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# Lesson 1

## Face to Face with Hurricane Camille

Joseph P. Blank

### Additional Background Material for Teachers' Reference

#### 1. Hurricane

A tropical storm in which winds attain speeds greater than 75 miles (121 kilometers) per hour. The term is often restricted to those storms occurring over the North Atlantic Ocean. Incipient hurricanes usually form over the tropical North Atlantic Ocean and mature as they drift westward. Hurricanes also occasionally form off the west coast of Mexico and move northeastward from that area. An average of 3.5 tropical storms per year eventually mature into hurricanes along the east coast of North America, usually over the Caribbean Sea or Gulf of Mexico. A hurricane of this intensity tends to develop an eye, an area of relative calm (and lowest atmospheric pressure) at the center of circulation. The eye is often visible in satellite images as a small, circular, cloud-free spot. Surrounding the eye is the eyewall, an area about 16 kilometers (9.9 miles) to 80 kilometers (50 miles) wide in which the strongest thunderstorms and winds circulate around the storm's center. Maximum sustained winds in the strongest hurricane have been estimated at about 195 miles per hour (314 km/h).

Similar storms occurring over the West Pacific Ocean and the South China Sea are called typhoons and those over the Indian Ocean are called tropical cyclones.

## 2. Hurricane Camille

It was the strongest tropical cyclone during the 1969 Atlantic hurricane season. It landed near the mouth of the Mississippi River on the night of August 17, with a recorded sustained wind speed of at least 190 miles per hour (310 km/h). The storm formed on August 14 and rapidly deepened. It scraped the western edge of Cuba. Camille strengthened further over the Gulf of Mexico and made landfall with a pressure of 905 mbar, estimated sustained winds of 190 miles per hour (305 km/h), and a peak storm surge of 24 feet (7.3 m); by maximum sustained wind speeds, Camille was one of the strongest tropical cyclones recorded worldwide, and one of only four tropical cyclones worldwide ever to achieve wind speeds of 190 miles per hour (310 km/h). The hurricane flattened nearly everything along the coast of the U.S. state of Mississippi, and caused additional flooding and deaths inland while crossing the Appalachian Mountains of Virginia. In total, Camille killed 258 people.

## 3. Hurricane Betsy

Hurricane Betsy formed east of the Windward Islands, and moved north through the island chain as a tropical storm. It traveled north of Nassau, the capital city in the Bahamas, where it stalled for about three hours, allowing its winds to pound the city. On September 7, Betsy continued moving toward the southwest toward extreme southern Florida. It passed over Key Largo at the eastern end of the Florida Keys on September 8, and then continued west along the Keys. Hurricane-force winds were experienced in the Miami area for roughly twelve hours. At its landfall on Key Largo, Betsy had an exceptionally large eye (40 miles [65 km] in diameter). After crossing Florida Bay and entering the Gulf of Mexico, Betsy strengthened, with winds up to 155 miles per hour (250 km/h). It continued northwestward, moving into Barataria Bay on the evening of September 9. It made its second U.S. landfall at Grand Isle, Louisiana, just west of the mouth of the Mississippi River, where it destroyed almost every building, causing the deaths of 74 people.

## 4. Hurricane names

Students may wonder why a hurricane is given a woman's name like Camille and Betsy. For several hundred years, hurricanes in the West Indies were often named after the particular saint's day on which the hurricane occurred. For example "Hurricane San Felipe" struck Puerto Rico on September 13, 1876. Another storm struck Puerto Rico on the same day in 1928, and this storm was named "Hurricane San Felipe the second." Later, latitude-longitude positions were adopted for naming hurricanes, which was

convenient and accurate for meteorologists to track them. However, once the public began receiving storm warnings and trying to keep track of a particular storm path, this became complicated and confusing. In 1953, the National Weather Service picked up the habit of naval meteorologists of naming the storms after women. In their opinion, the storms' temperament seemed female enough, shifting directions at a whim on a moment's notice. Of course this was biased and unfair. In 1979, male names were inserted to alternate with the female names, to the delight of feminists. Currently, there are six lists of names in alphabetical order used for hurricanes. These lists rotate, one each year; the list of this year's names will not be reused for six years. The names get recycled each time the list comes up, with one exception: storms so devastating that reusing the name is inappropriate. In this case, the name is taken off the list and another name is added to replace it. For instance, there will not be another Hurricane Andrew, because Andrew has been replaced by Alex on the list.

