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Part B Directions: In the following article, some sentences have been removed. For Questions 41-45, choose the most suitable one from the list A-G to fit into each of the numbered blank. There are two extra choices, which do not fit in any of the gaps. Mark your answers on Answer Sheet 1.

William Lanouette's biography of Leo Szilard, *Genius in the Shadows*, does more than reveal the life of a brilliant physicist and social activist. It sheds a perceptive light on the role of scientists in public policy. World War II is usually recognized as the coming of age of science in U.S. politics. Albert Einstein had become the world's first science celebrity and a person to whom presidents felt obliged to listen. (41) Bush laid the foundation for a postwar science policy that would put government in the dominant role in funding basic research. What is instructive about Szilard's life, however, is not the political influence of scientists as a group. (42) He believed that scientists should have more influence in policymaking in general—not because of their knowledge but because of their ability to think rationally. This faith in reason was a weakness in Szilard's political thinking, however, because it prevented him from understanding the emotional forces that must also be taken into account. (43) And although he often used the reputation of his friend Einstein to gain access to decision makers, he believed firmly that it was the power of his ideas that deserved attention. He felt the same way about science.

Even as an unemployed and relatively unknown physicist, he expected the giants in the field to respect his ideas if they made sense. (44) He didn't assume that he should be listened to just because he was a brilliant physicist, and he accepted that even the most enlightened thinking had to be promoted vigorously to be influential. Of course, it didn't hurt that he was way ahead of his time in recognizing the threat posed by Hitler, the importance of nuclear weapons, and the problems with nuclear weapons that would arise after the war. (45) First, the most important policies are those that address issues bigger than science itself. Szilard studied and cared deeply about the larger issues of governance, not just the role of science. Second, he understood that his scientific training did not entitle him to influence and that the quality of his thinking did not mean that the world's leaders would come knocking at his door. He knew that to make a difference in the world it is necessary to think broadly. to win support through compelling analysis, not reputation. and to work tirelessly to promote one's ideas. [A] What Szilard did was to approach public policy with the same vigor, determination, and persistence with which good scientists approach science. What works in advancing science can also work in improving policy. [B] The key to Szilard's effectiveness and influence was his sense of responsibility for making the world a better place. Once he decided that something should be done, he devoted enormous energy, resourcefulness, and audacity to advancing his proposal. [C] But Szilard was not expecting to be influential in policy debates just because he was a scientist. An avid newspaper

reader, he was extremely well informed about public affairs. [D] The Manhattan Project to develop the atomic bomb was an unprecedented federal investment in research, and questions about how to use the insights of nuclear physics for military and civilian purposes brought scientists into direct conversation with the nation's leaders. [E] Not everything that Szilard advocated was wise. reason sometimes overwhelmed common sense. Still, his life illustrates important lessons for scientists who want to influence public policy. [F] Indeed, it was the scientific hyper-rationality of someone like Szilard that Roald Hoffman had in mind when he questioned why scientists shouldn't run the world. [G] Szilard's efforts to convince the government to develop nuclear weapons and his subsequent campaigns to establish civilian and international control of the power of the atom are an inspiring example of how a determined individual can play a major role in public policy. Section

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