

总主编 李观仪

● 国家教委高等学校第三届优秀教材二等奖

新编英语教程

第三版

THIRD EDITION

A NEW ENGLISH COURSE

主编 何兆熊 章伟良



教师用书
Teacher's Book

 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS
www.sflep.com

总主编 李观仪

● 国家教委高等学校第三届优秀教材二等奖

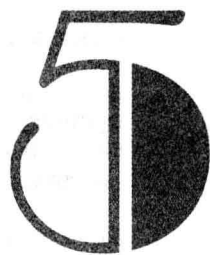
新编英语教程

第三版

THIRD EDITION

A NEW ENGLISH COURSE

主 编 何兆熊 章伟良



教师用书

Teacher's Book

W 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

图书在版编目(CIP)数据

新编英语教程(第三版)5教师用书/李观仪总主编;何兆熊,章伟良主编.—3版.
—上海:上海外语教育出版社,2012
ISBN 978-7-5446-2739-9

I. ①新… II. ①李… ②何… ③章… III. ①英语—高等学校—教学参考资料
IV. ①H31

中国版本图书馆CIP数据核字(2012)第118323号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 张传根

印 刷: 江苏启东市人民印刷有限公司

开 本: 787×1092 1/16 印张 6.75 字数 243千字

版 次: 2012年9月第1版 2012年9月第1次印刷

印 数: 3 100 册

书 号: ISBN 978-7-5446-2739-9 / H • 1319

定 价: 18.00 元

本版图书如有印装质量问题,可向本社调换

第三版前言

自上一轮的修订至今，差不多十年过去了，从使用者那里得到的反馈和教学大环境的变化让我们感到有必要对教材再做些修订，于是就出现了目前的第三版。这次修订的内容主要涉及以下几个方面：

I. 学生用书

1. 删去了部分旧课文，增加了几篇新课文，原书的15个单元压缩为12个单元。
2. 对PRE-CLASS WORK 部分中的“读前问题”做了扩充或改动，以便更好地启发学生，以利于课堂讨论的开展。由于传统的纸质词典已不再是学生查阅词义的唯一工具，原书的Dictionary Work 更改为Search whatever sources available for the meaning of each of the following words or expressions as they are used in the text；为了培养学生借助语境猜测词义的能力，原书的Library Work 部分改为Tell, without consulting a dictionary, how the italicized words below are to be properly interpreted in the context in which they are used。
3. 对某些课文注释的内容做了充实和更新，尤其是对作者的介绍；删除了某些对当今的学生来说不再有必要的注释。
4. 增加了SUGGESTIONS FOR ORAL WORK 这个新的板块，以便于学生在课内或课外就和课文相关的主题开展口语活动。
5. Text 2 后面增加了一个多项选择练习，这个判断性的练习旨在检查学生在对课文初读一遍后能否把握文章的某些要点。
6. 删除了原书中的LISTENING IN AND SPEAKING OUT 部分。

II. 练习册

1. 每单元的前三个练习，即I. Answer the following questions, II. Use your own words to rephrase or explain each of the following without changing its original meaning 和 III. Translation 都是基于该单元的课文的。在翻译练习部分里，增加了选自课文的英汉段落翻译。
2. 原练习册中Text 2 的练习或被删除，或移到学生用书里。
3. LANGUAGE WORK 部分的变化比较大，这一板块由Grammar、Vocabulary、Cloze 和 Proof-reading & Error Correction 四部分构成。对原来的练习作了提炼和更新，删去了部分练习，使练习的总量更趋合理。

III. 教师用书

1. 学生用书中的练习答案，包括Text 1 和Text 2 都放在教师用书里。练习册的答案附在教师用书后面。
2. 增加了两个新的板块，即SOME RELEVANT INFORMATION 和 SUGGESTIONS FOR TEACHING。前者主要包含第二版里Library Work 中的内容，后者则是个完全新增加的板块，对如何着手教授课文提出了建议。
3. 对TEACHING POINTS FOR REFERENCE 也作了一些增添和改动。