## **5. Salvation Army**

It is an evangelical part of the Universal Christian Church with its own distinctive governance and practice. It is an international movement that currently works in 121 countries. It has its International Headquarters (IHQ) in London. It was founded by William Booth, with the assistance of his wife Catherine Booth. The movement, begun in 1865, was originally known as the East London Revival Society, soon renamed the Christian Mission, and finally in 1878 designated the Salvation Army. A military form of organization, with uniforms and other distinctive features, was adopted in the interest of a more effective "warfare against evil." In 2006 the organization was operating in 111 countries in the world. Each country has its divisions and local corps, with a commander at the head of all. The army operates hospitals, community centers, alcohol and drug rehabilitation programs, emergency and disaster services, social work centers and recreation facilities. Support of the vast undertakings in all parts of the world depends upon voluntary contributions and profits from the sale of publications.

## **6. Red Cross**

An international organization concerned with the alleviation of human suffering and the promotion of public health. Jean Henry Dunant (1828–1910), a Swiss citizen, urged the formation of voluntary aid societies for relief of war victims. In 1864, delegates from 16 nations met in Switzerland, and the Geneva Convention of 1864 for the Amelioration of the Condition of the Wounded and Sick of Armies in the Field was signed. It provided for the neutrality of the personnel of the medical services of armed forces, the humane treatment of the wounded, the neutrality of civilians who voluntarily assisted

them, and the use of an international emblem to mark medical personnel and supplies. In honor of Dunant's nationality a red cross on a white background—the Swiss flag with colors reversed—was chosen as the symbol (which in Moslem areas is replaced by a red crescent and in Iran by a red lion and sun). The Red Cross and Red Crescent Movement is made up of three parts:

- The International Committee of the Red Cross (ICRC) is a private humanitarian institution founded in 1863 in Geneva, Switzerland by Jean Henry Dunant. Its 25-member committee has a unique authority under international humanitarian law to protect the life and dignity of the victims of international and internal armed conflicts. The ICRC was awarded the Nobel Peace Prize on three occasions (in 1917, 1944 and 1963).
- The International Federation of Red Cross and Red Crescent Societies (IFRC) was founded in 1919 and today it coordinates activities between the 186 National Red Cross and Red Crescent Societies. On an international level, the Federation leads and organizes relief assistance missions responding to large-scale emergencies. The International Federation Secretariat is based in Geneva, Switzerland. In 1963, the Federation (then known as the League of Red Cross Societies) was awarded the Nobel Peace Prize jointly with the ICRC.
- National Red Cross and Red Crescent Societies exist in nearly every country in the world. Currently 186 National Societies are recognized by the ICRC and admitted as full members of the Federation. Each entity works in its home country according to the principles of international humanitarian law and the statutes of the international movement.

## Detailed Study of the Text

### 1. Introduction

“Face to Face with Hurricane Camille” is a piece of narration. Simply defined, narration is the telling of a story. A good story has a beginning, a middle and an end, even though it may start in the middle or at some other point in the action and move backward to the earlier happenings. Narration is concerned with action, with life in motion, with a meaningful series of actions. It revolves around people, called characters, in some kind of struggle or conflict against other people, nature, society or themselves. In the story the leading character is called the hero or

protagonist and the people or forces he fights against is called the antagonist. The actions, incidents and events are generally presented in order of their occurrence, following the natural time sequence of the happenings (chronological order). As the conflict develops, suspense and tension increase until the highest point or the climax of the conflict is reached. After the climax, the story quickly moves to a conclusion, which is sometimes called a denouement.

Action (plot) usually dominates narration; however, some narratives focus on characters, theme (the idea behind the story), or atmosphere (the mood or tone).

“Face to Face with Hurricane Camille” describes the heroic struggle of the Koshaks and their friends against the forces of a devastating hurricane. The story focuses mainly on action but the writer also clearly and sympathetically delineates the characters in the story. The hero or the protagonist in the story is John Koshak, Jr., and the antagonist is the hurricane.

The first six paragraphs are introductory paragraphs, giving the time, place and background of the conflict—man versus hurricanes. These paragraphs also introduce the characters in the story. The writer builds up and sustains the suspense in the story and gives order and logical movement to the sequence of happenings by describing in detail, and vividly, the incidents showing how the Koshaks and their friends struggled against each onslaught of the hurricane. The writer describes these actions in the order of their occurrence. This natural time sequence or chronological order holds the story together. The story reaches its climax in Paragraphs 26 and 27 and from there on the story moves rapidly to its conclusion. In the last paragraph the writer states his theme or the purpose behind his story in the reflection of Grandmother Koshak: “We lost practically all our possessions, but the family came through it. When I think of that, I realize we lost nothing important.”

## 2. Face to Face with Hurricane Camille (Title)

All headings and titles are generally succinct and particular care is given to the choice of words. The aim is to present the article, story, etc. as vividly and as forcefully as possible to attract the attention of would-be readers.

