

# 英 语

第 五 册

(修 訂 本)

俞 大 綱 主 編

商 务 印 书 馆



本册为高中英语教材第五册  
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(修訂本)

俞大綱主編

商務印書館

1964年·北京

本册供高等学校英国語言专业三年級上学期使用。参加本册編写工作的，除主編北京大学西方語言文学系俞大綱外，还有吳柱存、張祥保、林筠因、周珊凤、孙亦丽等。赵韶熊、張恩裕、伍鴻森、溫德等也参加了部分編写工作。本册定稿过程中，曾由北京外国語学院王佐良、北京大学李賦宁和外交学院吳景荣审閱过。

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商 务 印 书 馆 出 版

北京复兴門外翠微路

(北京市书刊出版业營業許可证出字第 107 第)

新华书店北京发行所发行 各地新华书店經售

新 华 印 刷 厂 印 装

統一书号·K9017·341

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1962年1月初版

1963年10月修訂再版

1964年2月北京第4次印刷

印張 7 4/16

开本 850×1168<sup>1/32</sup>

字數 187 千字

印數 12,321—15,940 册

定 价 (10) 1.10 元

## 編者說明

英国語言专业三年級英語課本分上下两冊，即《英語》第五冊和第六冊。为了符合教学要求，所选課文除詩歌外，都略有删节改动。上册中有几篇是根据原文改写的。

注释分两种。第一种包括作者簡介、背景知識、專門名詞、一般字典上不易查到的难字以及学生不易理解其确切意义的难句。这种注释的目的是帮助学生在預习时較好地理解原文。第二种是有关語法和詞汇的注释，包括一些要在二年級的基础上繼續扩大和提高的語法重点、句型介紹、易混淆的詞的区分、构詞原則和修詞等。这种注释中所列各項大都要求学生在教师的指导下，通过課本中相应的练习，达到深入理解、熟练掌握的程度。

为了加强基本訓練，本书安排了相当数量的模仿性练习，以便使学生打下扎实的語言基础；同时也布置了一定的創造性练习，以培养学生灵活运用所学語言的能力。

語法练习的重点項目是：几种时态的用法比較、情态動詞、虚拟語气、被动語态、无人称動詞、動詞的典型用法、連接詞以及否定的表达方式等。这些項目大都是有計劃地归納課文中出現較多或較典型的語言現象。其他如学生难于掌握的冠詞、介詞、时态等則經常散見各課练习中。

詞汇练习侧重于詞义、构詞、辨义及詞源等方面。

語音练习的重点是重音、节奏和語調。此外，还包括二年級留下来的难点，如音的长度、停顿等。通过练习，要求学生在学期末能初步进行正确的表情朗讀。

課文中的练习种类比較多,份量比較重,可根据学生的不同情况,选择使用。

在編写过程中,承北京外国語学院、北京师范大学、南开大学、山东大学、南京大学、复旦大学、上海外国語学院、华东师范大学等兄弟院校的同志們通力合作,研究編写原則,供給原始材料,提出修改意見,对我們帮助很大,我們謹致謝忱。

編者

一九六一年九月

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## LESSON I

### REMINISCENCES OF AN INTERVIEW WITH CHAIRMAN MAO TSE-TUNG ON THE

#### PAPER TIGER

by *Anna Louise Strong*

We sat on the flat clay terrace under an apple tree with a view of distant hills through the afternoon hours until sunset.

Chairman Mao wore the usual suit of dark blue cotton, but it was neater and better cared for than with others. There was no haste or restlessness in his manner but a poised friendliness. His comments were full of imagery and his face lit often into vivid humour when he smiled, but he had eyes that nothing escaped.

The conversation went easily. The interpreter did a good job and Chairman Mao's own manner was so expressive that I was not conscious of any barrier of speech. His mind swept easily over the world, including many lands and epochs. He first questioned me about America. On many American events he was better informed than I. This was surprising; for I had left America only a few weeks earlier while for twenty years Mao had not even had a postal connection with the outside world.

