

## A Making new words

### Words ending -ent / -ence

- Some adjectives that end *-ent* can be made into nouns by changing the ending to *-ence*.  
e.g. *confident adj.* *confidence n.*
- Confidence* is an **abstract noun**. You cannot hear, see, smell, taste or touch confidence. It is something you think or feel.

Learn new skills with **confidence**.



1 These adjectives end *-ent*. Complete the words and write the abstract nouns under the adjectives.

- |               |             |               |
|---------------|-------------|---------------|
| 1 differ_____ | 2 sil_____  | 3 excell_____ |
| _____         | _____       | _____         |
| 4 evid_____   | 5 pati_____ | 6 obedi_____  |
| _____         | _____       | _____         |

2 Write the abstract nouns again next to the correct definition. Check in your dictionary.

- proof; the sign or signs that something has happened \_\_\_\_\_
- the act of doing as you are told \_\_\_\_\_
- the ability to wait calmly without giving up \_\_\_\_\_
- complete quiet \_\_\_\_\_
- belief in your own ability to do something \_\_\_\_\_
- the opposite nature of two things \_\_\_\_\_
- the very good quality of something \_\_\_\_\_

### Words ending -ant / -ance

- Some adjectives that end *-ant* can be made into nouns by changing the ending to *-ance*.  
e.g. *distant adj.* *distance n.*

Find us: a short distance from the motorway.



3 These adjectives end *-ant*. Complete the words and write the abstract nouns.

- |               |               |             |
|---------------|---------------|-------------|
| 1 import_____ | 2 brilli_____ | 3 eleg_____ |
| _____         | _____         | _____       |
| 4 defi_____   | 5 ignor_____  | 6 reli_____ |
| _____         | _____         | _____       |

4 Write the abstract nouns again next to the correct definition. Check in your dictionary.

- not knowing anything \_\_\_\_\_
- beauty and grace \_\_\_\_\_
- how much something matters \_\_\_\_\_
- the support needed from something or someone \_\_\_\_\_
- opposition; disobedience \_\_\_\_\_
- the shining nature of something \_\_\_\_\_
- how far away something is \_\_\_\_\_

## B Spelling

### Words with ou / oo

- In some words *ou* and *oo* have the same short *u* sound: *could book*



I thought I couldn't climb so high but I **could**.

### 15% reduction on group bookings

These words have the short *u* sound.

*should would look hook*

- In some words, *ou* and *oo* have the same long *oo* sound.

*swoop group*

### swoop like a bird

### 15% reduction on group bookings

These words have the long *oo* sound.

*soup boot route pool wound root through*

1 Complete these words with *ou* or *oo*. Decide whether the vowel sound is long or short. Write short or long vowel after each word.

- |               |               |
|---------------|---------------|
| 1 t__l _____  | 2 t__k _____  |
| 3 w__l _____  | 4 y__ _____   |
| 5 w__ld _____ | 6 w__nd _____ |

## 1 Read.

The Adventure Sports Club welcomes two new members!

Jason Darby **has been** a keen sportsman for most of his life. He **has tried** the usual sports like swimming, tennis and football and some more unusual ones, too, such as kite surfing, wakeboarding and parachute jumping. Unfortunately, Jason **has** recently **broken** his arm so he must wait a few weeks before he tries skydiving in our famous wind tunnel. Get well soon, Jason!



Miranda John is also no stranger to danger. She **has climbed** mountains in South America and **has dived** deep in the Pacific Ocean. She **has played** basketball for her country and **has won** a silver medal at the Olympic Games™. She **has tried** many sports but she **hasn't tried** our famous vertical slide! Welcome to the club, Miranda!

## 2 Read and say Yes, No or Perhaps.

- 1 Jason Darby has been interested in sport for a short time.
- 2 He has tried many different sports.
- 3 This is the first time he has broken his arm.
- 4 Miranda John is a keen sportswoman.
- 5 She has not tried any dangerous sports.
- 6 She is looking forward to the vertical slide.

## 3 Ask and answer.

- 1 How long – Jason – be – interested – sport?  
**A: How long has Jason been interested in sport?**  
**B: He has been interested in sport for most of his life.**
- 2 How many – sports – he – try?
- 3 he – do – parachute jumping?
- 4 he – break – leg?
- 5 Where – Miranda – dive?
- 6 she – play – football?
- 7 Miranda and Jason – win – medals?

## 4 What has happened? Look at the pictures and make sentences. Use the present perfect.

1



2



3



4



5



6



Where's my purse?

## 5 Write and talk. Answer the questions. Then discuss your answers.

- 1 How many foreign countries have you visited? Where have you been?
- 2 What films have you seen recently?
- 3 What is the best book that you have read?
- 4 What lessons have you had in school today?

### Remember!

We use the present perfect:

- for actions that have happened during a period of time leading up to the present. Exactly when the actions happened is unknown or unimportant.

*Miranda and Jason **have tried** many sports.*

- when an action happened in the past and we can see the result of that action now.

