

大学英语专业二年級用

英 语

上 册

北京外国语学院英语系編

商 务 印 书 館

大學英語專業二年級用

英 語

上 冊

北京外國語學院英語系編

商 務 印 書 館

1960年·北京

大學英語專業二年級用

英 語

上 冊

北京外國語學院英語系編

商 務 印 書 館 出 版

北京東總布胡同10號

(北京市書刊出版業營業許可證出字第107號)

新華書店北京發行所發行 各地新華書店經售

民 族 印 刷 廠 印 裝

統一書號：9017·292

1960年11月初版

開本 850×1162 1/32

1960年11月北京第一次印刷

字數 235千字

印數 9

印張 1--18.000張

定價 (10) 1.10元

Table of Contents

Lesson One	1
1. Text: How Chairman Mao Wrote "On the Protracted War"	
2. Grammar: The Attributive Clause	
3. Phonetics: Rules of Reading	
Lesson Two	13
1. Text: The Drumhead	
2. Grammar: The Attributive Clause (The <i>What</i> -Clause)	
3. Phonetics: Review of Vowels & Diphthongs	
Lesson Three	27
1. Text: We Are Soviet People (I)	
2. Grammar: Indirect Speech	
3. Phonetics: Review of Vowels & Diphthongs	
Lesson Four	40
1. Text: We Are Soviet People (II)	
2. Grammar: Sequence of Tenses	
3. Phonetics: Review of Consonants Length of Vowels	
Lesson Five	55
1. Text: A Pair of Shoes	
2. Grammar: The Continuous Tenses	
3. Phonetics: Review of Consonants Length of Vowels and Consonants Incomplete Plosives	
Lesson Six	68
1. Text: A Red-letter Day in My Life	
2. Grammar: The Use of Articles before Proper Names Different Ways of Expressing Futurity	
3. Phonetics: Review of Consonants Liaison	
Lesson Seven	80
1. Text: The Cop and the Anthem	
2. Grammar: The Passive Voice	

3. Phonetics: Review of Consonant Clusters Assimilation	
Lesson Eight	95
1. Text: Imperialism and All Reactionaries Are Paper Tigers	
2. Grammar: The Past Indefinite Tense The Present Perfect Tense The Present Perfect Continuous Tense	
3. Phonetics: Rules of Reading (cont'd) Word Stress	
Lesson Nine	109
1. Text: On to the Summit	
2. Grammar: The Complex Object The Infinitive	
3. Phonetics: Sentence Stress & Rhythm (I)	
Lesson Ten	125
1. Text: A Doctor Sent by Chairman Mao	
2. Grammar: The Participles	
3. Phonetics: Sentence Stress & Rhythm (II)	
Lesson Eleven	139
1. Text: People's Communes	
2. Grammar: The Gerund The Participles	
3. Phonetics: Sentence Stress & Rhythm (III)	
Lesson Twelve	151
1. Text: A Hero at Home	
2. Grammar: Unreal Conditional Sentences Referring to the Past	
3. Phonetics: Sentence Stress & Rhythm (IV)	
Lesson Thirteen	165
1. Text: Unite Under Lenin's Revolutionary Banner!	
2. Grammar: Unreal Conditional Sentences Referring to the Present	
3. Phonetics: Falling & Rising Intonation	

Lesson Fourteen	179
1. Text: Ma Hsueh-li, a Communist-minded Innovator	
2. Grammar: The Use of the Article	
3. Phonetics: Intonation of Sentences with More than One Intonation-Group (I)	

Lesson Fifteen	193
1. Text: In Memory of Norman Bethune	
2. Grammar: Comparison	
3. Phonetics: Intonation of Sentences with More than One Intonation-Group (II)	

APPENDICES

1. Phonetics	205
2. Grammar	242
I. The Attributive Clause	242
II. The Tense	246
III. The Passive Voice	254
IV. The Verbals	257
V. The Subjunctive Mood	258
VI. The Article	272
VII. Comparison	275

LESSON ONE

How Chairman Mao Wrote "On the Protracted War"

For five or six days now Chairman Mao had had little sleep. He had been writing at his desk. When he was too tired to go on, he would ask for a basin of water and wet his face with it, or go out into the yard for a stroll, just to freshen himself up. He ate little. The meal would stand on the desk by his side until it became quite cold. Then it would be warmed and served a second time. Still he did not touch it, so the whole thing would have to be done all over again. He looked thinner and his eyes were bloodshot. The guards were growing anxious, but nobody could talk Chairman Mao into stopping and taking a rest.