我们希望这个修订版会更有利于高校英语专业三年级的教学。

PREFACE TO THE THIRD EDITION

About ten years have elapsed since our last edition. Feedbacks from the users and changes in the general environment of teaching have pointed to the need of further revision; hence the current edition. Revisions that have been made are mainly found in the following:

I. The Student's Book

1. The total number of units in the book has been reduced from 15 to 12, with some old texts left out and some new ones added.
2. In the part of PRE-CLASS WORK, the pre-reading questions have been expanded or rephrased to be more inspiring to the students and thus to facilitate classroom discussions. As traditional dictionaries are no longer the only source through which students can find out the meanings of new words, the section of Dictionary Work has been re-titled Search whatever sources available for the meaning of each of the following words or expressions as they are used in the text, and to cultivate students' ability to "guess" the meaning of words and expressions with the help of context, the original Library Work has been replaced by Tell, without consulting a dictionary, how the italicized words below are to be properly interpreted in the context in which they are used.
3. Some notes have been enriched and updated, especially those about the authors, and some others deleted as they do not seem necessary for the students today.
4. A new section SUGGESTIONS FOR ORAL WORK has been added for the students to carry out some oral activities based on the theme of the text either in or after class.
5. A comprehension exercise in the form of multiple-choice questions has been added for Text 2. The exercise, judgmental in nature, aims to check whether the students, after a brief reading of the text, have grasped some of its main points.
6. The LISTENING IN AND SPEAKING OUT part in the second edition has been deleted.

II. The Workbook

1. The first three exercises in each unit, i.e. I. Answer the following questions, II. Use your own words to rephrase or explain each of the following without changing its original meaning and III. Translation are all based on the text. An exercise of paragraph translation (from English into Chinese) has been added; the paragraphs to be translated are taken from the texts.
2. The exercises for Text 2 have been either deleted or transferred to the Student's Book.
3. Major adjustments have been made in the part of LANGUAGE WORK, which now falls into four sections, i.e. Grammar, Vocabulary, Cloze, and Proof-reading & Error Correction. The total load of work is limited to a more sensible amount.

III. The Teacher's Book

1. Reference answers to exercises in the Student's Book including both Text 1 and Text 2 are given in the Teacher's Book. Answer keys to the exercises in the Workbook are attached to the Teacher's Book.
2. There are two new additions, i.e. SOME RELEVANT INFORMATION FOR REFERENCE and SUGGESTIONS FOR TEACHING. The former contains information mainly found in the Library Work section in the second edition, and the latter, a totally new addition, provides suggestions about how the text can be approached.
3. Some minor changes and additions have been made in the part of TEACHING POINTS FOR REFERENCE.

We hope this revised edition will result in better teaching and learning for the juniors of English majors in the tertiary institutions.

TO THE STUDENT

A *New English Course*, Levels 5 and 6 are designed for English majors who have successfully completed the foundational stage of English learning and are now on the threshold of more advanced studies. Each of the twelve units in Level 5 consists of the following:

TEXT 1

The texts, mostly selected from modern and contemporary anthologies on various subjects in different styles, are intended for intensive study. Each text is composed of the following parts:

PRE-CLASS WORK

This part is to be done before class all by yourselves. In the first section warm-up questions are provided for you to think about and discuss with your fellow students. In the second section some new words from the text are listed, and you are supposed to find out what they mean in the context they are used through whatever means available. What makes the third section different from the previous one is that here you are not supposed to use any dictionary to find out what the italicized words or phrases mean; rather, you are supposed to "guess" what they mean. Of course, you are not to guess at random, but according to the context in which they occur.

NOTES

You are given some information about the author and some background knowledge pertaining to the text. There are also notes on a number of lexical items and sentence structures.