*Look! Someone **has broken** the window.*

- **Think of some more sentences using the present perfect.**

*Portrait Project*  
*Sports centre*  
*Ross, Jack and Laura*  
*Report on basketball team*  
*Interview players*

**1 Listen and read.**

**Laura:** You know how the camera works, don't you, Jack?  
**Jack:** Yes, of course! Stop making such a fuss!  
**Laura:** OK. Here goes ... Today we're at Hampton Sports Centre. It's only **been** open **since** January but it's already become an important part of our town.  
**Ross:** If you're keen on sport, this is the place to come. You can swim and dive, play badminton or tennis, do trampolining or gymnastics ...  
**Laura:** There's even a climbing wall if you're feeling brave!  
**Jack:** **Have you tried it yet**, Laura?  
**Laura:** Er ... no ...  
**Ross:** But we're here today because Hampton Sports Centre is the home of our hugely successful basketball team: the Hampton Hippos!  
**Laura:** We're all very excited because the Hippos under-21 team **has just won** the semi-final of the National Basketball Competition.  
**Ross:** And we're going to speak to their captain, Luke Jones.  
**Laura:** And here he is! Congratulations, Luke. That was a great match.  
**Luke:** Thanks. The team's **trained** really hard **for** months and months. I think we deserved to win.  
**Laura:** The finals are next month, aren't they? We can't wait for you to bring back that silver trophy.  
**Luke:** Oh! Don't speak too soon! We **haven't won** it yet!



**2 Answer these questions.**

- How long has the sports centre been open?
- What has it become?
- What sports can you do there? Name three.
- Has Laura tried the climbing wall yet?
- Have the Hippos just won the National Basketball Competition?
- How hard have they trained?

**3 Make sentences. Use the present perfect and for or since.**

- sports centre – be – open – January  
*The sports centre has been open since January.*
- players – train – hard – weeks and weeks
- Luke Jones – play – basketball – ten years
- Ellen – live – Hampton – eighteen months
- castle – stand – hill – ancient times
- Jack – have – a cold – last Saturday

**4 Look!**



**Write five questions with yet. Ask and answer with your friends.**

**5 Change the sentences. Use just.**

- Someone stole my bag a moment ago.  
*Someone has just stolen my bag.*
- The team won the competition a few minutes ago.
- A famous actor opened the new sports centre a short time ago.
- The girls finished their project a short while ago.
- Joe spoke to his teacher a moment ago.

**Remember!**

We use the present perfect:

- for states or actions which have happened in a period of time leading up to the present.  
 Use *since* + a definite time.  
 Use *for* + a period of time.  
*My uncle has lived in Paris since 2005.*  
*Sally has been ill for two weeks.*
- with *just* for actions which happened a very short time ago.  
*Harry has just gone to school.*
- with *yet* in questions and negative sentences.  
*Have you finished your homework yet?*  
*I haven't written my composition yet.*

- Think of some more sentences using the present perfect with *since*, *for*, *just* and *yet*.

## Features of persuasive writing

**Advertising** is used to **persuade** us to visit somewhere, buy something or do something. The advert about the Adventure Sports Centre is trying to persuade us to join the centre.

### ► Powerful words

Words can be very powerful. They can be used to **persuade** us. The Adventure Sports Centre is described as:

thrilling   exhilarating   electrifying

**ACTIVITY** Imagine you did the following activities. What **powerful words** would you use to describe them to a friend?

- 1 skydiving
- 2 bungee jumping
- 3 the vertical slide

### ► Alliteration

Sometimes writers use words that begin with the same sound. This is called **alliteration**. It grabs the reader's attention.

**Unbelievable! Unforgettable! Unmissable!**

**ACTIVITY** Complete each sentence by adding a word beginning with the **same sound** as the underlined word.

- 1 I had a wonderful, \_\_\_\_\_ day at the sports centre.
- 2 The bungee jump was a terrific, \_\_\_\_\_ experience.
- 3 The fantastic, \_\_\_\_\_ climbing wall is my favourite.

### ► Information

People need to be given **information** about the sports centre.

We are open: Tuesday – Sunday  
Phone: 3385 00100

### ► Layout

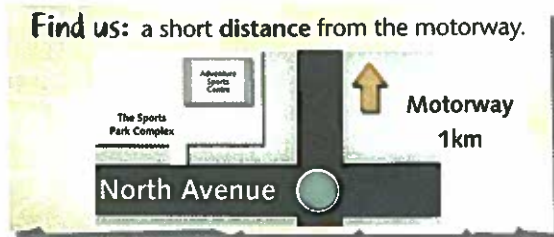
The way the advertisement **looks** is very important. It is laid out using different:

**colours**

**fonts**

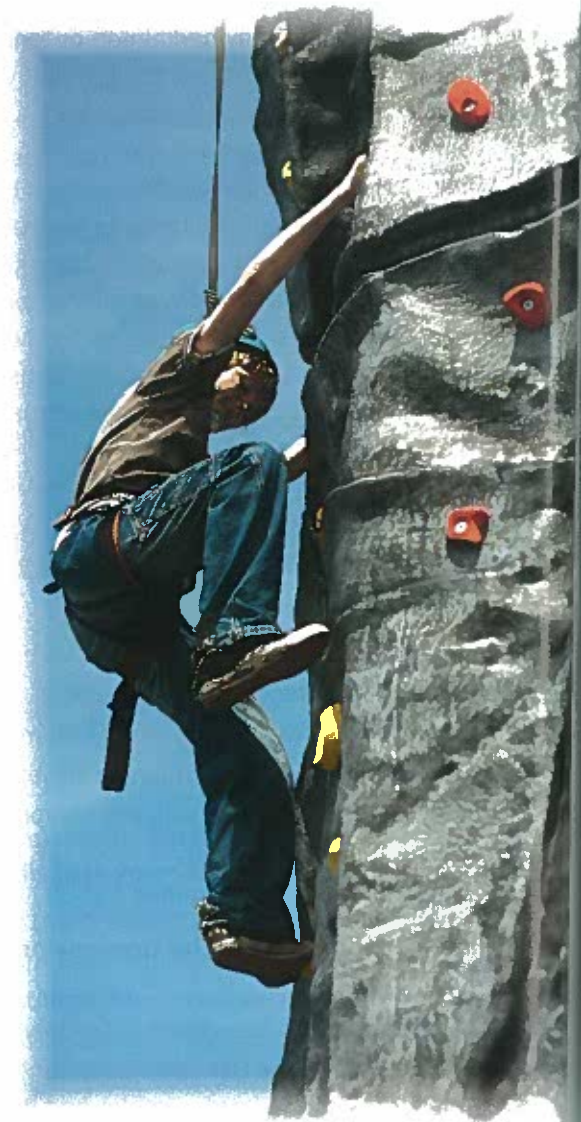
**headings**

**illustrations**



### ► Quotes

Quoting what people who have visited the sports centre **think** can be very persuasive.



