

國立臺中教育大學 105 學年度研究所碩士班招生考試
英文試題

適用學系：音樂學系碩士班（音樂教育組、音樂演奏與創作組）

I. Vocabulary (20%; two points for each question)

1. After five hours, the storm _____.
(A) subsided
(B) abated
(C) shrank
(D) reduced
2. In bright light, the pupils of your eyes _____.
(A) contract
(B) diminish
(C) dwindle
(D) decreased
3. The sergeant _____ his head around the door and shouted at us to get out of bed.
(A) ejected
(B) dragged
(C) thrust
(D) propelled
4. It is difficult to argue with him because he always _____ his point of view.
(A) shifts
(B) heaves
(C) extracts
(D) projected
5. Ultrasonic waves can _____ cracks in metal that the human eyes cannot see.
(A) stop
(B) detect
(C) arrange

(D) mend

6. A giant fungus possessing a _____ genetic composition covering 1500 acres was found in Washington state.

(A) diverse

(B) straight

(C) covered

(D) uniform

7. When sea creatures died millions of years ago, their remains _____ and were changed into oil and gas.

(A) decomposed

(B) dispersed

(C) detached

(D) combined

8. It was a _____ move to say no to the boss.

(A) cowardly

(B) timid

(C) apprehensive

(D) bold

9. The strong garlic sauce had a _____ flavor.

(A) sour

(B) bland

(C) bitter

(D) pungent

10. With no sugar or raisins, oatmeal is very _____.

(A) spicy

(B) flavored

(C) bland

(D) stone

II. Grammar: Cloze test (20%; two points for each question)

A ghoulish notion: people so poor that they sell some of their body parts to survive. But for scores of brokers who buy and sell human organs in Asia, Latin, America and Europe, that theme from a late night horror movie 11 merely a matter of supply and demand. There are thousands more patients in need of kidneys, corneas, skin grafts and other human tissue than 12 donors; 13, big money can be made on a thriving black market in human flesh.

14 India, the going rate for a kidney from a live donor is \$1,500, for a cornea, \$4,000; for a patch of skin, \$50. Two centers of the thriving kidney trade are Bombay, where private clinics cater to Indians and a foreign clientele 15 by wealthy Arabs, and Madras, a center for patients from Malaysia, Singapore and Thailand. Renal patients in India and Pakistan who cannot find a relative to donate a kidney 16 to buy newspaper advertisements offering living donors 17 \$4,300 for the organ. Mohammad Aqeel, a poor Karachi tailor who recently sold one of his kidneys for \$2,600, said he needed the money “for the marriage of two daughters and 18 the debts” .

In India, Africa, Latin America, and Eastern Europe, young people advertise organs for sale, sometimes to pay for college educations. In Hong Kong a businessman named Tsui Fung circulated a letter to doctors in March offering to serve 19 middleman between patients seeking the kidney transplants and a Chinese military hospital in Nanjing that performs the operation. The letter said the kidneys would come from 20 “volunteers”, implying that they would be paid donors. The fee for the kidney, the operation and round-trip airfare: \$12,800.

- | | | | |
|--------------------|---------------|-------------------|----------------|
| 11. (A) are | (B) is | (C) was | (D) being |
| 12. (A) there are | (B) are there | (C) are | (D) X |
| 13. (A) but | (B) however | (C) moreover | (D) therefore |
| 14. (A) In | (B) At | (C) On | (D) Between |
| 15. (A) dominating | (B) dominate | (C) dominates | (D) dominated |
| 16. (A) permit | (B) permits | (C) are permitted | (D) permitting |
| 17. (A) up on | (B) up to | (C) next to | (D) near |
| 18. (A) pay off | (B) pays off | (C) paying off | (D) paid off |
| 19. (A) as | (B) with | (C) into | (D) to |
| 20. (A) living | (B) alive | (C) live | (D) lived |

III. Reading (30%; two points for each question)

Do the right thing: A text about a Korean girl, Kim Su-Jung, who went to live in the USA.

I moved from Korea to the USA when I was 14 years old. The first few weeks were great – everything was exciting and different. Going to the supermarkets was an adventure: the foods were all new to me and everything was so big!

The biggest culture shock for me was going to high school. First of all, I looked different. All the other girls looked so much older than me. They wore make-up and coloured their hair. And I never went to a school with boys before.

So the first thing I did to try to fit in was have a perm. I also started wearing make-up, but I wasn't very good at putting it on. My eye-liner always seemed to smudge and my lipstick was always the wrong colour. I loved nail polish though. I used to wear different colours on each finger. I also got my ears pierced.