COMPREHENSION

Two types of questions are asked to help you to achieve a preliminary understanding of the text. You should be able to answer these questions after your first, brief reading of the text.

- I. The multiple-choice questions are designed to check whether you have correctly grasped the main idea of the text, or the author's purpose in writing, or his/her attitude to what he/she writes about.
- II. The True/False questions are asked about some factual details of the text.

ORGANIZATION AND DEVELOPMENT

This part provides some clue about how the text is organized and developed. This might help you to form a more distinct picture of the overall structure of the text and thus strengthen your awareness of discourse construction.

ANALYSIS

An analysis of the author's writing style and of the rhetorical devices he/she uses is made to help you develop your writing skills.

SUGGESTIONS FOR ORAL WORK

After learning a text you are expected not just to understand it but also to be able to talk about it. So in this part there are some suggestions about the kind of oral activities you could possibly do in or after class.

TEXT 2

The texts used in this part are, as far as possible, related to those used for Text 1 in subject matter or other respects. They are intended as supplementary reading materials to Text 1. They are not intended to be studied as intensively as Text 1. Each text is followed by **NOTES** and **COMPREHENSION**. Two types of questions are asked: multiple-choice questions and questions for discussion.

PARAGRAPH WRITING

Skills of paragraph writing such as choosing a topic, writing the topic sentence and paragraph outline, and patterns of writing such as narration, description, exposition, etc. are explained and exemplified.

We sincerely hope that you will make good use of this course-book under the guidance of your teacher, and we will be truly gratified if you find yourself benefited by the use of it.

Contents

	Text 1		Text 2	
Unit 1	Hit the Nail on the Head	p1	The Maker's Eye: Revising Your Own Manuscripts	p5
Unit 2	The Great Escape	p6	Beware the Dirty Seas	p10
Unit 3	My Friend, Albert Einstein	p12	The Monster	p17
Unit 4	Preparing for College	p19	Why America's Universities Are Better Than Its Schools	p24
Unit 5	Why Nothing Works	p25	The Plot Against People	p29
Unit 6	Where Is the News Leading Us?	p30	Should the Press Be Human?	p35
Unit 7	Things: The Throw-Away Society	p36	The Do-It-Yourselfers	p40
Unit 8	Cultivating a Hobby	p41	A Debt to Dickens	p45
Unit 9	What Makes a Leader?	p46	Make Your Leadership Case for B-School Admission	p51
Unit 10	The Science of Custom	p52	Customs	p57
Unit 11	What Life Means to Me, Part I	p58	What Life Means to Me, Part II	p63
Unit 12	I Have a Dream ...	p64	Champion of the World	p70
Key to the Workbook		p71		

Unit 1

TEXT 1

Hit the Nail on the Head

Alan Warner

PRE-CLASS WORK

II Search whatever sources available for the meaning of each of the following words or expressions as they are used in the text.

1. more or less (line 5): imprecise but fairly close to correct; almost but not exact
e.g. 1) There is an intermediate stage where you can label the product as Patent Pending but, that is, more or less, a warning to others that they copy it at their own risk.
2) They've settled here more or less permanently.
2. scrupulous (line 10): careful; exact; strict
e.g. 1) A lawyer must act with scrupulous honesty.
2) "Cynthia was scrupulous in/about her efforts to give no trouble." (Winston Churchill)
3. afield (line 29): far away from home or one's usual surroundings
e.g. The petty-goods markets in Yiwu attract both wholesalers and retailers from as far afield as the Middle-East and African countries.
4. rife (line 36): widespread; common; excessively abundant
e.g. 1) Speculation concerning the book's author was rife.
2) A new form of cancer is running rife throughout the world.
3) The city was rife with disease and violence.
5. malapropism (line 38): the unintentional misuse of a word by confusion with one that sounds similar
e.g. Since malapropism is full of features of the source language, it is difficult to translate it into the target language.
6. coercion (line 46): the act of compelling by force of authority; using force to cause something
e.g. 1) Ideological problems can be solved only through persuasion, not by coercion.
2) They reinforce the notion that the child is incapable of good behavior without coercion.
7. epitomize (line 47): embody the essential characteristics of or be a typical example of
e.g. 1) I have been a Laker fan since 1982; when at the age of eight, I watched Magic Johnson epitomize the essence of pure basketball talent.
2) Rising and falling in sinuous curves, sandstone formations epitomize the beauty and solitude of the Southwest's unspoiled lands.
8. disprove (line 60): prove to be false
e.g. 1) A theory may shape an experiment, and then the experiment may confirm or disprove the theory.

