

成功外语

30 天

吴 谨 编著

搞定英语四级

• 基础知识

真正的30天突破

测、讲、练完美组合

重点考点突出，分项突破

紧扣最新大纲和命题趋势

为读者量身定造学习计划

首创英语四级“财富本”概念

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吴 谨 编著

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前言

你是否还在为几分之差不过四级而耿耿于怀呢？是否还在为考运太差屡次不过四级而垂头丧气呢？是否还在怀疑自己没有学英语的天赋呢？各位读者，你们欠缺的不是学习的天赋，也不会是考试的运气，更不可能是命中注定的，而是一个非常简单又实在的语言学习上的问题——基础薄弱。

本教材为《30天搞定英语四级》系列丛书——基础知识篇；是为准备参加四级或六级或雅思等考试的读者量身定制的，也可供同等英语基础的读者学习使用。本书具有以下特色：

一、真正的30天突破！

本书的30天突破是科学合理的以一定学习量来划分的，共编为10单元分30天突破，3天1单元，在30天复习结束后附有两套自测练习，可供读者作一复习总结。读者有效学习完本书后，再对相应考试加以突击，可以确保较为顺利的通过考试。

二、极富人性化的服务体系

本书根据《艾宾浩斯遗忘曲线》为读者安排了本书的学习计划，只要读者严格遵循复习，将确保学习效果（详见使用说明）。

在本书的最后，我们都为读者准备了学习心得财富本，方便读者记录每天的学习心得和难点重点。读者在学完本书后可以将其剪下装订成册，方便复习。

三、内容翔实系统，选材地道，编排合理

帮助读者“用英语思考，夯实英语基础”是本教材的初衷，因此它旨在全方位地提高读者的语言学习能力。10个单元中，每单元包括语音练习、精读课文、与之相适应的多种配套练习、诗歌或寓言等辅助阅读材料以及有相当难度的一篇阅读文章。同时，在第10单元后安排了测试题目供读者检查语言能力有否真正提高。为方便起见，现分述如下：

1. 语音练习+语言准备

在教学中我们发现很多同学学习的是“哑巴英语”，原因是发音不够准确或地道。这极大地阻碍了深层次的语言学习和能力的提升。为了帮助大家在有限的时间内纠正错误的发音，提高学习英语的兴趣和能力，本教材设计了一种专门训练语音的练习，从易到难，对发音近似和难度较大的音进行对比练习，使读者清楚地意识到自己的问题和不足，可望在实践中对读者有实质性的帮助。考虑到第二部分要求的书面和口头表达能力，在语言准备

中设计了辨词练习或写作练习,为同学们顺利完成第二部分相关练习做准备。

2. 精读课文

生词表被安排在课文前,目的是希望在阅读课文时不再查阅单词,思维不会因此中途中断。重要的句子和句型罗列在课文后面供读者反复练习,并牢记心中,目的是希望读者每学完一课都会有实实在在的所得。接下来是相应的口头问题,测试读者是否记住课文中的细节,旨在训练理解、短期记忆和口语表达能力。接着是词汇层和句子层的练习。这部分练习类型独特,10个单元尽量做到不重复、少重复,提供尽量多种类的练习,提高读者做题的兴趣,以此希望能有效帮助读者在口语和书面语准确表达自己的思想。最后是有关系的讨论问题,既可用英语口头讨论,也可以书面形式论述,加强对已学过的词汇和句型用法的理解。

3. 诗歌或寓言阅读

诗歌和寓言是极富文化色彩的读物,反映了西方社会人们的思维和生活等各个方面。考虑到中国高校目前对文学课普遍尚欠重视的因素,本教材选取的诗歌和寓言均文字简单、语言优美,但寓意深远,目的是希望读者能通过阅读领略西方文化的美。每首诗歌或寓言后均有相应的开放式问题,供一组同学讨论或在课堂上集体讨论。