I found Americans a lot more open than Koreans. When I ate my dinner in the cafeteria, I always tried to ignore the boys and girls kissing each other over the table. People don't do that in Korea. I found it hard to eat my dinner! The other thing I found hard was holding hands (or not holding hands). In Korea girls hold hands with girls, but in America people think that's really weird. Instead girls hold hands with their boyfriends. I thought that was really weird! I wasn't cool either. In Korea it's good to be clever and do well at school, but in America I was a nerd for liking study (and I wore glasses, which made it worse).

I found making friends really hard. My English wasn't great, which made me shy of speaking, but also I didn't understand the rules of conversation. When people made me compliments like "that's a nice sweater", I said "thanks", but I didn't know what to say next. I didn't understand that they were just trying to start a conversation with me. So, I didn't have many friends at school.

21. What did Kim Su-Jung enjoy about America?

- (A) Making friends
- (B) Conversations
- (C) Holding hands
- (D) Wearing nail polish

22. Which of the following is perceived negatively in America?

- (A) Wearing make-up
- (B) Boyfriends and girlfriends holding hands

- (C) Studying hard
- (D) Perming hair

23. Which of the following statements is incorrect about Kim Su-Jung?

- (A) She liked the supermarkets
- (B) She didn't have many friends at school
- (C) She was competent at putting on make-up
- (D) She got her ears pierced

24. What did Kim Su-Jung find strange about America?

- (A) Boyfriends and girlfriends holding hands
- (B) The food
- (C) The make-up
- (D) The supermarkets

25. Which of the following statements about Kim Su-Jung is correct?

- (A) She didn't like Americans
- (B) She was afraid of speaking English
- (C) She didn't like studying
- (D) She was very popular

Kings and Queens

People born in the East End of London are called Cockneys. The East End of London is one of the poorest parts of London, but it has a rich history. The writer Charles Dickens set his novel *Oliver Twist* in the East End, and Conan Doyle's detective Sherlock Holmes investigated lots of murders there, too. But in the East End you will also find lots of Kings and Queens! They are the Pearly Kings and Queens of the East End. These men and women wear suits covered with tiny pearl buttons. It is a tradition that started in 1875 with a young orphan called Henry Croft who worked in the local market. He liked the clothes that the fruit and vegetable sellers wore – all their clothes had little pearl buttons as decoration. They were also very kind, and if anyone was in trouble or needed money, they helped them. Henry decided to raise money for his orphanage. He covered his whole suit in pearl buttons and people gave him money. Later, many hospitals and churches asked Henry to help them raise money and he did. He raised the equivalent of \$8,000, which was a lot of money in those days. Today, the tradition continues, and each part of London has a Pearly King and Queen

who raise money for charity. If you visit London on the first Sunday in October or the third Sunday in May and go to Trafalgar Square, you will see all the Pearly Kings and Queens together.

26. Which of the following is not associated with the East End of London?

- (A) Henry Croft
- (B) Sherlock Holmes
- (C) John Lennon
- (D) Oliver Twist

27. What do Pearly Kings and Queens do?

- (A) Sell fruit and vegetables
- (B) Raise money for charity
- (C) Write novels
- (D) Research history

28. Which of the following statements about Pearly Kings and Queens is incorrect?

- (A) Their clothes are covered in pearl buttons
- (B) You can see all the Pearly Kings and Queens together at Trafalgar Square
- (C) The first Pearly King was Henry Croft
- (D) Today, only the north part of London has a Pearly King and Queen

29. Which of the following statements about Henry Croft is correct?

- (A) He borrowed a lot of money
- (B) He liked eating fruit and vegetables
- (C) He often helped his parents
- (D) He worked at his local market

30. Why did people give money to Henry Croft?

- (A) He had pearl buttons all over his suit
- (B) He went to Trafalgar Square
- (C) He was from the East End of London
- (D) He was in trouble