**face to face:** The phrase in this context means “confronting one another.” This phrase connotes a sense of urgency and danger. The confrontation is generally with something dangerous, difficult or hard to resolve.

e.g. *face to face* with the enemy/the tiger/the problem

## 3. John Koshak, Jr. (Para. 1)

Jr. is the abbreviation of junior. This term is generally used in the United States and is put after the name of a son to indicate he has the same first name as his father,

as in Martin Luther King, Jr. The term Sr. (senior) is sometimes put after the name of the father. This is done only with men's names. Sometimes people use Roman numeral II for the son with the same name. If the name continues into the third generation, Roman numeral III is used. This happens mainly, but not exclusively, among big, rich, upper class families.

e.g. John Rockefeller I, John Rockefeller II, and John Rockefeller III

4. **Radio and television warnings...Gulf of Mexico. (Para. 1)**

The National Hurricane Center of the National Weather Service of the United States broadcast warnings of potential hurricanes.

1) **warnings had sounded:** Radio and television had broadcast warnings about the hurricane.

2) **August 17:** Hurricane Camille devastated the area for two days August 17 and 18.

3) **lash:** a specific verb, meaning to strike with great force

e.g. Waves *lashed* the cliffs.

4) **Gulf of Mexico:** Most hurricanes in this area are formed over the Caribbean Sea and they move over the Gulf of Mexico to strike the Gulf States of the United States—Florida, Mississippi, Louisiana, etc.

5. **It was certain...the Koshaks lived. (Para. 1)**

1) **pummel:** to beat or hit with repeated blows. The Koshaks will have to put up with many onslaughts of the fierce storm.

2) **Miss.:** abbreviation for Mississippi

3) **the Koshaks:** When an "s" is added to a surname and used with the definite article "the," the term, then, stands for the whole family.

e.g. the Koshaks: the Koshak family, all the Koshaks in the family

the Browns: the Brown family

the Lis: the Li family

6. **...fled inland to safer ground. (Para. 1)**

ran away to the interior of the country (away from the coast) where they would be safer

**safer ground:** The hurricane loses force as it blows inland and people away from the coast are safe from tidal waves caused by the hurricane.

7. **coastal communities (Para. 1)**

people living together in towns, cities, villages, along the coast

Note the word *community* has different meanings.

e.g. the *community* of the town; a college *community*; the Asian American *community*;

the international *community*

8. **But, like thousands of others...clearly endangered. (Para. 1)**  
**aged 3 to 11:** The youngest child was three years old and the eldest 11 years old. The other five were older than 3 and younger than 11.
9. **...who had moved into the ten-room house with the Koshaks... (Para. 2)**  
 John's parents left California and came to Gulfport to live with their son, John Koshak, Jr. In Western countries children, when they grow up and start working, generally live away from their parents. In old Chinese traditions, it was common for an extended family to live together, but now the trend is also for children to live away from their parents in urban areas.
10. **John, 37 (Para. 3)**  
 Elliptical, John who was 37 years old.
11. **...whose business was right there in his home... (Para. 3)**  
 His business office, workshop, etc. were all in his home.  
**right there:** exactly, precisely there (in his home)
12. **...all of Magna Products?...on the first floor... (Para. 3)**  
 1) **all of:** every one, every bit of, every piece of. It is used with a plural verb.  
 2) **Magna Products:** name of the company owned and run by John Koshak, Jr.  
 3) **engineering drawings:** diagrams and sketches for machines  
 4) **art work:** designs, models, pictures for the various toys  
 5) **first floor:** (*American English*) in Britain, the ground floor
13. **Hurricane Betsy (Para. 3)**  
 See Point 3 in "Additional Background Material for Teachers' Reference."
14. **Koshak had moved his family to a motel... (Para. 3)**  
**motel:** a blend or portmanteau word, formed by combining *mo* (*torist*) and (*ho*) *tel*.
15. **"We're elevated 23 feet." (Para. 3)**  
 In British English one would probably say "We're 23 feet above sea level."
16. **"...we're a good 250 yards from the sea." (Para. 3)**  
 We're at least 250 yards distant from the sea.  
**a good:** a general intensive, meaning "at least," "full"  
 e.g. The interview was scheduled for 30 minutes, but it lasted *a good* three hours.
17. **"The place has been here...ever bothered it." (Para. 3)**  
 The house has been here since 1915, and no hurricane has ever caused any damage to it.



18. “...we can batten down and ride it out...” (Para. 4)

A metaphor, comparing the house in a hurricane to a ship fighting a storm at sea. We can make the necessary preparations and survive the hurricane without much damage. We can batten down to prepare for any difficulty.

- 1) **batten:** to fasten canvas over the hatches of a ship, especially in preparing for a storm
- 2) **ride it out:** to stay afloat during a storm without too much damage; to survive or outlast (a storm)

19. The men methodically...hurricane. (Para. 5)

The men in the house made all the necessary preparations to fight the hurricane and they went about their work in a systematic and orderly manner.

