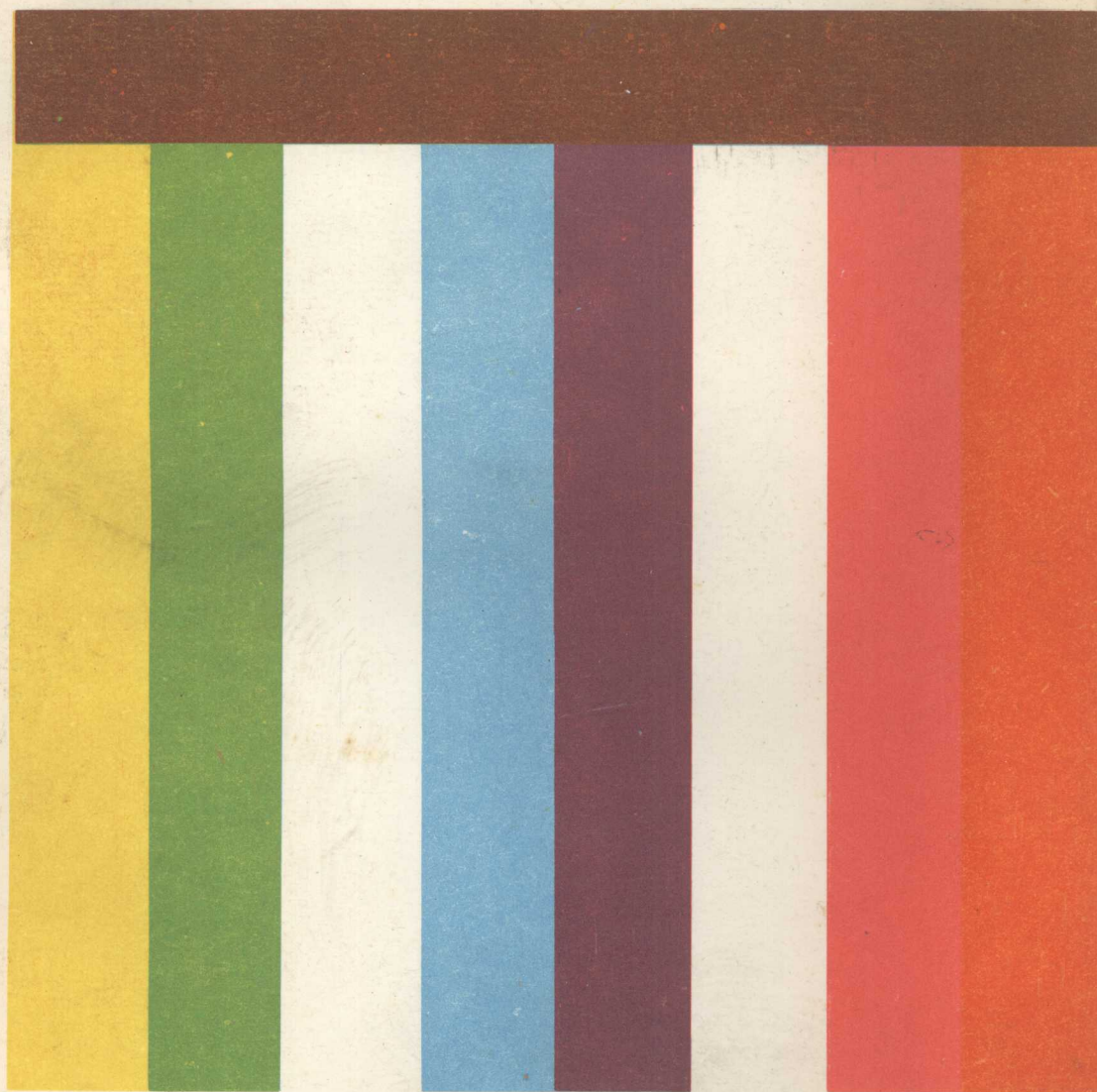


# 英语八级测试题集

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黑龙江人民出版社

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高校英语专业八级测试题集

GRADED ENGLISH TEST (Band Eight)