Great Novels

Charles Dickens was born on February 7, 1812 in Portsmouth, England. When he was twelve years old, his father was sent to prison, and the young Dickens went to work in a factory in London. This experience was very important when he started writing his stories, and sometimes his books are almost autobiographical. Two of his most famous novels are *Oliver Twist* (1837) and *A Christmas Carol* (1843). In *Oliver Twist*, the main character – Oliver – is born in a workhouse. Workhouses were places where very poor people lived and were made to work. Children were often beaten and didn't have enough food to eat. In *Oliver Twist* there is a very famous part where the young Oliver asks for more food. "Please, sir, I want some more," he whispered. "What did you say?" the master said in surprise. "Please, sir, I want some more," Oliver repeated. When the novel was published, many people started to think about the conditions in the workhouses and tried to make things better. Many of Dickens' novels looked closely at the lives of poor people, and Dickens was very good at making his characters seem like real people. *A Christmas Carol* is also about how badly poor people were treated. The central character is Ebenezer Scrooge, an old man who hates spending money. He also hates it when people are happy. "I am sure you want people to have a merry Christmas. How much money will you give me?" "None. None at all," said Scrooge. "I don't have a merry Christmas. I don't believe in Christmas. I'm not giving money to anyone else so they can have a merry Christmas." The character is so famous that the word Scrooge is used to describe someone who doesn't like spending money. Many other Dickens' characters are memorable, and often these characters were based on people that he knew. For example, his father was the inspiration for Mr. Micawber in *David Copperfield*, and Mrs. Nickleby in *Nicholas Nickleby* was based on his mother. Charles Dickens died at the age of 58 on June 9, 1870. During his life he wrote nineteen novels and many short stories and articles. He is one of the greatest English writers ever.

31. Which of Charles Dickens' characters was famous for being stingy?

- (A) Oliver Twist
- (B) Mrs. Nickelby
- (C) Mr. Micawber
- (D) Ebenezer Scrooge

32. Which of the following is not associated with Dickens' novels?
- (A) Poor people
 - (B) Workhouses
 - (C) Portsmouth
 - (D) Memorable characters
33. Which of Charles Dickens' characters is famous for being hungry?
- (A) Oliver Twist
 - (B) Ebenezer Scrooge
 - (C) Mr. Micawber
 - (D) Mrs. Nickelby
34. What happened to Charles Dickens' father when he was young?
- (A) He was made to work in a factory
 - (B) He went to jail.
 - (C) He was beaten
 - (D) He started writing stories
35. Which of the following statements is correct?
- (A) Charles Dickens didn't believe in Christmas
 - (B) Charles Dickens was inspired by a magician
 - (C) Charles Dickens was concerned about poverty
 - (D) Charles Dickens worked in Portsmouth

IV. Writing (30%)

Sir Ken Robinson, a creativity expert and educator, said in a famous TED talk that in education, math and languages are more valued than arts, and within arts, art and music are more valued than drama and dance. Do you agree or disagree with this statement? Is this also true in the Taiwanese education system? What would you like to change about education, art education or music education in Taiwan? Your writing should be around 200 English words.

國立臺中教育大學 105 學年度研究所碩士班招生考試

音樂史試題

適用學系：音樂學系碩士班音樂學組

- 一、由於音樂與生活的關係甚為緊密。因此，音樂在每個人的生活中多少會產生深刻的影響，甚至具有特殊意義。請你從自己的生活經驗中，舉例說明音樂與生活的緊密連結性。(25%)

- 二、音樂與其他領域的結合，往往會碰撞出更多的智慧火花，而這也正是音樂學此一學門之學科特徵。因此，音樂學的領域涵納了音樂哲學、音樂心理學、音樂人類學、音樂社會學、音樂美學、音樂治療、音樂文獻學……等。請你舉例說明音樂跨學科研究之意義與價值。(25%)

- 三、有些學者認為流行歌曲是透過各種媒體強力推銷的音樂，作品內容簡單且常嘩眾取寵，以商業利益為取向，因此不值得學習也不具備學術研究的價值。然而，亦有學者認為流行歌曲以強大的傳播力量，成為當今社會各年齡層聽眾最常接觸的音樂類型，且與社會生活有密切的互動。請論述你對於流行歌曲的看法，並分析流行歌曲在當代社會中的定位。(25%)

- 四、你認為研讀西方音樂史對於一位學習西樂演奏的學生，在其音樂詮釋與技巧提升方面將具有何種的影響？請舉例說明，當了解某一時期之音樂史或某一位音樂家的思想及生平之後，對於該名學生的助益。(25%)

國立臺中教育大學 105 學年度研究所碩士班招生考試

音樂教育學試題

適用學系：音樂學系碩士班音樂教育組

申論題

一、請據音樂批判思考教學策略「對比」與「分類」，以歌曲之王舒伯特的藝術歌曲《鱒魚》與《鱒魚五重奏》為例，設計一堂國小五年級 40 分鐘音樂欣賞教學。(40%)

二、試說明圖像表徵期學童之音樂學習特徵，並為其設計一個單元（多節課）之藝術與人文音樂教學。(30%)

三、請閱讀以下期刊摘要，說明其所使用之研究方法並評論其是否合宜。(30%)