20. Since water mains might be damaged...and pails. (Para. 5)

They were afraid the water supply might be cut off so they filled the bathtubs and pails with water.

**main:** a principal pipe, conduit, or line in a distributing system for water, gas, electricity, etc.

21. A power failure...for the lantern. (Para. 5)

- 1) **power failure:** a breakdown in the supply of electricity
- 2) **check out:** to examine (the batteries and fuel) and see if they were all right

Note the verbal phrase “check out” has different meanings.

e.g. Can I *check out* the book from the library?

All guests are required to *check out* before noon.

You should *check out* all the facts in your report.

22. John’s father moved...to the refrigerator. (Para. 5)

- 1) **generator:** a dynamo; a small machine for producing electricity
- 2) **wired several light bulbs:** connected several light bulbs by wire to the generator.  
When the generator produced electricity these bulbs would light up.
- 3) **prepared a connection:** Preparations were also made to connect, when necessary, the refrigerator to the generator.

23. ...gray clouds scudded in...on the rising wind. (Para. 6)

- 1) **scudded in:** driven inland by the wind
- 2) **Gulf:** the Gulf of Mexico, bounded on the northeast, north and northwest by the Gulf Coast of the United States, on the southwest and south by Mexico, and on the southeast by Cuba
- 3) **rising wind:** wind that was getting stronger and stronger

24. **A neighbor...with the Koshaks. (Para. 6)**  
1) **whose husband was in Vietnam:** This was 1969. The husband of this neighbor was in the American army fighting in Vietnam.  
2) **sit out the storm:** to stay until the end of the storm
25. **Another neighbor...of his dog? (Para. 6)**  
1) The dash in this sentence indicates that some words have been left out and the structural pattern has been changed from a statement to an indirect question. The sentence might read as follows: "Another neighbor came by on his way inland and asked if the Koshaks would mind taking care of his dog."  
2) **come by:** (*American English*) to pay a visit
26. **Wind and rain now whipped the house. (Para. 7)**  
A metaphor. Strong wind and rain was lashing the house as if with a whip.
27. **Stay away...storm-shattered panes. (Para. 7)**  
1) **stay away:** to keep far away from; not to go near  
2) **concerned about:** anxious, uneasy, worried about  
3) **glass flying from storm-shattered panes:** small pieces of glass flying around in the air when the panes of a window are shattered by the storm
28. **As the wind mounted...through the walls. (Para. 7)**  
1) **mount to a roar:** The sound of the wind gets louder as the force of the wind increases.  
2) **seemingly:** apparently; as if
29. **With mops...spreading water. (Para. 7)**  
The house was leaking very badly. The Koshaks had to use all the utensils they could lay their hands on (mops, towels, pots, buckets) to hold the leaking water.
30. **At 8:30, power failed...the generator. (Para. 7)**  
1) **power failed:** Electricity was cut off.  
2) **Pop:** (*slang*) father; also a familiar term of address to any elderly man  
3) **turned on the generator:** started their generator to produce their own electric power
31. **The French doors...windows disintegrated. (Para. 8)**  
1) **blew in:** burst open by the storm, the two adjoining doors (of the French doors) flew inwards  
2) **gun-like reports:** loud explosive noises like guns being fired  
**report:** a loud, resounding noise, especially one made by an explosion  
3) **windows disintegrated:** windows broke into pieces

32. **The generator was doused, and the lights went out. (Para. 9)**  
Water got into the generator and stopped it. It stopped producing electricity so the lights also went out.  
**douse:** to put out (a light, fire, candle, etc.) quickly by pouring water over it
33. **“That water tasted salty.” (Para. 9)**  
When Charlie licked some drops of water on his lips he found they tasted salty. From this he concluded the sea level had risen so high that it had reached their house, which meant they were in real danger.
34. **...and the water was rising by the minute! (Para. 9)**  
Water was rising every minute. /Water was rising minute by minute.
35. **“Everybody out the back door to the cars!” (Para. 10)**  
An elliptical sentence showing the tension and urgency of the moment. The full sentence might read: “Everybody go out through the back door and run to the cars.”
36. **“Count them! Nine!” (Para. 10)**  
Elliptical. “Count them! There are nine children!”
37. **The children...in a fire brigade. (Para. 11)**  
Simile, comparing the passing of children to the passing of buckets of water in a fire brigade when fighting a fire.
38. **the electrical systems had been killed by water. (Para. 11)**  
The electrical systems in the car (e.g. the battery for the starter) had been put out by water (just as the generator in the house was doused).  
**kill:** (*American English*) to cause (an engine, etc.) to stop
39. **...and the water too deep to flee on foot. (Para. 11)**  
The deep water made it impossible for them to escape by walking or running.
40. **“Everybody on the stairs!” (Para. 12)**  
Elliptical. “Everybody go and sit on the stairs!”
41. **...which were protected by two interior walls. (Para. 12)**  
The stairs were protected by two walls inside the house, walls not directly exposed to the wind and rain.
42. **The wind sounded like the roar...yards away. (Para. 13)**  
Simile, comparing the sound of the wind to the roar of a passing train.
43. **The house shuddered...foundations. (Para. 13)**  
The house shook and was loosened from its foundations.

