

(俞大纲主编) 英语  
自学手册

第 五 册

河 南 大 学 外 语 系  
三 年 级 英 语 教 研 组 编  
王 曾 选 审 校

河 南 教 育 出 版 社



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河南大學外語系  
三年級英語教研組 編  
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## 前 言

为了适应广大读者学习高等学校英国语言专业三年级《英语》（俞大纲主编）的需要，受河南教育出版社的委托，我们总结了河南大学外语系使用该教材二十年来积累的教学经验，编写出本书，供各大专院校、教师进修学院、各类成人业余大学的师生及其他英语爱好者参考使用。

本书与原教材配套，分为第五、六两册，其内容包括：

- 一、作者及背景知识补充介绍；
- 二、课文详细注释，包括课文理解、释义及难句翻译（着重防止误解）；词义、构词、辞源、辨义及词语用法；语法重点、难点的讲解及修辞手段、写作技巧的分析；
- 三、练习答案；
- 四、阶段水平测试题（附答案）；
- 五、补充阅读材料，使读者了解各课题材的新情况，扩大知识面，提高阅读能力。

本书是集体编写的。参加编写的同志分工如下：

徐有志 负责 Book V: LL 5 & 17;

Book VI: LL 4 & 17;

并主持本书定稿工作。

吕长发 负责 Book V: LL 1, 3 & 4;

Book VI: LL 3, 7 & 16.

苗普敬 负责 Book V: LL 2, 8 & 11;

Book VI: LL 2, 10 & 15.

夏克志 负责 Book V: LL 6, 7 & 16;

Book VI: LL 1, 5 & 6.

翟士钊 负责 Book V: LL 9, 10 & 12;

Book VI: LL11, 12 & 13

刘清晨 负责 Book V: LL13, 14 & 15;

Book VI: LL 8, 9 & 14.

王曾选先生统一审校了全书。

Fred Mednick 先生通读了本书，提出了宝贵意见。

本书的出版得到河南教育出版社、河南大学外语系和其他有关同志们的热情支持和帮助。我们在此谨表衷心的感谢。

由于时间仓促，水平有限，本书缺点错误恐在所难免。恳望广大读者提出宝贵意见，以便今后改进。

编 者

一九八五年六月于开封



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**LESSON ONE**

**REMINISCENCES OF AN INTERVIEW WITH  
CHAIRMAN MAO TSE-TUNG (MAO ZEDONG)  
ON THE PAPER TIGER**

*by Anna Louise Strong*

**Additional Background Material**

**I. About the author**

Anna Louise Strong was an American writer and journalist (news-paper reporter). She was a writer of great ingenuity and a good friend of the Chinese people and oppressed peoples in the world fighting for their liberation and freedom.

She was born on November 24, 1885, in the small frontier town of Friend, Nebraska. Her father, a Congregationalist minister, had a strong interest in social reform; her mother, who was university-educated, also held strong convictions about civil rights and racial equality which she passed on to her daughter. Ms. Strong graduated from Oberlin College and received a doctorate in social work from the University of Chicago in 1908. Under 30 years of age, she accepted a post in the U. S. Children's Bureau in Washington, but the next year, 1915, she left government work and joined her father in Seattle where he had moved after the death of her mother. In the years spent in Western America, Strong played an active role in progressive social activities and fought for democracy together with the American workers.

In 1921, attracted by enthusiastic reports about Lenin and the October Revolution, she left for the Soviet Union. In 1930, she founded and edited the English newspaper *Moscow Daily News*, which carried reports from every corner of the Soviet Union. She got married and made Moscow her residence for nearly 30 years. Almost every year she went back to America to lecture, stopping off on the way in important areas of revolutionary struggle throughout the world. She became a world renowned reporter of revolutionary developments, producing more than 30 books. She saw China in revolution in 1925-27 and later in the war



with Japan.

In August, 1946 on her fifth trip through China from America to Moscow, she came to Yan'an, then the headquarters of the Chinese revolution. She spent the winter there and began to know more about the Chinese revolution and the Communist Party of China. She saw that there were no beautiful houses, desks or chairs, but that there were people with keen minds, deep thought, and a world view (头脑敏锐, 思想深刻, 视野开阔). She felt her own mind was developing. She wrote, "Never have I felt so close to the human power that builds the world as in that isolated beleaguered Yan'an (对于人类创造世界的能力, 我从没有象在那被围困的、与世隔绝的延安所感受的那么深)." It was because she was imbued with the impact of the Chinese revolution and the fine qualities of the Chinese Communists that she decided to live in China forever.

