

21<sup>世纪</sup>

大学英语 学生自主学习

“一课一练” 测试题

基础级

# 《21 世纪大学英语》学生自主学习 “一课一练”测试题

基础级

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# 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

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# Unit 1

## >>>> Part I Writing

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Directions: For this part, you are expected to write an *E-mail to your friend Tom*. You should write at least 120 words following the outline given below:

1. 发件人: 假定你的名字是李小明(lixiaoming@buu.edu.cn)

2. 收件人: Tom@wvl.ac.uk

3. 内容: 向你最近刚在网上认识的一个英国朋友 Tom 介绍你的情况, 包括你的生活习惯、兴趣爱好、学习情况, 等等。

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## 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.

### Ready, Set, Go — and Get There!

During her senior year in high school, Jenny worked as a waitress. She continued working at her job when she started college. After a few months, she found that college was harder than she had expected. “It was hard to study for school because I’d come home so tired from work,” she said.

As school was Jenny’s number-one priority ( 优先考虑的事情 ), she decided to quit her job. “I thought about it for a while and even talked to my mom one day. I had saved up, so I could support myself without a job now,” she explained.

Jenny’s goal ( 目标 ) is to do well in school so that she could find a good job when she graduates. But to reach a goal, any goal, Jenny knew she needed to establish ( 确定 ) priorities.

Most people can categorize ( 把 …… 分类 ) their goals and everyday activities into three groups.

1. High priority. These are the things that are very important to you and must be done immediately. If they are forgotten or left undone, serious problems or troubles may follow as a result.

2. Medium ( 中等的 ) priority. These are the tasks that you would like to do if you have time. They do not rate ( 处于 …… 等级 ) as high as the first group, but

they're still important though they do not need your full attention immediately. For example, preparing for a job interview that is three weeks away may take a back seat (处于次要地位) to preparing for a test that is only three days away.

3. Low priority. These are those things that can be put off for a time. If you need to hand in a report for a science project at the end of the semester, you may do the job at any time when you are relatively free during the whole semester. This is a typical example of low-priority tasks.

Priorities help you know what you should do today or tomorrow, so it is worthwhile for you to spend some time establishing them. However, priorities are not set in stone. They can change over time, even during the course of a day, especially when you get new information. And they are unique to you. What is high priority to you may not be high priority for your best friend.

Once you begin setting priorities, you'll find yourself able to deal with your everyday tasks more easily.

1. When Jenny started college, she found that \_\_\_\_\_.
  - A) she did not like her job as a waitperson at all
  - B) college life was more interesting than that in high school
  - C) she liked high school better than college
  - D) college was harder than she anticipated
2. Jenny quit her job after a few months' study at college because \_\_\_\_\_.
  - A) she felt too tired to study after her work
  - B) she never liked her job
  - C) her mom wanted her to quit it
  - D) her college was too far away from her school
3. To reach her goal, Jenny \_\_\_\_\_.
  - A) needed a good job badly
  - B) wanted to graduate immediately
  - C) needed to establish priorities
  - D) wanted her mom to help her
4. How many groups do most people categorize their goals and everyday activities?

A) One.                      B) Two.                      C) Three.                      D) Four.

5. According to the text, high-priority tasks are \_\_\_\_\_.

A) those that must be done immediately

B) those that people sometimes forget

C) those that may cause problems

D) those that can wait for a while

6. Preparing for a job interview that is three weeks away is \_\_\_\_\_.

A) an example of high-priority tasks

B) an example of medium-priority tasks

C) an example of low-priority tasks

D) a task of the number-one priority

7. Low-priority tasks are those that \_\_\_\_\_.

A) can wait until more important tasks are done

B) should not be done at all

C) one enjoys doing during one's spare time

D) should be done at the end of the semester

8. It is \_\_\_\_\_ for us to spend some time establishing priorities.

9. Priorities can change over time, especially when you \_\_\_\_\_.

10. After you set priorities, you'll find you can handle your tasks \_\_\_\_\_.

### >>>> 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.**

You can do a lot to assure success by following these six important guidelines.

1. Realize your 47 will be very different. As a high school student, you're probably busy 48 of the day, from about 7:00 in the morning 49 at least 3:00 in the afternoon.

That won't be the 50 in college. You'll probably have a lot more free time during the day. In high school, you might spend 30 hours or more 51 week in classes; in college, you'll spend about half that.

2. Take 52 of daytime free time. You'll have to get out of the 53 that homework is something that's only done at night. If you look 54 every opportunity to study during the day, you won't have to study so much in the evening. And as a 55, your weekends will 56 up relatively free.

A) load	B) mindset	C) schedule	D) reason
E) advantage	F) end	G) school	H) apply
I) case	J) per	K) conflict	L) most
M) for	N) till	O) result	

## 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.

### **Growing Pains**

I guess it was not Scottie's day. We did not know if something had happened, or if Scottie was just feeling his age. After all, how grown-up is a four-year-old supposed to act? But to really understand what happened, let us start at the beginning.

Mary and I had invited our nephew, Scottie, over for his usual Sunday supper. We always looked forward to having him because he was a neat little boy. On this particular evening, he arrived on time as usual. However, instead of hugs and kisses, Scottie just pushed past us and headed for the sofa. I had to take a second look to make sure this was the right little boy.