- 2) The student might support an idea, question it or even disprove it.
9. expire (line 71): terminate; conclude; come to an end
 - e.g. 1) The good news is that the latest draft, unlike the 2005 version, gives farmers the right to renew their land-use leases after they expire.
 - 2) So, too, your hopes, ambitions, plans, and to-do lists will all expire.
10. indigent (line 71): poor enough to need help from others
 - e.g. The town government is responsible for assistance to the indigent people.

III Tell, without consulting a dictionary, how the italicized words below are to be properly interpreted in the context in which they are used. Bracketed are clue words for your reference.

1. *deft* blows (line 4): skilful, and often quick; dexterous/skilful in physical movements, especially of the hands
(A skilful carpenter, ... hitting it each time squarely on the head <I. 3>)
2. *clean* English (line 7): exact; correct
(loose, ambiguous, vague; completely right <I. 6>)
3. an *apt* phrase (line 9): appropriate; suitable
(... the word that is just right. <I. 9>)
4. *scrupulous* writers (line 10): correct even in the smallest detail; doing something very carefully so that nothing is left out
(... who spent days trying to get one or two sentences exactly right. <I. 10>)

SOME RELEVANT INFORMATION

1. 1) Gustave Flaubert (1821–1880), French novelist, was associated with, though not representative of, the movement of naturalism and known as one of the greatest realists of nineteenth century France. He devoted his life to long hours spent in heavy toil over his work. His writing is marked by exactness and accuracy of observation, extreme impersonality and objectivity of treatment, and precision and expressiveness in style, or the principle of the *mot juste*.
- 2) Mrs. Malaprop is a famous character in Sheridan's comedy *The Rivals* (1775). She is noted for her blunders in the use of words. "As headstrong as an *allegory* (alligator) on the banks of the Nile" is one of her grotesque misapplications. She also requests that no *delusions* (allusions) to the past be made. She has given us the word *malapropism* as a name for such mistakes.
2. Hindi is a literary and official language of northern India. Swahili is a Bantu language that is a trade and governmental language over much of East Africa and in the Congo region. Bantus are people belonging to a group of tribes found in equatorial and southern Africa.

SUGGESTIONS FOR TEACHING

Teaching of this text can start with the explanation of the idiom "hit the nail on the head", which is used by the author to entitle the article. The analogical meaning of the idiom in this article should be made clear to the students first of all so that they can see the point of the writing, i.e. the significance of choosing "le mot juste" in communication, both oral and written. Refer to the first two paragraphs of the article for this purpose.

As the author uses a lot of examples to illustrate his point, a good approach to teaching the text may be to take a look at the examples first. You can add your own examples of a similar nature and ask

the students to provide their examples. This might be an easy but interesting task to perform in class.

Then you can turn to the text as a whole, explaining some points which might present difficulty to the students.