I thought I couldn't climb so high but I could! What an incredible day.

## Writing together

The Hampton Hippos have reached the finals of the National Basketball Competition. As a class you are going to design a **handout** advertising the finals and persuading people to come and support the team.

1 Read this factfile about the Hampton Hippos.

### Under-21 team

captain = *Luke Jones*

first time they have entered the National Basketball Competition

beat the Roaring Rhinos in the semi-final  
– score **16 / 9**

playing the Trent Town Tigers in the final

You can include some of this information in your handout.

2 Think of a **heading** for your handout.

- What is the first thing people will read on the handout?
- What size of letters will you use?
- What colour will the heading be?

3 Discuss what **information** people will need to have about the competition. Think about:

- date
- time
- venue
- who the Hippos are playing
- ticket prices

4 Think about **persuasive language**. You want people to read the handout and buy tickets – not just throw it away!

powerful words: *thrilling / exciting / not to be missed*

alliteration: *Hampton Hippos in hunt for trophy / fantastic final*

5 Make up a **quote** from someone who saw the semi-final and can't wait for the final!

6 Come up with a design for your handout. Remember that how an advert **looks** is important. Think about:

- use of colour
- illustrations
- size of letters

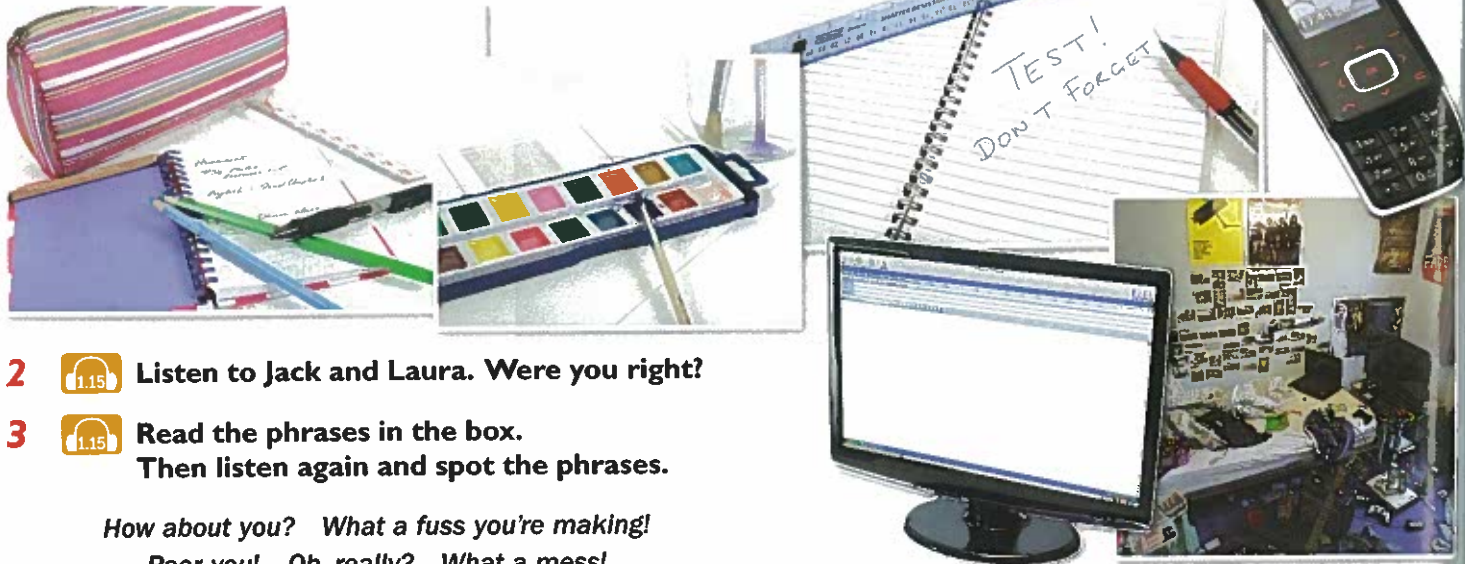


Individual writing **WB p35**

## Conversation practice

1 Jack and Laura are talking. Look at the pictures and the words in the box. What do you think they are talking about?

yet just done finished started revised  
phoned sent emailed tidied



2 Listen to Jack and Laura. Were you right?

3 Read the phrases in the box. Then listen again and spot the phrases.

How about you? What a fuss you're making!  
Poor you! Oh, really? What a mess!

4 Talk to a friend about this week's school work. What have you done? What haven't you done yet? What other things haven't you done yet? Make a list. Start like this:

Hey (name)! I haven't done my (subject) homework yet. Have you?