But then China's People's War of Liberation was going on. Conditions were unfavourable. Some leading comrades of the party told her to leave Yan'an for the time being as they were evacuating their headquarters and going into the hills where conditions were even worse than in Yan'an. Chairman Mao Zedong told her that she might return about two years later. By the autumn of 1948 she was again in Moscow and was about to return to China. But she fell into trouble and had to go back to America, where she lived for six years. She came to China in 1958 at the age of 72.

Not willing to retire, Strong continued to travel and write. She wrote quite a number of books to introduce the great achievements of the Chinese people in their socialist revolution and construction. Her *Letters from China* started out in 1962 as a few carbon copies distributed to her friends and ended up as a publication that circulated in tens of thousands of copies in six languages until her death in Beijing in 1970, when she was 84 years old.

Strong worked ceaselessly to build friendship between the peoples of China and the United States. Her reportage has further promoted the historical development of friendship between the Chinese and American peoples.

Anna Louise Strong's works include *China's Millions*, *One Fifth of Mankind*, *The Chinese Conquer China* and *When Serfs Stood Up in Tibet*.

## 2. Chairman Mao Zedong's statement on the paper tiger

Anna Louise Strong had an interview with Chairman Mao Zedong

in August of 1946 when she was in Yan'an. It was in this interview that Chairman Mao put forward his famous thesis:

All reactionaries are paper tigers. In appearance, the reactionaries are terrifying, but in reality they are not so powerful. From a long-term point of view, it is not the reactionaries but the people who are really powerful.

Take the case of China. We have only millet plus rifles to rely on, but history will finally prove that our millet plus rifles is more powerful than Chiang Kai-shek's aeroplanes plus tanks. Although the Chinese people still face many difficulties and will long suffer hardships from the joint attacks of U.S. imperialism and the Chinese reactionaries, the day will come when these reactionaries are defeated and we are victorious. The reason is simply this: the reactionaries represent reaction, we represent progress.

On December 1, 1958, at a meeting of the Political Bureau of the Central Committee of the Communist Party of China held at Wuchang, Chairman Mao stated:

Just as there is not a single thing in the world without a dual nature (this is the law of the unity of opposites), so imperialism and all reactionaries have a dual nature — they are real tigers and paper tigers at the same time. In past history, before they won state power and for some time afterwards, the slave-owning class, the feudal landlord class and the bourgeoisie were vigorous, revolutionary and progressive; they were real tigers. But with the lapse of time, because their opposites — the slave class, the peasant class and the proletariat grew in strength step by step, struggled against them and became more and more formidable, these ruling classes changed step by step into the reverse, changed into reactionaries, changed into backward people, changed into paper tigers. And eventually they were overthrown, or will be overthrown, by the people. The reactionary, backward, decaying classes retained this dual nature even in their last life-and-death struggles against the people. On the one hand, they were real tigers; they

ate people, ate people by the millions and tens of millions. The cause of the people's struggle went through a period of difficulties and hardships, and along the path there were many twists and turns. To destroy the rule of imperialism, feudalism and bureaucrat-capitalism in China took the Chinese people more than a hundred years and cost them tens of millions of lives before the victory in 1949. Look! Were they not living tigers, iron tigers, real tigers? But in the end they changed into paper tigers, dead tigers, bean-curd tigers. These are historical facts. Have people not seen or heard about these facts? There have been thousands and tens of thousands of them! Hence, imperialism and all reactionaries, looked at in essence, from a long-term point of view, from a strategic point of view, must be seen for what they are—paper tigers. On this we should build our strategic thinking. On the other hand, they are also living tigers, iron tigers, real tigers which eat people. On this we should build our tactical thinking.

In his statement, Chairman Mao reminded the people of the necessity of despising the enemy strategically and taking full account of them tactically. This thesis of Chairman Mao's greatly encouraged the Chinese people, strengthened their confidence in their victory in the People's War of Liberation and will always inspire the people in their struggle.

#### **Detailed Study of the Text**

##### **1. Reminiscences of an Interview with Chairman Mao Tse-tung (Mao Zedong) on the Paper Tiger**

1) A written account of my meeting with Chairman Mao Zedong in the course of which he made the famous statement "All reactionaries are paper tigers."

2) *reminiscences* (pl.); an account, written or spoken, of remembered experiences (To reminisce is to bring back to memory of the past events or experiences).

Other examples:

*Reminiscences of Lenin*

The veteran revolutionary's *Reminiscences of the Days in Yan'an* is a portrait of the heroic people of the liberated areas in the thick of their struggles.

The photo awakened reminiscences of his first visit to the Great Wall.

