

English

英语

第七册 (顺序选修7)

(供高中二年级下学期使用)

主 编: 陈琳 Simon Greenall (英)

副主编: 张连仲

编 者: Mary Tomalin (英) Ken Wilson (英)
Kathy Flower (英)

学生用书

Student's Book 7



外语教学与研究出版社

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前言

本教材是外语教学与研究出版社依据教育部制定的国家《英语课程标准》，在充分调研和科学论证的基础上，与著名教育出版机构——英国麦克米伦出版公司共同推出的中小学“一条龙”英语教材——《英语》（新标准）的高中部分。

本教材的中方主编是北京外国语大学陈琳教授，副主编为张连仲教授，英方主编 Simon Greenall 先生是世界知名的教材编写专家，曾任国际英语教师协会主席。编者 Ken Wilson 先生、Mary Tomalin 女士和 Kathy Flower 女士均为具有丰富经验的英语教材编写专家。参加本书编写的还有高中一线英语教学专家薛中梁、钱建源、吴燕、俞平、张悦民、程家庆等。

《英语》（新标准）高中教材共分11个模块：学生学完必修的1-5模块，将会达到课程标准七级的要求；学完顺序选修的6-8模块，将会达到课程标准八级的要求。本教材具备以下特色：

一、遵循“以人为本”的教育理念，以学习者的年龄和认知能力为基础，充分考虑学生的语言学习和人格塑造的发展性要求，全面培养学生的综合英语能力，寓素质教育于英语教学之中。

二、继续遵循《英语》（新标准）系列教材的“题材—功能—结构—任务”编写原则，博采众家之长，探索适合中国学生英语学习的途径和方法。

三、题材多样，语言地道鲜活，难度适中，体现高中学生的兴趣特点，注重培养学生运用英语进行恰当交流、获取和处理信息以及用英语思维的能力。

四、从多方面强化语言技能的训练，特别关注学生的学习策略的培养；结合每个单元教学的主题，对学生进行文化意识和跨文化交际能力的培养。

五、在初中语法体系的基础上，高中必修1-5模块对初中所呈现的语法内容进行进一步的深化和拓展；顺序选修6-8模块将进行新一轮语法知识的复现，从而确保学生达到《英语课程标准》八级的整体要求。

六、在初中阶段学习过的1600个词汇的基础上，通过多种语境和有意义的训练，使学生在完成1-5模块时掌握2500的词汇量；在完成顺序选修6-8模块时达到3500的词汇量，从而为进一步学习打下良好基础。

七、本教材的附录部分内容丰富，列举了对“学生用书”语言点的讲解、主要语法现象的归纳总结、词汇表以及本册书的人名地名表。

八、针对不同层面和处于不同教学环境的教师，我们特别编写了信息量大且实用的“教师用书”，不仅包括详细的授课流程引导（全英文），还有针对每个单元所编写的教学目标、内容分析、教学过程建议、教学评价建议和教学资源库等。

九、本教材遵循教学资源化的理念，分别邀请英方专家和中方测试专家编写配套的“阅读”和“同步评价手册”，并将陆续为广大师生提供配套的多媒体资源。

我们希望，这套《英语》（新标准）系列教材的高中部分能使学生进一步扩展语言知识，提高英语素养，拓展视野，为自身的终生发展打下坚实的基础。

《英语》（新标准）系列教材
高中阶段编委会

致 同 学

同学们，欢迎大家继续高中《英语》的学习！

经过1—5册必修阶段的英语学习，你们已经打下了坚实的英语基础。现在需要大家根据升学或就业的需要，对自己的学习目标提出更高的要求。由国家教育部制定并颁布的《普通高中英语课程标准》明确规定：高中英语课程的目标是在进一步发展学生基本语言运用能力的同时，着重提高学生用英语进行恰当交流的能力，用英语获取信息、处理信息、分析和解决问题的能力；逐步培养学生用英语进行思维和表达的能力。这也是同学们在高中后期学习英语的努力方向。也就是说，通过顺序选修阶段的学习，同学们要更好地掌握语言的“人文性”和“工具性”的功能，形成较强的内化语言能力。

