



毓秀外语系列

READING COMPREHENSION CET-4

大学英语四级 考试阅读精解

张玉静 周晓荣 / 主编



对外经济贸易大学出版社
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前 言

这是一本帮助考生高分通过大学英语四级考试并提前备战六级考试的辅导书。本书的主编和副主编都是北京高校一线大学英语教师，辅导学生四级考试均已有 20 年，积累了大量宝贵的一手辅导学生的经验。这本书就是她们 20 年辅导学生实战四级考试的经验总结。本书有以下两大特点：

1. 本书所选阅读篇章都来自最近三年的四级考试真题。全书共 50 篇文章，按话题分为四大类十个单元：商业经济类、科技前沿类、社会生活类、文化教育类。每个单元五篇文章，其中三篇基础篇，两篇提高篇。这样的安排不仅可以满足学生轻松备考四级考试的需求，还可以满足水平较高的考生考出高分，提前备战六级考试的需求。

2. 本书的每个单元编排主要包括真题演练、答案速查和篇章详解三个部分。其中篇章详解部分又包括文章大意、重点词汇及短语、难句解析、答案详解、参考译文五个部分。答案详解部分又包括试题翻译、试题类型、试题定位、解析思路四个部分。全书的编排无不以考生的需求为出发点，事无巨细，面面俱到，想考生之所想，思考生之所思，以期对考生通过大学英语四级考试起到帮助作用。

3. 本书编写分工：周晓荣负责文化教育类，张玥负责商业经济类，籍琰负责科技前沿类，张玉静负责社会生活类。本书得到北方工业大学 2018 年教材专项和北京高校大学英语教育发展中心项目资助。

编 者

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Unit 1 文化教育类 (1)

正确率: ____/25 用时: ____ mins

Section A 基础篇

Passage 1

Martha Stewart was charged, tried and convicted of a crime in 2004. As she neared the end of her prison sentence, a well-known columnist wrote that she was “paying her dues,” and that “there is simply no reason for anyone to attempt to deny her right to start anew.”

Surely, the American ideal of second chances should not be reserved only for the rich and powerful. Unfortunately, many federal and state laws impose post-conviction restrictions on a shockingly large number of Americans, who are prevented from ever fully paying their debt to society.

At least 65 million people in the United States have a criminal record. This can result in severe penalties that continue long after punishment is completed.

Many of these penalties are imposed regardless of the seriousness of the offense or the person's individual circumstances. Laws can restrict or ban voting, access to public housing, and professional and business licensing. They can affect a person's ability to get a job and qualification for benefits.

In all, more than 45,000 laws and rules serve to exclude vast numbers of people from fully participating in American life.

Some laws make senses. No one advocates letting someone convicted of *pedophilia* (恋童癖) work in a school. But too often *collateral* (附随的) consequences bear no relation to public safety. Should a woman who possessed a small amount of drugs years ago be permanently unable to be licensed as a nurse?

These laws are also counterproductive, since they make it harder for people with criminal records to find housing or land a job, two key factors that reduce backsliding. A recent report makes several recommendations, including the abolition of most post-conviction penalties, except for those specifically needed to protect public safety. Where the penalties are not a must, they should be imposed only if the facts of a case support it.

The point is not to excuse or forget the crime. Rather, it is to recognize that in America's



vast criminal justice system, second chances are crucial. It is in no one's interest to keep a large segment of the population on the margins of society.

1. What does the well-known columnist's remark about Martha Stewart suggest?
 - A) Her past record might stand in her way to a new life.
 - B) Her business went bankrupt while she was in prison.
 - C) Her release from prison has drawn little attention.
 - D) Her prison sentence might have been extended.
2. What do we learn from the second paragraph about many criminals in America?
 - A) They backslide after serving their terms in prison.
 - B) They are deprived of chances to turn over a new leaf.
 - C) They receive severe penalties for committing minor offenses.
 - D) They are convicted regardless of their individual circumstances.
3. What are the consequences for many Americans with a criminal record?
 - A) They remain poor for the rest of their lives.
 - B) They are deprived of all social benefits.
 - C) They are marginalized in society.
 - D) They are deserted by their family.
4. What does the author think of the post-conviction laws and rules?
 - A) They help to maintain social stability.
 - B) Some of them have long been outdated.
 - C) They are hardly understood by the public.
 - D) A lot of them have negative effects on society.
5. What is the author's main purpose in writing the passage?
 - A) To create opportunities for criminals to reform themselves.
 - B) To appeal for changes in America's criminal justice system.
 - C) To ensure that people with a criminal record live a decent life.
 - D) To call people's attention to prisoners' conditions in America.