Mao's direct speech, wide range of knowledge, sharp analysis and poetic imagery made his conversa-



tion, the most stimulating I have ever known. In speaking of American weapons captured from Chiang's  
25 troops he called them "a blood transfusion, from America to Chiang, from Chiang to us" .... In speaking of American imperialism he used many metaphors .... At one time he said: "It is the strongest in  
30 history and also the weakest in history. The skyscraper is highest but the foundation is shakiest." At another moment he said, "American imperialism grows lonely; so many of its friends are dead or ill. Even penicillin will not cure them. It is only now that so many reactionaries are growing sick with mortal illness."  
35

The metaphor of the "paper tiger" was used during this talk and I was especially impressed, not only by the metaphor but by the way in which Chairman Mao, without knowing English, was able to correct  
40 the inexact translation of his words. When he first said that reactionary rulers are paper tigers, the expression was translated "scarecrow". Chairman Mao immediately stopped the talk and asked me to tell him just what a "scarecrow" was. When I replied that  
45 it is a figure like a man which peasants put up in a field to scare away crows, he at once expressed dissatisfaction, and said that this was not his meaning. A paper tiger, he said, is not something dead to scare crows with. It scares children. It looks like a terrible  
50 tiger but actually, being made of pressed paper, it softens when damp and is washed away in a heavy rain.

After this Chairman Mao said "paper tiger" in English, laughing at the sound of English words in a sentence, the rest of which was Chinese. Before the February Revolution in Russia, he said, the tsar looked very strong and terrible. But a February rain washed him away. Hitler also was washed away by the storms of history. So were the Japanese imperialists. They were paper tigers all. The same thing would happen to all imperialists and reactionaries. Their strength lay only in the lack of consciousness on the part of the people. The consciousness of the people is the basic question. Not explosives or atom bombs but the man who handles them. He is still to be educated... After a moment, he added: Communist Parties have real power, because they awaken the people's consciousness.

It was nearly midnight when the Chairman and his wife accompanied me down the hillside with a kerosene lantern to light the path to the waiting truck. Good-byes were said. They stood on the hill watching as my truck jolted downwards and splashed into the Yen River. Bright, very bright were the stars over the wild, dark Yen-an hills.

## NOTES AND COMMENTARY

1. *The author* — Anna Louise Strong is an American writer and journalist. She first visited our country in 1946 and had an interview with Chairman Mao in Yen-an in August of that year. It was in this interview that Chairman Mao made the famous remark about imperialists and reactionaries being all paper tigers. To mark the occasion of

the publication of the fourth volume of Chairman Mao's *Selected Works* she wrote her *Reminiscences*, of which the above text is an extract.

2. **than with others** (ll. 5,6) — *than* was the case *with* others  
比別人的衣服(更整潔)
3. **that nothing escaped** (ll. 9,10) — *Escaped* here is transitively used, having for its object the relative pronoun 'that' (referring to 'eyes').
4. **I was not conscious of any barrier of speech** (ll. 13,14) — I could understand him even without knowing Chinese.
5. **His mind swept easily over the world** (l. 14) — He had a firm grasp of world events, both past and present.
6. **lands** (l. 15) — *Land* can be used as a countable noun to mean 地方, 国家, or an uncountable noun to mean 陆地, 土地.
7. **had not even had a postal connection with** (ll. 19,20) — had not written letters to or received them from
8. **direct speech** (l. 21) — way of speaking which is to the point 直截了当的說話方式
9. **When he first said that reactionary rulers are paper tigers** (ll. 40, 41) — In indirect speech the present tense can be used in the subordinate clause if it gives a definition or states a general truth.
10. **pressed paper** (l. 50) — paper stuck together and pressed until it becomes thick and hard
11. **it softens when damp** (ll. 50,51) — it softens when (it is) damp. In adverbial clauses beginning with 'when', 'if', etc., the subject, if it is the same as the subject in the main clause, may be omitted along with the verb 'to be' in the predicate.
12. **They were paper tigers all.** (l. 60) — The usual word order is: They were all paper tigers. For emphasis a word or group of words can often be put in a position which is not its usual one.

13. **Not explosives or atom bombs but the man who handles them.** (ll. 64, 65) — This sentence is elliptical. See if you can supply the missing parts.

## LEXICAL AND GRAMMAR NOTES

1. **sky-scrapers** (ll. 29, 30); **scarecrow** (l. 42)

English has a great many words which are made up of two or more elements, each of which may also be used as a separate word. This means of word-building is called *composition* or *compounding*. Words formed in this way are called *compound words*.

Other compound words in the text are; afternoon (l. 2), good-bye (l. 72), hillside (l. 70), **inexact** (l. 40), **illness** (ll. 34, 35)

Another means of word-building is *derivation*, in which only one of the elements can be used as a separate word. The other element, if it is at the head, is called a prefix; if at the end, a suffix. Other examples are: dissatisfaction (ll. 46, 47), restlessness (l. 6)

2. **It is a figure like a man** (l. 45) — *simile*

**reactionary rulers are paper tigers** (l. 41) — *metaphor*

A *simile* (明喻) is a comparison between two things which are unlike in many respects, but have one point of resemblance. The comparison is usually expressed by *like* or *as*.