## Listening comprehension

1 What do you remember about Luke Jones? Listen to Laura's interview with Luke. Then say if you remembered correctly.

2 Listen again and answer these questions.

- 1 What have the Hippos just won?
- 2 What was the score?
- 3 Has the team trained hard for a short time or a long time?
- 4 How long has Luke played with the Hippos?
- 5 How long has he been the captain of the team?
- 6 How long has he played basketball?
- 7 Why did he start playing basketball?
- 8 Is Luke sure that the Hippos will win the final? What does he say?



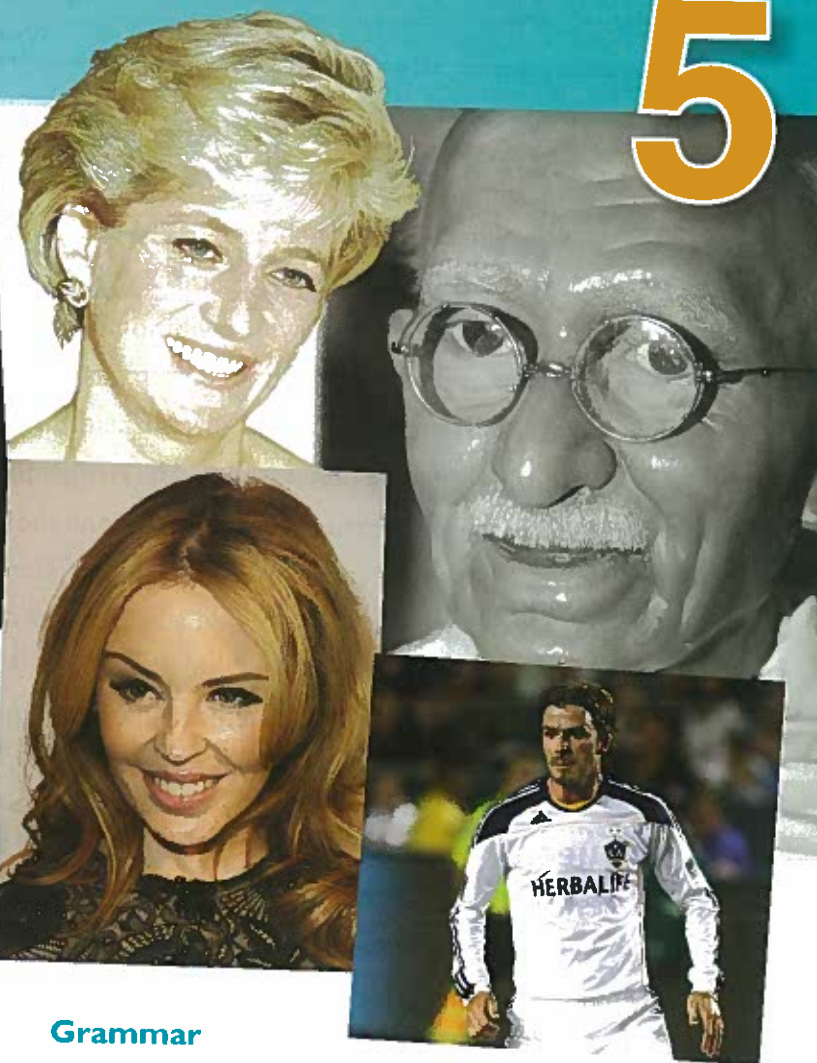
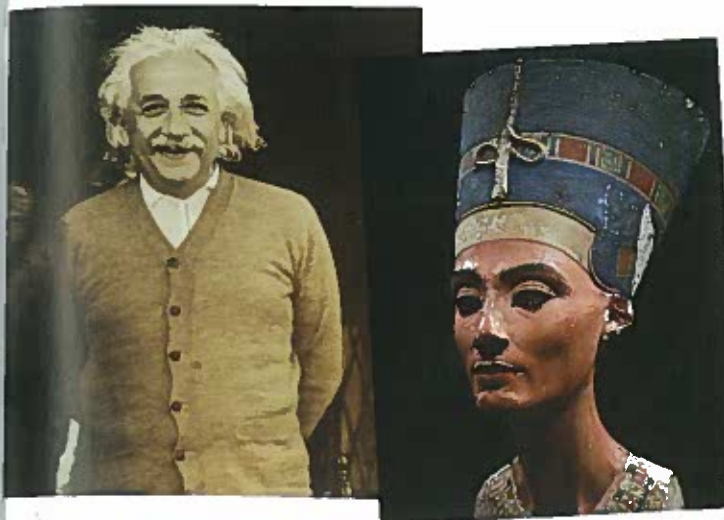
## Individual speaking

You are going to talk about what you have done this week and what you haven't done yet.

WB p36

# Great lives

# 5



## Check-in

Biographies are usually written about famous people. The person may have died a long time ago, quite recently or the person may still be living. Sometimes the person is not well-known at all.

*Have you read a biography? Who was it about?  
Think of three people you would like to know more about.  
Why do you want to know more about them?*

You are going to read a short biography of a British queen.

## Reading

- A biography is often written in the **past tense**.
- The **events** in the person's life are usually **told in the order** that they happened.
- A biography gives **details** of the person's **life, feelings** and **character**.

*A biography often begins with the date a person was born. When were you born?*

- These words are in the biography.  
*governess lonely request guidance devastated  
empress expansion obedient harsh*

*What do they mean? Check in your dictionary.*

## Vocabulary and spelling

- Learn words to do with **life events of a ruler**.
- Learn about the **suffixes -ment** and **-ness**.
- Learn about spelling **words with gu**.

## Grammar

- Practise **comparative adjectives** and phrases: **as big as**.
- Learn the comparative structure: **not as big as**.
- Practise **superlative** and **irregular** adjectives.
- Practise phrases with **look**.