Passage 2

It's nice to have people of like mind around. Agreeable people boost your confidence and allow you to relax and feel comfortable. Unfortunately, that comfort can hinder the very learning that can expand your company and your career.

It's nice to have people agree, but you need conflicting perspectives to dig out the truth. If everyone around you has similar views, your work will suffer from confirmation bias.

Take a look at your own network. Do your contacts share your point of view on most subjects? If yes, it's time to shake things up. As a leader, it can be challenging to create an environment in which people will freely disagree and argue, but as the saying goes: From

confrontation comes brilliance.

It's not easy for most people to actively seek conflict. Many spend their lives trying to avoid arguments. There's no need to go out and find people you hate, but you need to do some self-assessment to determine where you have become stale in your thinking. You may need to start by encouraging your current network to help you identify your blind spots.

Passionate, energetic debate does not require anger and hard feelings to be effective. But it does require moral strength. Once you have worthy opponents, set some ground rules so everyone understands responsibilities and boundaries. The objective of this debating game is not to win but to get to the truth that will allow you to move faster, farther, and better.

Fierce debating can hurt feelings, particularly when strong personalities are involved. Make sure you check in with your opponents so that they are not carrying the emotion of the battles beyond the battlefield. Break the tension with smiles and humor to reinforce the idea that this is friendly discourse and that all are working toward a common goal.

Reward all those involved in the debate sufficiently when the goals are reached. Let your *sparring partners* (拳击陪练) know how much you appreciate their contribution. The more they feel appreciated, the more they'll be willing to get into the ring next time.

1. What happens when you have like-minded people around you all the while?

- A) It will help your company expand more rapidly.
- B) It will create a harmonious working atmosphere.
- C) It may prevent your business and career from advancing.
- D) It may make you feel uncertain about your own decisions.

2. What does the author suggest leaders do?

- A) Avoid arguments with business partners.
- B) Encourage people to disagree and argue.
- C) Build a wide and strong business network.
- D) Seek advice from their worthy competitors.

3. What is the purpose of holding a debate?

- A) To find out the truth about an issue.
- B) To build up people's moral strength.
- C) To remove misunderstandings.
- D) To look for worthy opponents.

4. What advice does the author give to people engaged in a fierce debate?

- A) They listen carefully to their opponents' views.
- B) They show due respect for each other's beliefs.
- C) They present their views clearly and explicitly.
- D) They take care not to hurt each other's feelings.



5. How should we treat our rivals after a successful debate?

- A) Try to make peace with them.
- B) Try to make up the differences.
- C) Invite them to the ring next time.
- D) Acknowledge their contribution.

Passage 3

In communities north of Denver, residents are pitching in to help teachers and administrators as the Vrain school District tries to solve a \$13.8 million budget shortage blamed on mismanagement. "We're worried about our teachers and principals, and we really don't want to lose them because of this," one parent said. "If we can help ease their financial burden, we will."

Teachers are grateful, but know it may be years before the district is solvent. They feel really good about the parent support, but they realize it's impossible for them to solve this problem.

The 22,000-student district discovered the shortage last month. "It's extraordinary. Nobody would have imagined something happening like this at this level," said State Treasurer Mike Coffman.

Coffman and district officials last week agreed on a state emergency plan freeing up a \$9.8 million loan that enabled the payroll to be met for 2,700 teachers and staff in time for the holidays.

District officials also took \$1.7 million from student-activity accounts in its 38 schools.

At Coffman's request, the District Attorney has begun investigating the district's finances. Coffman says he wants to know whether district officials hid the budget shortage until after the November election, when voters approved a \$212 million bond issue for schools.

In Frederick, students' parents are buying classroom supplies and offering to pay for groceries and utilities to keep first-year teachers and principals in their jobs. Some \$36,000 has been raised in donations from Safeway. A Chevrolet dealership donated \$10,000 and forgave the district's \$10,750 bill for renting the driver educating cars. IBM contributed 4,500 packs of paper.