*Metaphor* (暗喻) differs from *simile* in that the comparison is only implied, instead of being formally stated.

The slave-owner's heart was *like stone*. (simile)

The slave-owner had a heart of *stone*. (metaphor)

3. **It was neater and better cared for than with others** (ll. 5, 6)

The past participle *cared for* is here used as predicative to the subject after the predicate verb *was*, denoting a state instead of an action.

4. 1) I was especially impressed ... by the way in which Chairman Mao ... was able to correct the inexact translation of his words. (ll. 37—40)

2) laughing at the sound of English words in a sentence, the rest of which was Chinese (ll. 54, 55)

A relative pronoun introducing an attributive clause may be the object of a preposition in that clause. 'Which' in both 1) and 2) is the object of a preposition. In 1) 'in which' is an adverbial modifying 'was able to correct', and 'which' has for its antecedent the noun 'way'. (This attributive clause means 'Chairman Mao ... was able to correct the inexact translation of his words in that way'.) In 2) 'of which' is an attribute to 'the rest', and 'which' has for its antecedent 'sentence'. (This attributive clause means 'the rest of the sentence was Chinese'.)

### EXERCISES

1. Answer the following questions:

- 1) What was the author's first impression of Chairman Mao?
- 2) How did the author find out that Chairman Mao was better informed about what was happening in the United States than she was?
- 3) Why did the author say that Chairman Mao's conversation was the most stimulating she had ever known?
- 4) Why did Chairman Mao say that U.S. imperialism should be compared to a paper tiger and not to a scarecrow?
- 5) What examples did Chairman Mao cite to show that all imperialists and reactionaries are paper tigers?
- 6) What do you think Chairman Mao meant when he said that the strength of the imperialists and reactionaries lay in the lack of consciousness on the part of the people?

2. Rewrite or paraphrase the following in your own words:

- 1) We sat on the flat clay terrace under an apple tree with a view of distant hills through the afternoon hours until sunset. (ll. 1—3)
- 2) There was no haste or restlessness in his manner but a poised friendliness. (ll. 6, 7)
- 3) The interpreter did a good job and Chairman Mao's own manner was so expressive that I was not conscious of any barrier of speech. (ll. 11—14)
- 4) Mao's direct speech, wide range of knowledge, sharp analysis and poetic imagery made his conversation the most stimulating I have ever known. (ll. 21—23)
- 5) After this Chairman Mao said "paper tiger" in English, laughing at the sound of English words in a sentence, the rest of which was Chinese. (ll. 53—55)
- 6) The consciousness of the people is the basic thing. Not explosives or atom bombs but the man who handles them. He is still to be educated. (ll. 63—65)

3. State how the following words are formed:

- midnight; soften; sunset; outside; interpreter; consciousness; downward; interview

4. Translate the following sentences into English, using the words and expressions given below:

to light; to escape; to be conscious of; well-informed; to lie in; barrier; to handle; to impress

- 1) 当他听到他的儿子当选为本年度的劳动模范，脸上露出喜悦的神色。
- 2) 红军战士们夜間在山里行軍时常常用火炬照路。
- 3) 我一定在什么地方见过他，只是一时想不起他的名字。
- 4) 你的缺点在于过分自信，可惜你自己并不觉得。
- 5) 他在古巴游历的时候感觉印象最深的是古巴人民的革命乐观主义和他们对最后胜利的坚定信心。
- 6) 語言的隔阂沒有妨碍中国技术人员和外国专家很好地合作。
- 7) 工作是艰巨的，可是我相信你一定能处理得很好。

- 8) 从他的演说里我可以看出他对那个题目知道得很多。  
 9) 他讲了半个钟头, 可是我还没有抓住他的主要论点。  
 10) 什么东西也逃不过他那双敏锐的眼睛。

5. Write sentences using 'through' in combination with words denoting time, according to the following models:

1) We sat on the flat clay terrace *through* the afternoon hours.

2) The dying man won't last *through* the night.