4. 泛读

最后一部分的泛读具有相当的难度,需要花一定的时间和精力反复阅读才能真正理解内在涵义。这不是为难读者,而是要大家理解原版的读物大多数都是如此。这部分课文的练习为英译中,目的是检查理解和表达是否准确。除像第二部分精读课文先将生词罗列在课文前外,最后还提供了课文的中译文,帮助读者检查理解的准确度。

本教材的所有阅读课文均来自原版教材或《时代周刊》等刊物,语言地道、标准。它既可以在教师的帮助下学习,也可作为自学用书;既可用它训练口语,也可用它帮助提高阅读和写作能力。

最后,我要感谢我的朋友程宏、陈宇和程硕天,没有他们的支持、建议和反复校对,我是不可能完成全书的。我还要感谢杭州成功专修学校洪根强老师,是他的鼓励和指导使我得以给本书画上了句号。同时感谢浙江大学外语学院的陆润华老师,为我接触许多原版教材和刊物提供了诸多的方便。

诚然,要在一本书中涵盖语言学习的全部内容和特点未免太妄自尊大了。同时,由于编者水平有限,书中错误缺点和考虑不周之处在所难免,恳切希望读者和专家们批评指正。

吴 谨

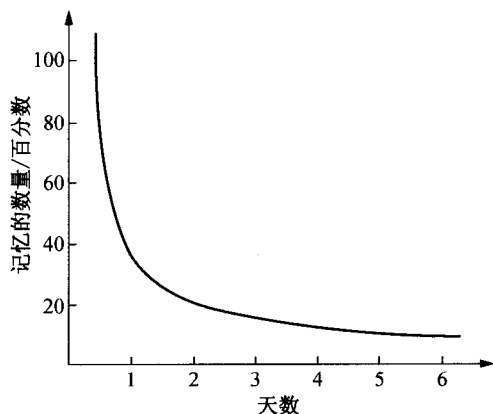
于浙江大学城市学院

2004年10月

使用说明

为真正达到复习效果,使用本书时必须严格按照《艾宾浩斯遗忘曲线》来复习写作。

如何运用《艾宾浩斯遗忘曲线》来练习呢?《艾宾浩斯遗忘曲线》是一位德国有一位著名的心理学家名叫艾宾浩斯(Hermann Ebbinghaus,1850~1909年)提出的,他发现人的遗忘规律是:随着时间的推移,人的遗忘速度逐渐减慢。如下图:



按照这条曲线来安排学习本书,就要求复习的间隔逐渐延长;如果每天练习完一天的内容,三十天即可学完本书,但学的越多,遗忘的也越多;所以必须在第一天学习一次,第二天复习一次,第四天复习一次,第七天复习一次,共四轮;掌握本书内容学习加上复习共需四十三天!具体安排如下:

- 第一天: 1 天
- 第二天: 1,2 天
- 第三天: 2,3 天
- 第四天: 1,3,4 天
- 第五天: 2,4,5 天
- 第六天: 3,5,6 天
- 第七天: 1,4,6,7 天
- 第八天: 2,5,7,8 天
- 第九天: 3,6,8,9 天
- 第十天: 4,7,9,10 天
- 第十一天: 5,8,10,11 天
- 第十二天: 6,9,11,12 天
- 第十三天: 7,10,12,13 天

第十四天: 1,8,11,13,14 天

第十五天: 2,9,12,14,15 天

第十六天: 3,10,13,15,16 天

第十七天: 4,11,14,16,17 天

第十八天: 5,12,15,17,18 天

第十九天: 6,13,16,18,19 天

第二十天: 7,14,17,19,20 天

第二十一天: 8,15,18,20,21 天

第二十二天: 9,16,19,21,22 天

第二十三天: 10,17,20,22,23 天

第二十四天: 11,18,21,23,24 天

第二十五天: 12,19,22,24,25 天

第二十六天: 13,20,23,25,26 天

第二十七天: 14,21,24,26,27 天

第二十八天: 15,22,25,27,28 天

第二十九天: 16,23,26,28,29 天

第三十天: 17,24,27,29,30 天

虽然您已经学完三十天的所有内容,但复习尚未完成,考生仍需努力!