modelled after GRADED TEST

FOR ENGLISH MAJORS

华东地区省（市）属师范大学外语系  
英语专业教研协作组编

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# 前 言

《英语八级测试题集》(GET8)是为有效地指导、帮助三四年级学生达到由国家教育委员会审定批准的《高等学校英语专业高年级英语教学大纲》(试行本)规定的要求和指标,参照《英语专业八级统测试题》(GEM8-91)的结构专门研究和编撰的。本书主要供一般高等学校英语专业高年级本科生用,亦可供攻读硕士研究生英语入学考试,出国人员 EPT, TOEFL, ELTS 等考试模拟练习用。本书具有文、理科的通用性,适合于师范院校、综合大学和文科院校。

全书由三大部分组成。第一部分有七套 GET8 测试题,每套试题后面附有答题纸,可供正式测试或自学检查之用。第二部分收学习、应试指导性文章四篇,针对性强,读者定能从中得到启发和帮助。第三部分为附录,收有七套 GET8 测试题的答案和听力录音材料、GEM8 试题结构、GEM8-91 试题一套以及写作和英汉互译评分标准,供读者参考。

全书中 GET8-(Ⅶ)由浙江师范大学、江西师范大学、安徽师范大学、山东师范大学、福建师范大学、上海师范大学、南京师范大学组成的华东地区省(市)属师范大学外语系英语专业教研协作组合作编写;其余六套 GET8 的 PAPER ONE 的听力部分由江西师范大学负责编写和录音制作;除此以外的其他部分,按试题编号的先后,分别由上海师范大学、安徽师范大学、浙江师范大学、山东师范大学、福建师范大学、南京师范大学负责编写。参加试题编写的师范大学、主持或参加编写的教师为(以其负责编写的试题项目和编号的先后排列为序):

江西师范大学	刘书林	谢运才	王嘉提	王浩民	余志红
上海师范大学	葛麦影	叶华年	杨思钦	朱伯良	姚祝英 程星华
安徽师范大学	顾永年	乐金声	任大雄		
浙江师范大学	陈昌义	洪 岗			
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福建师范大学	陈维振	陈 凯	林 铮	庄 陶	
南京师范大学	徐东升	程爱民			

全书由主编负责责任审订外,还请王嘉提协助校对,最后请多位外国专家过目,在此谨致谢忱。

黑龙江人民出版社为本书的编辑和出版给予了大力支持,我们深表感谢。

由于水平有限,时间仓促,书中难免有不妥和疏漏之处,请读者批评指正。

编 者

一九九一年十一月十五日

# 目 录

## 一、英语八级测试题

GET8— ( I ) .....	1
ANSWER BOOKLET ( I ) .....	18
GET8— ( II ) .....	22
ANSWER BOOKLET ( II ) .....	38
GET8— ( III ) .....	42
ANSWER BOOKLET ( III ) .....	59
GET8— ( IV ) .....	63
ANSWER BOOKLET ( IV ) .....	80
GET8— ( V ) .....	84
ANSWER BOOKLET ( V ) .....	99
GET8— ( VI ) .....	103
ANSWER BOOKLET ( VI ) .....	121
GET8— ( VII ) .....	125
ANSWER BOOKLET ( VII ) .....	144

## 二、学习、应试指导

练好基本功, 达到 GEM8 听力要求	江西师范大学外语系 谢运才 .....	148
PROOFREADING 能力的培养及应试技巧	浙江师范大学外语系 洪 岗 .....	151
关于发展英语阅读能力的若干问题	上海师范大学外语系 叶华年 .....	157
浅谈翻译与写作能力的培养	山东师范大学外语系 艾 言 .....	164

## 三、附录

### 1) 试题答案

KEY to GET8— ( I ) .....	168
KEY to GET8— ( II ) .....	169
KEY to GET8— ( III ) .....	171
KEY to GET8— ( IV ) .....	172
KEY to GET8— ( V ) .....	174
KEY to GET8— ( VI ) .....	175
KEY to GET8— ( VII ) .....	177

### 2) 试题听力录音材料

GET8— (I) 听力材料 .....	179
GET8— (II) 听力材料 .....	184
GET8— (III) 听力材料 .....	189
GET8— (IV) 听力材料 .....	193
GET8— (V) 听力材料 .....	198
GET8— (VI) 听力材料 .....	203
GET8— (VII) 听力材料 .....	208