## Writing

- Learn about the features of **biographical writing**.
- Write a **biography** of an English queen from **notes**.

*Can you name any English queens?*

- Make your **own notes** and write a **biography** of a relative.

## Listening

- An **interview** with a famous astronomer.
- Holly and Ross's **conversation** about favourite things to do.
- An astronomer's **description** of the night sky.

## Speaking

- Talk with a friend about **favourite things to do**.
- Tell the class about **your best project**.

# Victoria, Queen of the United Kingdom



## Victoria's early life

Princess Alexandrina Victoria was born into the British royal family on 24th May, 1819. Her mother was extremely protective and the princess grew up under strict rules. She was never allowed to be alone. Her mother, her tutor or her governess was always with her. She shared a bedroom with her mother. In her playtime, her only friends were her dolls and her little dog, Dash. When she was older, she described her childhood as rather sad and lonely. At the age of seventeen she was introduced to a handsome young German, Prince Albert. She liked him at once but she was not yet ready to marry.

## A new queen

The princess was 18 on 24th May, 1837. Less than a month later, her uncle, the king, died and she became queen on 20th June, 1837. Her first two requests were to have an hour by herself and to have her bed removed from her mother's room to a bedroom of her own. She did not want to be called Queen Alexandrina. Instead she asked for her second name, Victoria, to be used.



## Marriage

Victoria was crowned on 28th June, 1838, and she made Buckingham Palace her home. Because she was not married, her mother also lived in the palace but Victoria often refused to see her. She met Prince Albert several times over the next two years. Finally, she asked him to marry her and their wedding took place on 10th February, 1840. Victoria adored her new husband from the start and she relied on him for advice and support in her role as queen. She had to meet the prime minister, listen to his ideas for government and make decisions about matters of state.



## Family life

Their first child was born in November, 1840, and over the next seventeen years they had eight more children. Family life became important to Victoria. With Prince Albert's guidance she became a better daughter to her mother. When her mother died in March, 1861, Victoria was at her bedside. In December of the same year, Prince Albert died after a short illness and Victoria was devastated. She wore black for the rest of her life. She continued her government duties but she did not live in London. She stayed in her castles in the south of England and in Scotland. Because of this, she was not so popular as before. She was advised to be seen in public more often and gradually she appeared at more public events.

## The British Empire

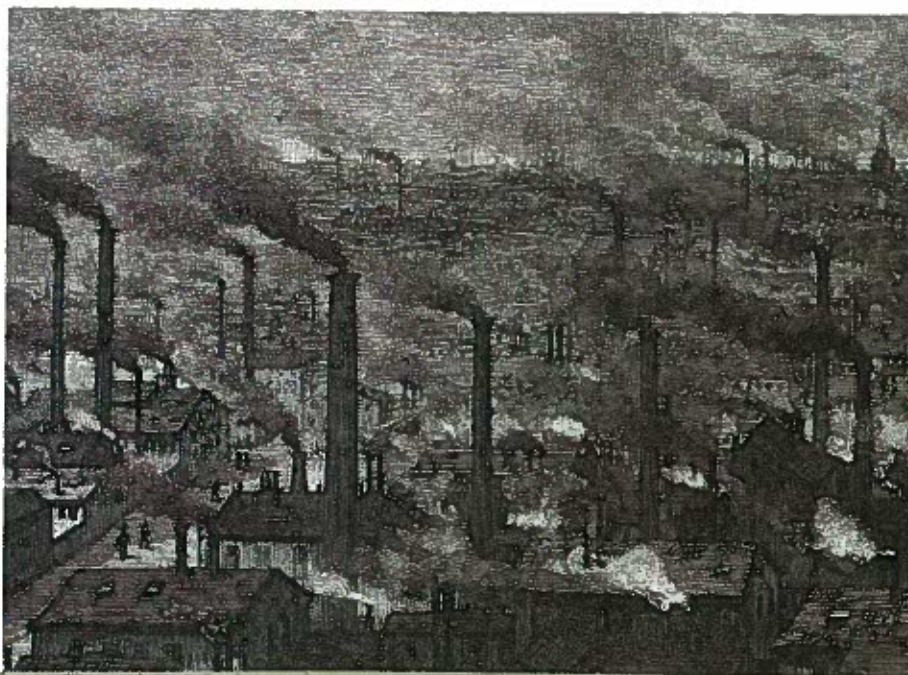
During Victoria's reign the British Empire expanded. Much of India came under British rule and from 1st May, 1876, Victoria was also named Empress of India. In her opinion, the expansion of the British Empire helped other countries and protected people from cruel rulers. Other countries did not have the same point of view and saw Britain as a threat. Britain was often at war for the Empire, which was more powerful than it had ever been before.

## The Victorian period

Victoria's reign was known as the Victorian period. Family life was important to everyone. Bad behaviour was not allowed and children had to be obedient. It was a time of industrial progress. Factories, railways and bridges were built. Cities expanded greatly. For those who had good jobs and comfortable homes, life was pleasant, but for the poorer people who lived in the worst houses, life was hard. Work in the factories was exhausting and often dangerous. Many people spoke out against the harsh conditions and the well-known writer, Charles Dickens, wrote about them.

## Final years

Victoria's reign of 63 years, 7 months and 2 days was longer than the reign of any king or queen before her. She had become immensely popular. Her children had married into European families and she had more than thirty grandchildren. She was known as 'the grandmother of Europe'. When she became ill and died on 22nd January, 1901, aged 81, the whole population was deeply saddened. She was buried next to her husband, Prince Albert.