3) *interview*: a meeting of people face to face, as for evaluating or questioning a job applicant; a meeting in which a person is asked about his views, activities, etc. as by a reporter or as on a radio programme

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

1) Chairman Mao and I sat on the flat clay terrace (a stretch of flat land of earth with sloping sides rising above the land surrounding it, 土坪) under an apple tree. From the place where we sat we could see hills in the distance. Our talk lasted for the whole afternoon, beginning from after lunch and ending when the sun set.

Surrounded by Baotashan, Fenghuangshan and Qingliangshan, Yanan is on the loess plateau in Northwest China. That's why the author says they could see hills in the distance.

2) *view*: sight, something seen from a particular place, especially a stretch of pleasant country. "With a view of" means from the place where one is, one may see...

3) *through*: (of time) from the beginning to the end or conclusion of

3. Chairman Mao wore the usual suit of dark blue cotton, but it was neater and better cared for than with others.

1) Chairman Mao wore such clothes of dark blue cotton as were most often worn by the soldiers, but his uniform looked cleaner and was taken better care of than those worn by others.

2) *suit*: a set of clothes to be worn together; now especially a coat and trousers, usually all of the same material

3) *dark blue*: dark, tending towards black, e. g. dark green, dark brown (the opposites are light green, light brown)

4) *cotton*: thread spun from cotton yarn; cloth made of cotton

5) *care for*: look after

Other examples:

The schoolchildren are taught to care for their textbooks and exercise-books.

She is good at caring for her sick classmates.

4. There was not haste or restlessness in his manner, but a poised friendliness. 他稳重大方泰然自若, 和蔼可亲.

1) He talked with great composure and easiness. He was friendly and

very self-possessed and calm when he spoke.

2) *haste*: quickness of motion; the act of hurrying carelessly or recklessly

3) *restlessness*: uneasiness; the state of being uneasy, agitated, upset or anxious

4) *poise*: ease, grace and dignity of manner; self-assurance; the condition of being calm and serene 沉着、泰然自若、镇静  
poised: adj. having poise

5) *poised friendliness*: friendliness which is kept appropriate to show one's self-control and quiet belief in one's own abilities or opinions

5. His comments were full of imagery and his face lit often into vivid humour when he smiled: 他在谈话中用了很多比喻, 时而笑逐颜开, 很有风趣。

1) He made vivid descriptions of what he wanted to tell me by using figures of speech. When he smiled, his face became bright and cheerful.

2) *imagery*: mental images, as produced by memory or imagination; a picture in the mind; descriptions and figures of speech

3) *light*: (make a face, eyes, etc.) bright with emotion; (a face, eyes, etc.) become cheerful, e.g.

When the old man was reading his grandson's school report, his face lit up with satisfaction.

A smile of triumph lit up her face when she was given the prize.

4) *vivid*: lively, bright

6. but he had eyes that nothing escaped; he had a pair of bright, piercing (penetrating) eyes and nothing could escape his observation. The word *escape* here is a transitive verb, meaning to be unnoticed or forgotten by...

Other examples:

He is careful and cautious, nothing escapes his attention.

I'm afraid your name escapes me.

7. and Chairman Mao's own manner was so expressive that I was not conscious of any barrier of speech.

1) Chairman Mao accompanied his speech with gestures and facial expressions which helped me to understand him very well; although I did not know Chinese.

2) *be conscious of*; be aware of; know; understand; see with the

mind

More examples:

He was not conscious of his own mistakes until we pointed them out.

The guerrillas, conscious of being watched, stepped into a restaurant.

I was conscious that I would feel regretful if I didn't go to help him.

- 3) *barrier*: a thing that prevents passage or approach; obstruction; anything that holds apart, separates or hinders
8. His mind swept easily over the world, including many lands and epochs. 他纵论古今, 畅谈中外, 思路非常开阔。
- 1) His talk covered a great many world events, the events in many countries and regions and the events which had happened in the past and those going on at the time when the interview took place.
- 2) *sweep*: move, pass swiftly, steadily over or across; direct (the eyes, glance, etc.) over something swiftly

More examples:

His gaze swept the spacious, well-appointed room and was finally fixed on an oil painting on the wall.

Fear swept over her when she was told that her son had been involved in the intrigue.

9. On many American events he was better informed than I; He was better informed on many American events than I. He knew more of American events than I knew.

10. This was surprising, for I had left America only a few weeks... the outside world:

1) This (Chairman Mao's knowing more of American events) surprised me greatly, because I had left America only a few weeks before whereas Mao had not written any letters to or received any from the outside world.

2) We use *some time earlier* or *some time before* to modify an action which happens before a past event or action. Compare the following:

“My brother came back home three days ago,” he said.

He told me that his brother came back home three days earlier (before)

I met her when I was doing some shopping in town five days ago.