TEACHING POINTS FOR REFERENCE

1. hitting it ... squarely on the head — hitting it directly on the head
Squarely, meaning “directly”, may be used both literally and figuratively.
e.g. The boxer hit his opponent squarely on the jaw.
We must face the difficulty squarely.
2. an apt phrase — a very suitable phrase. An example using *apt*:
He made an apt remark that broke the silence.
Apt may also mean “having a tendency to do something” or “likely”.
e.g. He is apt to lose patience when his question is not answered.
3. scrupulous writers — writers who are thorough, exact, and who pay careful attention to details
一丝不苟的作家
scrupulous — taking great care to do what is fair, honest, or morally right, or doing everything correctly and exactly as it should be done
e.g. The school board is scrupulous in its consideration of all applications for admission.
The nurse told him to be scrupulous about keeping the wound clean.
Unscrupulous 不择手段的, 肆无忌惮的, the opposite of *scrupulous*, seems to be more often used to describe people who do not care about honesty and fairness in getting what they want, or who have little sense of principles.
4. that constitutes his limitation — that makes up/forms his shortcoming or inability in certain respects
Constitute, meaning “make up” or “form”, may be used in various contexts.
e.g. England, Wales, Scotland, and Northern Ireland constitute the United Kingdom.
Twelve months constitute a year.
5. your conception of the man is ... sharper — your idea of the man is ... more distinct
Sharp, as an adjective, has various meanings in various collocations, e.g., a *sharp* (thin-edged) knife, *sharp* (keen) eyes, a *sharp* (shrill) voice, *sharp* (harsh) words, a *sharp* (severe) pain, among many others.
6. human and humane —
human — relating to or characteristic of humankind or people
humane — having or showing compassion or benevolence. *Humane* is an earlier form of *human*. The two words are of the same origin.
e.g. It is the responsibility of a humane society to treat animals as well as it can.
Capital punishment has not been abolished in this country but more humane ways of execution are being introduced.
7. singularity of mind 思想奇特; singleness of mind 思想专一, 专心致志
8. imprisoned 限制, 束缚; contained 包含; summed up 总结; epitomized 概括; distilled 提炼; distill the essence of ... 提取……的精华
9. be alive to these differences — be aware of/know fully well these differences. Examples showing the use of *be alive to*:
One may be alive to what is happening around him/to the risks involved in a task.

10. He expired in indigent circumstances. — This is a very awkward sentence. Advise the students not to imitate it.

Expire is often used to mean “reach the end of the period of time for which something is valid.” A trade agreement, a guarantee, a passport, etc., may all *expire* on a certain date. *Expire* meaning “die” is a very formal use.

11. march — walk with firm regular steps like a soldier 齐步前进, 行军
pace — walk with slow, steady steps, especially backwards and forwards 踱方步
patrol — go at regular times round an area, building, etc. 巡逻
stalk — walk stiffly, proudly, or with long steps 高视阔步地走
stride — walk with long steps or cross with one long step 大踏步地走
tread (on) — step on 踩, 践踏
tramp — walk (through or over) with firm heavy steps 用沉重的脚步走
step out — (U.S.) go outside or go somewhere (美口) 暂时走开
prance — move quickly, happily, or proudly with springing steps 欢跃地走
strut — walk proudly or stiffly, especially with the chest pushed forward and trying to look important 趾高气扬地走
prowl — move about an area quietly, trying not to be seen or heard 徘徊, 潜行
plod — walk slowly along (trudge) 沉重缓慢地走
stroll — walk a short distance, slowly or lazily, especially for pleasure 散步, 闲逛
shuffle — walk by dragging one's feet slowly along 拖着脚走
stagger — walk or move unsteadily and with great difficulty, almost falling 蹒跚
sidle — move uncertainly or secretively, as if to turn and go the other way 侧身而行
trudge — walk with heavy steps, slowly and with effort (plod) 步履艰难地走
toddle — walk with short, unsteady steps, as a small child does 蹒跚行走
ramble — go on a walk for enjoyment 漫步
roam — wander with not very clear purpose 漫步
saunter — walk in an unhurried way, especially in a confident manner (lounge) 闲逛
meander — wander in a slow easy way 漫步, 散步
lounge — move in a leisurely, indolent manner (saunter) 闲荡
loiter — move slowly or keep stopping when one should be going forward 走走停停
creep — move slowly, quietly, and carefully so as not to attract attention 蹑手蹑脚地走
12. take courage — feel hopeful and confident about something
e.g. It is a challenging job; but take courage and work hard at it, and you'll be rewarded.