# Reading comprehension

1 Read the statements. Write T (true) or F (false). Correct the false statements.

- 1 The princess was always with her mother or her tutor or her governess. T
- 2 When she was introduced to Prince Albert, she wanted to marry him. F
- 3 One of her first requests was to have an hour in bed by herself. F
- 4 After Victoria was crowned, she lived in Buckingham Palace. T
- 5 After 1861, Queen Victoria wore black dresses every day. T
- 6 From 1st May 1876, Victoria was named Empress of Britain. F
- 7 In the Victorian period, children did not have to do what they were told. F
- 8 Factories were always a good place to work. F
- 9 Queen Victoria was known as the 'grand old lady of Europe'. F
- 10 She died and was buried next to her husband in 1901. T



2 Who are these people? Match them to the descriptions.

- |                  |   |
|------------------|---|
| a tutor          | 1 a person who controls a country                                 |
| b governess      | 2 a woman who rules an <u>empire</u>                              |
| c prime minister | 3 the man who is married to a woman                               |
| d husband        | 4 a woman who looks after and teaches children in their own homes |
| e ruler          | 5 a person who teaches children in their own homes                |
| f empress        | 6 the leader of the British government                            |

Meaning  
معلم  
مدرسة  
وزیر  
زوج

3 Think about these questions. Discuss your answers together.

- 1 Why do you think Victoria described her childhood as rather sad and lonely?
- 2 Why do you think Victoria sometimes refused to see her mother after she was queen?
- 3 Do you think Victoria made a wise choice in marrying Prince Albert? Why?
- 4 From what you have read about Victoria, what sort of person do you think she was? Think of at least three adjectives to describe her character.
- 5 Why do you think she had become so popular by the end of her reign? Think of three reasons.

4 Scan the text and find:

- 1 three people, one of whom was always with Victoria as a child  
mother    tutor    governess
- 2 two requests Victoria made as soon as she was queen  
an hour alone    remove her bed from her mother's bedroom
- 3 the number of children Victoria and Albert had altogether nine children
- 4 two people who died in 1861    her mother    husband (Prince Albert)
- 5 three buildings that were built in the Victorian period  
Factories    railways    bridges
- 6 the exact length of Victoria's reign 63y/ 7 m/ 2 days

## Your views

- Would you feel sad and lonely if you were brought up like Victoria? Why or why not?
- Would you prefer to be born into an important family or an ordinary family? Why?
- From what you have read, which of these words do you think best describes Victoria's life. Why?

easy    sad  
lonely    busy  
successful

## A Making new words

### The suffix -ment

- A lot of verbs in English can be made into nouns by adding *-ment*.  
*govern government*  
*She listened to his ideas for government.*

#### 1 Read these pairs.

- |             |               |
|-------------|---------------|
| 1 agree     | agreement     |
| 2 argue     | argument      |
| 3 excite    | excitement    |
| 4 equip     | equipment     |
| 5 entertain | entertainment |



Look what happens to *argue* when the suffix is added.

#### 2 Write the nouns in Activity 1 next to the correct definition.

- a discussion in which people have opposite views \_\_\_\_\_
- a performance or presentation which is fun and interesting \_\_\_\_\_
- special items necessary for a particular purpose \_\_\_\_\_
- when people have the same views about something \_\_\_\_\_
- a happy and lively feeling \_\_\_\_\_

#### 3 Change these verbs to nouns by adding -ment.

- |                    |                  |
|--------------------|------------------|
| 1 govern _____     | 2 move _____     |
| 3 disappoint _____ | 4 pay _____      |
| 5 advertise _____  | 6 appoint _____  |
| 7 arrange _____    | 8 state _____    |
| 9 announce _____   | 10 measure _____ |

Use your dictionary to check meanings ...



... and spellings!



#### 4 Write two other nouns that end in the suffix -ment.

Use your dictionary if you need to.



### The suffix -ness

- Some adjectives can be made into nouns by adding *-ness*.  
*ill illness*  
*Prince Albert died after a short illness.*

#### 5 Read these pairs.

- |           |             |
|-----------|-------------|
| 1 kind    | kindness    |
| 2 sick    | sickness    |
| 3 gentle  | gentleness  |
| 4 naughty | naughtiness |
| 5 ugly    | ugliness    |

#### 6 Use each noun in a sentence of your own.

#### 7 Write the nouns from these adjectives.

- |       |        |        |
|-------|--------|--------|
| weak  | tidy   | dark   |
| _____ | _____  | _____  |
| lazy  | narrow | useful |
| _____ | _____  | _____  |

## B Spelling

### Words with gu

- In most words beginning *gu* + vowel, you can't hear the *u*.  
*guidance*  
*With Prince Albert's guidance she became a better daughter to her mother.*

#### 1 Write these words in alphabetical order.

- guide guitar guess guest*  
*guard guilty disguise guarantee*

\_\_\_\_\_

\_\_\_\_\_

Check any new words in your dictionary.



#### 2 Choose three words from Activity 1 and use them in sentences of your own.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 1 Read.

Victoria had a rather sad and lonely childhood. Her mother was strict and protective and her governess and tutor were **as strict as** her mother. Victoria was **not as free as** other children. However, her life became **happier** when, at the age of seventeen, she was introduced to a German prince named Albert. Albert was a few months **younger than** Victoria and very handsome. They married four years **later**.

During Victoria's reign the British Empire became **larger** and **more powerful than** it had ever been before and Victoria was a much loved queen. However, when Albert died at the early age of 42, Victoria was devastated. She left London and rarely appeared in public. For a time she was **not so popular as** she had been before. She died in 1901. Her reign was **longer than** that of any king or queen before her.