"We employ thousands of people in this community," said Mitch Carson, a hospital chief executive, who helped raise funds. "We have children in the school, and we see how they could be affected."

At Creek High School, three students started a website that displays newspaper articles, district information and an email forum. "Rumors about what's happening to the district are moving at lightning speed," said a student. "We wanted to know the truth, and spread that around instead."

1. What has happened to the Vrain School District?
 - A) A huge financial problem has arisen.
 - B) Many schools there are mismanaged.
 - C) Lots of teachers in the district are planning to quit.
 - D) Many administrative personnel have been laid off.
2. How did the residents in the Vrain School District respond to the budget shortage?
 - A) They felt somewhat helpless about it.
 - B) They accused those responsible for it.
 - C) They pooled their efforts to help solve it.
 - D) They demanded a thorough investigation.
3. In the view of State Treasurer Mike Coffman, the educational budget shortage is _____.
 - A) unavoidable
 - B) unthinkable
 - C) insolvable
 - D) irreversible
4. Why did Coffman request an investigation?
 - A) To see if there was a deliberate cover-up of the problem.
 - B) To find out the extent of the consequences of the case.
 - C) To make sure that the school principals were innocent.
 - D) To stop the voters approving the \$212 million bond issue.
5. Three high school students started a website in order to _____.
 - A) attract greater public attention to their needs
 - B) appeal to the public for contributions and donations
 - C) expose officials who neglected their duties
 - D) keep people properly informed of the crisis

Section B 提高篇

Passage 4

One hundred years ago, "Colored" was the typical way of referring to Americans of African descent. Twenty years later, it was purposefully dropped to make way for "Negro." By the late 1960s, that term was overtaken by "Black." And then, at a press conference in Chicago in 1988, Jesse Jackson declared that "African American" was the term to embrace. This one was chosen because it echoed the labels of groups, such as "Italian Americans" and "Irish Americans," that had already been freed of widespread discrimination.

A century's worth of calculated name changes point to the fact that naming any group is a



politically freighted exercise. A 2001 study cataloged all the ways in which the term “Black” carried connotations that were more negative than those of “African American.”

But if it was known that “Black” people were viewed differently from “African Americans,” researchers, until now, hadn’t identified what that gap in perception was derived from. A recent study, conducted by Emory University’s Erika Hall, found that “Black” people are viewed more negatively than “African Americans” because of a perceived difference in socioeconomic status. As a result, “Black” people are thought of as less competent and as having colder personalities.

The study’s most striking findings shed light on the racial biases permeating the professional world. Even seemingly harmless details on a resume, it appears, can tap into recruiters’ biases. A job application might mention affiliations with groups such as the “Wisconsin Association of African-American Lawyers” or the “National Black Employees Association,” the names of which apparently have consequences, and are also beyond their members’ control.

In one of the study’s experiments, subjects were given a brief description of a man from Chicago with the last name Williams. To one group, he was identified as “African-American,” and another was told he was “Black.” With little else to go on, they were asked to estimate Mr. Williams’s salary, professional standing, and educational background.

The “African-American” group estimated that he earned about \$ 37,000 a year and had a two-year college degree. The “Black” group, on the other hand, put his salary at about \$ 29,000, and guessed that he had only “some” college experience. Nearly three-quarters of the first group guessed that Mr. Williams worked at a managerial level, while only 38.5 percent of the second group thought so.

Hall’s findings suggest there’s an argument to be made for electing to use “African American,” though one can’t help but get the sense that it’s a decision that papers over the urgency of continued progress. Perhaps a new phrase is needed, one that can bring everyone one big step closer to realizing Du Bois’s original, idealistic hope: “It’s not the name—it’s the Thing that counts.”

1. Why did Jesse Jackson embrace the term “African American” for people of African descent?
 - A) It is free from racial biases.
 - B) It represents social progress.
 - C) It is in the interest of common Americans.
 - D) It follows the standard naming practice.
2. What does the author say about the naming of an ethnic group?
 - A) It advances with the times.
 - B) It is based on racial roots.
 - C) It merits intensive study.
 - D) It is politically sensitive.

