

國立清華大學 101 學年度碩士班入學考試試題

系所班組別：歷史所 丁組、乙組、甲組

考試科目（代碼）：國文與英文（3004）、Z904、Z804

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國文

一、以下三題選作一題，請將原文抄錄、斷句，並做白話翻譯。（35 分）

1. 燕子之為王三年國內大亂將軍市被與太子平謀攻子之齊王使人誘之且許為助平使市被攻子之不克被反攻平國中連戰數月死者數萬人齊王使章子伐燕燕士卒不戰城門不閉齊人取子之醢之遂殺王噲於是齊王問於孟子曰或謂寡人勿取或謂寡人取之何如孟子對曰取之而燕民悅則取之取之而燕民不悅則勿取也
2. 晉年之後道不拾遺民不妄取兵革大強諸侯畏懼然刻深寡恩特以強服之耳孝公行之八年疾且不起欲傳商君辭不受孝公已死惠王代後蒞政有頃商君告歸懼誅歸商人說惠王曰大臣太重者國危左右太親者身危今秦婦人嬰兒皆言商君之法莫言大王之法是商君反為主大王更為臣也且夫商君固大王之仇讐也願大王圖之商君歸還秦惠王車裂之而秦人不憐
3. 言有大而無實無實者不祥之言也明主知之知其拓落而以是相震則一聞其說而屏退之唯恐不速唯智小而圖大志陋而欲飾其短者樂引取之以鉗天下之口而遂其非不然望而知其為妄人豈難辨哉王安石之入對首以大言震神宗帝曰唐太宗何如則對曰陛下當法堯舜何以太宗為哉又曰陛下誠能為堯舜則必有皋夔稷契彼魏征諸葛亮者何足道哉

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二、以下三段文字，擇兩段閱讀，並回答文章下方的問題。（各 20 分）

1. 春秋大義亂臣賊子在王法之所必誅不以夷夏而有間也向者安南國王陳日燿薨我國家賜以璽書而立日鑿為王今觀所上表章乃名叔明詢諸使者日鑿為盜所逼悉自翦屠其羽翼身亦就斃此皆爾叔明造計傾之而成篡奪之禍也揆於大義必討無赦如或更弦改轍擇日鑿親賢命而立之庶幾可贖前罪不然十萬大軍水陸俱進正名致討以昭示四夷爾其毋悔
(1) 從本文的敘述推斷，本文撰寫的背景為何？（5 分）
(2) 作者從哪些 角度 論述其主張？（15 分）
2. 先生覃測陰陽造化其極深至精處固多先儒所未言而其憑心臆度處亦頗有後學所難安者至于好古之切謂周禮必可行于後世此亦不能使人無疑夫周禮之的為偽書姑置無論聖人之治要不在制度之細竊恐周官雖善亦不過隨時立制豈有不度世變之推移可一一泥其成跡哉況乎周官之繁瑣黷擾異常先生法三代宜不在周禮是又不可不知也
(1) 本文的主旨為何？（5 分）
(2) 作者從哪些 角度 論述其批評？（15 分）
3. 廣通壩者所以障宣歙金陵姑孰廣德及大江之水使不入太湖者也自前代皆云中江故道近內閣王鑿記太湖以此一源最巨為蘇常患而伍餘福著三吳水利論亦諄切言之嗟乎以蘇常湖松諸郡所不能當之水而獨一高淳為之壑其至于洪漲而廢田也決矣而稅又弗捐民何以堪之自蘇軾單錡之言行所以為壩下諸郡者甚善而未有為壩上發明者余觀淳民之日耗且困于虛糧也作廣通鎮壩考
(1) 從本文的敘述判斷，廣通壩位在何處？（5 分）
(2) 本文的主旨為何？作者從哪些 角度 分析問題？（15 分）

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英文

(A) Composition (30 points)

An American professor recently noted, "Going to graduate school is a suicide mission." What do you think of this remark? Is it true in Taiwan? Write a composition in English, in about 200 words, to give your views.

(B) Translate the following two texts into Chinese

Text A (25 points)

There is only a single sentence devoted to music in the fourteen hundred pages of William James's *Principles of Psychology*, which treats virtually every other aspect of human perception and thought; and looking through biographies of him, I can find no reference to music. Ned Rorem, in his diary *Facing the Night*, observes something similar with Henry James – that there is almost no mention of music in his novels, or in biographies of him. Perhaps the brothers grew up in a musicless household. Could lack of exposure to music in one's earliest year cause a sort of emotional amusia, as lack of language in the critical period may undermine linguistic competence for the rest of one's life?

– Oliver Sacks, *Musicophilia: Tales of Music and the Brain* (Revised and Expanded; New York: Vintage Books, 2008), p. 320-321.

Text B (20 points)

He never said a word to us about the years he'd been away. Not one word. He never talked about politics, or his arrest, or how he had lost all his teeth. He never mentioned his loyalty hearing before the Alien Enemy Control Unit. He never told us what it was, exactly, he'd been accused of. Sabotage? Selling secrets to the enemy? Conspiring to overthrow the government? Was he guilty as charged? Was he innocent? (Was he even there at all?) We didn't know. We didn't want to know. We never asked. All we wanted to do, now that we were back in the world, was forget.

– Julie Otsuka, *When the Emperor Was Divine* (New York: Viking, 2002), p. 133.

(End)