

21世纪

大学英语学生自主学习

“一课一练”测试题

第二册

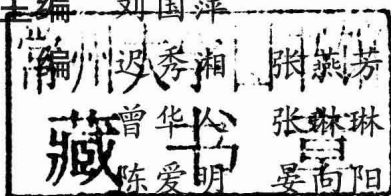
《21 世纪大学英语》学生自主学习 “一课一练”测试题

第二册

主 编 牛洁珍

副主编 刘国萍

参



陈周云
计 晗

復旦大學 出版社

图书在版编目(CIP)数据

《21世纪大学英语》学生自主学习“一课一练”测试题 第二册/
牛洁珍主编. —上海:复旦大学出版社,2011.8
ISBN 978-7-309-08217-3

I. 2… II. 牛… III. 英语-高等学校-习题集 IV. H319.6

中国版本图书馆CIP数据核字(2011)第118652号

《21世纪大学英语》学生自主学习“一课一练”测试题(第二册)
牛洁珍 主编
责任编辑/于文雍

复旦大学出版社有限公司出版发行
上海市国权路579号 邮编:200433
网址:fupnet@fudanpress.com http://www.fudanpress.com
门市零售:86-21-65642857 团体订购:86-21-65118853
外埠邮购:86-21-65109143
大丰市科星印刷有限责任公司

开本 787×960 1/16 印张 8.5 字数 124 千
2011年9月第1版第2次印刷

ISBN 978-7-309-08217-3/H·1732
定价:20.00元

如有印装质量问题,请向复旦大学出版社有限公司发行部调换。
版权所有 侵权必究

前 言

“《21 世纪大学英语》学生自主学习‘一课一练’”系列习题册基于复旦大学“21 世纪大学英语”系列教材编辑而成。该系列习题册按一课一练的方式,仿照国家英语四级考试的题型结构,把每个单元中的教学重点和难点有机地融入试题中,旨在帮助和方便学生课后自主学习和自我测试,从而提升他们的英语水平和相关能力。

本系列习题册共分“基础级”、“第一册”、“第二册”、“第三册”四册,材料除了来自相关书籍之外,还包括网络资源,另外阅读部分有些短文取材于上海外语教育出版社郭杰克主编的《全新版大学英语快速阅读》1—4 册,在此特向相关作者表示感谢!

编 者
2011 年 7 月

Contents

● Unit 1	1
Part I Writing	1
Part II Reading Comprehension (Skimming and Scanning)	2
Part III Listening Comprehension (Omitted)	5
Part IV Reading Comprehension (Reading in Depth)	5
Part V Cloze	10
Part VI Translation	12
Part VII Multiple Choice	12
Part VIII Matching	14
Part IX Word Spelling	14
● Unit 2	16
Part I Writing	16
Part II Reading Comprehension (Skimming and Scanning)	17
Part III Listening Comprehension (Omitted)	20
Part IV Reading Comprehension (Reading in Depth)	20
Part V Cloze	25
Part VI Translation	27
Part VII Multiple Choice	27
Part VIII Matching	28

Unit 3	30
Part I Writing	30
Part II Reading Comprehension (Skimming and Scanning)	31
Part III Listening Comprehension (Omitted)	34
Part IV Reading Comprehension (Reading in Depth)	34
Part V Cloze	39
Part VI Translation	41
Part VII Multiple Choice	42
Part VIII Matching	43
Part IX Blank-filling	44
Unit 4	46
Part I Writing	46
Part II Reading Comprehension (Skimming and Scanning)	47
Part III Listening Comprehension (Omitted)	52
Part IV Reading Comprehension (Reading in Depth)	52
Part V Cloze	56
Part VI Translation	58
Part VII Multiple Choice	58
Part VIII Matching	59
Part IX Word Spelling	60
Unit 5	62
Part I Writing	62
Part II Reading Comprehension (Skimming and Scanning)	63
Part III Listening Comprehension (Omitted)	67
Part IV Reading Comprehension (Reading in Depth)	67
Part V Cloze	72
Part VI Translation	74

