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https://www.100test.com/kao_ti2020/110/2021_2022_2006_E5_B9_B4_E8_80_83_c73_110234.htm Section Use of English Directions

: Read the following text. Choose the best word (s) for each numbered blank and mark A , B , C or D on ANSWER SHEET 1.

(10 points) If it were only necessary to decide whether to teach elementary science to everyone on a mass basis or to find the gifted few and take them as far as they can go , our task would be fairly simple. The public school system , however , has no such 1 , 2 the jobs must be carried 3 at the same time. Because we depend so 4 upon science and technology for our 5 , we must produce specialists in many fields. 6 we live in a 7 nation , whose citizens make the policies for the nation , large numbers of us must be educated to understand , to uphold , and 8 necessary , to judge the work of 9. The public school must educate both producers and 10 of scientific services. In education , there should be a good balance 11 the branches of 12 that contribute to effective thinking and 13 judgment. Such balance is defeated by 14 much emphasis on any one field. This 15 of balance involves not only the 16 of the natural sciences , the social sciences and the arts but also relative emphasis among the natural sciences themselves. 17 , we must have a balance between current and 18 knowledge. The attention of the public is continually drawn to new 19 in scientific fields and the discovery of new knowledge ; these should not be allowed to turn our attention away from the sound , established materials that form

the basis of 20 for beginners. 1.[A] entity [B] auction [C] choice [D] coalition 2.[A] whereas [B] though [C] while [D] for 3.[A] off [B] forward [C] away [D] on 4.[A] substantially [B] heavily [C] equally [D] misleadingly 5.[A] stimulation [B] shift [C] progress [D] glamour 6.[A] If [B] Although [C] Because [D] Supposing 7.[A] prosperous [B] democratic [C] literate [D] thriving 8.[A] unless [B] in case [C] when [D] only 9.[A] experts [B] populace [C] voters [D] mob 10.[A] subscribers [B] users [C] passers-by [D] victims 11.[A] amid [B] between [C] upon [D] among 12.[A] knowledge [B] data [C] intelligence [D] quest 13.[A] fair [B] wise [C] risky [D] proper 14.[A] too [B] fairly [C] very [D] rather 15.[A] incident [B] question [C] inference [D] impact 16.[A] reaction [B] cooperation [C] interaction [D] relation 17.[A] Conversely [B] Similarly [C] Accordingly [D] Presumably 18.[A] primitive [B] ultimate [C] classical [D] initial 19.[A] possibilities [B] capabilities [C] abilities [D] responsibilities 20.[A] grounds [B] courses [C] doctrines [D] quotas

Section Reading Comprehension Part A Directions :

Reading the following four texts. Answer the questions below each text by choosing A , B , C or D. Mark your answers on ANSWER SHEET 1. (40 points) Text 1 In the next century we ‘ ll be able to alter our DNA radically , encoding our visions and vanities while concocting new life-forms. When Dr. Frankenstein made his monster , he wrestled with the moral issue of whether he should allow it to reproduce , “ Had I the right , for my own benefit , to inflict the curse upon everlasting generations ? ” Will such questions require us to develop new moral philosophies ? Probably

not. Instead , we ' ll reach again for a timetested moral concept , one sometimes called the Golden Rule and which Kant , the millennium ' s most prudent moralist , conjured up into a categorical imperative : Do unto others as you would have them do unto you ; treat each person as an individual rather than as a means to some end. Under this moral precept we should recoil at human cloning , because it inevitably entails using humans as means to other humans ' ends and valuing them as copies of others we loved or as collections of body parts , not as individuals in their own right. We should also draw a line , however fuzzy , that would permit using genetic engineering to cure diseases and disabilities but not to change the personal attributes that make someone an individual (IQ , physical appearance , gender and sexuality) . The biotech age will also give us more reason to guard our personal privacy. Aldous Huxley in Brave New World , got it wrong : rather than centralizing power in the hands of the state , DNA technology has empowered individuals and families. But the state will have an important role , making sure that no one , including insurance companies , can look at our genetic data without our permission or use it to discriminate against us. Then we can get ready for the breakthroughs that could come at the end of the next century and the technology is comparable to mapping our genes : plotting the 10 billion or more neurons of our brain. With that information we might someday be able to create artificial intelligences that think and experience consciousness in ways that are indistinguishable from a human brain. Eventually we might be able to replicate our own