## 2 Read the sentences and write T (true) or F (false).

- Victoria had a very happy childhood. \_\_\_\_
- Her governess was not as strict as her mother. \_\_\_\_
- Victoria was not as free as other children. \_\_\_\_
- Victoria was happier after she met Albert. \_\_\_\_
- Victoria was younger than Albert. \_\_\_\_
- The British Empire became smaller during Victoria's reign. \_\_\_\_
- After Albert's death Victoria was more popular than she had been before. \_\_\_\_
- Victoria reigned for a long time. \_\_\_\_

**Correct the false sentences.**

## 3 Ask and answer. Start your answers with Yes, No or I'm not sure if ...

- Victoria – free – other children?  
A: Was Victoria as free as other children?  
B: No, she wasn't as free as other children.
- Victoria's governess – strict – her mother?
- Albert – old – Victoria?
- Victoria – intelligent – Albert?
- Albert – popular – Victoria?
- Albert – young – Victoria?
- Victorian children – well-educated – today's children?

## 4 Make true sentences. Compare.

- Victoria – Albert – young  
Albert was younger than Victoria.
- Victoria's married life – her childhood – happy
- As a girl, Victoria – other children – protected
- Albert – Victoria – old
- Victoria – kings and queens today – powerful
- London today – London in Victorian times – big

## 5 Talk about towns in your country.

Where do you live?

Choose another town in your country and compare it with your home town.

Here are some adjectives which you can use. Choose different adjectives if you want.

*big small beautiful interesting busy  
noisy quiet dirty clean hot  
cold exciting peaceful*

**Make notes. Then talk with your friends.**

### Remember!

When you compare two items, ...

- if they are the same, use **as ... as**.  
*Lily is as tall as her brother.*
- if they are different, use **not as ... as** (or **not so ... as**).  
*They are not as tall as their father.*  
or use **-er than** or **more ... than**  
*Ben is older than his sister.*  
*Anna is more intelligent than Ben.*

Use **-er than** with:

- one-syllable adjectives, e.g. *big, small*.
- some two-syllable adjectives, e.g. *noisy, busy, quiet*.

Use **more ... than** with:

- some two-syllable adjectives, e.g. *peaceful, harmless*.
- adjectives with three or more syllables, e.g. *dangerous, complicated*.

- Make more sentences with as ... as, -er than ... and more ... than.**



## Listen and read.

**Holly:** Professor, when did you first become interested in astronomy?

**Professor:** Well, one of my **earliest** memories is seeing a shower of shooting stars. I was about five or six at the time. I thought it was **the most magical** thing I had ever seen.

**Holly:** How beautiful!

**Professor:** Yes, it was. I couldn't stop talking about it so my father bought me a telescope. It was **the best** present I've ever received.

**Holly:** Were you good at science at school?

**Professor:** Yes, I was. I was terrible at history and not much **better** at geography. I was even **worse** at languages! And as for art, that was **the worst** of the lot! No, the only subject I was interested in was science – and astronomy in particular.

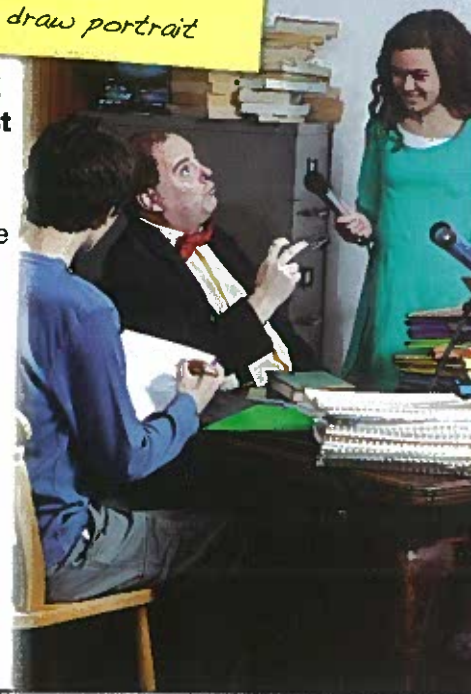
**Holly:** How do you become an astronomer?

**Professor:** Learn to love the night sky. That's the first step. Get to know the stars, the constellations and the planets. And buy a good telescope!

**Ross:** Can we see your telescope, Professor?

**Professor:** Of course! It's a bit bigger than the one that I had when I was five!

**Portrait Project**  
 Famous local person:  
 Professor Magnus Bolt,  
 TV astronomer  
 Holly - interview  
 Ross - draw portrait



## 2 Answer these questions.

- 1 What is Professor Bolt's earliest memory?
- 2 How does he describe it?
- 3 What was the best present he has ever received?
- 4 At school was Professor Bolt good or bad at science?
- 5 Was he better or worse at languages?
- 6 What was his worst subject?

## 3 Think about it. Talk about it.

- 1 What subjects are you good at?
- 2 Are you bad at anything?
- 3 Are you better at art or science?
- 4 Are you worse at maths or languages?
- 5 What's your best subject?
- 6 What's your worst subject?

## 4 Complete the sentences with the most and the words in the box.

beautiful delicious dangerous  
 difficult fascinating expensive

- 1 I think Chinese is ...  
*I think Chinese is the most difficult language in the world.*

- 2 Gold is one of ...
- 3 Many people believe that the white shark is ...
- 4 Professor Bolt thinks that astronomy is ...
- 5 Most people think that roses are ...
- 6 Some people think that strawberries are ...