COMPREHENSION

I

B

To some extent B re-states the idea of the sentence in para. 2: “Choosing words is part of the process of realization, of defining our thoughts and feelings for ourselves, as well as for those who hear or read our words.” The ability to choose the right word is significant for both processes of cognition and communication.

II

1. C 2. C 3. C 4. A

ORGANIZATION AND DEVELOPMENT

At the very beginning of the article Warner makes an analogy between the hammering of nails and

the use of language to express oneself. A man with a poor command of a language, never so sure what words to use to express himself, is just like a man clumsy with a hammer, unsuccessful in his effort to strike a nail right into a box. But a man with a good command of a language, just like a skilful carpenter who easily drives home the nail with a few firm, deft blows, will drive home his point firmly and exactly with the right words and expressions.

1. subtle differences between synonyms and synonymous expressions: para. 9 "Prof. Raleigh ... but also our reading."
in my childhood — when I was a child, watching — to watch, died poor — expired in indigent circumstances
2. semantic differences between words having the same root: paras. 4, 6, & 7
human — humane, single — singular
3. the significance of finding the right words: paras. 2–3 "The French have ... your conception of the man is clearer and sharper."
4. wrong choice of words caused by failure to recognize their connotations: paras. 5 & 8
anxiety — eagerness, imprisoned — contained, summed up, epitomized, distilled
5. the abundance of specific words in English for general notions: para. 10 "English offers a ... loitering, or creeping."

TEXT 2

The Maker's Eye: Revising Your Own Manuscripts

Donald M. Murray

COMPREHENSION

- I** 1. C 2. B 3. A 4. D

- II**
1. The completion of the first draft is regarded as the end of the job by an amateur writer but as the beginning by a professional.
 2. Information, meaning, audience, form, structure, development, dimension, voice. Refer to paras. 13–20.
 3. Line-by-line editing. Study individually all the clauses, phrases, words, and even the punctuation marks.
 4. Our ears are very good judges of language, being sensitive to the flow of words. He thinks that what is right should sound right, and what sounds right should be right.

Unit 2

TEXT 1

The Great Escape

Nigel Buxton

PRE-CLASS WORK

II Search whatever sources available for the meaning of each of the following words or expressions as they are used in the text.

1. economy (line 1): reduction in cost; careful management of money, etc. to avoid waste
e.g. 1) The gas fire was turned low for reasons of economy.
2) Please use the water with economy. We must make economies in household spending.
2. motive (line 1): reason (for an action); something that makes a person choose to act in a particular way
e.g. 1) What makes life dreary is the want of motive.
2) What was his motive for murdering the old lady?
3. manoeuvre (line 4): move skilfully; drive a car
e.g. The lorry was unable to manoeuvre comfortably in the narrow street.
4. paradox (line 8): a statement that seems impossible because it contains two opposing ideas that are both true, like "More haste, less speed" and "The more you learn, the less you know";
e.g. "I always lie" is a paradox because if it is true, it must be false.
5. entail (line 21): have as a logical consequence; involve, or imply as a necessary part or result
e.g. 1) A new computer system entails a lot of re-training.
2) Some foreign travel is entailed in the job.
6. insularity and self-containment (line 29) —
insularity: the state of being isolated or detached; (here) narrow-mindedness
self-containment: one who does not seem to need other people or show their feelings; self-absorbedness; selfishness; self-contentedness
7. preponderance (line 32): a superiority in number or amount
e.g. There is a preponderance of hot days in July and August.
8. wary (line 41): watchful, cautious, or alert
e.g. 1. Keep a wary eye on children when they are playing near water.
2. Be very wary of opinions that flatter your self-esteem.
9. alienate (line 44): cause to become unfriendly or hostile; estrange
e.g. The latest tax proposals will alienate many voters.