第三十一天: 18,25,28,30 天

第三十二天: 19,26,29 天

第三十三天: 20,27,30 天

第三十四天: 21,28 天

第三十五天: 22,29 天

第三十六天: 23,30 天

第三十七天: 24 天

第三十八天: 25 天

第三十九天: 26 天

第四十天: 27 天

第四十一天: 28 天

第四十二天: 29 天

第四十三天: 30 天

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第1天

Unit One (1)

Part One Pronunciation Practice & Language Preparation (语音练习+语言准备)

Step One Fricative consonants /f, v, s, z, θ, ð, ʃ, ʒ, h, r/

A. /f/ and /v/

When you pronounce both /f/ and /v/, the organs of speech are in the position in Fig.

1.

1. The soft palate is raised so that no air goes through the nose and it is all forced through the mouth;
2. The lower lip is very close to the upper front teeth: This forms the narrow pathway and when air is pushed through this pathway slight friction occurred;
3. The tongue is not directly concerned in making these sounds, but it does not lie idle; it takes up the position necessary for the following sound, so in /fi:/ it will be in the /i:/ position whilst /f/ is being pronounced, and in the /fri:/ it will be in the /r/ position, and so on.



Fig. 1

The difference between /f/ and /v/ is mainly one of strength: /f/ is a strong consonant; /v/ is a weak one. Also, /f/ is never voiced, but /v/ may be. And /f/ is rather longer than /v/. Thus /f/ is a strong, voiceless, long consonant; /v/ is a weak, perhaps voiced, short consonant.

Now try practicing the following two columns of words. Pay attention to the difference in pronunciation.

fast	feel	ferry	fan	few	fear	file	suffer	rougher	offer	refuse
vast	veal	very	van	view	veer	vile	cover	lover	hover	reviews

B. /s/ and /z/

When you pronounce both /s/ and /z/, the organs of speech are in the position in Fig.

2.

1. The soft palate is raised so that all the breath is forced to go through the mouth;
2. The tip and blade of the tongue are very close to the alveolar ridge. There is a very

considerable narrow pathway at this point, neither near the teeth nor near the hard palate;

3. The teeth are very close together;
4. /s/ is stronger, longer and always voiceless, while /z/ is weaker and shorter and may be voiced.

Now try practicing the following two columns of words. Pay attention to the difference in pronunciation.

sink	seal	looser	buses	coarser	fussy	hearse	price	ass	hiss
zinc	zeal	loser	buzzes	causer	fuzzy	hers	prize	as	his



Fig. 2

C. /θ/ and /ð/

When you pronounce both /θ/ and /e/, the organs of speech are in the position in Fig.

3.

1. The soft palate is raised so that all the breath is forced to go through the mouth;
2. The tip of the tongue is close to the upper front teeth; this is the narrow pathway where the friction is made;
3. The noise made by the friction for /θ/ and /e/ is not very great, much less than for /s/ and /z/. Again, /θ/ is stronger, longer and always voiceless, while /e/ is weaker and shorter and may be voiced.

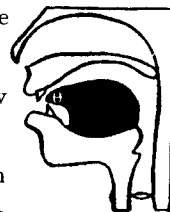


Fig. 3

Now try practicing the following two columns of words. Pay attention to the difference in pronunciation.

think	thought	author	earthy	growth	tooth	faith	myth	mouth(n.)
this	those	other	worthy	loathe	smooth	bathe	with	mouth(v.)

D. /f/ and /ɜ/

When you pronounce both /f/ and /ɜ/, the organs of speech are in the position in Fig.

4.