The purpose of this study was to reveal the effects of Westernized arrangements of traditional Korean folk music on music familiarity and preference. Two separate labs in one intact class were assigned to one of two treatment groups of either listening to traditional Korean folk songs (n=18) or listening to Western arrangements of the same Korean folk songs (n=22); a second intact class served as a control group with no listening (n=20). Before and after the listening treatment session, pre- and posttests were administered that included 12 music excerpts of current popular, Western classical, and traditional Korean music. Results showed that participants who listened to traditional folk songs demonstrated significant increases in both familiarity and preference ratings; however, those who listened to Westernized folk songs showed increases only in familiarity ratings but not preference ratings for the same Korean songs in traditional versions. An analysis of participants' open-ended responses showed that affective-positive responses were used most frequently when explaining preference for traditional versions of Korean folk songs (28.1%) among the traditional Korean listening group; structural-negative reasons (47.8%) were the most frequent among the Westernized listening group.

國立臺中教育大學 105 學年度研究所碩士班招生考試

樂曲分析試題

適用學系：音樂學系碩士班音樂演奏與創作組

一、請為下列指定數字低音配入連貫的聖詠式四部和聲，並寫出和絃級數（羅馬級數）或功能代號。(30%)

The musical score is in 3/4 time and B-flat major. The bass line consists of the following notes and figured bass notation:

Measure	Notes	Figured Bass
1	F, Bb, Ab	6, b4, 2
2	F, Bb	6, 4
3	F, Bb, Ab, Gb	6, 5, 4, b3
4	F, Bb, Ab	7, 6, 4, 2
5	F, Bb	6, b6
6	F, Bb, Ab, Gb	7, #, b3, 7
7	F, Bb	6
8	F, Bb, Ab, Gb	6, 4, 5
9	F, Bb, Ab, Gb	6, 4, 5
10	F, Bb, Ab, Gb	8, 6, 4, 5, #3
11	F, Bb, Ab, Gb	6, 4, b

二、分析以下【譜例一】，並回答問題：(50%)

1. 作品為何種曲式？（註明段落與其小節數）(10%)
2. 樂曲的調性與其轉調。（註明調名與其小節數）(10%)
3. 小節 1 至小節 16 為何種樂句形式？(10%)
4. 以 E-C 兩音（小節 1 及 2 的低音）作為主要動機，試述其動機發展。(20%)

【譜例一】

Allegretto

10

21

33

42

p *cresc.* *p*

cresc. *mf*

p *p*

cresc. *mf*

cresc. *mf* *cresc.*

49

p *cresc.*

Musical notation for measures 49-54, featuring a piano (*p*) dynamic and a crescendo (*cresc.*) marking.

55

f *p* *pp* *cresc.*

Musical notation for measures 55-62, featuring dynamics of *f*, *p*, *pp*, and a crescendo (*cresc.*) marking.

63 Maggiore

p

Musical notation for measures 63-70, marked "Maggiore" and starting with a piano (*p*) dynamic.

71

p

Musical notation for measures 71-78, featuring a piano (*p*) dynamic.

79

p *cresc.* *decresc.*

Musical notation for measures 79-87, featuring dynamics of *p*, a crescendo (*cresc.*), and a decrescendo (*decresc.*) marking.

88

p *decresc.* *pp*

Musical notation for measures 88-100, featuring dynamics of *p*, a decrescendo (*decresc.*), and *pp*.

101 Coda

p *decresc.* *pp*

Musical notation for measures 101-108, marked "Coda" and featuring dynamics of *p*, a decrescendo (*decresc.*), and *pp*.

Allegretto da capo sin' al
Maggiore e poi la Coda

※請標註題號後，於作答區內作答※

題號	作答區

三、樂曲分析：【譜例二】(20%)

1. 此首的作曲家是何時期的哪位作曲家？(2%)曲種為何？(3%)
2. 請詳細分析作品，包含曲式結構、創作技法、動機發展及調性分布等，並直接作答於譜上。(15%)

【譜例二】

a 4.

The musical score consists of six systems of piano music. Each system is written for a grand piano with a treble and bass staff. The key signature is one flat (B-flat major or D minor), and the time signature is 4/4. The first system is marked 'a 4.' and includes a fermata over the first measure. The music features a variety of rhythmic patterns, including eighth and sixteenth notes, and rests. The notation includes dynamic markings such as 'p' (piano) and 'f' (forte), and articulation marks like slurs and accents.

This page of musical notation is a piano score, likely for a piece in a minor key given the two flats in the key signature. It consists of six systems, each with a treble and bass staff. The music is characterized by a steady eighth-note accompaniment in the bass and more complex melodic lines in the treble, often featuring slurs and ties. The notation includes various note values, rests, and dynamic markings, though the latter are not clearly legible. The piece concludes with a final cadence in the last system.

