQ is not the opposite of IQ. Some people are blessed with a lot of both, some with little of either. What researchers have been trying to understand is how they complement each other; how one's ability to handle stress, for instance, affects the ability to concentrate and put intelligence to use. (15%)
- 12 The marketing specialist has to decide what end of the market to aim for: low cost and high volume at the lower end or high cost and small volume at the upper end of the market. It is the aim of every marketing man to avoid falling between the two stools, where the item is too expensive for the lower end of the market and not of good enough quality for the upper end. (15%)
- 13 Teaching circles back and reconsiders previous experiences in order to move forward. Rather than being predictable, linear, and orderly, teaching depends on posing questions and testing out tentative and alternative hypotheses in an ongoing way, revising them in light of what is produced and how students respond. It anticipates that these responses may be variable, idiosyncratic, tied as they are to individual background, experience, and understanding. Like reading and writing, teaching is generative, recursive, contingent, and dialogic. (30%)

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