1. The soft palate is raised so that all the breath is forced to go through the mouth;
2. There is a narrow pathway between the tip of the tongue and the back of the alveolar ridge;
3. The front of the tongue is higher than for /s/ and /z/;
4. The lips are very slightly rounded. /f/ is stronger and longer and always voiceless, while /ɜ/ is weaker and shorter and may be voiced.

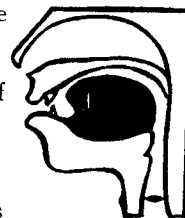


Fig. 4

Now try practicing the following two columns of words. Pay attention to the difference in pronunciation. Remember /ɜ/ does not occur at the beginning of English words but /f/ quite frequently does.

finish rubbish leash push harsh share shine sharp shoe shirt
rouge beige garage vision closure erasure invasion measure division leisure

E. /h/

There are as many /h/-sounds in English as there are vowels, because /h/ always occurs before a vowel and consists of the sound of breath passing between the open vocal cords and out of the mouth which is already prepared for the following vowel. Before /i:/ the mouth is in position for /i:/, before /au/ it is ready for /au/, and so on. So in order to make /h/ sounds, the mouth is held ready for the vowel and a short gasp of breath is pushed up by the lungs in Fig. 5.

/h/ does not make very much noise, but it must not be left out for two reasons:

1. Many words are distinguished by the presence or absence of /h/, like here and ear;
2. English speakers consider that the leaving out of /h/ is the mark of an uncultivated speaker.



Fig. 5

Now try practicing the following two columns of words, one with /h/ and one without /h/. Pay attention to the difference in pronunciation.

harm	hedge	hair	heat	hall	hill
arm	edge	air	eat	all	ill

F. /r/

The position of the speech organs for /r/ is

1. Raise the tip of the tongue towards the back part of the teeth-ridge, narrowing the air passage.
2. Notice the characteristic curling back of the tongue and cause the breath to pass over it, making a voiced continuant.
3. Make a wide separation between the upper and lower teeth.
4. Raise the soft palate and vibrate the vocal cords.



Fig. 6

Now try these words and be sure that the tip of the tongue is curled back when you are producing the sound.

read	round	arrest	borrow	prey	approve	crack	intrude	droop	better off
red	rude	around	hurry	proud	deprive	cream	retreat	drop	four or five

Step Two Rapid visual perception of words

How fast we can read and understand the material being read depends on many variables: our visual skills, perceptual skills, vocabulary power, our purpose for reading, intelligence, past experiences, familiarity with the material being read and many other things including our state of mind. Reading is a very complex process involving many physical,

intellectual, and often emotional reactions.

The following exercise is concerned with a basic skill necessary for developing reading flexibility—visual perception. Underline the same words as the first one. The purpose is to help you speed up your perception of words. Do not look back on any line. Work as rapidly as you can. Do not stop when reading. Time yourself or have someone time for you. Try to finish the drill in less than 30 seconds.

Begin timing.

1. laugh tough laugh tough tough laugh
2. cough cough rough rough rough cough rough
3. phrase phrase phase phrase phase phase phase
4. right right right night night night night
5. night might might might might night might
6. sought sought fought sought fought sought fought
7. freight weight weight weight freight weight weight
8. fight tight tight fight fight tight tight
9. sliver silver silver silver silver silver silver
10. chrome chrome chronic chrome chronic chronic chrome
11. bough dough bough dough dough dough bough
12. whale while while while while while while
13. udder udder utter utmost udder utter until
14. think thank think think thank thank thank
15. minks sinks minks minks sinks sinks sink

第2天

Unit One (2)

Part Two Intensive Reading (精读)