**shudder:** to shake or tremble suddenly and violently as in horror or extreme disgust. Here the word is used to personify the house.

44. **Water inched its way up the steps... (Para. 13)**

Water rose on the steps of the staircase inch by inch.

45. **Charlie Hill had more or less taken responsibility...two children. (Para. 14)**

Charlie had to some extent taken upon himself the task of looking after the neighbor and her two children.

1) **more or less:** rather; to some extent

e.g. We hope our explanations will prove *more or less* helpful.

2) **take responsibility for:** to consider oneself answerable for

46. **...he told her, with outward calm (Para. 15)**

When he said this, he appeared calm but was really worried in his mind.

47. **...his voice lacked its usual gruffness. (Para. 16)**

The lack of gruffness showed the old man's sincerity and solemn feeling. In this critical situation the old couple tenderly expressed their mutual love.

48. **John watched...crushing guilt. (Para. 17)**

As John watched the water inch its way up the steps, he felt a strong sense of guilt because he blamed himself for endangering the whole family by his wrong decision not to flee inland.

1) **lap:** to move or strike gently with a light, splashing sound

2) **crushing:** overwhelming

49. **the ferocity of Camille (Para. 17)**

the destructive force and power of the hurricane

50. **“Get us through this mess, will You?” (Para. 17)**

The capital “Y” in “You” shows that the words were addressed to God. “Will you” is an informal form of request. Here it indicates a request made out of desperation.

**mess:** a state of trouble or difficulty

51. **A moment later...through the air. (Para. 18)**

personification, the hurricane acting as a very strong person lifting something heavy and throwing it through the air

1) **in one mighty swipe:** in a big, hard, sweeping blow

2) **skim:** to throw so as to cause to bounce swiftly and lightly; it indicates that there's a surface—to *skim* off a layer, to *skim* a text (to read superficially).

52. **the marooned group (Para. 18)**  
 a group of people who were helpless and isolated by the storm, unable to escape  
 e.g. Today there are still many African American families *marooned* in the  
 decaying inner cities in the U.S.
53. **Paragraphs 19 and 20**  
 The two paragraphs are not part of the story about the Koshaks in the storm, but  
 provide general and official information about Hurricane Camille to show how bad  
 this storm was. Many towns were destroyed and many people were killed. Reading  
 this part, the readers can't help but become worried about the fate of the Koshaks.  
 The writer inserts the two paragraphs perhaps to prepare for the coming of the  
 climax of the story.
54. **...The National Hurricane Center in Miami, Fla. (Para. 19)**  
 About the NHC, see Note 8 to the text in *Advanced English (Fourth Edition) Book 1*.  
 1) **Miami**: Located in Southeast Florida, the city is one of the most famous and  
 popular resorts in the U.S., attracting millions of visitors each year.  
 2) **Fla.**: Florida
55. **In its concentrated...200 mph... (Para. 19)**  
 The hurricane was concentrated within a breadth of about 70 miles and in this area  
 the hurricane threw or hurled out winds that reached nearly 200 mph.  
**mph**: miles per hour (cf. mpg: miles per gallon)
56. **...devastated everything in its swath... (Para. 19)**  
 destroyed everything in its path  
**swath**: the space covered with one cut of a scythe; a broad strip or track of any kind
57. **It seized...miles away. (Para. 19)**  
 Personification, the hurricane acting as a very strong person lifting something very  
 heavy and dumping it  $3\frac{1}{2}$  miles away.  
 1) **600,000-gallon Gulfport oil tank**: 格尔夫波特港的一个 60 万加仑的储油罐。A gallon  
 is a unit of liquid measure equal to 3.7854 liters and the British and Canadian  
 gallon equals 4.546 liters.  
 2) **dump**: to throw down something heavy with a bump
58. **It tore three large cargo ships...and beached them. (Para. 19)**  
 Three large cargo ships were torn free from the cables and anchors that held them  
 and were grounded on the beach.  
 1) **moorings**: cables, anchors, buoys, etc. that hold a ship in place  
 2) **beach**: to ground a boat on a beach