要达到这个目标，需要你的主观努力，也需要一本适应更高更广的语言学习需求的教材。《英语》(新标准)顺序选修6—11册在延续了必修1—5册基本特色的基础上，再次强调了以下特点：

一、教材的指导思想反映当代外语教学研究的最新成果。所选用的语言材料具有时代性，既反映了语言的发展，又能满足大家对语言学习的需求。

二、由中外语言教学专家合作编写。尽可能地选择真实、地道和经典的语言素材，保证重要语言元素和技能发展的科学安排和恰当再现；话题的选择更加宽泛，注重语言学习的思想内涵。

三、根据该阶段教学特点、教学内容和教学要求，充分遵循循序渐进的原则，强调对基础教育阶段语言知识的复现、综合练习和重新认识，以形成内化的语用能力。

四、提供探究式、发现式、任务型等多种学习方式，为大家提供语言应用的平台，着眼于通过学习进一步发展独立学习和自主学习能力。

五、6—11各册不同于其他选修课程，它是作为必修1—5册的继续的“顺序”选修课程。它在教学内容、语言理论、语言技能、跨文化意识等方面，都在1—5册的基础上提出更高的要求，使1—11册成为一个高中阶段英语学习的系列的整体。

六、6—11各册内容的选择，将会使同学们进入一个英语语言的较高阶段。课文中将有越来越多的经典的当代英语名篇。学习这些文章，将帮助同学们逐渐接触英语语言的精华，使自己的英文能力上升到一个新的平台。

我们希望，通过6—11册的学习，同学们能够接收到更加丰富的信息，接触到更加宽广的世界。

愿《英语》(高中)6—11册继续伴随同学们度过有意义的高中时代！

Scope and sequence

Module	Topic and Task	Grammar / Function	Skills
1 P1	Topic: Basketball Task: Explaining basketball and preparing a “dream team” of star players	Grammar: Conversion and suffixes Function: Expressing feelings and emotions	Reading: Inferring Listening: Listening for main ideas Writing: Writing a letter to a newspaper Speaking: Talking about basketball
2 P15	Topic: Highlights of My Senior Year Task: Writing an article for a school newspaper about the highlights of your school year	Grammar: Predictive clauses and subject clauses Function: Expressing thoughts and opinions	Reading: Reading for main ideas Listening: Listening for main ideas Writing: Writing an article about senior Speaking: Talking about American
3 P29	Topic: Literature Task: Acting out a scene from one of Charles Dickens’ novels	Grammar: Inversion used for emphasis and emphatic sentences Function: Ways of emphasising	Reading: Summarising Listening: Predicting context Writing: Writing a character sketch; Speaking: Role-play a scene from
4 P43	Topic: Music Born in America Task: Organising a class concert	Grammar: Adverbial clauses of time and ellipses Function: Comparing the present and the past	Reading: Reading for specific Listening: Listening for main ideas Writing: Writing a description of your Speaking: Talking about modern music
5 P57	Topic: Ethnic Culture Task: Writing an article about an ethnic minority	Grammar: V-ed form as adverbial and phrasal verbs Function: Ways of asking for more information	Reading: Reading for specific Listening: Ordering ideas Writing: Writing a paragraph about group Speaking: Talking about ethnic minority
6 P71	Topic: The World’s Cultural Heritage Task: Giving a presentation about a world heritage site	Grammar: Subjunctive and adverbial clauses of place, condition and concession Function: Expressing place, condition and concession	Reading: Reading for specific information Listening: Listening for specific information Writing: Writing a description of an human heritage Speaking: Talking about cultural
7 P85	Revision		
Appendices 附录		Notes to the Texts P127 Grammar P137 Words and Expressions P145	Names and Places P153 Vocabulary P154

**Culture /
Learning to learn****Vocabulary /
Everyday English****Work-
book**

and attitude
about Yao Ming
in China

Cultural Corner: How Did
American Football Start?