I was on duty on the seventh day. Chairman Mao was still working. It was bitterly cold in the evening. Even indoors, it was so cold that one's toes would freeze if one did not move about. I made a charcoal fire and placed it by Chairman Mao's feet. I folded a rough towel and laid it on the hard chair, to make it more comfortable. Then I came out and sat in my room.

I don't remember how long it was before I heard him call, "Guard, come here a minute."

There was a strong smell of burning cotton in the room. Chairman Mao was bending over to remove his cotton padded shoes. Blue smoke was rising from his feet. I hurried over to help him take off his burning shoes. I took the thermos bottle and poured the water over them. The fire was put out, but the shoes were done for. I fetched him his summer shoes and he put them on.

"How did all this come about?" he looked at the burnt

shoes and laughed heartily. "They caught fire without my knowing it."

The laughter was catching and I began to laugh too.

Some time later, the light in his room went out. This time, I believed, he had really gone to bed. A wave of thankful relief came over me. I waited a few moments and then went over quietly to see whether he had fallen asleep. He was lying on his side, wide awake. He was aching all over from exhaustion and could not go to sleep.

"Do you sleep well at night?" Chairman Mao suddenly asked.

"Oh, yes, I can never get enough of it!" I answered.

"It is great to be young. Nothing to worry you. I often can't go to sleep."

I didn't know how to answer and kept silent.

A moment later he asked, "Why did you join the revolution?"

"Because my family was poor and we could not keep ourselves alive."

He nodded and said, "That's true. There has to be a revolution. If not, the poor would not be able to live."

He finally fell asleep that night, but the next morning he was ill. His head ached terribly and he could not eat. He could not sleep either. The doctor wrote out a prescription and advised him to take a good rest. Chairman Mao took the medicine, rested for one day, and, before he was quite well, he was back at his desk again, with his head propped on one hand.

At midnight on the ninth day, he called me over and handed me a roll wrapped up in an old newspaper, telling me to take it to the Liberation Press across the Yen River. The papers on his desk were gone. I gathered that he had finished what he had been working on. I rushed out into the bitter cold. Running all the way, I kept saying to my-

self with joy, "Now everything will be all right. He has finished it and he can have a rest."

Rest did not come to him, however, until he had carefully read the proofs over and over again several days later.

The article, as it appeared later, was the famous "On the Protracted War".

WORDS AND EXPRESSIONS

n.
yard ✓
stroll ✓
toe ✓
charcoal ✓
relief ✓
exhaustion ✓
prescription ✓
roll ✓
press ✓
proof ✓
article ✓

v.
to freshen ✓
to serve ✓
to touch ✓
to freeze ✓
to light ✓
to bend ✓
to remove ✓
to believe ✓
to nod ✓
to prop ✓

to wrap ✓
to gather ✓
adj.
bloodshot ✓
rough ✓
comfortable ✓
padded ✓
catching ✓
famous ✓
adv.
bitterly ✓
heartily ✓

all over again
to talk... into...
to be done for
to come about
to fall asleep
to lie on one's side
over and over again
not... either
to be wide awake

NOTES AND COMMENTARY

1. "On the Protracted War"—"論持久戰"

The book contains a series of lectures delivered by Chairman Mao Tse-tung from May 26 to June 3, 1938 at the As-

sociation for the Study of the Anti-Japanese War (抗日戰爭研究会) in Yenan. For the original text, see "Selected Works of Mao Tse-tung", Chinese edition, pp. 401—447.