3) GEM8 试题结构 .....	214
4) GEM8—91 .....	215
5) ANSWER BOOKLET .....	232
6) KEY to GEM8—91 .....	235
7) GEM8 写作评分标准 .....	236
8) GEM8 英汉互译评分标准 .....	237

131 .....	ANSWER BOOKLET (V)
132 .....	GET8— (VI)
144 .....	ANSWER BOOKLET (V)

### 三、附录

168 .....	KEY to GET8— (I)
169 .....	KEY to GET8— (I)
171 .....	KEY to GET8— (III)
173 .....	KEY to GET8— (IV)
174 .....	KEY to GET8— (V)
175 .....	KEY to GET8— (VI)
177 .....	KEY to GET8— (VI)

**GRADED ENGLISH TEST (Band Eight)**  
**GET 8—(I) PAPER ONE**  
**LISTENING**

SECTION B. TALK  
(TIME: 30 MINUTES)

**PART I. LISTENING COMPREHENSION**

In this part of the test you will hear everything **ONCE ONLY**. Listen carefully and then answer the questions that follow. Mark the correct response for each question in your **ANSWER BOOKLET**.

**EXAMPLE**

You will hear:

W: 'Hello, Bob. What are you doing at the airport?'

M: 'I'm expecting a friend from Beijing. He's coming to attend the Guangzhou Trade Fair.'

You will read:

Where is Bob's friend coming from?

A. Guangzhou

C. Nanjing

A B C D

B. Beijing

D. Nanning

O O O O

The correct answer is B. You will mark B as illustrated.

**SECTION A. CONVERSATION**

Questions 1 to 4 refer to the conversation in this section.

1. The woman thinks that she has given the man a good room because
  - A. it is easy to get his luggage there.
  - B. the man does not have to pay a lot of money.
  - C. the bellboy will give him everything he needs.
  - D. the man can enjoy the beautiful scene outside.

2. According to the man, he
  - A. left home in a hurry and therefore does not have any luggage.
  - B. wants to stay the night because he failed to catch his plane.
  - C. has no intention to stay at this hotel at all.
  - D. will stay and set up a business selling toilet things.

3. The woman tells the man that
  - A. he will not be able to buy any comb at this time of the day.
  - B. there is a store open 24 hours and it is easy to get there.
  - C. he can buy a comb right here from the hotel.
  - D. the hotel does not have any toilet requisites left.



4. The woman's attitude can be best described as
- A. indifferent.
  - B. cooperative.
  - C. impatient.
  - D. coaxing.

## SECTION B. TALK

Questions 5 to 7 refer to the talk in this section.

5. Customers have been expressing concern about McDonald's because
- A. its food quality is not as good as before.
  - B. it uses too much plastic material to package its food.
  - C. it has been considering raising the prices of its sandwiches.
  - D. it has been talking about using a different cuisine.
6. The National Polystyrene Recycling Company expressed disappointment in the McDonald's decision because
- A. the decision will discourage people from buying food at McDonald's restaurants.
  - B. people will not trust any type of plastic products.
  - C. there will be a shortage of paper throughout the country.
  - D. the company has already done a great deal in recycling the material and turning it into other useful products.
7. In response to customer demand, McDonald's will
- A. close down some of its restaurants.
  - B. use further refined plastic foam packages.
  - C. start using paper to make containers.
  - D. find more landfills to ease the problem.

## SECTION C. INTERVIEW

Questions 8 to 10 refer to the interview in this section.

8. The woman completed her credential
- A. 10 years ago.
  - B. 20 years ago.
  - C. 30 years ago.
  - D. 40 years ago.
9. During her 2 years in China, the woman taught college students and
- A. factory workers.
  - B. middle school teachers.
  - C. medical doctors.
  - D. newspaper reporters.
10. According to the woman, it is important for a conversation class teacher to



- A. involve his students in various learning situations.
- B. keep his class small in size.
- C. use as many pictures as possible.
- D. ask his students not to worry too much about grammar.

## SECTION D. NEWS BROADCAST

Questions 11 to 15 refer to the news broadcast in this section.