Part VII Multiple Choice	75
Part VIII Matching	76
Unit 6	78
Part I Writing	78
Part II Reading Comprehension (Skimming and Scanning)	79
Part III Listening Comprehension (Omitted)	83
Part IV Reading Comprehension (Reading in Depth)	83
Part V Cloze	88
Part VI Translation	90
Part VII Multiple Choice	90
Part VIII Matching	91
Part IX Word Spelling	92
Unit 7	94
Part I Writing	94
Part II Reading Comprehension (Skimming and Scanning)	95
Part III Listening Comprehension (Omitted)	99
Part IV Reading Comprehension (Reading in Depth)	99
Part V Cloze	104
Part VI Translation	106
Part VII Multiple Choice	106
Part VIII Matching	107
Part IX Word Spelling	108
Unit 8	110
Part I Writing	110
Part II Reading Comprehension (Skimming and Scanning)	111
Part III Listening Comprehension (Omitted)	114



Part IV	Reading Comprehension (Reading in Depth)	114
Part V	Cloze	119
Part VI	Translation	122
Part VII	Multiple Choice	122
Part VIII	Matching	123
Part IX	Blank-filling	124

Unit 1

>>>> Part I Writing

Directions: For this part, you are expected to write a *letter of apology*.

You should write at least 120 words following the outline given below:

1. 表达自己对晚交作业一事的歉意
2. 说明未能按时交作业的原因
3. 表示自己会尽快把作业补交上并且以后将按时交作业

Part II Reading Comprehension (Skimming and Scanning)

>>>>

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions. For questions 1 –7, choose the best answer from the four choices marked A), B), C) and D). For questions 8 – 10, complete the sentences with the information given in the passage.

Another Intelligence

Emotional intelligence as a theory was first brought to public attention by the book *Emotional Intelligence, Why It can Matter More Than IQ* by Daniel Goleman. What is emotional intelligence exactly? According to Goleman, emotional intelligence consists of five key elements.

The first is knowing one's own emotions.

Being able to recognize that one is in an emotional state and having the ability to identify which emotion is being experienced, even if it is not a particularly comfortable feeling to admit to, e. g. , jealousy (妒忌) or envy.

The second is emotional awareness.

Emotional awareness can then lead to managing one's emotions. This involves dealing with emotions, like jealousy, resentment (怨恨), anger, etc. , that one may have difficulty accepting by, perhaps, giving oneself comfort food, or doing nice things when one is feeling low. Many people do this instinctively (本能地) by buying chocolate or treating themselves; others are able to wrap themselves in positive thoughts or “mother themselves.” There are, of course, many people who are incapable of doing this, and so need to be taught.

The third is self-motivation (动机).

Our emotions can simultaneously (同时地) empower and hinder us, so it is important to develop the ability to control them. Strategies can be learnt whereby emotions are set aside to be dealt with at a later date. For example, when dealing with the success or good fortune of others, it is better not to suppress (压抑) any “negative” emotion that arises. One just has to recognize it is there. And then one just needs to be extra careful when making decisions and not allow one’s emotions to cloud the issue, by letting them dictate how one functions with that person. The separation of logic and emotion is not easy when dealing with people.

The fourth is recognizing emotions in other people.

As social beings, we need to be able to deal with other people, which brings us to the next item on Goleman’s list, namely, recognizing emotions in other people. This means, in effect, having “social radar”, i. e. learning to read the weather systems around individual or groups of people. Obviously, leading on from this is the ability to handle relationships. If we can recognize, understand and then deal with other people’s emotions, we can function better both socially and professionally.

The last one is emotions are intangible.