Step One Before you read the text, try to learn these words by heart

1. improve [impru:v] *v.* to make something better, or become better 改进
e. g. Let's hope the weather improves before Saturday.
Some wines improve with age.
2. available [ə'veiləbl] *adj.* (+for/to) something that is available is able to be used or can easily be bought or found
e. g. The university is trying to make more accommodation available for students.
There is an increase in the number of jobs available to women.
3. provide for [prə'vaɪd] *v.* (+sb./sth.) to give someone the things they need, such as money, food etc.
e. g. Without work, how can I provide for my children? 没有工作,我怎么养活我的孩子?
4. now that *conj.* because of something or as a result of something 既然
e. g. Now that they have got to know each other a little better, they get along just fine.
5. typical ['tɪpɪkəl] *adj.* having the usual features or qualities of a particular group or thing 典型的,具有代表性的
e. g. This painting is fairly typical of his early work. 这幅画是他典型的早期作品。
It is typical of him to get angry about it.
6. affect [ə'fekt] *v.* to do something that produces an effect or change in someone or something 影响
e. g. How will the tax affect people on low incomes?
We were all deeply affected by the news of her death.
Comp: affect effect
affect is the usual verb and effect is the usual noun:
e. g. How do you think the changes will affect you?
What effect do you think the changes will have on you?
When effect is used as verb, it is fairly formal and is only used in particular

meanings.

We need to exert all our efforts to effect a reconciliation between the warring factions. 我们需要全力以赴,使战争双方达成和解。

Step Two Read the following passage and time when you read.

Women and Change

[1] Women hold up half the sky. This is a Chinese saying. However, research shows that perhaps women do more than their share of "holding up the sky."

[2] In 1975, the United Nations organized the Decade for Women. In 1985, it published a report on the conditions and rights of women throughout the world.

[3] Some of the news in the report is very good. For example, 90% of all countries now have official organizations to **improve** the lives of women. More than half the countries have laws to protect the rights of women. 90% of the countries have passed laws to give women equal pay for equal work. WHO (World Health Organization) and UNICEF (United Nations Children's Fund) have programs to improve the health of people in Third World countries, especially women and children. Half of the women in the world now have birth-control methods **available**. 41% of the children in school now are girls, a big change from the past, because in many countries education was not available to girls.

[4] The report also has bad news. Although most countries have official organizations to improve women's lives, many of these organizations don't do anything. 50% of the world's population is women, but in nearly two-thirds of all working hours the work is done by women. They do most of the domestic work, for example, cooking and washing clothes. Millions also work outside the home. Women hold 35% of all the world's jobs. For this work, they earn only 40% to 60% as much as men, and of course they earn nothing for their domestic work.

[5] Only 6% of places in government are held by women. 60% of the people who can't read and write are women. It is these illiterate women who are the most frightened of trying to improve their lives. Being illiterate doesn't mean they are not intelligent. It does mean it is difficult for them to change their lives.

[6] In developing countries, where three-fourths of the world's population lives, women produce more than half of the food. In Africa, 80% of all agricultural work is done by women. There are many programs to help poor countries develop their agriculture. However, for years these programs **provided** money and training **for** men and not for women. **Now that** the UN report is published, this is changing. International organizations and programs run by developed nations are starting to help women, as well as men, improve their agricultural production.

[7] In parts of Africa, this is a **typical** day for a village woman. At 4:45 a. m. she gets up, washes and eats. It takes her a half hour to walk to the fields, and she works there until 3:00 p. m. She collects firewood and gets home at 4:00 p. m. She spends the next hour and a half preparing food to cook. Then she collects water for another hour. From 6:30 to 8:30 she cooks. After dinner, she spends an hour washing the dishes and her children. She goes to bed at 9:30 p. m.

[8] In Pakistan, women spend 63 hours a week on housework. In Italy, 85% of mothers who work outside the home also do all the housework. Their husbands never help them.

[9] This is only a small part of the information in the UN report. Will this report help change the life of women? Should there be a change? Are women supposed to do the housework? Should they work outside the home? Will the UN report help improve women's lives? Do they need improvement? Different people have different answers to these questions.

