

梅仁毅 王立礼 编

第三版

高级英语

教师用书

ADVANCED
ENGLISH

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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

由我国著名的英语教育家、北京外国语大学原资深教授张汉熙主编的《高级英语》以及张汉熙主编、王立礼编的《高级英语》(修订本)是我国改革开放后最早出版的大学高年级英语教材,一直深受广大师生的喜爱,至今仍被广泛使用,对我国的英语教学产生了深刻的影响。该套教材曾先后于1988年和1996年分别获得国家教委(现教育部)和北京市社科优秀成果奖,并被评为“60年60本最具影响力英语教育出版物”。

为了继承和发扬原书的优秀品质,进一步提高教科书的质量,外语教学与研究出版社在征集了广大师生的意见和建议后,现对《高级英语》(修订本)进行再次修订。修订后的版本称为《高级英语》(第三版)。第三版修订的重点为:在保持《高级英语》(修订本)的基础上适当增加新的课文,用更具时代感的新课文替换原教材的部分课文,并对第一、二册的课文内容作适当调整,在学生用书中加强了关于作品、作者及作品背景的介绍;加强对文章主题、整体结构以及写作风格的分析;调整了练习项目并作了适当修改等。具体如下:

一、用更具时代感的新课文替换原教材的部分课文。新选的课文主题新颖、重要,题材广泛,且文章作者具有深远的影响力。

二、加强教材中对作者、作品写作背景、作品主题、文章结构等方面的介绍,增加课文中的典故以及文化背景知识的注释,以利于学生更好地理解课文内容,积极参加课堂讨论。每篇课文后都有以下内容:

AIDS TO COMPREHENSION

I. About the text

II. Notes

III. Words & Expressions

EXERCISES

I. Oral Presentation

II. Questions

III. Paraphrase

IV. Practice with Words and Expressions

V. Translation

READ, THINK AND COMMENT

其中 Oral Presentation 鼓励学生加强预习，独立开展课外研究；READ, THINK AND COMMENT 里有一段选篇，引导学生用已学的知识和方法对其进行分析和评论，加强独立学习的能力。

三、教师用书沿用上一版的体例，内容包括供教师参考的补充背景知识 (Additional Background Material for Teachers' Reference)，课文详解 (Detailed Study of the Text)；练习答案 (Key to Exercises)。

《高级英语》(第三版) 第一、二册以及教师用书第二册由《高级英语》(修订本) 编者、北京外国语大学教授王立礼修订；教师用书第一册由北京外国语大学教授、博士生导师梅仁毅与王立礼共同修订。

《高级英语》(第三版) 及教师用书均由在北京外国语大学多次任教的新西兰专家海伦·怀利·巴特尔 (Helen Wylie Bartle) 审校。在此，编者对她致以衷心的感谢。同时，约翰·布莱尔 (John Blair)，鲁特·甘贝里 (Ruth Gamberg)，泰特斯·莱维 (Titus Levi)，也以不同形式给予了帮助，在此一并表示感谢。

编者

2011年3月

Contents

Lesson 1	Face to Face with Hurricane Camille.....	<i>Joseph P. Blank</i>	1
Lesson 2	Hiroshima — the “Liveliest” City in Japan (Excerpts)	<i>Jacques Danvoir</i>	27
Lesson 3	Blackmail.....	<i>Arthur Hailey</i>	50
Lesson 4	The Trial That Rocked the World.....	<i>John Scopes</i>	80
Lesson 5	The Libido for the Ugly.....	<i>Henry L. Mencken</i>	114
Lesson 6	Mark Twain — Mirror of America (Excerpts)	<i>Noel Grove</i>	141
Lesson 7	Everyday Use.....	<i>Alice Walker</i>	168
Lesson 8	Three Cups of Tea (Excerpts)	<i>Greg Mortenson and David Oliver Relin</i>	199
Lesson 9	“A More Perfect Union” (Part I).....	<i>Barack Obama</i>	235
Lesson 10	“A More Perfect Union” (Part II)	<i>Barack Obama</i>	266
Lesson 11	The Way to Rainy Mountain	<i>N. Scott Momaday</i>	295
Lesson 12	Ships in the Desert (Edited)	<i>Al Gore</i>	335
Lesson 13	No Signposts in the Sea (Excerpts)	<i>V. Sackville-West</i>	372
Lesson 14	Speech on Hitler’s Invasion of the U.S.S.R.	<i>Winston S. Churchill</i>	405
Lesson 15	Argentia Bay (Excerpts)	<i>Herman Wouk</i>	427
Appendix I	Paraphrase		468
Appendix II	Figures of Speech		474

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 (kPa), 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 the strongest landfalling tropical cyclone 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 13 September 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

Lesson 1 Face to Face with Hurricane Camille

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, such as Barack Hussein Obama II. If the name continues into the third generation, Roman numerals III etc. 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) **lashed:** 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 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 Koshak's grandparents 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:** in the U.S., the ground floor; in Europe and Great Britain, the floor above this
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 parts of [mo (torist) + (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.