While we waited for the roast chicken — Scottie's favorite — to finish cooking, we sat on the sofa talking. Right in the middle of one of my sentences, Scottie said suddenly, "Hey, Uncle Arnold, I want to play my record." The conversation came to a halt. A minute later, the record player was on as loud as it could go with "Disco Duck." Scottie was dancing and singing in the middle of the room. Mary was talking to me, but I could not hear a thing she was saying. I was puzzled that I let the matter pass with only a slight comment.

Soon dinner was served. We sat down, lit the candles, and started to eat, Scottie usually would be the first to start eating, but tonight he just sat there and stared at me. "Aren't you hungry?" I asked, "Yes," replied Scottie. "Then aren't you going to eat?" "No, I'm not," he answered. "It's your favorite dinner," said my wife. "I don't want to eat," answered Scottie. Paying no attention to his strange behavior for the moment, I said, "Okay, if you don't

want to eat, you don't have to eat. You may sit and keep us company until we finish our delicious meal." As we continued our dinner, Scottie's face looked confused and uncertain.

After we finished dinner, we began clearing away the dishes, leaving Scottie to sit there with that look of disappointment on his little face. When I removed the dish containing the roast beef, it was more than he could bear. He stood up and threw his napkin across the table. Unfortunately, it hit one of the candles and caught fire. I do not know who cried out the loudest, myself or Scottie. We both stood there with a look of horror on our faces. I took the napkin and put it out. Scottie started crying. "I'm sorry," he said. "I was just trying to be Dennis. My teacher read us the book about Dennis the Menace, and we thought all the things he did were so funny. But they are not funny when I do them. I don't want to be Dennis any more." We were glad that he was not Dennis any more, just our little Scottie.

57. What does Scottie usually do when he arrives?
- A) Hug and kiss us.                      B) Push past us.  
C) Head for the sofa.                      D) Take a second look.
58. Scottie's favorite is \_\_\_\_\_.  
A) cooking meals                      B) playing records  
C) eating roast chicken                      D) dancing and singing
59. Mary is \_\_\_\_\_.  
A) Scottie's mother                      B) Scottie's nephew  
C) Arnold's mother                      D) Arnold's wife
60. When the dinner was served, Scottie \_\_\_\_\_.  
A) lit the candles                      B) started to eat  
C) didn't eat                      D) paid no attention
61. What's the reason for Scottie's strange behavior?  
A) He gets pains when visiting.  
B) He was disappointed at the dinner.

- C) He threw napkins and caught fire.  
D) He wanted to model a book character.

## ● Passage Two

Questions 62 to 66 are based on the following passage.

In today's competitive job market, students are looking for degrees outside their home countries to position themselves as global managers fluent in international practices. Among them is Simon Tindall, an American who turned down a scholarship to Georgetown University in Washington in favor of Cambridge.

Foreign students make up an average 70 percent to 80 percent of non-U. S. MBA programs. In contrast, the Wharton School, at the University of Pennsylvania, reports one of the highest percentages of international students for an American program at 39 percent, a figure that includes U. S. permanent residents.

While the tough recruiting climate for graduates entering the U. S. job market is a factor in the decrease, another pressure point seems to be restrictions on visas for travel, education and work in the States after the war in Iraq, SARS in Asia and political changes related to the terrorist attacks of Sept. 11, 2001.

One Chinese student said she had been offered a full scholarship to attend the University of Michigan's MBA program in 2002 but that a visa request had been denied two years in a row. Another could not obtain a visa to enroll at the University of California at Los Angeles.

Many students are also being attracted by the affordability of international programs, especially in relation to costs in the United States. Most MBA programs outside the United States can be completed in one year rather than two, representing a huge saving in both tuition and opportunity costs.

Britain has an advantage over other international programs in both ranking and brand value. Better rankings attract better students, who in turn improve the rankings. "The applications we received this year were on average of a much



higher quality than last year,” said Gary, the admission director at Cambridge. “The increase in applications enables us to be more selective. Year to year, we’re looking to increase the quality of the student body, which in turn strengthens competition for the whole program.”

62. Simon Tindall went to Cambridge because \_\_\_\_\_.  
 A) Cambridge offered him a full scholarship  
 B) he was denied a scholarship by Georgetown University  
 C) there was a lower percentage of foreign students in Britain  
 D) international experience would benefit him in employment
63. Compared with students taking U. S. programs, those doing an MBA in Britain have \_\_\_\_\_.  
 A) a wider variety of nationalities  
 B) a small number of nationalities  
 C) a hard time selecting a favorite school  
 D) a better opportunity getting a full scholarship
64. Some Chinese students gave up their choices of studying in the States because \_\_\_\_\_.  
 A) their visa requests were denied  
 B) they found it hard to hunt a job  
 C) they lacked qualifications for the program  
 D) the scholarship couldn’t cover their expenses
65. The fifth paragraph tells us that most MBA programs outside the States \_\_\_\_\_.  
 A) last longer  
 B) are cost-efficient  
 C) lack global attraction  
 D) are hard to complete
66. The increase in applications for MBA in Britain is due to \_\_\_\_\_ of the universities.  
 A) the locations  
 B) the reputation  
 C) the academic levels  
 D) the tuitions and facilities