3. What do Erika Hall's findings indicate?
- A) Racial biases are widespread in the professional world.
 - B) Many applicants don't attend to details on their resumes.
 - C) Job seekers should all be careful about their affiliations.
 - D) Most recruiters are unable to control their racial biases.
4. What does Erika Hall find in her experiment about a man with the last name Williams?
- A) African Americans fare better than many other ethnic groups.
 - B) Black people's socioeconomic status in America remains low.
 - C) People's conception of a person has much to do with the way he or she is labeled.
 - D) One's professional standing and income are related to their educational background.
5. What is Dr. Du Bois's ideal?
- A) All Americans enjoy equal rights.
 - B) A person is judged by their worth.
 - C) A new term is created to address African Americans.
 - D) All ethnic groups share the nation's continued progress.

Passage 5

Teenagers at risk of depression, anxiety and suicide often wear their troubles like a *neon* (霓虹灯) sign. Their risky behaviors—drinking too much alcohol, using illegal drugs, smoking cigarettes and skipping school—can alert parents and teachers that serious problems are brewing.

But a new study finds that there's another group of adolescents who are in nearly as much danger of experiencing the same psychiatric symptoms: teens who use tons of media, don't get enough sleep and have a *sedentary* (不爱活动的) lifestyle.

Of course, that may sound like a description of every teenager on the planet. But the study warns that it is teenagers who engage in all three of these practices in the extreme who are truly in jeopardy. Because their behaviors are not usually seen as a red flag, these young people have been dubbed the “invisible risk” group by the study's authors.

“In some ways they're at greater risk of falling through the cracks,” says researcher Vladimir Carli. “While most parents, teachers and clinicians would react to an adolescent using drugs or getting drunk, they may easily overlook teenagers who are engaging in inconspicuous behaviors.”

The study's authors surveyed 12,395 students and analyzed nine risk behaviors, including excessive alcohol use, illegal drug use, heavy smoking, high media use and truancy. Their aim was to determine the relationship between these risk behaviors and mental health issues in teenagers.

About 58% of the students demonstrated none or few of the risk behaviors. Some 13% scored high on all nine of the risk behaviors. And 29%, the “invisible risk” group, scored high



on three in particular. They spent five hours a day or more on electronic devices. They slept six hours a night or less. And they neglected “other healthy activities.”

The group that scored high on all nine of the risk behaviors was most likely to show symptoms of depression; in all, nearly 15% of this group reported being depressed, compared with just 4% of the low-risk group. But the invisible group wasn't far behind the high-risk set, with more than 13% of them exhibiting depression.

The findings caught Carli off guard. “We were very surprised,” he says. “The high-risk group and low-risk group are obvious. But this third group was not only unexpected, it was so distinct and so large—nearly one third of our sample—that it became a key finding of the study.”

Carli says that one of the most significant things about his study is that it provides new early-warning signs for parents, teachers and mental health-care providers. And early identification, support and treatment for mental health issues, he says, are the best ways to keep them from turning into full-blown disorders.

1. What does the author mean by saying “Teenagers at risk of depression, anxiety and suicide often wear their troubles like a neon sign” (Lines 1-2, Para.1)?
 - A) Mental problems can now be found in large numbers of teenagers.
 - B) Teenagers' mental problems are getting more and more attention.
 - C) Teenagers' mental problems are often too conspicuous not to be observed.
 - D) Depression and anxiety are the most common symptoms of mental problems.
2. What is the finding of the new study?
 - A) Teenagers' lifestyles have changed greatly in recent years.
 - B) Many teenagers resort to drugs or alcohol for mental relief.
 - C) Teenagers experiencing psychological problems tend to use a lot of media.
 - D) Many hitherto unobserved youngsters may have psychological problems.
3. Why do the researchers refer to teens who use tons of media, don't get enough sleep and have a sedentary lifestyle as the “invisible risk” group?
 - A) Their behaviors can be an invisible threat to society.
 - B) Their behaviors do not constitute a warning signal.
 - C) Their behaviors do not tend towards mental problems.
 - D) Their behaviors can be found in almost all teenagers on earth.
4. What does the new study find about the invisible group?
 - A) They are almost as liable to depression as the high-risk group.
 - B) They suffer from depression without showing any symptoms.
 - C) They do not often demonstrate risky behaviors as their peers.
 - D) They do not attract the media attention as the high-risk group does.

5. What is the significance of Vladimir Carli's study?

- A) It offers a new treatment for psychological problems among teenagers.
- B) It provides new early-warning signals for identifying teens in trouble.
- C) It may have found an ideal way to handle teenagers with behavioral problems.
- D) It sheds new light on how unhealthy behaviors trigger mental health problems.