In this series of lectures Chairman Mao brilliantly analysed from the viewpoint of Marxism-Leninism the Anti-Japanese War which had been going on for some ten months. He made the following analysis. The Japanese imperialists' war of aggression against China was bound to fail because it was reactionary, unjust, and being unjust lacked popular support, the Chinese people's war of resistance against Japan would certainly win because it was progressive, just, and being just enjoyed abundant support. In such a way he refuted the nonsense that China would be subjugated—a theory which the Kuomintang reactionaries were trying to spread among the people. He also pointed out that the war would be a protracted one and that great effort must be made to win the victory. The course of the war turned out just as Chairman Mao predicted. The war lasted eight years with complete victory for the Chinese people.

2. ... he *would* ask for a basin of water...

Will (would) can be used to express habitual action (習慣動作), especially an action that regularly happens (or happened) under certain circumstances (情況). For example:

He *will (would)* go out for a walk when he is (was) tired.

It is quite clear that *will (would)* has nothing to do with the future here.

3. ... but nobody could talk him into stopping and taking a rest,
... but nobody could persuade him to stop and take a rest.
Similarly: They tried to *argue* me into believing that they were right.

4. Even indoors, it was so cold that *one's* toes would freeze if one did not move about.

One is not a numeral (數詞) here but an indefinite pronoun (不定代詞). As an indefinite pronoun it does not refer to (指) any person in particular but to people in general. It simply means 'anybody', that is, ... *anybody's* toes would freeze if he did not move about. Note that *one* should be consistently (始終如一地) used in a sentence.

One must do one's (not his) duty.

One often thinks one (not he) is right before one understands better.

5. I don't remember how long it was before I heard him call, "Guard, come here a minute." 我不記得过了多少时候我才听到他喊：“警卫員，来一下。”

It is necessary here to learn first the pattern (句型) *It is (was) not long before...*, which means 不久. It is also possible to say *It is (was) long before...* Examples:

It was not long before I got well and went back to work.

It was long (quite some time) before he fully realized his mistake.

6. They caught fire without my knowing it.

A gerund (动名詞) may have its notional subject (意思上的主語) expressed in the form of a noun in the possessive case (所有格) or a possessive pronoun. This is called in grammar 'the gerundial complex' (动名詞复合結構). For example:

Do you mind *my opening the window*?

7. Nothing to worry you—There is nothing to worry you.

8. He was back at his desk again — He was writing or working again.

Preposition *at* is often used to express activity (活动). For example: He stood at the window. (He was looking out.)

He sat at the fire. (He was warming himself.)

The family were at table. (They were having their meal.)

The boy is at school. (He is studying.)

9. ... with his head propped on one hand.

This (with + a noun + a participial phrase or any other kind of phrase) may be considered as a particular structure (特殊結構) for us to learn. It expresses an accompanying circumstance (伴随情况) and is therefore an adverbial. Examples:

The children sang and danced *with a lot of people standing around*.

You must do the exercise *with the books closed*.

10. The papers on his desk were gone.

Gone is here a past participle used as the predicative (表語) meaning *not here* or *not there*.

EXERCISES

I. Answer the following questions:

1. Describe how Chairman Mao concentrated on his work.
 - a) Did he get much sleep?
 - b) What would he do when he was too tired to go on?
 - c) Did he care much about his meals?
 - d) How did he look by the end of five or six days?
 - e) Could the guard do anything to make him stop and take a rest?
2. What preparations did the guard make on the seventh day to make Chairman Mao more comfortable?
 - a) What was the weather like that day?
 - b) Did the guard try to make the room warmer?
 - c) Did he do anything else?
3. Tell about the incident of the burnt shoes.
 - a) What made the guard hurry into the room?
 - b) What was the first thing he saw?
 - c) How did he manage to put out the fire?
 - d) Was Chairman Mao very much annoyed by the incident?
 - e) Why do you think he never noticed his shoes had caught fire until it was too late?
4. Summarize the conversation between Chairman Mao and the guard.
 - a) How did the guard feel when he thought Chairman Mao had gone to sleep?
 - b) Was he really asleep? What was he doing?
 - c) What prevented him from falling asleep?
 - d) What did he ask the guard about? What was the guard's answer?
5. Tell how Chairman Mao went on with his work even when he was ill.
 - a) What happened the next day?
 - b) What did the doctor advise Chairman Mao to do?
 - c) Did Chairman Mao take his advice?
 - d) Why was Chairman Mao unwilling to take a rest?
6. What was the article that he had been writing? When did he finally get a rest?