minds in a “ dryware ” machine , so that we could live on without the “ wetware ” of a biological brain and body. The 20th century ‘ s revolution in infotechnology will thereby merge with the 21st century ‘ s revolution in biotechnology. But this is science fiction. Let ‘ s turn the page now and get back to real science. 21. Dr. Frankenstein ‘ s remarks are mentioned in the text [A] to give an episode of the DNA technological breakthroughs. [B] to highlight the importance of a means to some everlasting ends. [C] to show how he created a new form of life a thousand years ago. [D] to introduce the topic of moral philosophies incurred in biotechnology. 22. It can be concluded from the text that the technology of human cloning should be employed [A] excessively and extravagantly. [B] reasonably and cautiously. [C] aggressively and indiscriminately. [D] openly and enthusiastically. 23. From the text , we learn that Aldous Huxley is of the opinion that [A] DNA technology should be placed in the charge of individuals. [B] government should assume less control over individuals. [C] people need government to protect their DNA information. [D] old moral precepts should be abolished on human cloning. 24. Judged from the information in the last paragraph , we can predict that the author is likely to write which of the following in the next section ? [A] The reflection upon biotechnological morality. [B] The offensive invasion of our personal privacy. [C] The inevitable change of IQs for our descendants. [D] The present state of biotechnological research. 25. According to the last paragraph , “ dry-ware ” is to “ wet-ware ” as [A] “ collective ” to “ individual ” 。 [B] “ fictional ” to

“ factual ” 。 [C] “ mechanical ” to “ corporeal ” 。 [D] “ temporary ” to “ permanent ” 。

Text 2 Before a big exam , a sound night ‘ s sleep will do you more good than poring over textbooks. That , at least , is the folk wisdom. And science , in the form of behavioral psychology , supports that wisdom. But such behavioral studies cannot distinguish between two competing theories of why sleep is good for the memory. One says that sleep is when permanent memories form. The other says that they are actually formed during the day , but then “ edited ” at night , to flush away what is superfluous. To tell the difference , it is necessary to look into the brain of a sleeping person , and that is hard. But after a decade of painstaking work , a team led by Pierre Maquet at Liege University in Belgium has managed to do it. The particular stage of sleep in which the Belgian group is interested in is rapid eye movement (REM) sleep , when brain and body are active , heart rate and blood pressure increase , the eyes move back and forth behind the eyelids as if watching a movie , and brainwave traces resemble those of wakefulness. It is during this period of sleep that people are most likely to relive events of the previous day in dreams. Dr. Maquet used an electronic device called PET to study the brains of people as they practiced a task during the day , and as they slept during the following night. The task required them to press a button as fast as possible , in response to a light coming on in one of six positions. As they learnt how to do this , their response times got faster. What they did not know was that the appearance of the lights sometimes followed a pattern what is referred to as “ artificial

grammar ” 。 Yet the reductions in response time showed that they learnt faster when the pattern was present than when there was not. What is more , those with more to learn (i.e. , the “ grammar ” , as well as the mechanical task of pushing the button) have more active brains. The “ editing ” theory would not predict that , since the number of irrelevant stimuli would be the same in each case. And to eliminate any doubts that the experimental subjects were learning as opposed to unlearning , their response times when they woke up were even quicker than when they went to sleep. The team , therefore , concluded that the nerve connections involved in memory are reinforced through reactivation during REM sleep , particularly if the brain detects an inherent structure in the material being learnt. So now , on the eve of that crucial test , maths students can sleep soundly in the knowledge that what they will remember the next day are the basic rules of algebra and not the incoherent talk from the radio next door. 100Test 下载频道开通 , 各类考试题目直接下载。详细请访问 www.100test.com