Learning to learn: Imitating native
speakers on the radio

Vocabulary: Basketball, sports

Everyday English: look forward to it;
really hot; show a lot of character; fast and
furious

P91

high school life
high school life

Cultural Corner: The American Art
of Cheerleading

Learning to learn: Using different
ways to practise oral English

Vocabulary: School life, teenage activities

Everyday English: Let's get going. It's up
to (you). the usual stuff; (She's) really got
something. in the end; (We're) through.
I'm with you on that.

P97

rewriting a story
Oliver Twist

Cultural Corner: Charles Dickens

Learning to learn: Summarising a
story in your own words

Vocabulary: Words from *Oliver Twist*

Everyday English: to throw your arms round
someone; Thank goodness! What's going on?
to break someone's heart; to do (him) good;
You rascal!

P103

information
study habits

Cultural Corner: Americans Who
Changed the World of Music

Learning to learn: Think before you
ask

Vocabulary: Types of music

Everyday English: Can you turn that music
down a bit? It isn't my cup of tea.
We didn't play music as loudly as you do these days.
Why are you inside listening to music?
It's her turn to call me.

P109

information
the Jinuo ethnic
cultures

Cultural Corner: Native Americans
and Australian Aborigines

Learning to learn: Learning from
others

Vocabulary: Ethnic identity, costumes,
environment

Everyday English: I guess; tasty; I'm green
with envy. apparently; How come? gorgeous;
What do you reckon?

P115

and attitude
intangible
heritage

Cultural Corner: Santa Fe's Living
Treasures

Learning to learn: Learning the way
people present and discuss things

Vocabulary: Archaeology, world heritage sites

Everyday English: Not to worry.
As long as you've got a raincoat, you'll be OK.
No matter what happens, you'll have a good time.
You'll have a day to remember.
No one knows for certain.
We'd better get back into the bus now.

P121

Task: Explaining basketball and preparing a "dream team" of star players

INTRODUCTION Vocabulary and speaking

1 Look at the photograph and answer the questions.

- 1 What are the forwards doing — attacking or defending?
- 2 What are the guards doing — attacking or defending?
- 3 What is the referee doing?



forward scoring with a slam dunk (worth two points)

2 Read the information about basketball and answer the questions.

What is the NBA?

The National Basketball Association (NBA) is the number one basketball league in the world. There are 30 teams in major cities in the United States and Canada. The NBA began in 1946, when it was called the Basketball Association of America (BAA). It changed its name to the

National Basketball Association in 1949 when several teams joined the BAA from the rival National Basketball League (NBL). Several universities have top-class amateur basketball teams, and talented players often turn professional as soon as they finish their studies.

- 1 Are the NBA and the BAA the same organisation?
- 2 Are all the NBA teams in the same country?
- 3 What is the difference between an amateur team and a professional team?

3 Discuss the questions.

- 1 Which of these words would you use to describe basketball? Give reasons for your choice.

boring complicated dangerous exciting fast simple slow

- 2 What is the main difference between basketball and these sports?

baseball football (soccer) tennis volleyball

Example: In football you pass the ball with your feet. In basketball you pass the ball with your hands.

- 3 Which NBA basketball players do you know?

READING AND VOCABULARY

1 Read the information about Michael Jordan and Wilt Chamberlain and answer the questions.

- 1 Did Jordan and Chamberlain ever play against each other?
- 2 How much taller was Chamberlain than Jordan?
- 3 Who scored more points in his career?
- 4 How old was Chamberlain when he died?
- 5 Which record do they both hold?

2 Read the passages and answer the questions.

- 1 Which basketball team did Michael Jordan play for?
- 2 How many times did Michael Jordan's team win the NBA title?
- 3 Why do the fans admire Jordan so much?
- 4 How many basketball teams did Wilt Chamberlain play for?
- 5 Which were the first and last teams Wilt Chamberlain played for?
- 6 Why is Wilt Chamberlain called the Tower of Power?

Michael Jordan

Born: 17th February 1963

Height: 1.98m

NBA career: 15 seasons
(first season 1984–1985)

Position: Guard

Games: 1,072

Points: 32,292

Record holder:

- 1 Most seasons leading scorer: 10
- 2 Consecutive seasons leading scorer: 7 (1987–1993)



Wilt Chamberlain

Born: 21st August 1936

Died: 12th October, 1999

Height: 2.17 m

NBA career: 14 seasons
(first season 1959–1960)

Position: Centre

Games: 1,045

Points: 31,419

Record holder:

- 1 Most points in a season: 4,029 (1961–1962)
- 2 Consecutive seasons leading scorer: 7 (1960–1966)



Michael Jordan –Head and Shoulders Above the Rest!

During the 1990s, Michael Jordan was probably the best-known athlete in the world. He was the top scorer in the NBA, and played for the Chicago Bulls from 1984 to 1993. He was named their most valued player five times. Wearing his famous number 23 shirt, Michael Jordan became the most successful basketball player in the history of the game.

Jordan was born in New York and grew up in North Carolina. He attended the University of North Carolina for a year before leaving to join

the Chicago Bulls. He finished his first season (1984–1985) as one of the top scorers in the league, with an average of 28.2 points per game.

In 1987, Jordan became only the second player to score more than 3,000 points in a season. He was the top scorer in the NBA for seven consecutive seasons (1987–1993). During this time, the average number of points he scored was more than 30 points per game. With him, the Bulls won their first NBA championship in 1991. During this successful period they won

the title again in 1992 and 1993, Jordan was also in the United States Olympic Basketball Team, known as "the Dream Team", which won the gold medal at the 1992 Olympics in Barcelona, Spain.

Jordan surprised everyone when he retired before the 1993–1994 season, but he rejoined the Chicago Bulls and won three more championships with them from 1996 to 1998. He played again for the Washington Wizards before finally retiring from sport in 2003 at the age of 40. Millions of fans admire his athletic ability, motivation and confidence. They have fantastic stories to tell about Michael Jordan, such as the time when he rescued the Bulls from ending a game on a tie. He stepped to the line and made two free throws. Each time he threw the ball straight

through the basket — and each time he had his eyes closed.

Off the basketball court, Michael Jordan opened his own steak restaurant because he loves steak so much. He also found success as an actor in the film *Space Jam* alongside the famous cartoon character Bugs Bunny!

There is only one word to describe the best player in the world — awesome!



Wilt the Stilt – the Tower of Power!

Michael Jordan was the second player to score more than 3,000 points in a season — but the first was Wilt Chamberlain. Chamberlain was born in Philadelphia on 21st August 1936. He was one of the 11 children, the only one who was very tall. His father William worked in a shipyard and his mother Olivia was a cleaner. As a child, Chamberlain had various health problems. He had pneumonia and almost died when he was ten.

Chamberlain is the only NBA player who averaged over 50 points per game for an entire season. At one point, Chamberlain was so much better than all



the other players that they changed the rules of the game to try to stop him!

The giant player joined the NBA's Philadelphia Warriors in the 1959–1960 season and was an immediate success. During 14 seasons with four different teams, Chamberlain was named the most valued player in the league four times. On 2nd March 1962, he scored 100 points in a single game — no one has ever done that since! The final score was Warriors 169 New York Knicks 147!

He ended his career after five amazing seasons with the Los Angeles Lakers. By the time he retired, Wilt held many NBA records: he scored 50 or more points 118 times and 60 or more points 32 times.

Was Wilt Chamberlain better than Michael Jordan? Who knows? But there is no doubt that he deserves the title "outstanding player of his generation".

3 Check the true sentences.

- | | |
|---|--------------------------|
| 1 Michael Jordan is the best-known athlete in the world. | ☐ |
| 2 Jordan finished his studies before he joined the Chicago Bulls. | ☐ |
| 3 Jordan was the second person to score more than 3,000 points in a season. | ☐ |
| 4 Jordan made a film in which he acted with a cartoon character. | ☐ |
| 5 Wilt Chamberlain was taller than his brothers and sisters. | ☐ |
| 6 Chamberlain was a strong child. | ☐ |
| 7 The NBA changed their rules to try to stop Chamberlain being so successful. | ☐ |
| 8 Chamberlain played for the same team for the last five years of his career. | ☐ |

4 Look at the words from the passage about Michael Jordan again. Match them with their meanings.

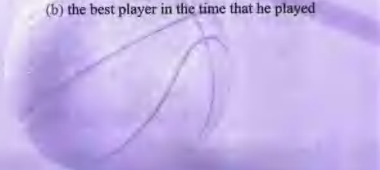
alongside awesome consecutive dream team
gold medal league motivation score season

- | | |
|---|--|
| 1 the first prize in an Olympic event | 6 the best group of players that you can imagine |
| 2 (to get) points or goals in a game | 7 something that makes you want to do something |
| 3 an adjective meaning <i>one after another</i> | 8 an adjective meaning <i>fantastic</i> |
| 4 a group of teams playing against each other | 9 a word meaning <i>next to</i> |
| 5 the time of the year when teams play against each other | |

5 Look at the phrases from the passage about Wilt Chamberlain again. Choose the correct meanings.

average deserve entire generation giant immediate outstanding

- | | |
|---|--|
| 1 <i>averaged over 50 points per game</i>
(a) scored more than 50 points a game
(b) sometimes scored more, sometimes less than 50 points a game | 4 <i>an immediate success</i>
(a) a success after a few years
(b) a success as soon as he started |
| 2 <i>for an entire season</i>
(a) for part of a season
(b) for the whole season | 5 <i>he deserves the title</i>
(a) It is right that he has the title.
(b) It is not right that he has the title. |
| 3 <i>the giant player</i>
(a) the very tall player
(b) the very young player | 6 <i>the outstanding player of his generation</i>
(a) the best player of all time
(b) the best player in the time that he played |



SPEAKING

1 Work in groups and discuss the questions.

- 1 "Everyone in China thinks the NBA is fantastic." Do you think this statement is true?
- 2 If you agree, what are the reasons for its popularity? Here are some ideas:
 - (a) We can watch all the games on TV.
 - (b) There are Chinese players who are NBA stars.
 - (c) Chinese people like playing basketball.
 - (d) Basketball is more exciting than other sports.
- 3 Are any of these sports as popular as basketball in China?
 - (a) soccer (b) baseball (c) tennis (d) rugby

2 Tell the rest of the class about your conclusions.

3 Work in groups. Answer the questions.

- 1 Do you like watching basketball on TV?
- 2 Do you prefer watching Chinese teams or NBA teams on TV?
- 3 Do you like watching basketball "live"?
- 4 Do you like playing basketball?
- 5 Do you think that basketball is the best sport in the world?
- 6 Would you like to be a professional basketball player?

Now report the answers to the whole class.

GRAMMAR (1) Conversion

1 Read the sentences and answer the questions.

- 1 Chamberlain *averaged* over 50 points a game for an entire season.
 - 2 During this time, his *average* was more than 30 points a game.
 - 3 Jordan was the second player to *score* more than 3,000 points in a season.
 - 4 The final *score* was 169–147!
- a. What's the difference in the way *average* and *score* are used in these sentences?
 - b. Does the meaning of the words change when they are used differently?

2 Rewrite the sentences.

Example: What's the answer?

They want me to *answer* the question.

- 1 The Chicago Bulls won their first championship in 1991.
There was a first championship _____ for the Chicago Bulls in 1991.
- 2 Jordan surprised everyone when he retired.
It was _____ for everyone when he retired.
- 3 They changed the rules of the game to try to stop him.
There was _____ in the rules to try to stop him.

- 3** Decide which type of word is missing from the sentences (noun or verb) and complete the sentences with the correct form of the words in the box.

dream question result star work

- 1 A lot of young boys _____ about playing in the NBA.
- 2 The _____ of the game was incredible — 169 to 147.
- 3 Michael Jordan was the biggest _____ of the Chicago Bulls for many years.
- 4 My uncle _____ as a trainer for the Shanghai Sharks.
- 5 The teacher often asks us _____ about basketball.

- 4** Complete the sentences with the correct form of the words in the box. Use each word twice.

break head play record

- 1 He _____ his arm playing basketball.
- 2 Yao Ming injured his _____ during a game.
- 3 Jordan's total of points is a world _____.
- 4 Chamberlain _____ for four different NBA teams.
- 5 After the game, the fans _____ for the exit.
- 6 We _____ the commentary of the game on a cassette.
- 7 Has there ever been a film or a _____ about basketball?
- 8 There was a ten-minute _____ in the game because a player was injured.



- 5** Answer the questions about noun-verb conversions.

- 1 The following words don't change meaning when they convert from nouns to verbs. Can you think of other similar words?

answer average change dream question
result score star surprise win work

- 2 The following words can change their meaning when they change from nouns to verbs. Can you think of other similar words?

break head record play

LISTENING AND VOCABULARY

1 Work in pairs. Before you listen, answer the questions about basketball.

- 1 How many players are there in a basketball team?
 - (a) five
 - (b) eleven
- 2 How long does a professional NBA basketball game last?
 - (a) There are four 12-minute periods.
 - (b) There are two 20-minute halves.
- 3 What happens if the scores are a tie at the end of the game?
 - (a) Both teams receive one league point.
 - (b) There is overtime of five minutes.
- 4 What is a *time out*?
 - (a) The end of the game.
 - (b) A time when the coach can talk to the players.

2 Listen to Part 1 of the passage. Decide which two people are speaking and when. Choose from the list.

- (a) A commentator and a player speaking before a game starts.
- (b) Two commentators speaking at the beginning of a game.
- (c) Two commentators speaking at the end of a game.

3 Listen to Part 2 of the passage and check the words you hear.

- | | | | |
|----------------------------------|--|-----------------------------------|-------------------------------------|
| ☐ amazed | ☐ disappointed | ☐ excited | ☐ exhausted |
| ☐ amazing | ☐ disappointing | ☐ exciting | ☐ exhausting |

4 Listen to Parts 1 and 2 of the passage again and check the true sentences.

- 1 Dan is excited at the beginning of the game and disappointed in the end. ☐
- 2 Yao Ming has had a good season for the Rockets, according to Dan. ☐
- 3 Dan thinks that Yao Ming can do everything by himself. ☐
- 4 The game itself was disappointing for the crowd. ☐
- 5 The two teams had almost the same score. ☐
- 6 The Rockets won the game. ☐

Learning to learn

Listening to tape recordings and to the radio helps you to improve your oral English. Try to imitate how native speakers say the sentences.

Notice where they pause, how they link sounds, and how they express feelings and emotions.



5 Explain the expressions from the passage in your own words.

- 1 Yao Ming has been absolutely outstanding for the Rockets this season.
- 2 The Chicago Bulls used to rely too much on Michael Jordan.
- 3 Both teams had a lot of stamina and there was a lot of skillful play.
- 4 The Rockets led by two points going into the fourth quarter.
- 5 The action was non-stop all night.

FUNCTION Expressing feelings and emotions

1 Complete the sentences.



- 1 I was _____ when I saw Yao Ming play for the first time.
(a) amazed (b) amazing
- 2 His ability and power are _____.
(a) astonished (b) astonishing
- 3 Our team lost the match so we were very _____.
(a) disappointed (b) disappointing
- 4 The last part of the match was incredibly _____.
(a) excited (b) exciting
- 5 Both teams were _____ at the end of the game.
(a) exhausted (b) exhausting
- 6 Michael Jordan's decision to retire was _____.
(a) surprised (b) surprising

2 Use the adjectives in Activity 1 to express your feelings and emotions about basketball, or another favourite sport or pastime.

Example: *The Shanghai Sharks were amazing when Yao Ming used to play for them.*

3 Work in pairs and complete the sentences.

- 1 I'm looking forward to _____.
- 2 I was delighted to see _____.
- 3 I feel nervous about _____.
- 4 I think the outstanding _____ is _____.
- 5 I think _____ is a fantastic _____.



1 Read the passage about Yao Ming and answer the questions.

- 1 Is the Houston Rockets coach disappointed with Yao Ming?
- 2 Do Chinese basketball players play in the same way as US players?
- 3 Does Yao Ming understand what the coach wants him to do?

Is Yao Ming Too Nice to Be a Star?

Jeff Van Gundy, the head coach of the Houston Rockets, has a dream. He wants Yao Ming to be like other players. Star players, says Gundy, are "selfish" and want the ball all the time. "Let's put it this way," he said. "When they ask for the ball, they don't say 'please'!"

Yao, however, is a selfless and kind person. He has been brought up and trained in this way. It is not in his nature to be "selfish" and "rude".

When he first arrived in the US, Yao was an instant hit among basketball fans nationwide. They all loved this kind, gentle but powerful giant. Van Gundy wanted to build his team around the talented Chinese player. To do this, he told Yao to be more aggressive and, if necessary, to be rude to his teammates.

"He's a wonderful guy, he has every physical basketball skill and he puts the team first," Van

Gundy said. "But I want him to be a star, not just a great team player. He's got to think that he's the best player out there. That way, he can dominate the game."

"At first, I didn't really understand what the coach wanted," Yao said. "But now I do. In China, everyone gave me the ball, I didn't have to ask! Here, I have to be a little 'impolite'! I'm not quite used to it yet. If you give me a little time, I can get more used to it. I have to learn to be a little more 'selfish'."



2 Work in pairs and discuss the questions.

- 1 Do you think that Chinese athletes are more polite and less aggressive than athletes from other countries?
- 2 Can you think of any examples of aggressive behaviour in sports games you have seen?
- 3 Is aggressive behaviour only a problem in team sports, like basketball?
- 4 What must Chinese athletes do to compete with players from other countries?

3 Imagine that the passage about Yao Ming appeared in a Chinese newspaper in English. Write a reply.

- Begin like this: *Dear Editor,*
- Refer to the article you have read: *I am writing in reply to the article about Yao Ming ...*
- Say what you like about the article: *I like the fact that the article draws attention to ...*
- Explain what you want to say: *I would like to say something about ...*
- Say what you think about the Chinese attitude to sport:
In my opinion, the reason why ... is that ...
I believe that Chinese sportsmen and women ...
- End the letter like this: *Yours sincerely,*

GRAMMAR (2) Suffixes

1 Make adjectives ending in *-ful* with the words in the box.

Example: *power — powerful*

beauty care hope pain power wonder

2 Complete the sentences with five of the adjectives in Activity 1.

- 1 The Chicago Bulls are not as _____ as they were when Michael Jordan played for them.
- 2 When Yao Ming hurt his head, it was very _____.
- 3 He had to be very _____ when he played after the accident.
- 4 The fans are all _____ that the team will do well this year.
- 5 It's terrible when we lose, but it's _____ when we win.

3 Answer the questions.

- 1 What does it mean if a word ends in *-ful*?
- 2 What does it mean if a word ends in *-less*?
- 3 How many of the words in Activity 1 can also be followed by *-less* to give the opposite meaning?
(e.g. *powerful — powerless*)
- 4 Can you think of words which mean the opposite of the words in the box ending in *-less*?

endless homeless selfless worthless

4 Make adjectives ending in *-ic* from these words. Use your dictionary to help you.

artist athlete drama energy fantasy

5 Write sentences about your favourite sport or pastime. Use as many words as you can from Activity 4.

EVERYDAY ENGLISH

Choose the correct meanings.

- 1 I'm really *looking forward to it*.
(a) It's in front of me.
(b) I'm happy that it's going to happen.
- 2 The Rockets and the Bulls are *really hot* at the moment.
(a) Both teams are playing well.
(b) The temperature is very high.
- 3 Both teams *showed a lot of character*.
(a) There were a lot of interesting people in the teams.
(b) They played with courage and hard work.
- 4 The period of overtime was *fast and furious*.
(a) Overtime was done very quickly with a lot of effort and energy.
(b) Some of the players got angry.