III Tell, without consulting a dictionary, how the italicized words below are to be properly interpreted in the context in which they are used. Bracketed are clue words for your reference.

1. *powerful* motive (line 1): important/great
(... far from being the only one, or even the greatest. <l. 3>)
2. initial *outlay* (line 1): an amount expended; expenditure
(expense; cost <l. 2>)
3. the local weather too *inclement* (line 25): (of the weather, the elements, etc.) severe, rough, stormy, or harsh
(beach ... too crowded <l. 24>)
4. *cosmopolitan* (line 32): international, global, worldwide, universal
(cater for one nationality of visitors especially, sometimes exclusively; Camping sites, by contrast,... <l. 31>; Notices forbidding the open-air drying of clothes, ... competes with the Englishman's bacon and eggs. <l. 34>)
5. *organized* camping (line 39): disciplined; regulated
(therefore, lacking in individual freedom) (independent kind; preserve the freedoms <l. 45>)
6. *itinerant* (line 41): camper; a person who travels from place to place, esp. for duty or business
(who cannot be traced to ... camp boundary <l. 41>)

SOME RELEVANT INFORMATION

The Boy Scouts of America (BSA), is one of the largest non-governmental youth organizations in the United States, with over four million youth members in its age-related divisions, including Britain, Canada, and Chinese Hong Kong. Since its founding on January 8, 1910 as part of the international Scout Movement, more than 110 million Americans have been members of the BSA.

The BSA goal is to train youth in responsible citizenship, character development, and self-reliance through participation in a wide range of outdoor activities, educational programs, and, at older age levels, career-oriented programs in partnership with community organizations. For younger members, the Scout method is part of the program to inculcate typical Scouting values such as trustworthiness, good citizenship, and outdoor skills, through a variety of activities such as camping, aquatics, and hiking.

Scout Oath (or Promise)

On my honor I will do my best
To do my duty to God and my country
and to obey the Scout Law;
To help other people at all times;
To keep myself physically strong,
mentally awake, and morally straight.

Scout Law

A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

SUGGESTIONS FOR TEACHING

The text centres around the topic of camping. Camping is not so strange an idea in today's

China, especially among the young people. Most students will tell you they have had some sort of camping experience before. But what you should be aware is that their notion of camping is not exactly the same as the one discussed in the text. So getting to know something about camping, especially camping in the West may be a good and necessary first step in teaching the text. You (and also your students) are advised to search the Internet for more information about camping, and you will be sure to have valuable findings. According to Wikipedia, "camping is an outdoor recreational activity. The participants (campers) leave urban areas, their home region, or civilization and enjoy nature while spending some nights outdoors, usually at a campsite, which has cabins. Camping may involve the use of a tent, caravan, a primitive structure or no shelter at all." More than just setting up a tent, lighting up a bonfire, singing and dancing and having barbecue, camping covers a wide range, including mobile camping such as backpacking, bicycle camping, and canoe camping, and specialized camping, such as survival camping, winter camping, beach camping, lake camping, etc.

Another thing that might impede the students' understanding of the text is the snobbery found in the management of luxurious hotels that scares and disgusts some travelers, even the rich ones. Young, innocent students today may not have encountered such snobbery in the hotels they have stayed at or they are not sufficiently sensitive to perceive it. This may call for some explanation.

About the structure of the article, one thing we want to draw your attention to is that the article is not entirely about the motives of camping at the time, as one may be misled to think so after reading the first few lines. In fact, only half of the article (paras. 1–5) is devoted to the motives, while in para. 6, the author turns to argue against the idealists' view that camping denies the campers the opportunity to mix with campers of other nationalities, and the last paragraph raises still another issue, namely, how the local authorities and residents respond to the campers, which will determine the future of the more independent kind of camping.