59. **Telephone poles...snapped them. (Para. 19)**  
 Simile, the sound of the snapping poles compared to the firing of guns.  
**20-inch-thick pines:** pine trees of 20 inches in diameter
60. **Several vacationers...vantage point. (Para. 20)**  
 The people who were spending their vacation held a party to enjoy the unusual and impressive spectacle of the hurricane in the fancy Richelieu Apartments from where they believed they would be safe and be able to observe the process of the natural phenomenon closely with a clear and broad view.  
 1) **a hurricane party:** a party held especially for watching the hurricane  
 2) **vantage point:** a position that allows a clear and broad view
61. **“Up the stairs—into our bedroom!” (Para. 21)**  
 Elliptical. “Everybody hurry up the stairs and go into our bedroom.”
62. **She carried on alone...trailed away. (Para. 21)**  
 Grandmother Koshak sang a few words alone and then her voice gradually grew dimmer and stopped.  
 1) **bar:** a measure in music; the notes between two vertical lines on a music sheet  
 2) **trail away:** to grow gradually weaker, dimmer
63. **With two walls in their bedroom..., “Into the television room!” (Para. 22)**  
 Because the two walls of the bedroom where they were seeking shelter were breaking up, John ordered everyone to go into the television room.  
 1) **with:** as the result of, because of  
 e.g. *With* the staff greatly reduced, they had to stop work.  
*With* the flood water rising rapidly, the residents on the banks of the river were evacuated.  
 He was faint *with* hunger.  
 2) **bedroom sanctuary:** the bedroom which was a place of refuge and protection  
 3) **into the television room:** elliptical, “Everybody go into the television room.”
64. **Janis understood. (Para. 23)**  
 Janis understood why her husband put his arm around her. At this critical moment when all their lives were in danger, John put his arm around her to encourage and comfort her.
65. **...“Dear Lord...what I have to.” (Para. 23)**  
 Janis prayed to God to give her courage to face what she had to face. She, her husband and her children might die in the storm.

66. **“We won’t let it win.” (Para. 23)**  
We won’t let the hurricane defeat us, kill us. These were words of self encouragement.
67. **Pop Koshak raged silently... (Para. 24)**  
Grandfather Koshak was furiously angry but he kept silent. He didn’t shout and curse the hurricane.
68. **Without reason...into the TV room. (Para. 24)**  
He did not drag the two pieces of furniture into the TV room for a special purpose. He did it mechanically and perhaps he felt he shouldn’t stand there doing nothing. The mattress, however, came in handy later on.  
1) a **cedar chest**: a box made of cedar wood  
2) a **double mattress**: a bed mattress for a double bed, which is designed or made for two people
69. **...but it toppled on him... (Para. 24)**  
The wall disintegrated and bricks and plasters fell on him.
70. **“Make it a lean-to against the wind...” (Para. 25)**  
put up the mattress as a protection against the wind  
a **lean-to**: (*n.*) a shed or other small outbuilding with a sloping roof, the upper end of which rests against the wall of another building. The mattress was set up slanting, the bottom resting perhaps on the door-sill and the top part slanting inwards so that the adults could prop it up with their heads and shoulders, while the kids could sit under it.
71. **Spooky flew off...and also disappeared. (Para. 26)**  
The cat on the top of the bookcase was also carried away by the wind.  
a **sliding bookcase**: The bookcase was sliding because the floor tilted.
72. **“If the floor goes...on this.” (Para. 26)**  
If the floor disintegrates, let’s put the children on this wooden door. (The wooden door will help to keep the children afloat in the water.)
73. **The main thrust of Camille had passed. (Para. 27)**  
The direct and forceful attack of the hurricane had passed.
74. **Strips of clothing festooned the standing trees...over the roads. (Para. 28)**  
1) **festoon**: a wreath or garland of flowers, leaves, paper, etc. hanging in a loop or curve. Here the word is used metaphorically, meaning bits of clothing were hanging on the trees as if decorating them with festoons.  
2) **blown-down power lines**: simile, blown-down power lines compared to black spaghetti

