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https://www.100test.com/kao_ti2020/122/2021_2022__E8_8B_B1_E8_AF_AD_E5_9B_9B_E7_c83_122427.htm Students who score high in achievement needs tend to make higher grades in college than those who score low. When degree aptitude for college work, as indicated by College Entrance Examination Board Tests, is constant, engineering students who score high in achievement needs tend to make higher grades in college than the aptitude test scores would indicate. We can define this need as the habitual desire to do useful work well. It is a salient influence characteristic of those who need little supervision. Their desire for accomplishment is a stronger motivation than any stimulation the supervision can provide. Individuals who function in terms of this drive do not "bluff" in regard to a job that they fail to do well. Some employees have a strong drive for success in their work. Others are satisfied when they make a living. Those who want to feel that they are successes have high aspiration for themselves. Thoughts concerning the achievement drive are often prominent in the evaluations made by the typical employment interviewer who interviews college seniors for executive training. He wants to find out whether the senior has a strong drive to get ahead or merely to hold a job. Research indicates that some who do get ahead have an even stronger drive to avoid failure.

11. What is the main subject of this passage? [A] Student grades in college [B] Individual motivation for work [C] The achievement needs of engineering students [D] Successful interview

techniques

12. What is interesting about engineering students who score high in achievement needs? [A] Their grades tend to be higher than those of other students. [B] Their college grades are often unusually good. [C] They show a high aptitude for college work. [D] They also achieve high scores in the College Entrance Examination Board Tests.

13. According to the passage, individuals with a strong drive to succeed _____. [A] accept responsibility for themselves [B] blame others if they fail [C] are motivated by stimulation from a supervisor [D] pretend they haven't failed when they have

14. What quality do employment interviewers look for in college seniors for executive training? [A] Ability to hold down a job [B] High achievement needs [C] Capacity to work hard [D] constant aptitude for work

15. What motivates some seniors to succeed? [A] They are afraid of failing. [B] They like living well. [C] They want to become executives. [D] They wish to do research work.

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