6. Explain the use of the italicized words in the following sentences:

1) (1) He had eyes *that* nothing escaped. (ll. 9, 10)

(2) Chairman Mao's own manner was so expressive *that* I was not conscious of any barrier of speech. (ll. 12—14)

(3) It is only now *that* so many reactionaries are growing sick with mortal illness. (ll. 33—35)

2) (1) *It* is only now that so many reactionaries are growing sick with mortal illness. (ll. 33—35)

(2) *It* was nearly midnight when the Chairman and his wife accompanied me down the hillside ... (ll. 69, 70)

3) (1) The tsar looked *very strong and terrible*. But a February rain washed him away. (ll. 56—58)

(2) Mao's direct speech ... made his conversation the *most stimulating* I have ever known. (ll. 21—23)

4) (1) The expression was translated '*scarecrow*'. (ll. 41, 42)

(2) He called them '*a blood transfusion*'. (l. 25)

7. Complete each of the following sentences with an object clause, paying special attention to the word order.

1) He did not tell me where ...

2) Did you ask him which ...

3) We shall soon find out who ...

4) He pointed out to me why ...

5) I don't quite remember how ...

6) I wonder whether ...

- 7) I don't care what ...
- 8) Please say what ...
- 9) Can you suggest who ...
- 10) Does anyone know whose ...

8. Recast each of the following pairs of sentences in such a way that they become a single sentence with an attributive clause:

- 1) When she was in Yen-an, she had an interview with Chairman Mao. During the interview the metaphor of the "paper tiger" was first used.
- 2) He kept for himself only a small portion of the grain. The rest of the grain was distributed among the sick and wounded comrades.
- 3) He wrote a large number of books. Many of them have been translated into Chinese.
- 4) We were all deeply moved by the story *A Bag of Grain*. In that story the character of a true revolutionary is very successfully drawn.
- 5) A scarecrow is a figure like a man. Peasants scare away crows with it.
- 6) I advise you to read memoirs by veterans of the Red Army. You are sure to learn a great deal from them.

9. Translate the following sentences into English, using past participles as predicatives after the pattern:

It was ... better *cared for* than .... (1. 5)

- 1) 你的猪比我的喂得好。
- 2) 請告訴我討論的重点, 我可以更有准备。
- 3) 他小說里所描写的冒險事蹟是几乎沒有听说过的。
- 4) 我們的菜园比你們的照顾得更好。

10. Fill in the blanks with the necessary prepositions or adverbs:

\_\_\_ the day following our arrival \_\_\_ the commune  
 we worked \_\_\_ the field \_\_\_ the terrace \_\_\_ a view \_\_\_  
 the valley \_\_\_ the whole morning and afternoon \_\_\_ sunset.  
 \_\_\_ noon we took our lunch which we had brought \_\_\_  
 \_\_\_ us when we set \_\_\_ \_\_\_ the morning. Afterwards we



had a nap \_\_\_\_ the field covering our faces \_\_\_\_ our straw hats.  
\_\_\_\_ the intervals \_\_\_\_ rest the group leader came \_\_\_\_ to talk  
\_\_\_\_ us. He had \_\_\_\_ a suit \_\_\_\_ blue cotton, patched but  
well cared \_\_\_\_\_. There was friendliness \_\_\_\_ his manner and  
a smile \_\_\_\_ his face when he spoke. It was surprising  
how well-informed he was \_\_\_\_ almost all questions \_\_\_\_  
agricultural development.

11. *Translate the following passage into English:*

蒋介石和他的支持者美国反动派也都是纸老虎。提起美国帝国主义，人们似乎觉得它是强大得不得了，中国的反动派正在拿美国的‘强大’来吓唬中国人民。但是美国反动派也将要同一切历史上的反动派一样，被证明为并没有什么力量。在美国，另有一类人是真正有力量的，这就是美国人民。

12. *Topics for composition:*

- 1) A Summary of the Interview
- 2) Why the 'Paper Tiger' Is a Good Metaphor

13. *Phonetic exercises:*

- 1) Mark the stress of the following:  
apple tree, sky-scraper, paper tiger, scarecrow, atom  
bomb, hillside

2) Study the stress of each of the following:

- (1) 'clay `terrace, 'flat ,clay `terrace
- (2) 'after`noon, the 'afternoon `hours
- (3) 'dark `blue, 'dark ,blue `cotton
- (4) 'out`sides, the 'outside `world
- (5) to 'scare a`way, to 'scare away `crows

3) Mark the stressed syllables in the following sentences and divide them into sense groups:

- (1) His comments were full of imagery... that nothing escaped. (ll. 7-10)
- (2) This was surprising... with the outside world. (ll. 17-20)
- (3) It was nearly midnight... to the waiting truck. (ll. 69-72)