[10] The family is changing rapidly in many societies. Any change in the family **affects** women. Any change in the lives of women affects the family and the society. Governments have already passed some laws affecting women because of the UN Decade for Women. The UN report will affect the changes now happening in the family and society.

Time spent on reading: _____

Step Three Keep in mind the following important sentences, and pay attention to the blackened words

1. The Chinese saying that women hold up half the sky shows that perhaps women **do more than their share of "holding up the sky."**
2. 41% of the children in school now are girls. This is **a big change from the past**, because in many countries education was not **available** to girls.
3. **Although** most countries have official organizations to improve women's lives, many of these organizations don't do anything.
4. Women earn only **40% to 60% as much as men for 35% of all the world's jobs**, and of course they earn nothing for their domestic work.
5. **It is these illiterate women who are the most frightened of trying to improve their lives.**
6. For years many programs **provided money and training for men and not for women.**
7. International organizations and programs run by developed nations are starting to **help women, as well as men, improve their agricultural production.**
8. The village woman **spends the next hour and a half preparing food to cook.**
9. **Are** women **supposed to** do the housework?
10. Any change in the family **affects** women and any change in the lives of women **affects**

the family and society.

Step Four Scan the text to find these answers and write the answers and the numbers of the line where you find them

1. What percentage of jobs are held by women?
2. What percentage of government jobs are held by women?
3. What percentage of countries have laws about equal pay?
4. In Africa, what percentage of farm work do women do?
5. How many hours a day do Pakistani women spend doing housework?
6. When was the Decade for Women?
7. What percentage of women have birth-control methods available?
8. What percentage of children in school are boys?

Step Five Fill the blanks with the appropriate words below and change the form when necessary

prepare	agriculture	affect	literate	right	publish	train
protect	official	require	domestic	share	fright	rapid
typical						field

1. The children started fighting because one took more than his _____ of the cake.
2. Some movies _____ children so they can't sleep.
3. The world's population is increasing _____.
4. Marge helped her friend finish her work, which was _____ of Marge.
5. _____ is another word for farming.
6. Everyone has the _____ to enough food, a place to live, medical care, and an education.
7. People who can't read and write are _____.
8. There are some horses in the _____ behind the farmhouse.
9. What book company _____ this book?
10. Are you _____ for the big test tomorrow?
11. A _____ worker does a family's housework.
12. Firefighters need _____ before they are officially assigned to any task.
13. Hot and cold weather _____ people in different ways.
14. Caves _____ people from the weather thousands of years ago.
15. In some countries, schools must give _____ exams at the end of the year. In others, each teacher writes an exam.
16. You are _____ to come to class on time.

Step Six Topic for oral discussion and writing

1. What does “women hold up half the sky” mean?
2. How many countries do you know have laws to protect the rights of women?
3. Do you know any older women who are illiterate? If you do, why didn't they go to school when young?
4. Give a reason why some women work more hours than men.
5. In China, do men help women with the housework?
6. Is it easy to change the life of women in a society? Give a reason for your answer.
7. Is the life of a young woman in China today different from that of a woman 50 years ago? Give two examples.

Step Seven Writing practice

Every word we use belongs to its own proper category. However, we should keep in mind that words can change their roles. The context determines what part of speech a word is playing. For example, the word throw is usually a verb, as in the sentence, “I will throw the ball.” But consider the sentence, “That was a fine throw.” We can see that the word throw is now being used as a noun, a thing. Many words change their roles depending on their context. Now make sentences of your own using the underlined words in the following sentences and state what category you are using them.

1. The care of infants and children is the subject of many books.
A) _____.
B) _____.
2. There was a break in communication during the emergency.
A) _____.
B) _____.
3. Mr. Sokolski was pushing his little girl on the swing.
A) _____.
B) _____.
4. It is time for a change.
A) _____.
B) _____.
5. Patients in this hospital are well taken care of.
A) _____.
B) _____.
6. We had a snack after the movie.
A) _____.