

注意：考試開始鈴響前，不得翻閱試題，  
並不得書寫、畫記、作答。


國立清華大學 110 學年度碩士班考試入學試題

系所班組別：中國文學系  
甲組(中國文學組)

科目代碼：3701

考試科目：中國文學史

### — 作答注意事項 —

1. 請核對答案卷(卡)上之准考證號、科目名稱是否正確。
2. 考試開始後，請於作答前先翻閱整份試題，是否有污損或試題印刷不清，得舉手請監試人員處理，但不得要求解釋題意。
3. 考生限在答案卷上標記「由此開始作答」區內作答，且不可書寫姓名、准考證號或與作答無關之其他文字或符號。
4. 答案卷用盡不得要求加頁。
5. 答案卷可用任何書寫工具作答，惟為方便閱卷辨識，請儘量使用藍色或黑色書寫；答案卡限用 2B 鉛筆畫記；如畫記不清(含未依範例畫記)致光學閱讀機無法辨識答案者，其後果一律由考生自行負責。
6. 其他應考規則、違規處理及扣分方式，請自行詳閱准考證明上「國立清華大學試場規則及違規處理辦法」，無法因本試題封面作答注意事項中未列明而稱未知悉。

## 國立清華大學 110 學年度碩士班考試入學試題

系所班組別：中國文學系碩士班 甲組（中國文學組）

考試科目（代碼）：中國文學史（3701）

共  頁，第  頁 \*請在【答案卷、卡】作答

- 一、中國文學發展到南朝齊、梁時代，在文學批評與理論的論述方面存有著兩部極重要的著作，一為劉勰的《文心雕龍》，一為鍾嶸的《詩品》。請試申論這兩部著作在體例與論點上各有何特色可說。25%
  
- 二、唐宋古文運動，目前學界一般認為，這不只是一場文學運動，更是一場文化改革運動。提倡「古文」，為何與文化改革相關？在這樣的轉變過程中，韓愈、歐陽修各有何重要貢獻？試說明之。25%
  
- 三、「花間」、「南唐」各有哪些重要詞家？其對後世詞風之影響為何？試申論之。25%
  
- 四、明代前後七子振興古文詩歌的目的並未達成，其原因為何？後來的挑戰者有誰？文學主張又為何？請申論之。25%

注意：考試開始鈴響前，不得翻閱試題，  
並不得書寫、畫記、作答。


國立清華大學 110 學年度碩士班考試入學試題

系所班組別：台灣文學研究所

科目代碼：3602

考試科目：英文

### — 作答注意事項 —

1. 請核對答案卷（卡）上之准考證號、科目名稱是否正確。
2. 考試開始後，請於作答前先翻閱整份試題，是否有污損或試題印刷不清，得舉手請監試人員處理，但不得要求解釋題意。
3. 考生限在答案卷上標記「由此開始作答」區內作答，且不可書寫姓名、准考證號或與作答無關之其他文字或符號。
4. 答案卷用盡不得要求加頁。
5. 答案卷可用任何書寫工具作答，惟為方便閱卷辨識，請儘量使用藍色或黑色書寫；答案卡限用 2B 鉛筆畫記；如畫記不清（含未依範例畫記）致光學閱讀機無法辨識答案者，其後果一律由考生自行負責。
6. 其他應考規則、違規處理及扣分方式，請自行詳閱准考證明上「國立清華大學試場規則及違規處理辦法」，無法因本試題封面作答注意事項中未列明而稱未知悉。

國立清華大學 110 學年度碩士班考試入學試題

系所班組別：台灣文學研究所

考試科目（代碼）：英文（3602）

共 2 頁，第 1 頁 \*請在【答案卷、卡】作答

**Part I: Please translate the following sentences into Chinese (50%)**

1. My goal is that this combination of qualitative and quantitative approaches will lead to an understanding of how cultural contestation is played out on various levels when peripheral literature participates in the constitution of world literature-to-come. (10%)
2. Twentieth-century translation theory reveals a much expanded range of fields and approaches reflecting the differentiation of modern culture: not only varieties of linguistics, literary criticism, philosophical speculation, and cultural theory, but experimental studies and anthropological fieldwork, as well as translator training and translation practice. (10%)
3. Good translation, on the other hand, is translation that both makes and discovers sense. It is reasonable, and coheres emotionally, but it also and more importantly engages the senses as it embodies, in a physical manner, what the translator recognizes as the salient properties or qualities of the original and its artfulness. (10%)
4. The translator's invisibility can now be seen as a mystification of troubling proportions, an amazingly successful concealment of the multiple determinants and effects of English-language translation, the multiple hierarchies and exclusions in which it is implicated. (10%)
5. "Is Taiwan studies dead?" portrayed a field increasingly marginalized by the growing attraction of China and a concomitant brain drain of Taiwan specialists, with the viability of studying "Taiwan in and of itself" further eroded by the inexorable encroachment of hegemonic disciplines. (10%)

**Part II: Please translate the following paragraphs into Chinese. (50%)**

1. My claim is that world literature is not an infinite, ungraspable canon of works but rather a mode of circulation and of reading, a mode that is as applicable to individual works as to bodies of material, available for reading established classics and new discoveries alike. This book is intended to explore this mode of circulation and to clarify the ways in which works of world literature can best be read. It is important from the outset to realize that just as there never has been a single set canon of world literature, so too no single way of reading can be appropriate to all texts, or even to any one text at all times. (25%)

# 國立清華大學 110 學年度碩士班考試入學試題

系所班組別：台灣文學研究所

考試科目（代碼）：英文（3602）

共 2 頁，第 2 頁 \*請在【答案卷、卡】作答

2. Language and translation, in the literal sense, are key factors facilitating engagement and bridging differences across academies. They allow us to open the door to one another and exchange our knowledge. But as many know, translation is not merely a transparent or inactive mediation between different languages. Language and translation serve as the logistics of intellectual transportation, facilitating the transaction of knowledge across academies and cultures. The logistics are not friction-free or value-free. Rather, in translation, the mediating function is performed through interpretive knowledge, a vehicle or carrier that actively engages with both ends of the communication corridor. Just as material logistics are critical to the economy, language and translation are critical to intellectual engagement. (25%)