

北京外国语大学  
2005 年硕士生入学考试  
英语语言文学专业试卷

*All answers must be written on the answer sheets.*

**Section 1 Matching (30 points)**

*Match each of the following ten passages with its author. There are more authors than passages here, and one author may be matched with more than one passage.*

*Write the passage number (1-10) and the corresponding author letter (A-L) for each answer. For example, suppose the following is Passage 11:*

Only one same reason is shared by all of us: we wish to create worlds as real as, but other than the world that is. Or was. This is why we cannot plan. We know a world is an organism, not a machine. We also know that a genuinely created world must be independent of its creator; a planned world (a world that fully reveals its planning) is a dead world. It is only when our characters and events begin to disobey us that they begin to live.

*And its author is [M] Fowles. Then your answer should be 11M.*

**Passages**

1. We do not come to write better; all that we can be said to do is to keep moving, now a little in this direction, now in that, but with a circular tendency should the whole course of the track be viewed from a sufficiently lofty pinnacle. It need scarcely be said that we make no claim to stand, even momentarily, upon that vantage-ground.

2.

There is sweet music here that softer falls

Than petals from blown roses on the grass,

Or night-dews on still waters between walls

Of shadowy granite, in a gleaming pass;

Music that gentler on the spirit lies,  
 Than tiered eyelids upon tired eyes;  
 Music that brings sweet sleep down from the blissful skies.

3. It took me a long time and much painful boomeranging of my expectations to achieve a realization everyone else appears to have been born with: That I am nobody but myself. But first I had to discover that I am an invisible man!

4. Experience—and no matter what they say  
 In books—is good enough authority  
 For me to speak of trouble in marriage.  
 For ever since I was twelve years of age,  
 Thanks be to God, I've had no less than five  
 Husbands at church door—if one may believe  
 I could be wed so often legally!  
 And each a man of standing, in his way.

5. It flared into flame, seventy sulphur matches at once! There was no wind to blow them out. He kept his head to one side to escape the strangling fumes, and held the blazing bunch to the birch bark. As he so held it, he became aware of sensation in his hand. His flesh was burning. He could smell it. Deep down below the surface he could feel it. The sensation developed into pain that grew acute. And still he endured it, holding the flame of the matches clumsily to the bark that would not light readily because his own burning hands were in the way, absorbing most of the flame.

6. I have no way and therefore want no eyes;  
 I stumbled when I saw.

7. We have curious ideas of ourselves. We think of ourselves as a body with a spirit in it, or a body with a soul in it, or a body with a mind in it. *Mens sana in corpore sano* (A healthy mind in a healthy body). The years drink up the



*The following sections of the examination will be graded on both what you say and how you say it.*

**Section 2 Short Story (90 points)**

1. Summarize the plot of the following story in your own words (around 200 words). (30 points)
2. What is the theme of the story? (30 points)
3. If you were Milos Macourek, the author, what title would you give to the story? Generate as many titles as you can before deciding on the best one. Be creative and go for quantity; list at least 10 different titles. (30 points)

A chicken is a chicken, you all know how a chicken looks, sure you do, so go ahead and draw a chicken the teacher tells the children, and all the kids suck on crayons and then draw chickens, coloring them black or brown, with black or brown crayons, but wouldn't you know it, look at Jacob, he draws a chicken with every crayon in the box, then borrows some from Laura, and Jacob's chicken ends up with an orange head, blue wings and red thighs and the teacher says that's some bizarre chicken, what do you say children, and the kids roll with laughter while the teacher goes on, saying, that's all because Jacob wasn't paying attention, and, to tell the truth, Jacob's chicken really looks more like a turkey, but then not quite, for it also resembles a sparrow, it's as big as a quail and as lean as a swallow, a peculiar chick, to say the least, Jacob earns an F for it and the chicken, instead of being hung on the wall, migrates to a pile of misfits on top of the teacher's cabinet, the poor chicken's feelings are hurt, nothing makes it happy about being on top of a teacher's cabinet, so, deciding not to be chicken, it flies off through the open window.