He told me that he had met her when he was doing some shopping in town five days earlier (before).

3) *while*; (to introduce something different) but, whereas

11. Mao's direct speech; Chairman Mao was straight-forward in his speech; Chairman Mao came straight to the point instead of beating around the bush. He was direct and frank.
12. wide range of knowledge; Chairman Mao was familiar with many subjects of learning.  
*range*; distance between limits, the measurable limits between which something varies.
13. sharp analysis; Chairman Mao was good at grasping the essence of things. He examined and analysed problems penetratingly.
14. the most stimulating I have ever known; the most inspiring talk that I have ever heard.
15. In speaking of American weapons captured from Chiang's troops he called them "a blood transfusion..."

1) When he talked about American weapons which were captured from Chiang's troops he called them "a blood transfusion..."

2) *in speaking of*; when one talks about

Other examples:

In speaking of his method for studying English, he said, "Practice makes perfect. This is what we should always bear in mind."

In speaking of his impression of the city, the foreigner said, "It is a beautiful place with trees and flowers growing everywhere and the inhabitants living a happy life."

3) *blood transfusion*; act or instance of putting blood of one person into the body of another

16. he used **many** metaphors:

#### Simile and Metaphor

A simile is a figure of speech in which one thing is likened to another dissimilar thing by the use of like, as, etc.

Examples:

Army and people are as inseparable as fish and water.

At night the dark blue sky dotted with twinkling stars is like a vast piece of dark blue satin with diamonds set on it.

The ponds are like mirrors inserted in the ground.

A metaphor is a figure of speech containing an implied comparison.

son, in which a word or phrase ordinarily and primarily used for one thing is applied to another. It differs from a simile in that the simile says one thing is like another, while it says one thing is another.

Examples;

Mark Twain is a mirror of America .

The storm of protest was nipped in the bud.

Blows and kicks rained on the thief who was caught red-handed.

Though death befalls all men alike, it may be weightier than Mount Tai or lighter than a feather.

17. The skyscraper is highest but the foundation is shakiest;

The superlative degree of the adjective is used without the definite article to denote that the thing spoken of is regarded as possessing a certain quality in a very high degree. Here, highest = very high, extremely high; shakiest = very shaky, extremely shaky. Similarly we have;

The situation in the countryside is most encouraging.

Most beautiful flowers everywhere greet the eye and most fragrant perfumes fill the air .

Her sister is a most promising pianist .

18. American imperialism grows lonely; so many of its friends are dead or ill .

The sentence "so many of its friends are dead or ill" explains why American imperialism grows lonely. Study the following?

He could not speak; so angry he was. (or He could not speak, so angry was he.)

The meeting has to be put off until next week; so many comrades have asked for leave.

19. It is only now that so many reactionaries are growing sick with mortal illness .

It was nearly midnight when the chairman and his wife accompanied me down the hillside...

1) *It* in the first sentence is called "the Emphatic *It*". The pattern "It is...that..." is used to lay emphasis on "only now".

Other examples;

It was last Sunday that I saw her in the theatre .

It was only after the fall of the "gang of four" that he came back to his laboratory.

- 2) Note that in the above emphatic sentence pattern, "when" is sel-



dom used in place of "that". *It* in the second sentence denotes time and the when-clause is used as adverbial clause qualifying "was nearly midnight".

More examples:

It was in 1948 when he became a teacher in a mountain village after he finished school.

It was about the break of day when he finished writing the report.

20. mortal illness; illness that may cause death

21. I was especially impressed; I was left with a particularly deep impression.

*impress*: press (one thing on another); have a strong influence on; fix deeply (on the mind); as in:

The workers impress the words "Made in China" on a metal plate (of impress a metal plate with the words "Made in China").

His words are strongly impressed on my memory.

The book did not impress me at all (I did not think it good/useful, etc.).

She impressed on me the importance of my work.

22. ...but by the way in which Chairman Mao, without knowing English, was able to correct the inexact translation of his words... laughing at the sound of English words in a sentence, the rest of which was Chinese.

The relative pronoun "which" in the two sentences is the object of a preposition. In the first sentence "in which" means "in the way" while "of which" in the second sentence means "of the sentence".

Other examples:

She wrote me a letter in which she told me that great changes had taken place in my hometown.

He lives in a small village around which there runs a stream.

She bought a new coat the colour of which was brighter than that of yours.

23. a figure like a man

*figure*: (the shape of) a whole human body, as shown in art or seen in reality; a likeness or representation of a person or thing

24. being made of pressed paper; because it was made of pressed paper

The present participial phrase here is used as an adverbial of cause. Study also: