

全 国 高 职 高 专 英 语 教 材

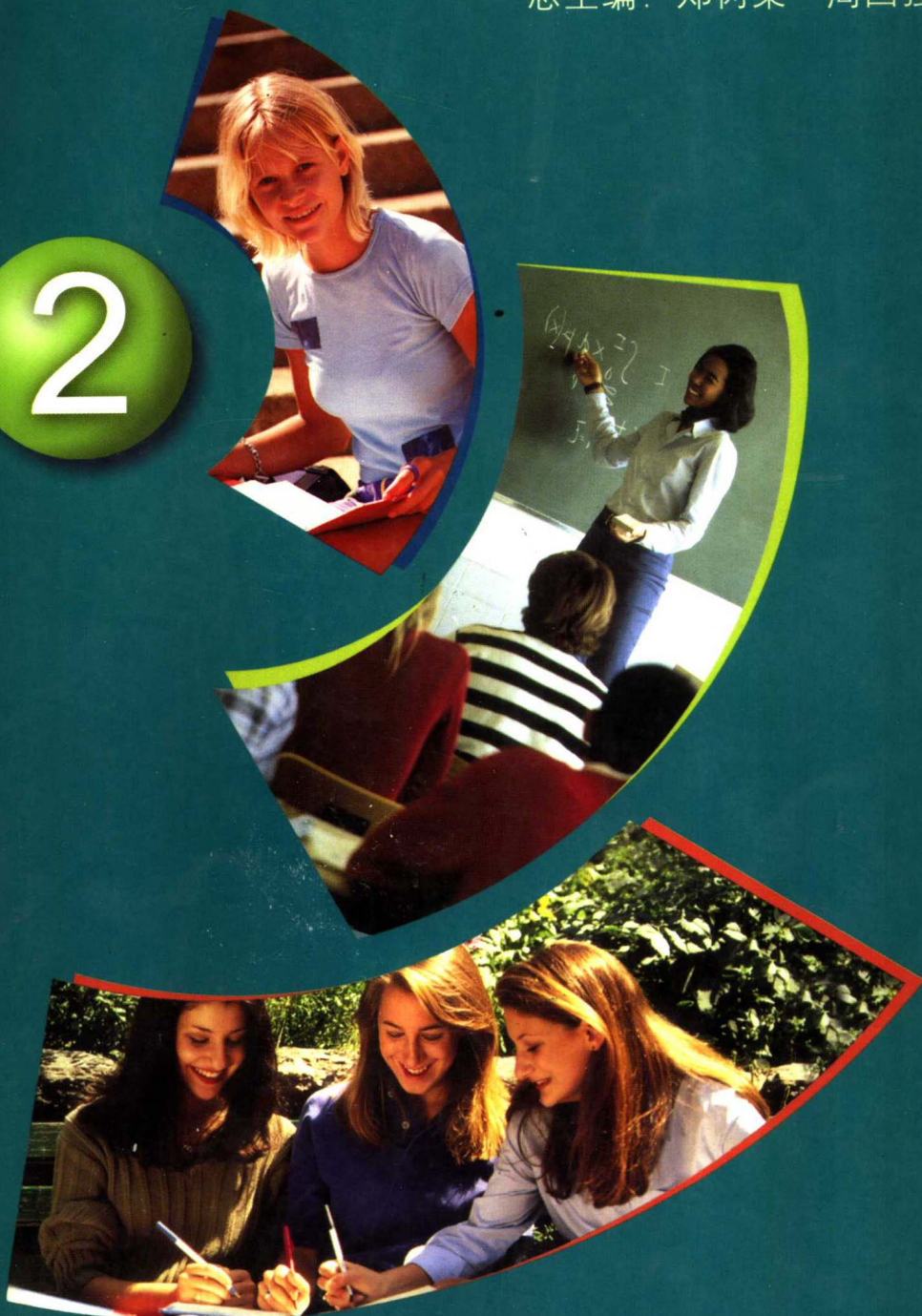
NEW HORIZON ENGLISH COURSE

新视野英语教程

读写教程 教师用书

总主编：郑树棠 周国强

2



外语教学与研究出版社

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全 国 高 职 高 专 英 语
NEW HORIZON ENGLISH COURSE

新视野

读写教程 教师用书 2

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总主编: 郑树棠 周国强

* * *

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前言



简介

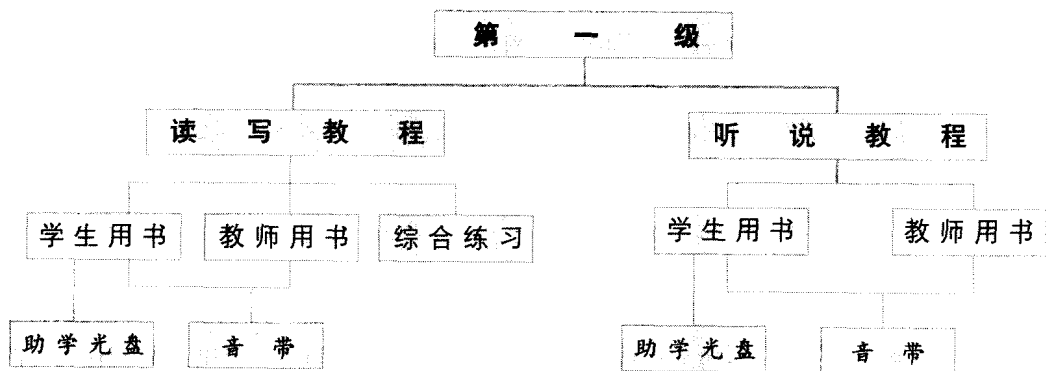
《新视野英语教程》按照教育部高等教育司颁布的《高职高专教育英语课程教学基本要求》(试行)(以下简称《基本要求》)编写而成,是一套专供全国高职高专院校使用的英语教材。它体现了《基本要求》提出的教学目的,覆盖了所要求掌握的实用英语语言知识和交际技能,突出了“实用为主”的原则。

《新视野英语教程》是一套完整的系列教材,由两条主线、三种载体、四个级别构成。《新视野英语教程》有《读写教程》和《听说教程》两条主线;《读写教程》由学生用书、教师用书和《综合练习》组成,《听说教程》由学生用书和教师用书组成;《新视野英语教程》是由课本、音带和光盘三种载体构成的立体化教学资源;《新视野英语教程》从1级到4级,由浅入深构成一套完整的系列教材。

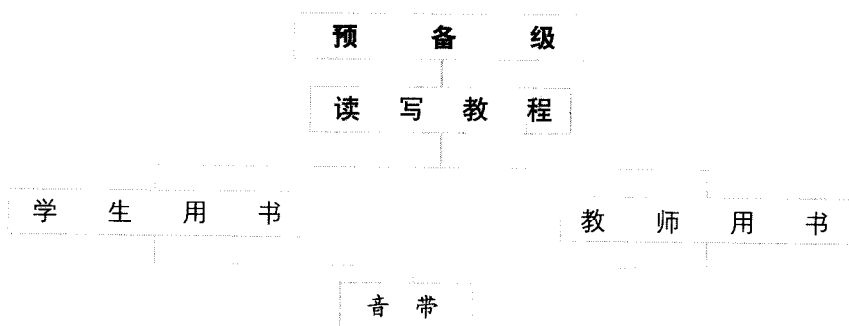
鉴于高职高专学生入学时英语水平参差不齐,《新视野英语教程》的教学要求分为A、B两级,以利于实行分类指导和分级教学。《新视野英语教程》还专门编有预备级教程,可供入学时起点较低的学生使用。

在《新视野英语教程》编写过程中,编者曾在全国多所高职高专院校组织了多次访谈,收集、整理和分析了多位高职高专院校英语教师的意见,在此基础上几易其稿,最后制定了编写提纲和重点。全国十多所大学,包括专门从事高职高专教学的院校在内的几十名资深教授和中青年骨干教师参与了《新视野英语教程》的编写和制作。参加《新视野英语教程》编写的作者都是长期从事英语教学和研究的教师,熟悉高职高专的英语教学实际,了解学生的英语水平和需求,保证了教材编写与高职高专层次的英语教学规律紧密结合。

结构



* 第二、三、四级同第一级结构



《新视野英语教程》提供由课本、音带和光盘三种载体构成的立体化教学资源。为学生提供多媒体助学光盘，有利于发挥学生自主学习的积极性，提供个性化学习的空间，促进教学模式的转变。使用《新视野英语教程》的院校、教师和学生可根据自身条件选择不同的组合。可供选择的方式有：课本、音带组合的传统教学方式；课本、光盘组合的计算机辅助教学方式。第二种方式适用于提供计算机的院校或有条件使用计算机的学生。

全国高职高专院校的情况千差万别，学校类型有明显不同，办学条件、师资力量和学生入学水平也各不相同，即使在同一学校内学生的入学水平也有很大差别。使用《新视野英语教程》，不同层次的学校可以根据《高职高专教育英语课程教学基本要求》（试行）的总体要求，在教学安排中明确各自的目标，实事求是，因材施教，实现分类指导和分级教学。对于入学时英语水平较低的学生，可从预备级开始学习，先达到B级要求，再进一步达到A级要求；对于入学时英语水平较高的学生，可直接达到A级要求，并可进一步转入与专业相关的英语课程。

《新视野英语教程》以打好语言基础为主要目标，设计和编写了许多项目，帮助学生牢固掌握基础语言知识和基本技能，例如 Reading Through, Reading Out, Getting the Message, Using the Right Word, Working with Expressions, Focusing on Sentence Structure, Translating 和 Basic Writing Skills 等。但《新视野英语教程》同时强调，打好语言基础要遵循“实用为主，够用为度”的原则，与培养语言综合能力并重。为此《新视野英语教程》设计和编写了 Using Topic-related Terms, Practical Writing 等项目，体现了语言应用的教学。

《新视野英语教程》的编写全面贯彻了以应用为本，听、说、读、写、译多位一体的教材设计理念，旨在提高学生的英语综合能力。著名的语言学家 Widdowson 指出：“以交际为目的的语言教学要求一种教学方法，把语言技能和交际能力结合在一起。”《新视野英语教程》在加强基础语言知识传授和基本技能训练的同时，重视培养学生用英语进行交际的实用能力。其主干

教材《读写教程》与《听说教程》在语言技能和交际能力上紧密联系,听、说、读、写、译5种技能互为铺垫,相辅相成,以全面培养学生综合应用能力为目的。

根据第二语言或外语习得理论,阅读文章的长度和生词量之间应该有一定的比例关系。课文长度是一个值得注意的问题。课文过长,会造成课堂教学操作上的困难;文章过于短小,会使生词相对集中,生词量过多,造成学生理解上的困难,挫伤其阅读积极性。《新视野英语教程》对阅读课文的长度有适当的控制,如《读写教程》第一级的课文词数一般在350~400左右,第二级的课文词数在400~500左右,第三、四级的课文词数则控制在500~600左右。每篇课文出现的生词数量控制在课文总词量的5%至7%左右。

光盘介绍

《新视野英语教程》助学光盘与课本相配套,为学生课堂学习之外的自主学习提供辅导和帮助。光盘界面设计亲切,条理清晰。内容不仅与课本紧密结合,而且适当增加了课外学习、娱乐的内容。光盘运用先进的科学技术将英语的听、说、读、写、译有机地融为一体,实现人机互动,更好地辅助学生进行自主学习。

读写教程助学光盘与课本配套,由10个单元构成,每单元包括课文录音、译文、语言点讲解、生词讲解、背景知识、实用写作、练习题等。在课文学习中可以实现单句、单段及全文录音播放。语言点与生词讲解内容充实,例句丰富。阅读技能与实用写作部分运用flash技术,形式生动直观。练习题类型多样,操作方便,与课本相辅相成。

听说教程助学光盘与每级课本配套,包括10个单元的学习内容。在语音学习部分,设计有辨音练习、跟读练习、录音功能等,帮助学生把握好每一个语音,为日后的英语学习打下坚实基础。听力部分以试题形式进行训练,设计有判卷功能,学生做完练习后马上可以知道得分,从而评估出自己的听力水平,进一步进行训练。在口语学习部分,设计有跟读、角色扮演等功能,学生可以先进行模仿,然后进入情景会话练习。此外,助学光盘还安排有英文歌曲、幽默故事等内容,让学生在轻松的氛围中圆满完成一个单元的学习。

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参加《新视野英语教程》编写的单位有上海交通大学、东北大学、上海第二工业大学、哈尔滨学院、山东交通学院、沈阳广播电视大学、沈阳大学师范学院、安徽池州师范专科学校、上海电机技术高等专科学校、上海东海职业技术学院、上海交通大学高等职业技术学校、同济大学、上海对外贸易学院、华东政法学院等。

编写说明

《新视野英语教程：读写教程》每级 10 个单元，每单元由 Section A、Section B 和 Section C 组成。Section A 与 Section B 各包含一篇课文及相关练习，Section C 为实用写作训练。

《新视野英语教程：读写教程》每单元围绕一个主题进行选材和编写。所选的主题均贴近学生生活，关注时代热点，反映时代节奏，具有一定深意。每单元的两篇选文语言地道、规范。课后练习的编写紧扣课文内容，包括词汇、语法、翻译、写作、阅读技能、完形填空等项，既注重各项能力训练之间的衔接和互补，也注重篇章层次上的一体化技能培训。

《新视野英语教程：读写教程》中包括 Basic Writing Skills 和 Practical Writing。Basic Writing Skills 编在 Section A 中，旨在巩固学生的语法知识，提高学生的基本写作能力。Practical Writing 单独列为 Section C，目的在于培养学生阅读、写作和翻译应用文的能力，内容包括表格、名片、贺卡、简历、信函、广告、公告及产品介绍等。

《新视野英语教程：读写教程》编有 1~4 级，配有教师用书及学生助学光盘，对入学时英语水平较低的学生还提供预备级教材。

本书为《新视野英语教程：读写教程》第二级的教师用书，共 10 个单元，供第二学期使用。每单元的基本内容是：

1. 提供 A、B 两篇课文的背景知识；
2. 提供 A、B 两篇课文的教学建议；
3. 提供 A、B 两篇课文的课文解释；
4. 提供 A、B 两篇课文的参考译文以及所有练习的参考答案。

《新视野英语教程：读写教程》第二级总主编为郑树棠和周国强。第二级主编为吴勇，副主编为柳青军。参加编写的人员有王哲希、杨小虎、叶菊仙、赵晓红、李小蓓、朱务诚、罗淑兰、程珊等。此外，刘兴华、唐玲、姜玉宇为本书的编写做了大量的辅助工作。

《新视野英语教程：读写教程》第二级由周国强、加拿大籍教师 Jill Maxine Bonnell 和美籍教师 Earnestine Bruce 审订。

编者
2004 年 3 月

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教师用书



NEW HORIZON ENGLISH COURSE

Unit

1



PART I

UNDERSTANDING AND LEARNING

Section A

Background Information

1. McDonald's

McDonald's is the world's largest restaurant corporation with more than 30,000 restaurants in 119 countries serving 46 million customers each day. In the United States, there are more than 5,000 McDonald's restaurants. It serves some of its favorite foods — world-famous French fries, Chicken McNuggets (大鸡块) and so on. The largest McDonald's restaurant is located in Beijing, China. This restaurant has 1,000 employees. Also, up to 700 customers can sit and eat in this restaurant at one time.

For more information please visit

<http://www.mcdonalds.com>.

2. Downey

Downey is the home of the Apollo Space Program (阿波罗登月计划) and the world's oldest McDonald's. Downey is located in the heart of Southern California between the business hubs (中心) of Los Angeles and Orange County. Easy access to freeways, railroads, airports, seaports, and the Internet connect Downey to the world.

For more information please visit

<http://downeyca.com>.

3. California

California is a state of the U.S. It has an area of 158,706 square miles (411,049 square kilometers), exceeded (超过) only by Alaska (阿拉斯加) and Texas (得克萨斯). It is on the west Pacific coast (美国西部太平洋海岸). The capital is Sacramento (萨克拉门托).

For more information please visit

http://www.ca.gov/state/portal/myca_homepage.jsp.

4. Ray Kroc

Raymond Albert Kroc was the founder of the McDonald's Corporation. Brothers Mac and Dick McDonald opened the first fast food restaurant called McDonald's in 1953 in Downey, California. In 1955, Kroc, a milkshake (奶昔) salesman went to visit the restaurant. He saw the potential of this fast food business and thus persuaded the brothers to sell the name to him. In this way, Kroc opened the first store of the McDonald's Corporation in 1955 in Illinois. Kroc died in the 1980's.

For more information please visit

<http://www.mcspotlight.org/people/biogs/kroc.html>.

5. Illinois

Illinois is a state in the Mid-West of the U.S. It has an area of 145,934 square kilometers and stretches 620 kilometers from the north to the south.

For more information please visit

<http://www.illinois.gov>.

6. Dick and Mac McDonald

In 1953, the McDonald brothers—Dick and Mac—developed a new idea for their restaurant. The brothers called their idea a “drive-in” restaurant, and customers could order food from their cars. The restaurant also cut down on the number of choices on the menu, so the cooks could make the food very quickly. The restaurant specialized in making hamburgers, French fries, and chocolate shakes. In 1955, Ray Kroc visited the restaurant and offered to buy the rights to the two brothers' idea. The two brothers agreed, and the McDonald's restaurant chain was born.

For more information please visit

http://www.mcdonalds.com/corp/about/mcd_history_pg1.html.

7. National Register of Historic Places

The National Register of Historic Places is the official list of cultural resources worthy of preservation in the U.S. Authorized under the National Historic Preservation Act of 1966 (根据1966年制定的《国家文物保护法》), the National Register is part of a national program to coordinate and support public and private efforts to identify, evaluate, and protect our historic and archeological (考古的) resources. Properties listed in the Register include districts, sites, buildings, structures, and objects that are significant in American history, architecture (建筑), archeology (考古学), engineering, and culture.

For more information please visit

<http://www.nationalregisterofhistoricplaces.com/welcome.html>.



Suggestions for Teaching Text A

In Text A, the author presents two different opinions about how to deal with the first McDonald's restaurant. On the one hand, the residents in Downey think that the building should be saved because it is a cultural symbol and it gives them good memories. On the other hand, the McDonald's says that the building should be torn down for two main reasons. First, it was damaged and is impossible to fix. Second, it is losing money. But some people in Downey as well as some local historians think that these are excuses. The real reason is to change the history, that is, Ray Kroc was not the original inventor of the fast food business and the founder of McDonald's. Finally, the author says that "everyone hopes that the McDonald's managers and the people of Downey will soon find peace".

To help the students better understand the text, the teacher is advised to draw their attention to the following:

- the history of McDonald's and the related background;
- the different opinions held by the Downey people and the McDonald's managers; and
- the ways these different opinions are structured and presented.

First, it is very important to provide the background about Ray Kroc and the McDonald's brothers at the beginning. For example, after finishing the questions in the "Exploring" part in the Student's Book, the teacher can ask questions such as: "Do you know who founded McDonald's?" "Why was the restaurant called McDonald's?" and "When was it started?" Then the teacher can go on to explain in detail the history of McDonald's.

Second, in order to let the students understand the different opinions discussed in the text, the teacher may ask the students to read the text and fill in a table as follows:

	Downey People	McDonald's
Attitude	<i>Save the building</i>	<i>Tear down the building</i>
Supporting reasons	<ol style="list-style-type: none"> 1. <i>It is a cultural symbol.</i> 2. <i>It gives them good memories.</i> 3. <i>McDonald's is trying to change the history.</i> 	<ol style="list-style-type: none"> 1. <i>It was damaged in an earthquake and is impossible to repair.</i> 2. <i>It is losing money at that location.</i>

Third, the teacher can ask the students to pay attention to the ways these different opinions are structured and presented. The teacher can ask the students to pick out the conjunctions and adverbs or even sentences used to express a change of thought, e.g.

*... people are trying to save the first McDonald's restaurant in history. McDonald's, **though**, says the building should be torn down.*

*Many people in the town of Downey **don't agree with** this line of thinking, **though**.*

*Building inspectors, **on the other hand**, say that the structure can be repaired, but that it will be expensive.*

*Thus, many people in Downey think McDonald's is trying to change history, **though** the company denies this.*

In order to make an even more detailed study, the teacher can ask the students to write down the opinions of the building inspectors and local historians too in a similar way.

At the end of the lesson the students can be asked to give their own opinions about the first old McDonald's. And if possible, ask them to report how different students have different ideas on this issue by using some of the linking words mentioned above.

Detailed Study of Text A

The First McDonald's Restaurant

1. Even though the first McDonald's restaurant sold only hamburgers and French fries, it still became a cultural symbol. (Para.1)

Meaning: In spite of the fact that the first McDonald's restaurant served only two kinds of food: hamburgers and French fries, it still became a symbol that represents the American culture.

fry:

n. (chips BrE)(usually plural)(also French fries) a long thin piece of potato that has been cooked in hot oil 炸薯条

The child likes to eat **fries** a lot. 这个小孩很喜欢吃炸薯条。

v. cook or be cooked in hot fat or oil 炸, 煎

She **fried** two eggs for her breakfast. 她煎了两个鸡蛋做早餐。

The small steak will **fry** soon. 小块牛排很快就能炸好。

2. ... in the Southern California city of Downey... (Para. 1)

Meaning: ... in Downey, a city in the south of California...

southern: *adj.* of or belonging to the south of the world or of a country 南方的, 属于南方的



From both the **southern** and northern sides, fires were moving quickly towards the village. 火势从南面和北面向村庄扑过来。

Florida is a state in the **southern** part of the United States. 佛罗里达州在美国的南部。

3. McDonald's, **though**, says the building should be torn down. (Para. 1)

Meaning: McDonald's, however, says that the building should be pulled down.

though: *adv.* (not used at the beginning of a clause) in spite of the fact; nevertheless 可是; 然而; 不过

He is a lazy student. There's no reason, **though**, to drive him out of the classroom. 他是个懒学生, 不过, 也没理由把他赶出教室。

Many people say the boss is too strict. I don't think so, **though**. 许多人说老板很严厉, 我倒不这么认为。

4. ... **be torn down**. (Para. 1)

tear down: (*especially a building*) pull down, especially violently; destroy 推倒 (尤指建筑物); 拆毁

We have a theatre in town but we are to **tear it down** next year to make room for the highway. 我们城里有一家戏院, 但是计划明年拆除, 造高速公路。

It is often cheaper to **tear down** buildings than to repair them. 拆房子的费用常常要比修房子低。

5. **Built in 1953**, the restaurant... is the oldest of all the Golden Arches in America... (Para. 2)

Meaning: Since the restaurant was built in 1953, it is the oldest among all the McDonald's restaurants with the logo of the Golden Arches in America...

Notice here "built in 1953" is a past participial phrase serving as an adverbial of reason. The "Golden Arches" originally refers to the logo of McDonald's, which consists of two golden shapes with a curved top and straight sides. Here it refers to all the McDonald's restaurants.

6. ... the **Golden** Arches... (Para. 2)

golden: *adj.*

1) of the color of gold 金色的; 闪金光的

We've got windy spring, hot and dry summer, **golden** autumn, and cold and snowy winter. 我们这里春天风大, 夏天干燥炎热, 秋天一片金色, 冬天则寒冷多雪。

Sunflower? Do you refer to the one that has a **golden** yellow flower, a brown center and a strong stem? 向日葵? 是不是开金黄色花、花的中心呈棕色而且根茎粗壮的那种?

2) made of gold 金制的

She put the two **golden** rings into a nice box. 她把那两枚金戒指放进一只漂亮的盒子里。

The medal was **golden**, so it was sold for quite a lot of money. 那块奖牌是金的, 所以卖了

不少钱。

7. ... the Golden Arches... (Para. 2)

arch: *n.*[C] something with a curved top and straight sides 圆拱; 拱形物

His house is very unusual with an **arch** roof. 他的房子有个拱形屋顶, 因此很特别。

The **arch** of the bridge reaches over 12 meters. 桥的拱门宽达 12 米。

8. ... the building is now in danger of being destroyed, along with their memories. (Para. 3)

Meaning: The first McDonald's restaurant is now facing the possibility of being torn down. Together with the disappearance of the building, people's good memories about it would be ruined too.

Notice the sentence could be rewritten as "... the building, along with their memories, is now in danger of being destroyed."

danger: *n.*[U] the possibility of harm or loss 危险

John should have been aware of the **danger** of smoking to his health. 约翰本该知道吸烟对其健康有危害。

A policeman could meet with **danger** any minute of his working day. 警察在值勤的每分钟都可能遇到危险。

in danger of: likely to be hurt or damaged by 处于……危险之中

Millions of people in the Himalayas are **in danger of** big earthquakes, according to scientists in the U.S. and India. 美国和印度的科学家说, 喜马拉雅山数百万人面临着大地震的威胁。

The trees in the forest have been cut down in such great numbers that the forest is **in danger of** disappearing. 森林中的树木被大量砍伐, 因此森林面临着消失的威胁。

9. ... in danger of being destroyed... (Para. 3)

destroy: *vt.* damage something so badly that it cannot be used or repaired 破坏; 毁坏

The building of large dams can **destroy** the environment for animals and plants. 建造大坝会破坏动植物的生存环境。

Our main task is to **destroy** the enemy's airport. 我们的主要任务是摧毁敌人的机场。

10. McDonald's explains that the building was damaged in an earthquake... (Para. 4)

Meaning: McDonald's tells people that the building was destroyed in an earthquake and thus is not useful anymore.

damage:

vt. cause damage to 毁坏; 损害

We just managed to put the fire out before it **damaged** the house. 我们抢在房子被完全烧毁之前将火扑灭了。



Some suggest that computers can even **damage** students' learning: students may spend too much time on computer games. 有人提出, 电脑甚至可能严重影响学生学习, 因为学生们可能把太多的时间花在电脑游戏上。

n. [U] the process of spoiling the condition or quality of something and the harm or loss that results 毁坏; 损害

Mrs. Smith was very angry when she saw the **damage** done by the kids to her flowers. 史密斯太太看到孩子们把她的花糟蹋得不成样子, 非常生气。

The storm caused great **damage** to the small village. 那场暴风雨给小村带来了巨大破坏。

11. ... in an earthquake... (Para. 4)

earthquake: *n.* [C] a violent shaking of the earth 地震

It was difficult to know how many people had been affected in the **earthquake**. 很难知道有多少人受到这次地震的影响。

On January 17, 1995, the Kobe **earthquake** hit south-central Japan. 1995年1月17日, 日本中南部发生了神户大地震。

12. Many people in the town of Downey don't agree with this line of thinking, though. (Para. 4)

Meaning: But many Downey people don't share McDonald's view that the building was destroyed and thus needs to be torn down.

agree with: have or share the same opinion, feeling or purpose 意见(感觉, 目的)一致; 同意
Please put up your hand if you don't **agree with** me. 不同意的请举手。

We don't **agree with** him because his idea seems so strange. 他的想法太怪了, 所以我们不同意。

13. ... line of thinking... (Para. 4)

line of thinking/thought: a way or method of thinking about something 思路; 想法

These types of question cause a new **line of thinking**. 这类问题引发了一种新的思路。

I worry about this **line of thinking** because it is not good for children. 对这种想法我很担忧, 因为它对孩子有不好的影响。

14. They are using the earthquake as an excuse. (Para. 5)

Meaning: The reason that the building was damaged in an earthquake was not a real one: McDonald's managers are using it to hide the real reason for tearing down the building.

15. Another Downey resident remarks... (Para. 6)

Meaning: Another person who lives in Downey says...

resident:

n. [C] a person who lives in a place 居民; 定居者

He's a **resident** of the United States. 他定居在美国。

This hotel serves meals to **residents** only. 本旅馆只对住客供餐。

adj. living (in a place) 居住 (在某地) 的

In 1970 about one fifth of **resident** college and university students were women. 在1970年, 住读大学生中约有 1/5 是女性。

I went into the police station and in less than two hours received my "**resident permit**". 我走进警察局, 不到两小时, 就拿到了我的居住证。

16. They don't respect the **public** at all. (Para. 6)

Meaning: They don't care at all about how people in general think and feel about this matter.
public:

n. (the ~) people in general 公众; 大众; 民众

At last, the president admitted his fault to the **public**. 总统最后终于向公众认错了。

What the **public** is concerned about is if there will be a rise in price. 公众关心的是物价是否会上涨。
adj.

1) for the use of everyone; not private 公共的; 公用的

There is no **public** bathroom in this area. 这一带没有公共浴室。

People living in that city can use their **public** transportation for free. 这个城市的居民可以免费乘坐公共交通工具。

2) of, for or concerning people in general 公众 (事务) 的

The **public** image is very important to a politician. 公众形象对于政客来讲非常重要。

I am now working for a small **public** relations firm. 我现就职于一家小型公共关系公司。

17. McDonald's managers say the restaurant is losing money at that **location**. (Para. 7)

Meaning: McDonald's managers say the restaurant is doing business at a loss at that place.

location: *n.* [C] a special place or position 位置; 场所

These plants are not growing well after they have been moved to the present **location**. 这些植物移栽到现在这个地方后, 长势不太好。

Scientists cannot find out the exact **location** and time of an earthquake. 科学家们不能找出地震的确切位置和时间。

18. There is no room for a drive-thru window, or for seating inside. (Para. 7)

Meaning: There is no space where people can buy food without getting out of their car. Nor is there space for people to sit and eat inside.

there is (no) room for: there is (no) the need or possibility for something to happen or be done



有(无)……余地 (或需要)

This is the truth and **there is no room for** doubt. 这是事实，而且不容置疑。

My car can only take four people, so **there is no room for** the five of us. 我的汽车只能坐4个人，所以坐不下我们5个人。

19. The managers want to build a copy of this building at another location instead. (Para. 7)

Meaning: Instead of fixing the restaurant, the managers want to build at another place another restaurant that looks exactly the same as the old one.

20. Building inspectors, on the other hand, say that the structure can be repaired, but that it will be expensive. (Para. 8)

Meaning: However, officials who inspect buildings say that it is possible to fix the building, but they also say that the repair will cost a lot of money.

Notice the two clauses “that the structure...” and “that it will...” are both objects of “say”. “that” in the second clause should not be omitted.

inspect: *vt.* examine (something) closely or in detail, especially in order to judge quality or correctness; make an official visit to judge the quality 检查；视察

A team of experts **inspected** their work and said that the work was well done. 专家组检查了他们的工作，说工作做得非常出色。

Yesterday a man from the local education committee came to **inspect** our school. 昨天教育局有人来我校视察。

inspector: *n.* [C] an official who inspects something 检查员；督察员

A conductor could lose his job if an **inspector** caught him accepting money without pulling a ticket. 如果检票员发现售票员收钱却不出票，售票员就会丢工作。

The tax **inspector** has a complete right to examine the company files. 税务检察官有全权检查公司账册。

21. ... the structure can be repaired... (Para. 8)

structure:

n.

1) [C] something formed of many parts, especially a building 建筑物；结构物

The steel **structure** looks very strange among the small wooden houses. 那幢钢结构的房子在那些小木房中间显得很突兀。

The Oriental Pearl Tower has become one of the most famous **structures** in Shanghai. 东方明珠塔已成为上海最著名的建筑之一。

2) [U] the way in which parts are formed into a whole 结构；构造