II. 1. Give the four principal forms of the following verbs:

wet	become	grow	freeze
make	burn	bend	fall
lie	sleep	keep	prop
wrap			

2. Fill the blanks with the correct forms of the verbs *lie* (*lay, lain*), *lie* (*lied, lied*) or *lay* (*laid, laid*) as you see fit:
- Though he _____ down to sleep, sleep did not come to him.
 - The mother knew that her son never _____.
 - The nurse _____ the baby in its bed and covered it with a blanket.
 - The children were _____ on the grass reading picture books.
 - Last summer we learned to _____ bricks at a construction site.
 - We beat back three enemy attacks that morning. More than 40 enemy soldiers _____ dead in front of our positions.
 - Many revolutionaries _____ down their lives for their motherland.

III. 1. Pronounce the following:

- to exhaust — exhaustion
to suggest — suggestion
to digest — digestion
- to prescribe — prescription
to describe — description
to transcribe — transcription

2. Note the formation of the adjective *thankful* and list other adjectives formed in the same way.

IV. Define the following after the model:

A *desk* is a piece of furniture at which one reads, writes or does business.

- | | | |
|------------------|--------------|-----------|
| a basin | a chair | a room |
| a thermos bottle | summer shoes | |
| a bed | a classroom | a library |

Look up an English-English dictionary and see how the following words are explained. Copy the definitions down.

- | | | |
|----------|----------|----------|
| a stroll | a yard | charcoal |
| a guard | a doctor | |

V. Recast the following sentences by using a pattern or phrase from the text to replace the italicized parts:

1. He was so tired *that he could not sleep*, and he *felt pain in every part of his body*.
2. We shall have to do the experiment *a second time*.
3. It was so cold that even the water in my basin would *turn into ice*.
4. I practised the diphthongs *many, many times* to make them correct.
5. These socks are *all worn out and of no use*. I don't think I can wear them again.
6. We had *to persuade him to take a rest*.
7. Don't keep waste paper or firewood near the stove. They may *start burning*.
8. Oppressed by the landlords, a lot of peasants joined the revolution because they could not *live on*.

VI. Translate the following sentences into English:

1. 那場火災立刻就被撲滅了。
2. 他們決定從頭再試驗一次。
3. 在抗日戰爭時期很多青年知識分子參加了革命。
4. 她把她的舊棉鞋用一張舊報紙包起來放在一邊。
5. 黨不斷地提醒我們，只要帝國主義存在一天，戰爭的危險就存在。
6. “列寧主義萬歲”這篇文章是在列寧誕生九十周年的時候在“紅旗”上刊登的。
7. 雖然這些膠鞋是完了，但膠皮還可以利用。
8. 紅軍戰士們雖然又餓又累，但仍然繼續前進。
9. 教員勸他讀得更仔細一些。
10. 帝國主義的本質，我們知道得很清楚，我們不相信他們那些“和平”謊言。
11. 向秀麗撲滅火的時候受到了嚴重的燒傷。
12. 我們一遍一遍地聽錄音，終於聽懂了那報告的確切意思。
13. 他在閱覽室里緊張地寫論文。
14. 帝國主義者的好戰本質是不會改變的。
15. 他說他也找不到那本書。
16. 他急急忙忙地走進我們的屋子，叫道：“了不起的消息！蘇聯發射了一個宇宙飛船！”
17. 根據我所看到的情況，我猜想他是匆匆忙忙離開他的屋子的。

18 在资本主义国家里，失业的工人是很难生活下去的。

19. 如果你不想买这本书，我也不想买了。

VII. Fill in the blanks with prepositions or adverbs wherever necessary:

1. Chairman Mao had been writing ___ six or seven days and had had little sleep. He was thinking so hard ___ his work that he didn't even notice his shoes had caught ___ fire.
2. By the time Chairman Mao noticed his shoes were burning they were done ___.
3. The guard put ___ the fire by pouring water ___ the thermos bottle ___ them.
4. Let's go ___ the garden ___ a stroll. We've been sitting ___ our desks the whole day.
5. Did you leave anything ___ the fire? There's a terrible smell ___ burning cloth.
6. Some ink was spilt ___ the *tatsepao* he was writing ___ and it had to be done all ___ again.
7. We must practise the pronunciation of difficult words or phrases ___ and ___ again.
8. The light ___ the Party Secretary's office was ___ long after all the other lights had gone ___. No one could talk him ___ resting until the task was finished.