But a chicken is a chicken, a chicken won't fly too far, hence it ends up next door in a garden full of white cherries and powder-blue currants, a splendid garden that proudly shows its cultivator's love, you see, the gardener, Professor Kapon, a recognized authority, is a bird-scientist who has written seven books on birds and right now is finishing his eighth, and as he puts the last touches to it, he suddenly feels weary, so he goes out to do some light gardening and toss a few horseshoes, which is easy and lets him muse over birds, there are tons of them, so many birds, Professor Kapon says to himself, but there isn't a single bird that I discovered, he feels down, flips a horseshoe and dreams a love-filled dream about an as-yet-unknown bird when his eye

falls on the chicken picking the baby-blue currants, the rare blue currants that dammit he didn't grow for chicken feed, now that would make anyone's blood boil, the professor is incensed, he is furious, and in the end he just catches it, flings it over the fence, the chicken flies off, and there, Professor Kapon follows, he flies over the fence in pursuit of the chicken, grabs it and carries it home, quite an unusual chicken, that one, bet nobody has seen one quite like it, an orange head, blue wings and red thighs, the professor jots it all down, looks like a turkey, but then not quite, reminds one of a sparrow but also of a peacock, it's as big as a quail and as lean as a swallow, and after he has written it all down for his eighth book, the professor, all quivers, gives the chicken his own name and carries it to the zoo.

A chicken is a chicken, who would fuss over a chicken, you think, but this one must be well worth the bother for the whole zoo is in an uproar, such rarity turns up perhaps once in twenty years, if that often, the zoo director is rubbing his hands, the employees are building a cage, the painter has his hands full and the director says the cage must sparkle and make the bed soft, he adds, and already there appears a nameplate, Kapon's chicken, *Gallina kaponi*, it sounds lovely, doesn't it, what do you say, it sounds, actually, how about it, the chicken is having the time of its life, it's moved to tears by all this care, it really can't complain, it has become the zoo's main attraction, the center of attention, the zoo has never had so many visitors, says the cashier, and the crowds are growing larger by the minute, wait, look, there is our teacher with the whole class standing in front of the cage, explaining, a while ago you saw the Przewalski horse and here you have another unique specimen, the so called Kapon's chicken or *Gallina kaponi* that looks somewhat like a turkey but not quite, resembles a sparrow and is as big as a quail and as lean as a swallow, why, look at that gorgeous orange head, the blue wings, the scarlet legs, the children are marveling, they sigh, what a beautiful chicken, ain't that right, teacher, but Laura, as if struck by lightning, pulls on teacher's sleeve and says, that's Jacob's chicken, I bet you it is, the teacher becomes irritated, this silly child's ridiculous notions, what Jacob's chicken is she talking about and, come to think of it, where is Jacob anyhow, again he is not paying attention, now, wouldn't you know, there, just look at him, there he is, in front of an anteater's cage, watching an anteater when he is supposed to be looking at Kapon's chicken, Jacob, the teacher yells at the top of her lungs in a high-pitched voice, next time you'll stay home, Jacob, I've had enough, which shouldn't surprise anyone, for something like that would make anybody's blood boil.

### Section 3 Critical Thinking (30 points)

Identify errors in logic, if any, in the following arguments. Justify your answers briefly (in one sentence or two for each answer).

1. I wouldn't listen to what Charlie says about anything, and especially not what he says about politics. I mean, all he does is watch "Friends" reruns all day. What does he know?
2. I took many classes and all of the teachers were terrible. I guess every teacher at this university is lousy.
3. If this money doesn't go right into the bank, it's going to go to waste.
4. The death penalty makes sense. People convicted of murder should be murdered themselves.
5. People who succeed always have clear goals. Sandra has clear goals, so she'll succeed.
6. Well, Mike's got twenty years of experience dealing with consumer complaints, so I think we should trust his advice.

*This is the end of the examination.*