- 3) **black spaghetti**: Italian noodles, generally white but called black here because of the black color of the power lines
75. **...trying to absorb the shattering scenes before their eyes. (Para. 29)**  
trying to fully understand the extensive damage and destruction which they saw all round them
76. **“What do we do?”...“Where do we go?” (Para. 29)**  
These questions, which they asked themselves and each other, revealed their helplessness and desperate plight.
77. **Before dawn...refugee centers. (Para. 30)**  
The writer shows how rapidly the rehabilitation work was carried out.  
**communications centers**: places that provided postal, telegraph and telephone services
78. **By 10 a.m., the Salvation Army’s...and bedding. (Para. 30)**  
Relief work was also started very quickly by the Salvation Army and the Red Cross.  
1) **canteen trucks**: trucks distributing food and drink to the refugees  
2) **staffer**: a member of staff, especially in political organizations or in journalism.  
Here it refers to staff members of Red Cross.  
e.g. The Sky News TV Station is largely run by ex-BBC *staffers*.
79. **...household and medical supplies...and car. (Para. 31)**  
Furniture, kitchen utensils, medicine, etc. were quickly transported to the stricken areas and every means of transportation (plane, train, truck and car) was used.
80. **The federal government...business loans. (Para. 31)**  
The federal government also quickly supplied food, mobile homes, classrooms and loans to the stricken area. In Paragraphs 30 & 31, the writer tries to show how rapidly and efficiently relief and rehabilitation work is carried out in the U.S. He also tries to show the support for the hurricane-stricken people given by the different strata of American society from the federal government to individual volunteers.  
1) **mobile homes**: homes that can be moved or transported easily from one place to another, often used in post-disaster relief  
2) **portable classrooms**: mobile classrooms  
3) **low-interest, long-term business loans**: 低利息的长期商业贷款
81. **Camille, meanwhile...over the Atlantic Ocean. (Para. 32)**  
1) **raked its way**: metaphor. The word “rake” is used figuratively here meaning to attack and devastate as it moved along. To rake its way means to move its way as



if by using a rake, making the place level.

2) **rampaging floods:** violent, raging floods

3) **mountain slides:** the fall of a mass of rock, snow, earth, etc. down a mountain slope; avalanche

4) **breaking up over the Atlantic Ocean:** the storm clouds finally dispersing as the hurricane reached the Atlantic Ocean

82. **...and he pitched in with Seabees... (Para. 33)**

He set to work energetically with the Seabees.

**pitch in:** (*informal*) to join and help with an activity

e.g. Many non-governmental organizations as well as individual volunteers *pitched in* with rescue and relief work after the earthquake.

83. **The children appeared...power of the hurricane... (Para. 34)**

Although the children were still frightened by the force and power of the hurricane which they could not understand, it seemed their minds had not suffered in any way from their experience.

84. **Janis had just one delayed reaction. (Para. 34)**

Janis displayed rather late the exhaustion brought about by the nervous tension caused by the hurricane. (A few nights after the storm, she awoke suddenly at 2 a.m., went outside and began to cry softly.)

85. **...picking through the wreckage of the home. (Para. 35)**

picking up things that might still be useful from the wrecked home

86. **It could have been depressing...wrath of the storm. (Para. 35)**

Going through the wrecked home and picking up things could have had a depressing effect, but it didn't. When they picked up some useful things they felt as if they had won some kind of a victory over the storm.

87. **But the blues...the adults. (Para. 36)**

But sometimes the grown-up people felt a bit unhappy and depressed.

**the blues:** (*informal*) a sad and depressed feeling

Note "the blues" also mean a type of music which was developed by African American musicians in the southern America, characterized by a slow tempo and strong rhythm.

e.g. Some people who get *the blues* tend to drink too much alcohol.

88. **"Let's not cry about what's gone..." (Para. 37)**

Let's not complain uselessly (express vain regrets) about what's already happened.

89. “...We’ll just start all over.” (Para. 37)

We’ll just start doing everything again from the beginning.

90. “We lost practically...nothing important.” (Para. 39)

These two sentences are important, for they express one of the themes of this essay—human lives are important and not material possessions.

**The family came through it:** The family survived the storm.

## Key to Exercises

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### III. Paraphrase

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1. Our house is 23 feet above sea level.
2. The house was built in 1915, and since then no hurricane has done any damage to it.
3. We can make the necessary preparations and survive the hurricane without much damage.
4. Water got into the generator, it stopped working. As a result all lights were put out.
5. Everyone go out through the back door and get into the cars!
6. The electrical systems in the cars had been destroyed/ruined by water.
7. As John watched the water inch its way up the steps, he felt a strong sense of guilt because he blamed himself for endangering the family by making the wrong decision not to flee inland.
8. Oh, God, please help us to get through this dangerous situation.
9. She sang a few words alone and then her voice gradually grew dimmer and stopped.
10. Janis didn’t show any fear on the spot during the storm, but she revealed her feelings caused by the storm a few nights after the hurricane by getting up in the middle of the night and crying softly.

### IV. Practice with Words and Expressions

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A.