Not being tangible (可触摸的,有形的), emotions are difficult to analyze and quantify (量化), compounded by the fact that each area in the list above does not operate in isolation. Each of us has misread a friend’s or a colleague’s behavior to us and other people. The classic example is the shy person, categorized by some people as arrogant (傲慢的) and distant and by others as lively and friendly and very personable. How can two different groups make a definitive analysis of someone that is so strikingly contradictory (矛盾的)? And yet this happens on a daily basis in all our relationships — even to the point of misreading the behavior of those close to us! In the work scenario, this can cost money. And so it makes economic sense for business to be aware of it and develop strategies for employing people and dealing with their employees.

All common sense you might say. Goleman himself has even suggested that emotional intelligence is just a new way of describing competence; what some people might call *savoir-faire* or *savoir-vivre*. Part of the problem here is that society or some parts of society have forgotten that these skills ever existed and have found the need to re-invent them.

But the emergence (出现) of emotional intelligence as a theory suggests that the family situations and other social interactions where social skills were honed (磨练) in the past are fast disappearing, so that people now sadly need to be re-skilled.

1. Who first brought emotional intelligence to people's attention?
A) Some professionals. B) John D. Mayer.
C) Peter Salovey. D) Daniel Goleman.
2. According to the author, which emotions are people unwilling to admit to?
A) Jealousy or envy. B) Fright or love.
C) Delight or hope. D) Stress or joy.
3. Which one of the following is the way of controlling emotions?
A) To hide them completely.
B) To use logical analysis.
C) To recall the negative ideas.
D) To ignore them for the moment and manage them later.
4. It is difficult to analyze and quantify emotions because _____.
A) they are isolated B) they are not flexible
C) they are intangible D) they are misleading
5. Misreading the behavior of others _____.
A) is always costly
B) is a classic example
C) occurs every day
D) is categorized by those close to us
6. Goleman relates emotional intelligence to _____.

- A) efficiency B) competence C) interaction D) common sense
7. The skills of emotional intelligence need to be reinvented because _____.
- A) they are difficult to quantify
B) they happen in the family
C) they exist in the society
D) some people have forgotten them
8. Recognizing emotions in other people means having _____.
9. Dealing with relationships well, we can function better both _____.
10. People now need to be re-skilled because the family situations and other social interactions are _____.

>>>> Part III Listening Comprehension (Omitted)

>>>> Part IV Reading Comprehension (Reading in Depth)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. You may not use any of the words in the bank more than once.

Questions 47 to 56 are based on the following passage.

The development of Jamestown in Virginia during the second half of the seventeenth century was closely _____ 47 _____ to the making and use of bricks.

There were several 48 reasons why bricks became important to the colony. Although the forests could 49 supply sufficient (充足的) timber (木材), the 50 of lumbering (采伐) was extremely difficult, particularly because of the lack of roads. Later, when the timber on the peninsula (半岛) had been depleted (耗尽), wood had to be brought from some distance. Building stones were also in short 51. However, as clay was plentiful, it was inevitable that the colonists would turn to brick-making.

In addition to practical reasons for using brick as the principal 52 material, there was also an ideological reason. Brick 53 durability and permanence. The Virginia Company of London instructed the colonists to build hospitals and new 54 out of brick. In 1662, the Town Act of the Virginia Assembly provided for the construction of thirty-two brick buildings and prohibited the use of wood as a construction material. Had this law ever been successfully enforced, Jamestown would have been a model city. Instead, the residents failed to 55 fully with the law. By 1699, Jamestown had 56 into a pile of rubble with only three or four habitable houses.

- | | | | |
|---------------|---------------|----------------|-----------------|
| A) sufficient | B) process | C) represented | D) practical |
| E) access | F) residences | G) related | H) moderate |
| I) comply | J) specially | K) supply | L) construction |
| M) provided | N) initially | O) collapsed | |

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice.

● Passage One

Questions 57 to 61 are based on the following passage.

