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https://www.100test.com/kao_ti2020/204/2021_2022__E5_90_8C_E7_AD_89_E5_AD_A6_E5_c69_204873.htm When we talk about intelligence, we do not mean the ability to get good scores on certain kinds of tests or even the ability to do well in school. By intelligence we mean a way of living and behaving, especially in a new or upsetting situation. If we want to test intelligence, we need to find out how a person acts instead of how much he knows what to do. For instance, when in a new situation, an intelligent person thinks about the situation, not about himself or what might happen to him. He tries to find out all he can, and then he acts immediately and tries to do something about it. He probably isn't sure how it will all work out, but at least he tries. And, if he can't make things work out right, he doesn't feel ashamed that he failed. he just tries to learn from his mistakes. An intelligent person, even if he is very young, has a special outlook on life, a special feeling about life, and knows how he fits into it. If you look at children, you'll see great difference between what we call "bright" children and "not-bright" children. They are actually two different kinds of people, not just the same kind with different amount of intelligence. For example, the bright child really wants to find out about life -- he tries to get in touch with everything around him. But, the unintelligent child keeps more to himself and his own dream-world. he seems to have a wall between him and life in general.11. According to this passage, intelligence is _____.A. the ability to know what to doB. the ability to

do well in school C. the ability to deal with life D. the ability to get high scores on some tests

12. In a new situation, an intelligent person _____.
A. knows more about what might happen to him
B. is sure of the result he will get
C. concentrates on what to do about the situation
D. cares more about himself

13. If an intelligent person failed, he would _____.
A. try not to feel ashamed
B. learn from his experiences
C. try to find all he could
D. make sure what result he would get

14. Bright children and not-bright children _____.
A. are two different types of children
B. are different mainly in their degree of cleverness
C. have difference only in their way of thinking
D. have different knowledge about the world

15. The author of this passage will probably continue to talk about _____.
A. how to determine what intelligence is
B. how education should be conducted
C. how to solve practical problems
D. how an unintelligent person should be taught

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