11. Why did the Algerian president postpone the general election?
  - A. Because the government was not functioning well.
  - B. Because the situation in the country was too violent.
  - C. Because nobody wanted a general election.
  - D. Because at least 6 people had been killed in the previous election.
12. How many raids have Israeli planes carried out in the past three days?
  - A. One.
  - B. Two.
  - C. Three.
  - D. Four.
13. Which raid was the fiercest since Israel's 1982 invasion of Lebanon?
  - A. The first.
  - B. The second.
  - C. The third.
  - D. The fourth.
14. President Mikhail Gorbachev was awarded the Nobel Peace Prize because
  - A. he successfully solved his country's pressing economic and political problems.
  - B. he had prevented a show of force in Lithuania.
  - C. he had a lot of supporters at home and abroad.
  - D. he had helped end the cold war.
15. What does the report say about Soviet officials in Moscow before Mr. Gorbachev left for Oslo?
  - A. They gave strong support to the military for their role in solving the Lithuanian crisis.
  - B. They warned people to be on guard against further trouble.
  - C. They showed disapproval of using troops in solving problems in the Lithuanian capital.
  - D. They canceled a visit by Mr. Gorbachev to Poland to meet the Pope.

## PART II. LISTENING & NOTE-TAKING

In this part of the test you will hear a short lecture. You will hear the lecture ONCE ONLY. While listening to the lecture, take notes on the important points covered by the lecturer. Your notes will not be marked but it is important you yourself can understand them because you will need the information to complete a gap-filling exercise in the next paper of the test. After the lecture, you will be given 2 minutes to complete your notes. Use the blank paper provided.

# GRADED ENGLISH TEST (Band Eight)

## GET8—(I) PAPER TWO

### INTEGRATED SKILLS

(TIME: 45 MINUTES)

#### PART I. GAP—FILLING (15 MINS. )

Refer to your notes taken in the last section in PAPER ONE to fill in the blanks in the summary below. Use one suitable word to fill in each blank. Write your answers in the ANSWER BOOKLET.

#### THE ALPS

The Alps make them one of the most (1) \_\_\_\_\_ sights on the European continent. The Alps extend northward from near the (2) \_\_\_\_\_ Sea in France and form the border between France and Italy.

At their widest point, between southern Germany and northern Italy, the Alps are about 160 miles wide. At their (3) \_\_\_\_\_ point, they cover about 30 miles in the Ligurian Alps of northwestern Italy. Mount Blanc is 15,771 feet high. The Matterhorn, another (4) \_\_\_\_\_ Alpine mountain, rises 14, 692 feet above sea level.

People come to the Alps to take part in such sports as mountain (5) \_\_\_\_\_ and skiing. Alpine mountaineering first became (6) \_\_\_\_\_ in the mid—1800's. (7) \_\_\_\_\_ Alpine villagers once thought devils and dragons lived in the mountains and caused (8) \_\_\_\_\_ and other natural disasters.

The Alps form a great (9) \_\_\_\_\_ between various parts of Europe. Before the time of Christ, few people made the difficult trip through the mountains. As a result, the ancient Romans developed a great civilization south of the Alps. (10) \_\_\_\_\_ across the Alps increased after the Romans built roads through several Alpine passes.

#### PART II. PROOFREADING (15 MINS. )

Complete the proofreading task as instructed in your ANSWER BOOKLET.

#### PART III. CLOZE (15 MINS. )

Decide which of the choices below would best complete the passage if inserted in the blanks. Mark the correct choice for each question in your ANSWER BOOKLET.

A notion has taken (1) \_\_\_\_\_ in the United States to the effect that the only people who should be (2) \_\_\_\_\_ to bring children into the world are those who can afford them. This (3) \_\_\_\_\_ expresses itself in two ways. First, the problem of world overpopulation is supposed to (4) \_\_\_\_\_ to places like Asia and Latin America rather than to the United States. Second, family planning is supposed to be far more (5) \_\_\_\_\_ for poor people (and nations) than for the nonpoor.

These are harmful fallacies. The fact is that (6) \_\_\_\_\_ polluting the environment and using up the Earth's resources the United States is one of the most (7) \_\_\_\_\_ countries in the world.