答案速查与篇章详解

【答案速查】

Section A 基础篇

Passage 1 A B C D B

Passage 2 C B A D D

Passage 3 A C B A D

Section B 提高篇

Passage 4 A D A C A

Passage 5 C D B A B

Section A 基础篇

Passage 1

【文章大意】

本文是有关美国有犯罪前科的人的社会生存环境的议论文。文章描述了有犯罪前科的美国人在社会的实际处境, 作者指出, 美国现行的一些法规对有犯罪前科的人不公平对待, 这种待遇使得有犯罪前科的人无法完全融入社会、改过自新、回报社会。最后作者提出了针对这一问题的态度和建议: 在美国庞大的法律体系中, 给有犯罪前科的人提供改过自新的机会是至关重要的。

【重点词汇及短语】

be convicted of 宣布有罪

columnist *n.* 专栏作家

impose...on... 把……强加给

restriction *n.* 限制; 约束; 束缚

penalty *n.* 罚款, 罚金; 处罚

regardless of 不顾, 不管

qualification *n.* 资格; 条件; 限制; 赋予资格

exclude...from... 把……排除在外

advocate *vt.* 提倡, 主张, 拥护 *n.* 提倡者; 支持者; 律师

bear no relation to 和……完全不相称, 与……没有关系

permanently *adv.* 永久地, 长期不变地

counterproductive *adj.* 反生产的; 使达不到预期目标的



backslide *v.* 倒退; 滑坡

segment *vt.* 分割 *n.* 段; 部分

abolition *n.* 废除; 废止

【难句解析】

1. Unfortunately, many federal and state laws impose post-conviction restrictions on a shockingly large number of Americans, who are prevented from ever fully paying their debt to society.

本句的主干是 many federal and state laws impose post-conviction restrictions on a shockingly large number of Americans. who 为关系代词引导非限制性定语从句, 修饰前句中的 a shockingly large number of Americans.

2. Where the penalties are not a must, they should be imposed only if the facts of a case support it.

本句的主句是 they should be imposed. only if 引导条件状语从句修饰主句, where 用作连接副词引导状语从句。

【答案详解】

1. What does the well-known columnist's remark about Martha Stewart suggest?

A) Her past record might stand in her way to a new life.

B) Her business went bankrupt while she as in prison.

C) Her release from prison has drawn little attention.

D) Her prison sentence might have been extended.

1. 这位知名的专栏作家对 Martha Stewart 的评论是什么意思?

A) 她过去的记录可能会影响她的新生活。

B) 她在监狱服刑时生意破产了。

C) 她刑满出狱并未引起关注。

D) 她的刑期可能会延长。

【试题类型】推理判断题

【定位】根据题干中的 well-known columnist, 本题定位在第一段第二句。

【解析思路】根据第一段的内容可知, Martha Stewart 在 2004 年被判有罪, 在她刑期即将结束时, 知名专栏作家写道: 她已经得到了惩罚, 任何人都没有理由去试图剥夺她重新开始的权利。由此可推断出, 专栏作家担心 Martha Stewart 的入狱经历可能会影响到她出狱后的生活, 故 A) 项为正确答案。

2. What do we learn from the second paragraph about many criminals in America?

A) They backslide after serving their terms in prison.

B) They are deprived of chances to turn over a new leaf.

C) They receive severe penalties for committing minor offenses.

D) They are convicted regardless of their individual circumstances.

2. 关于美国的许多罪犯, 我们从第二段可得知什么?

- A) 他们在监狱服刑后都堕落了。
- B) 他们被剥夺了改过自新的机会。
- C) 他们因犯轻罪而受到严重惩罚。
- D) 没有考虑他们的个人情况就被定罪。

【试题类型】推理判断题

【定位】根据题干中的 the second paragraph 和 many criminals in America, 本题定位在第二段第二句。

【解析思路】定位句指出, 很多联邦法律和州立法对很大一部分人强制实施定罪后限制, 这使得他们无法充分回报社会。由此可见, 服刑人员即使刑满释放, 也会受到很多限制, 难以完全融入社会, 开始全新的生活。选项 B) “他们被剥夺了改过自新的机会” 与原文相符合, 故为正确答案。选项 A) 中 “backsliding” 是在文章第七段提到的, 但并不是说 “他们在监狱服刑后都堕落了”, 而是说, 刑满出狱后的限制使得他们难以找到工作和住房, 这两个因素是减少刑满出狱后堕落的关键点, 可以排除; 选项 C) 的内容文中并未提及, 可以排除; 而选项 D) 的内容是在第四段出现的, 与本题所问无关, 故排除。

3. What are the consequences for many Americans with a criminal record?

- A) They remain poor for the rest of their lives.
- B) They are deprived of all social benefits.
- C) They are marginalized in society.
- D) They are deserted by their family.