VIII. Write a composition using the following words and phrases.

- | | | |
|--------------|--------------------|--------------------|
| to work on | to go for a stroll | to wet |
| to go to bed | to fall asleep | to warm |
| either | to bend over | to be exhausted |
| to insist | to find out | to worry |
| to fall ill | as soon as | to talk... into... |

ORAL WORK

I. Oral topics:

1. Retell the text in indirect speech.
2. What I have learned about Chairman Mao from this text.
3. A story about Chairman Mao.
4. Our leaders.

II. Retell the text according to the outline:

1. The way Chairman Mao worked.

2. Trying to make things more comfortable.
3. The burning shoes.
4. Chairman Mao's conversation with the guard.
5. Illness.
6. "On the Protracted War" finished.
 - a) Taking the papers to the press.
 - b) The final work.

GRAMMAR

The Attributive Clause

I. Translate the following into English, using attributive clauses introduced by "which" or "who":

1. 清华大学学生参加設計 (design) 的密云水庫是水坝建筑 (dam-building) 史上的奇迹.
2. 成千上万在城市里长大的青年走上了农业战线.
3. 你們都讀了我們为討論而准备的論文嗎?
4. 四、五年級的大学生在編写一本英国文学史,在两个月內即将完成.
5. 上学期在英語晚会上扮演向秀丽的就是她嗎?

II. Translate the following into English, using attributive clauses introduced by "where":

1. 我們在为共产主义社会奋斗,在这社会里劳动成为人們的第一需要,將不再有人剝削人的現象.
2. 外宾們被帶到 (to be shown into) 一个宴會里去參觀,毛主席就在那里写成了著名的“新民主主义論”.
3. 在人民当家的国家里,反动派沒有言論的自由 (freedom of speech).
4. 北京工人体育場 (stadium) 是在 1959 年建成的. 第一屆全國运动会是在那里举行的.
5. 公社有一个发电站 (power station) 修在两条河汇合的地方.

III. Translate the following, using attributive clauses introduced by "when":

1. 代表們都迫切地等待着我們党的领导人出現在主席台上的时刻.
2. 帝国主义完蛋的日子快到来了.
3. 我們的时代是东风压倒 (to prevail over) 西风的时代.

IV. Analyse the following and translate it into Chinese:

University students too have made their contribution to the technical revolution in the countryside, where many of them now spend several weeks a year. They have helped improve farm tools and develop new fertilizers, with which farm yields can be increased greatly. At the same time, they have learnt a lot from the peasants who have very rich experience in agricultural production. In this way, they are preparing themselves for even greater future contributions.

V. Insert articles wherever necessary:

This happened at bus-stop in London shortly after end of World War II. Once two American soldiers were in queue waiting for bus. When bus arrived it was almost full. People in front of Americans in queue got on and then conductor said, "Sorry. Full up." Two Americans were very angry and shouted at conductor, "Do you mean to say that you won't let us on? Don't you know that we won war for British?" Conductor looked at them for moment in surprise. Then he said very, very politely, "Oh, I'm so sorry. I had no idea you were Russians."

VI. Fill in the blanks with verbs in their correct tenses:

It was a fine day late in summer. A pleasant soft wind (blow). I (ride) a bicycle very fast, because I (go) home. The road along which I (travel) (be widened and repaired). Stranger still, there (be) many lorries and buses running from the town to the countryside.

It (be) only two years since I (leave) home, but what great changes (take place) during the great leap forward! In three hours I (see) with my own eyes all the wonderful new things in the people's commune in my hometown. As I (think) about this my heart (beat) with excitement and new strength (come) to me. Naturally I (speed) up.

PHONETICS

Rules of Reading

I. Read the following exercises rapidly:

1. spot, skin, drum, god, dust, add, grinned, cross, blaze,