Nowhere (8) \_\_\_\_\_ more pollution per person than in the United States. The average American (9) \_\_\_\_\_ more electric power than 55 Asians or Africans. The production of electric power is a (10) \_\_\_\_\_ produce of pollution. A single American (11) \_\_\_\_\_ more detergents, pesticides, radioactive (12) \_\_\_\_\_, fertilizers, fungicides and defoliants in the rivers and oceans than (13) \_\_\_\_\_ by a thousand people in Indonesia—a nation that is generally (14) \_\_\_\_\_ as a prime example of human overcrowding. One American is responsible (15) \_\_\_\_\_ putting more carbon monoxide and benzopyrene in the air than 200 Pakistanis or Indians. One American (16) \_\_\_\_\_ three times (17) \_\_\_\_\_ food than the average person who (18) \_\_\_\_\_ places that make up two-thirds of the world's population. The average American is producing 2,500 pounds of (19) \_\_\_\_\_ per year—many times the world average. If (20) \_\_\_\_\_ refrigerators, automobiles, and other bulky objects were to be included, the figure would be astronomically higher.

- |                      |                  |                   |                     |
|----------------------|------------------|-------------------|---------------------|
| 1. A. place          | B. shape         | C. hold           | D. hand             |
| 2. A. encouraged     | B. inspired      | C. prized         | D. awarded          |
| 3. A. excuse         | B. plan          | C. notion         | D. schedule         |
| 4. A. reply          | B. apply         | C. answer         | D. respond          |
| 5. A. wasteful       | B. harmful       | C. responsible    | D. essential        |
| 6. A. in terms of    | B. on terms of   | C. with terms of  | D. by terms of      |
| 7. A. less populated | B. overpopulated | C. overpopulating | D. fewer populating |
| 8. A. there are      | B. there is      | C. is there       | D. will be          |
| 9. A. produces       | B. generates     | C. uses           | D. destroys         |
| 10. A. prime         | B. prim          | C. prism          | D. prince           |
| 11. A. counts for    | B. accounts for  | C. accumulates    | D. accredits to     |
| 12. A. things        | B. means         | C. substances     | D. articles         |
| 13. A. are exported  | B. are produced  | C. are invented   | D. are discovered   |
| 14. A. set           | B. called        | C. certified      | D. cited            |
| 15. A. to            | B. for           | C. in             | D. of               |
| 16. A. conserves     | B. consumes      | C. concerns       | D. constitutes      |
| 17. A. less          | B. more          | C. fewer          | D. as many          |
| 18. A. comes from    | B. comes to      | C. comes past     | D. comes about      |
| 19. A. wastings      | B. wastefulness  | C. wastes         | D. waste            |
| 20. A. abandon       | B. abandoning    | C. abandoned      | D. to abandon       |



## GRADED ENGLISH TEST (Band Eight)

## GET8—(I) PAPER THREE

## READING

(TIME: 45 MINUTES)

In this paper you are advised to spend 40 minutes answering the 20 questions in PART I and 5 minutes on the 5 questions in PART II.

## PART I. READING COMPREHENSION (40 MINS. )

Read TEXT A, which is taken from a magazine published in the U. S. , and answer questions 1 to 5.

## TEXT A

## PUPPETRY

The noble, ancient, and adored art of puppetry may be edging toward an endangered species list of its own. Over the ages, puppets and their masters have given pleasure to all classes of societies, among them the young, the old, the naive and the sophisticated, the poor and the rich. Their fascination has been universal and timeless. And, in many cases, puppet shows seem to have preceded performances by people—perhaps because of the superstitious awe with which various peoples responded to idols and statues, particularly if they moved.

Puppets have been imbedded in mankind's memory for so many centuries that even today some of that awe, as well as all of that delight, continues to work magic for those audiences able to find professional, or even amateur, performances. But the chances of this art's surviving in the face of such popular contemporary diversions as film and television could be doubtful, although it may continue as an adjunct to mass communication, useful in commercials, propaganda, or education. If so, the magical element of puppetry will have been lost, because it is the experience of being in the actual presence of puppets—at once real and unreal—that causes one's imagination to flower, opening another realm of feeling and seeing.

Such reactive emotions have a long history. In primitive times, the shaman or witch doctor divined the power of an animated artifact and pronounced that supernatural forces could direct, cure, and present omens through these sacred objects, for the spirits had entered the objects and had become them. This is as true for Zuni and Hopi serpent puppets as it is for the slow—moving idols of the Egyptian priesthood, whose mechanized statues raised an arm or turned a head.

The religious aspect of dolls and puppets has been universal in both the West and the East. Where idols have been banished, puppets have survived in the form of shadow theater, probably the most widely distributed tradition of puppetry. The shadow theater has been popular for centuries from North China throughout Southeast Asia, most of India, the Middle East, and Northern Africa. The extent and variety of this form of theater makes the rest of the world's puppetry seem a bit meager by comparison.

But any form of traditional theater in Asia has a significantly different meaning from what we in the West consider theater. Walter A. Fairservis, Jr., research associate at the American Museum of Natural History and professor of anthropology at Vassar, has written that Asian drama "is not to be categorized as mere entertainment, for its basic purpose is to provide cultural security and personal identity for all citizens of the culture involved. Much of Asian drama recounts the myths, legends, and stories which are the familiar descriptions of why things are what they are and why people and gods do what they do."

Whether performed by people or puppets, Oriental theater is ritualistic; the audiences want their beliefs and hopes reinforced. They demand to see and hear the same stories retold, but the range of the stories is vast—often the plots and characters are taken from such epics as the Ramayana and the Mahabharata. These Sanskrit texts with their hundreds of characters, their extraordinary adventures, battles, love affairs, and political struggles, in which both gods and human beings are similarly engaged, offer a rich and endless imagery to the theater of the puppet.

1. According to the author, the influence of film and television
  - A. has increased the mass appeal of puppetry.
  - B. has decreased the political effectiveness of puppetry.
  - C. has reduced the magical aura associated with puppetry.
  - D. has had no appreciable effect on the growth of puppetry.
2. Of the following, which factor would have been least influential in the development of puppet theater?
  - A. Puppetry as a political dialogue.
  - B. Puppetry as a form of cultural security.
  - C. Puppetry as a ritualistic ceremony.
  - D. Puppetry as entertainment.
3. Zuni serpent puppets are similar in purpose to
  - A. fetish objects.
  - B. Sanskrit stick figures.
  - C. animated shadow figures.
  - D. none of these.
4. The most popular form of puppet theater is associated with
  - A. marionette plays.
  - B. shadow plays.
  - C. traditional hand puppet plays.
  - D. Sanskrit text plays.
5. The author would probably agree with which of the following?
  - A. Modern television will enhance puppetry's sensual appeal.
  - B. Imagery is an essential ingredient of Oriental puppet theater.
  - C. The development of puppet theater predated animated artifacts.
  - D. Ancient Sanskrit text have diminished in popularity as topics for modern puppet theater.

Read TEXT B, which is an excerpt from a book entitled "The Earth", and answer questions 6—10.

## TEXT B

### THE ATMOSPHERE

The atmosphere is a mixture of several gases. There are about ten chemical elements which remain permanently in gaseous form in the atmosphere under all natural conditions. Of these permanent gases, oxygen makes up about 21 per cent and nitrogen about 78 per cent. Several other gases, such as argon, carbon dioxide, hydrogen, neon, krypton, and xenon, comprise the remaining one per cent of the volume of dry air. The amount of water vapor, and its variations in amount and distribution is of extraordinary importance in weather changes. Atmospheric gases hold in suspension great quantities of dust, pollen, smoke, and other impurities which are always present in considerable, but variable amounts.

The atmosphere has no definite upper limits but gradually thins until it becomes imperceptible. Until recently it was assumed that the air above the first few miles gradually grew thinner and colder at a constant rate. It was also assumed that upper air had little influence on weather changes. Recent studies of the upper atmosphere, currently being conducted by earth satellites and missile probings, have shown these assumptions to be incorrect. The atmosphere has three well-defined strata.

The layer of the air next to the earth, which extends upward for about ten miles, is known as the troposphere. On the whole, it makes up about 75 per cent of all the weight of the atmosphere. It is the warmest part of the atmosphere because most of the solar radiation is absorbed by the earth's surface which warms the air immediately surrounding it. A steady decrease of temperature with increasing elevation is a most striking characteristic. The upper layers are colder because of their greater distance from the earth's surface and rapid radiation of heat into space. The temperatures within the troposphere decrease about 3.5 degrees per 1,000 feet increase in altitude. Within the troposphere, winds and air currents distribute heat and moisture. Strong winds called jet streams, are located at the upper levels of the troposphere. These jet streams are both complex and widespread in occurrence. They normally show a wave-shaped pattern and move from west to east at velocities of 150 mph, but velocities as high as 400 mph have been noted. The influences of changing locations and strengths of jet streams upon weather conditions and patterns are no doubt considerable. Current intensive research may eventually reveal their true significance.

Above the troposphere to a height of about 50 miles is a zone called the stratosphere. The stratosphere is separated from the troposphere by a zone of uniform temperatures called the tropopause. Within the lower portions of the stratosphere is a layer of ozone gases which filters out most of the ultraviolet rays from the sun. The ozone layer varies with air pressure. If this zone were not there, the full blast of the sun's ultraviolet light would burn our skins, blind our eyes, and eventually result in our destruction. Within the stratosphere, the temperature and atmospheric composition are relatively uniform.

The layer upward of about 50 miles is the most fascinating but the least known of the three strata. It is called the ionosphere because it consists of electrically charged particles called ions, thrown from the sun. The northern lights (aurora borealis) originates within this highly charged portion of the atmosphere. Its effect upon weather conditions if any, is as yet, unknown.

6. Studies in the stratosphere have been made possible by
  - A. weather balloons.
  - B. meteorologists.
  - C. jet planes.
  - D. earth satellites.



7. Life as we know it exists on the earth because the atmosphere
- contains a layer of ozone gases.
  - contains electrically charged particles.
  - is warmest at the bottom.
  - carries the ultraviolet rays of the sun.
8. The title below that best expresses the ideas of this passage is
- The Makeup of the Atmosphere.
  - Studying the Atmosphere.
  - Atmosphere and Weather.
  - Temperature in the Stratosphere.
9. The troposphere is the warmest part of the atmosphere because it
- is nearest the sun.
  - contains electrically charged particles.
  - radiates heat into space.
  - is warmed by the earth's heat.
10. Studies of the atmosphere may reveal
- the secrets of life.
  - its true effect upon the earth's weather.
  - the nature of the aurora borealis.
  - how to control ultraviolet rays.

Read TEXT C, which is a paper taken from a journal published in Britain, and answer questions 11—13.

#### TEXT C

#### WHAT IS THE CREATIVE PROCESS?

The great question that this paper will, but feebly, attempt to answer is, What is the creative process?

Though much theory has accumulated, little is really known about the poetic creation. It is true that great poets and artists produce beauty by employing all the powers of personality and by fusing emotions, reason, and intuitions. But what is the magical synthesis that joins and arranges these complex parts into poetic unity?

John L. Lowes, in his justly famous "The Road to Xanadu", developed one of the earliest and still generally acceptable answers to this tantalizing question. Imaginative creation, he concludes, is a complex process in which the conscious and unconscious minds "jointly operate." "There is... the deep well with its chaos of fortuitously blending images; but there is likewise the Vision which sees shining in and through the chaos the potential lines of Form, and with the Vision, the controlling Will, which gives to that potential beauty actuality."

The Deep Well is the unconscious mind that is peopled with the facts, ideas, feelings of conscious activity. The imaginative vision, an unconscious activity, shines through the land of chaos, of lights

and shadows, silently seeking pattern and form. Finally, the conscious mind again, through Will, captures and embodies the idea in the final work of art. In this way is unity born out of chaos.

Though there can be no absolute certainty, there is general agreement that the periods in the development of a creative work parallel, to some extent, Lowes' theory of Well, Vision, Form, and Will. There are at least three stages in the creative process: preparation, inspiration, work.

In a sense, the period of preparation is all of the writer's life. It is the Deep Well. It is especially a period of concentration which gives the unconscious mind an opportunity to communicate with the conscious mind. When remembrance of things past reach the conscious level of the writer's mind, he is ready to go on with the process. Part of this preparation involves learning a medium—learning a language, learning how to write, learning literary forms. It is important to note here that form cannot be imposed upon the idea. Evidence, though sparse, shows that the idea gives birth to the form that can best convey it. It is the Vision, according to Lowes, " which sees shining in and through the chaos the potential lines of Form. . . "

11. When remembrance of things past reach the conscious level, the poet has reached the stage called
  - A. Well.
  - B. Vision.
  - C. Form.
  - D. Will.
12. Which of the following statements is true?
  - A. The form determines the subject matter.
  - B. The idea determines the form.
  - C. Vision makes beauty an actuality.
  - D. A writer's period of preparation is spent at school.
13. The remembrance of things past is carried on in the
  - A. Deep Well.
  - B. Vision.
  - C. Chaotic lights and shadows.
  - D. Form.

Read TEXT D, which is an excerpt from a textbook of history, and answer questions 14—18.

#### TEXT D

#### CHINESE CONSERVATISM

In order to better understand conservatism in China it is essential that one have a grasp of what the term "Chinese conservatism" means. Chinese conservatism is markedly different from the conservatism of the modern West. The political term "conservative" came about during the French Revolution and inspired men that were determined to preserve Christian and aristocratic elements in European society. Chinese conservatism began around the time of the Taiping Rebellion and had as its primary objectives the preservation of both Confucian society and nonfeudal strains of pre-Opium War Chinese society. While western conservatism believes in sacredness of private property and distrust of cosmopolitanism, the Chinese conservatism is the defense of a rational cosmopolitan order. Thus, the only common area

of agreement between European and Chinese conservatism is the intent to conserve.

During the Tung-chih Restoration, the great aim was the revival of Confucian values and institutions. But these aims had to be modified so that they might endure. Restoration statesmen had no desire to create a new society—they wanted to restore a society that they believed had been based on truth. The statement of the Restoration stretched the traditional ideology to its limits in an effort to make the Confucian system work under new conditions. They were true conservatives in a great tradition, living in an age when revolutionary change was unavoidable. The aim of the Restoration was to restore to their original vitality the best of the ancient institutions. During the Restorations, the two immediate problems were the suppression of rebellion and the stabilization of foreign relations. In addition, the people were striving for a restoration of the system of government by superior civil officials.

The men in the hierarchy of the Restoration rose to prominence through proven ability in both civil and military affairs. They emphasized human and social training—that is, indoctrination, morality, and the art of leadership through the cultivation of character. The great majority of the officials rose through the examination system.

During a chaos of this period the examination system had lost much of its effectiveness. This is important and must be noted because the examination system was the traditional avenue for selecting officials. The senior officials of the Restoration realized that their policies would be ineffective unless the quality of the junior officials was improved, so it was their duty to weed out the officials who had attained office in irregular ways and to promote the examination system as the only way to high position. But these men of the Restoration had enough foresight to determine that it was impossible to select officials automatically on the basis of objective tests alone. As a result the system of recommendation was ushered in, whereby a high official sponsored the career of a promising young man. This acted as an important supplement to the examination system.

14. The traditional method for selecting officials was
  - A. appointment by the civil government.
  - B. the examination system.
  - C. through a subjective testing system.
  - D. sponsorship by a high government official.
15. A primary objective in the development of Restoration thought was
  - A. to modify traditional Chinese society to reflect new conditions.
  - B. to create a new society based on truth.
  - C. the knowledge that Chinese conservatism is superior to western conservatism.
  - D. the desire to familiarize China with western military technology.
16. A major similarity between Chinese and western conservatism is
  - A. that Chinese conservatism attempted to preserve traditional society.
  - B. that Chinese conservatism developed during the Taiping Revolution.
  - C. the cosmopolitan nature of western conservatism.
  - D. that Chinese conservatism is primarily land oriented.
17. During the Restoration, ancient institutions
  - A. were no longer accepted as a viable alternative to western technology.
  - B. were studied only as classical examples of a former glorious past.
  - C. were to be the cornerstone of a changing but traditional society.
  - D. were considered as a primary reason for the decline of traditional China.