3. 对许多有犯罪记录的美国人来说, 后果是什么?

- A) 他们的余生仍生活贫困。
- B) 他们被剥夺了所有的社会福利。
- C) 他们在社会中被边缘化。
- D) 他们被家人抛弃。

【试题类型】推理判断题

【定位】根据题干中的 the consequences 和 Americans with a criminal record, 本题定位在第三段和第四段。

【解析思路】第三段中的 result in 可与题干中的 consequences 相对应, 第四段中的 Laws can restrict... 和 They can affect... 都表示 “带来的影响和后果”。由此可知, 有犯罪记录带来的后果有: 刑期结束后还要接受长时间的严重惩罚; 限制他们享有选举权、没有权利申请公租房、不能取得执业资格证及商业经营许可证等; 进而影响到他们获得工作的能力和谋求福利的资格。所有这些影响和后果都说明, 他们享受不到正常公民所拥有的权利, 也就无法完全融入社会, 选项 C) 中的 “被社会边缘化” 与原文相符, 故为正确答案。选项 A) 和 D) 的内容文中并未提及, 可以排除; 选项 B) “他们被剥夺了所有的社会福利” 与原文不符, 第四段提到刑满后的惩罚限制会影响他们获得工作的能力和谋求福利的资格, 并非剥夺了所有的社会福利, 故排除。



4. What does the author think of the post-conviction laws and rules?

- A) They help to maintain social stability.
- B) Some of them have long been outdated.
- C) They are hardly understood by the public.
- D) A lot of them have negative effects on society.**

4. 作者如何看待定罪后的法律和法则?

- A) 有助于维护社会稳定。
- B) 其中一些早已过时。
- C) 很难被公众所理解。
- D) 很多对社会有负面影响。**

【试题类型】观点态度题

【定位】根据题干中的 the author 和 the post-conviction laws and rules, 本题定位在第六段和第七段。

【解析思路】作者在第六段指出一些法律是合理的,但同时提出质疑,接着在第七段指出,这些法律会产生适得其反的效果,因为它们使有犯罪记录的人更难找到住房或工作。而这两方面正是减少他们走回头路的关键因素。由此可见,作者对一些法律并不赞同,认为有些法律对有犯罪前科的人不公平,不利于他们改过自新,反而对社会产生不好的影响。故 D)项为正确答案。

5. What is the author's main purpose in writing the passage?

- A) To create opportunities for criminals to reform themselves.
- B) To appeal for changes in America's criminal justice system.**
- C) To ensure that people with a criminal record live a decent life.
- D) To call people's attention to prisoners' conditions in America.

5. 作者写这篇文章的主要目的是什么?

- A) 为罪犯改过自新创造机会。
- B) 呼吁美国的刑事司法制度的改变。**
- C) 确保有犯罪前科的人过上体面的生活。
- D) 唤起人们对美国囚犯条件的关注。

【试题类型】主旨大意题

【定位】根据题干中的 the author's main purpose, 本题定位在全文,尤其是最后一段。

【解析思路】作者在本文中一直都在探讨美国法律对犯罪分子服刑后的种种限制,不利于他们改过自新和融入社会。文章最后一段提到,让那么一大部分群体游走在社会的边缘对任何人都是没有好处的。作者较明确地表达了写作的目的是希望能对刑法体系中一些不合理的地方进行改进,故选项 B)为正确答案。选项 A)中的“创造机会”,作者全文并未提到创造何种机会或如何创造机会等话题,可以排除;选项 C)中的“过上体面的生活”,文中没有体现,故排除;选项 D)“对美国囚犯条件的关注”与文章所论话题无关,本文关注的是服刑后的人员而非正在服刑的罪犯,故排除。