1. main: a principal pipe, conduit, or line in a distributing system for water, gas, electricity, etc.
2. sit out: to stay until the end
3. report: a loud, resounding noise, especially one made by an explosion
4. douse: to put out (a light, fire, generator, etc.) quickly by pouring water over it

5. kill: to destroy, to end
6. litter: the young borne at one time by a dog, cat, or other animals which normally bear several young at a delivery
7. swath: a broad strip, originally the space or width covered with one cut of a scythe or other mowing device
8. bar: a measure in music; the notes between two vertical lines on a music sheet
9. lean-to: a shed or other small outbuilding with a sloping roof, the upper end of which rests against the wall of another building
10. break up: to disperse; to be brought to an end
11. pitch in: to join and help with an activity
12. the blues: sad and depressed feelings

**B.**

1. pummel: f. to beat or hit with repeated blows, especially with the fist
2. scud: h. to run or move swiftly
3. roar: a. a loud deep cry
4. scramble: i. to climb, crawl or clamber hurriedly
5. swipe: j. a hard, sweeping blow
6. skim: l. to throw in a gliding path
7. perish: m. to die, especially die a violent or untimely death
8. beach: k. to ground (a boat) on the beach
9. slash: d. to cut or wound with a sweeping stroke as with a knife
10. sprawl: b. to spread the limbs in a relaxed, awkward or unnatural position
11. vanish: g. to go or pass suddenly from sight
12. thrust: c. to push with sudden force
13. wrath: e. intense anger

## V. Translation

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**A.**

1. Each and every plane must be checked out thoroughly before taking off.
2. The residents were firmly opposed to the construction of a waste incineration plant in their neighborhood because they were deeply concerned about the plant's emissions polluting the air.
3. Investment in ecological projects in this area mounted up to billions of *yuan*.
4. The dry riverbed was strewn with rocks of all sizes.
5. Although war caused great losses to this country, its cultural traditions did not perish.
6. To make space for modern high rises, many ancient buildings with ethnic cultural features had to be demolished.

7. In the earthquake the main structures of most of the poor-quality houses disintegrated.
8. His wonderful dream vanished into the air despite his hard efforts to achieve his goals.

#### B.

1. 但是，和住在沿岸的其他成千上万的居民一样，约翰不愿舍弃家园，除非他的家人——妻子珍妮丝和他们的七个孩子，大的 11 岁，小的才 3 岁——明显处于危险之中。
2. 随着一声巨响，楼上一个房间里的法式双开门砰的一声被风吹倒了。大家听到楼上其他玻璃窗破碎时发出的像开枪一样的啪啪的响声。
3. 大家都吓坏了，喘不过气来，全身都湿透了。他们坐在楼梯上，楼梯的两侧有内墙保护着。
4. 谁都清楚已经无路可逃，是死是活他们只能留在房子里了。
5. 过了一会儿，一阵强风把整个屋顶掀到了空中，将其抛到了 40 英尺之外。
6. 在飓风中心约 70 英里宽的范围内，风速接近每小时 200 英里，掀起的海浪高达 30 英尺。
7. 未被飓风刮倒的树上像结彩似的挂满被风撕成布条的衣服，吹断的电线像黑色的意大利面条一样一圈一圈地散落在路面上。
8. 在废墟里寻找残留物品本应会令人沮丧，可事实上并非如此，因为每一件未被毁坏的东西都代表他们战胜狂风的一个小小的胜利。

#### C.

##### 第 24 段

科谢克老爸心里十分恼火，深为自己在飓风面前无能为力而感到懊丧。也说不清为什么，他跑到一间卧室里去将一只杉木箱和一个双人床垫拖进了电视室。就在此时，一面墙壁被风刮倒了，提灯也给吹灭了。另外又有一堵墙在晃动。查理·希尔试图以身子撑住它，结果没有顶住，墙塌在他身上，砸伤了他的背。房子在颤动摇晃，已从地基上挪开 25 英尺。整个世界似乎都要分崩离析了。

##### 第 25 段

“让我们把床垫竖起来！”约翰对父亲大声叫道。“把床垫斜靠着挡挡风。让孩子躲到垫子下面，我们可以用头和肩膀把垫子撑住！”

##### 第 26 段

大一点的孩子趴在地板上，小一点的趴在他们背上，大人们弯着腰，把这九个孩子护在他们身下。地板倾斜了。盛着一窝小猫的盒子从架上滑下来，一下子就在风中消失了。猫妈妈斯普琪从一个书柜顶上被吹走，也消失得无影无踪。邻居的狗紧闭双眼，缩成一团。又一堵墙塌了。水拍打着倾斜的地板。约翰抓住一扇还连在壁柜墙上的门，对他父亲大声叫道：“如果地板塌了，咱们就把孩子放到这面门板上。”

# Aids to “Read, Think and Comment”

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This passage is a piece of narration. It tells how an accident happens. The writer narrates the actions in the order of their occurrence. The first sentence of the paragraph gives the setting of the accident: the time and place. It then introduces the character, or the protagonist, to whom the accident is to happen. A few words are given to pave the way for the main action. The second paragraph focuses on the action, namely the accident. The vividness of the narration is achieved through the writer’s accurate description of details and effective use of specific verbal phrases. The third paragraph tells the result, which is unexpected and rather bizarre. The man who was wounded fatally in the head did not die, but miraculously he was able to speak and walk.