TEACHING POINTS FOR REFERENCE

1. outlay — an amount of money spent for a particular purpose, esp. as an initial investment in something
 e.g. Although the equipment is efficient and energy-saving, the capital outlay of buying it is more than many small manufacturers can afford.
 I was very keen on music when I was a child, but the outlay to start music lessons was beyond the limited means of my family.
2. manoeuvre *v.* — (Am. maneuver) turn and direct
 e.g. Sometimes when there are too many customers, it is hard to manoeuvre the trolleys between the shelves in a supermarket.
 The politician cleverly manoeuvred himself back into power.
 manoeuvre *n.* — planned or controlled movement or operation, esp. by the armed forces for training purposes
 e.g. One of the manoeuvres you have to perform in a driving test is to reverse around a corner.
 The joint manoeuvre of the two countries is regarded as a threat to the area by the international community.
3. myriad — a large number of sth.
 e.g. A myriad of bars and clubs have sprung up in the neighbourhood to cater mainly to foreigners.
 The kids were very much attracted by the myriads of fish in the aquarium.
4. bump — hit sth. forcefully
 e.g. When backing, she bumped the car behind her.

- bump into* — meet sb. accidentally
e.g. Just imagine! I bumped into a childhood friend when touring Seoul.
5. Bentley, Ford Consul, Renault, Mercedes — All these are makes of luxurious and expensive cars. The author makes mention of these cars to show that campers are not the less well-to-do as is generally assumed; in fact many affluent people also choose to go camping.
 6. an entertaining paradox for the cynic — an interesting combination of opposite qualities for the cynic, i.e. a person who sees little or no good in anything
e.g. A cynic does not see any good in camping, whether it is economical or costly.
 7. a hopeful traveler who has sworn to get away from it all — a person who hopes to travel to escape from the boring city life
The fact that the camping equipment is becoming more sophisticated and thus more expensive makes such a person more determined to go camping as a way to escape from the boring city life.
 8. the Splendide and the Bellavista — There are a number of hotels throughout the world called Splendide and Bellavista, the latter of which literally means “good view”. Here the author may not be referring to any specific hotel; rather he is referring to any expensive and luxurious hotel. For example, located in the noble centre of Rome, the Hotel Splendide Royal in Rome is a luxury five-star hotel designed to be royal, luxurious, and the same stature of the most accredited hotels in Europe. And there is a Bellavista Hotel in Eastbourne, East Sussex, England. It was originally built as a Victorian school Headmaster’s house and finished in the attractive flint-stone fascia typical of the time. Now it offers four-star accommodation for non-smokers only. It is located just a few yards from the beach and the promenade.
 9. say boo to a *maitre d’hotel* — express dissatisfaction to a butler or head waiter in the hotel
Boo is an exclamation uttered to startle or surprise sb., esp. a child, or a shout uttered to express dissatisfaction or disgust, esp. at a theatrical production.
Also the expression “would not say boo to a goose”, which means “is extremely timid or diffident”.
 10. Granted, ... but ... — The word “granted” used in this way occurs twice in the text, in para. 3 and para. 6 respectively. In both cases, it is used in the sense “It is true that ...”
 11. not least — to a great extent
 12. entail — bring about or impose by necessity, have as a consequence
e.g. Such a huge project entails tremendous investments of money and also human resources.
The construction of an airport so close to the residential area will certainly entail objection from the residents.
 13. To this pleasure camping gives an exquisite refinement — Camping enables one to feel even more acutely the pleasure of being independent derived from motor-car ownership.
 14. to hand — ready for use, also “near to hand”
 15. idealist — one who believes in the pursuance of perfection. An idealist believes that everything in the world can be made better. Idealists, according to the author, have objected to the practice of camping as they have objected to the packaged tour for the reason that the traveler abroad does not have the opportunity of getting to know the people of the country visited. In their eyes, neither way of travel is ideal.