Dam is a barrier constructed across a stream or river to impound water and raise its level. The most common reasons for building dams are to concentrate the natural fall of a river at a given site, thus making it possible to generate electricity; to direct water from rivers into canals and irrigation and water-supply systems; to increase river depths for navigational purposes; to control water flow during times of flood and drought; and to create artificial lakes for recreational use. Many dams fulfill several of these functions. In the United States the network of dams under the Tennessee Valley Authority is an outstanding example of a multipurpose dam development.

The first dam of which record exists was built about 4000 BC to divert the Nile in Egypt in order to provide a site for the city of Memphis. Many ancient earth dams, including a number built by the Babylonians, were part of elaborate irrigation systems that transformed unproductive regions into fertile plains capable of supporting large populations. Because of the ravages of periodic floods, very few dams more than a century old are still standing. The construction of virtually indestructible dams of appreciable height and storage capacity became possible after the development of Portland cement concrete and the mechanization of earth-moving and materials-handling equipment.

Controlling and using water by means of dams profoundly affects the economic prospects. One of the first stages in the progress of developing countries usually involves gaining the ability to use water for power generation, agriculture, and flood protection.

57. What is the purpose of this passage?
- A) To tell the roles that dams play.
 - B) To explain the construction of the first dam.
 - C) To emphasize the economic effects of dams.
 - D) To give a brief introduction to dams.

58. The following are the common reasons for building dams except _____.
- A) generating and saving electricity
 - B) controlling water flow in time of flood and drought
 - C) changing the flow of rivers
 - D) serving as part of the irrigation system
59. The word “transform” in the second paragraph may mean _____.
- A) turn
 - B) fade
 - C) exist
 - D) appear
60. In ancient times, the purpose of building dams was mainly to _____.
- A) divert river
 - B) create artificial lakes
 - C) irrigate fields
 - D) protect people
61. According to the author, what has a great influence on economic development of a country?
- A) Ancient earth dams.
 - B) Irrigation system.
 - C) Power generation and agriculture.
 - D) Controlling and using water by means of dams.

● Passage Two

Questions 62 to 66 are based on the following passage.

“It hurts me more than you,” and “This is for your own good.” These are the statements my mother used to make years ago when I had to learn Latin, clean my room, stay home and do homework.

That was before we entered the permissive period in education in which we decided it was all right not to push our children to achieve their best in school. The schools and the educators made it easy on us. They taught that it was all right to be parents who take a let-alone policy. We stopped making our children do homework. We gave calculators, turned on the television, left the teaching to the teachers and went on vacation.

Now teachers, faced with children who have been developing at their own pace for the past 15 years, are realizing we've made a terrible mistake. One

such teacher is Sharon Klompus who says of her students “so passive” and wonders what happened. Nothing was demanded of them, she believes. Television, says Klompus, contributes to children’s passivity. “We’re not training kids to work any more,” says Klompus, “We’re talking about a generation of kids who’ve never been hurt or hungry. They have learned somebody will always do it for them. Instead of saying ‘go look it up,’ you tell them the answer. It takes greater energy to say no to a kid.”

Yes, it does. It takes energy and it takes work. It’s time for parents to end their vacation and come back to work. It’s time to take the car away, to turn the TV off, to tell them it hurts you more than them but it’s for their own good. It’s time to start telling them no again.

62. In the permissive period, we think _____.
- A) we pushed the kids a lot
 - B) it’s reasonable to help kids
 - C) it’s sensible to avoid pushing kids too hard
 - D) it’s good to ignore education completely
63. What’s the meaning of “permissive period in education” in paragraph 2?
- A) It means children can do what they want to.
 - B) It means when everything can be taught at school.
 - C) It means when children are pessimistic about education.
 - D) It means when children are allowed to quit education.
64. What does the author mean by saying “It takes greater energy to say no to a kid”?
- A) We always agree with the kids.
 - B) It’s easy to give the right answer.
 - C) It’s difficult for parents to refuse to help kids.
 - D) It needs more energy to help kids.
65. Why are children becoming more passive in study?
- A) Because they watch TV too frequently.