

## 一、英文寫作(50%)

Some of you are not sure if you are cut out to be a translator and/or an interpreter. This uncertainty grows into self-doubt as you receive rigorous and intense T/I training at the graduate level. You put a lot of time and effort into practice, but your classmates seem to always outperform you. You think to yourself: If I can't even stand out from my peers, how can I compete with seasoned T/I veterans? The nagging worry is exacerbated by the possibility of AI phasing out human translators/interpreters. The undercurrent of fear and frustration compromises the energy that otherwise could be devoted to your daily practice.

A way out of this mental trap is to approach the idea of a translator/interpreter, or any profession, from a verb-oriented perspective. This is what career coach Jean-Philippe Michel does when helping his young clients prepare for the future, according to a BBC article titled "*The next generation of jobs won't be made up of professions*" by Alina Dizik. Rather than encourage students to choose a profession they want to grow up into, such as teacher or engineer, Jean-Philippe Michel guides students to talk about the skills they want to acquire and the goals they want to achieve. For example, "I want to be a doctor" can be rephrased as "I want to use empathy in a medical setting." This is how a noun-based profession is reconceptualized from a verb-based perspective.

*Purpose Learning* program initiated by Stanford University is another example of using a verb-based approach to helping students redesign their learning experience, as can be seen from their mission statement:

"A look back from 2100 to the era when Stanford students began declaring missions, not majors."

As Stanford graduates would soon be called upon to lead in a world in which economic, political, social and technological disruptions created some of the largest collective risks that humans had yet faced, the University established *Purpose Learning*, whereby students declared a mission, not a major. The intent was that students couple their disciplinary pursuit with the purpose that fueled it.

"I'm a biology major" was replaced by "I'm learning human biology to eliminate world hunger." Or "I'm learning Computer Science and Political Science to rebuild how citizens engage with their governments."

The goal was to help students select a meaningful course of study while in school, and then scaffold a clear arc for the first 10 - 15 years of their professional lives. It wasn't about the career trajectory, but the reasons behind it.

One sign that the shift toward connecting meaning or "the why" behind one's studies and actions came when the phrase "what's your verb?" started to creep into the Stanford lexicon. A cross between "how are you doing today," "what classes are you taking this quarter" and "why?", this new idiom spun off into a variety of media.

Inspired by the work they were doing to investigate the kind of impact they were most interested in working toward, students started wearing Stanford t-shirts that just said, "To Ignite." "To Build." "To Challenge." "To Persuade." Soon, this unofficial tagline became the organizing principle for the new portfolios students had to create to graduate. Demonstrating evidence of clarity of purpose and experience creating impact, along with mastery of subject matter was key.

<http://www.stanford2025.com/purpose-learning>

Please redefine the profession of a translator/interpreter from a verb-based perspective and write a five-paragraph essay of around 300 words with "your verb" as the thesis statement.

- Paragraph 1: Introduction. Begin this paragraph by summarizing the mission statement of Stanford University Purpose Learning program with four to six sentences before presenting your thesis statement.
- Paragraph 2: Describe how this verb encapsulates who you are as a person.
- Paragraph 3: Describe how this verb encapsulates your mission/purpose in life.
- Paragraph 4: Describe how T/I training might help you to be that verb.
- Paragraph 5: Conclusion. End your essay with a verb-oriented take on being a translator/interpreter.

見背面

題號： 49

國立臺灣大學110學年度碩士班招生考試試題

科目：英文寫作及中譯英

節次： 3

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共 2 頁之第 2 頁

二、中譯英 (50%)

請翻譯下列兩段短文

Text 1 (25%)

年末的台北樣貌

冬季的夜晚來得特別早且長，台北也總是陰雨綿綿。巷子裡的小麵店、或者路邊滷味攤特別熱鬧，有的人看菜單、有的人正坐享用剛上桌的晚餐，熱湯一下肚，如仙丹般瞬間沖淡整日的疲倦慌忙。炊煙之間人們滿足的臉、期待的表情、老闆熱情的招呼與俐落的切菜甩麵……是我看不膩的日常營生。家家戶戶也開始張燈結綵，燈火搖搖晃晃地，預告著這一年即將結束，以及節慶的到來。

Text 2 (25%)

史前生物是許多曾經生活於地球上的生物體，年代範圍大約是從 38 億年前到大約西元前 3500 年人類開始保留文字紀錄以前。在這段演化期間，許多新型態的生命誕生，也有許多如恐龍般的生物滅絕。《史前巨獸—古生物特展》從地球生成、生物的出現、演化到地球的大滅絕事件依序介紹，另搭配動物化石或其複製品的展示，介紹地球的歷史及其生態、演化，瞭解地理發展史，進而探索大自然環境、人類行為對動物生態的影響。

Terminology:

古生物: planetology

.....THE END.....

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文二節錄自：

[https://event.culture.tw/NTM/portal/Registration/C0103MAAction?useLanguage=tw&actId=90107&request\\_local\\_c=tw](https://event.culture.tw/NTM/portal/Registration/C0103MAAction?useLanguage=tw&actId=90107&request_local_c=tw)

試題隨卷繳回