### Remember!

Superlative adjectives have two forms:

- the + adjective + -est: *January is the coldest month.*
- the most + adjective: *This is the most delicious cake.*

Use the + adjective + -est with:

- one-syllable adjectives, e.g. *hot, tall.*
- some two-syllable adjectives, e.g. *heavy, clever.*

Use the most + adjective with:

- some two-syllable adjectives, e.g. *polite, handsome.*
- adjectives with three syllables or more, e.g. *beautiful, astonishing.*

Don't forget the irregular adjectives:

*good, better, the best; bad, worse, the worst*

- Think of more sentences using the + adjective + -est, the most + adjective and the irregular adjectives.

## Features of biographies

A **biography** is the story of a person's life written by someone else. People who write this type of book are called **biographers**.

### ▶ Past tenses

Biographies are often written about people who have died. They are written in **past tenses**.

... the princess **grew** up under strict rules.

Her children **had married** into European families ...

ACTIVITY

Find five more examples of **past tenses** in the biography of Queen Victoria.

### ▶ Order

Biographies usually begin with the person's **birth** and go through their life in **order**.

Princess Alexandrina Victoria was born ... **on 24th May, 1819**.

... she became queen on **20th June, 1837**.

Their first child was born in **November, 1840** ...

ACTIVITY

Find the **dates** when Victoria:

- 1 was crowned
- 2 got married
- 3 died

### ▶ Facts

Biographies give the **details** of a person's life – the **facts**.

At the age of seventeen she was introduced to a handsome young German, Prince Albert.

... they had eight more children.

### ▶ Character and feelings

Biographies also tell us something about the **person's character and feelings**.

... she was not yet ready to marry.

ACTIVITY

Discuss what these quotes tell you about Victoria.

- 1 ... [was] to have an hour by herself
- 2 ... her mother also lived in the palace but Victoria often refused to see her
- 3 She saw the expansion of the British Empire as helping other countries and protecting people from cruel rulers.



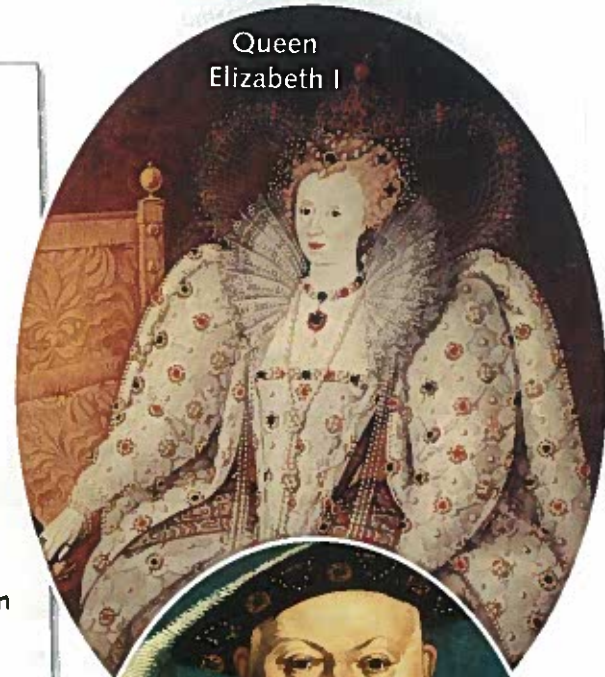
Princess Alexandrina  
as a child

## Writing together

The **biography** you have read is about **Queen Victoria, Queen of the United Kingdom from 1837 to 1901**. As a class you are now going to write a short **biography** of **Elizabeth I, Queen of England from 1558 to 1603**.

1 Read these notes about Elizabeth's life.

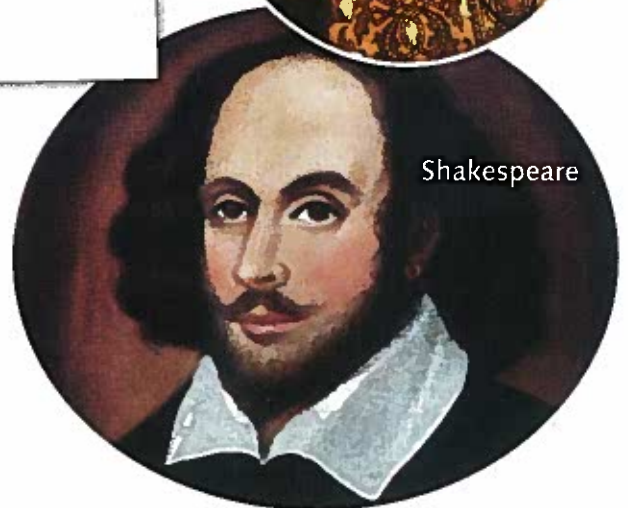
- 1533 - born at Greenwich, near London, 7th September, 1533  
Father = King Henry VIII Mother = Queen Anne Boleyn  
Henry disappointed the baby was not a boy
- Education = Latin and Greek
- Leisure: riding / archery / card games / dancing / needlework
- 1553 - Elizabeth's half sister, Mary, became queen  
Elizabeth imprisoned in the Tower of London for 2 months
- 1555 - allowed back to live with the Queen
- 1558 - became Queen at age 25
- Very popular / clever / vain / liked to be the centre of attention  
Refused to marry and share her power
- During reign she was interested in:
  - exploration - encouraged sailors such as Drake and Raleigh to explore the world
  - the arts - very fond of the theatre - saw plays by Shakespeare, Marlowe and Johnson
  - her people - passed laws to help the poor
- 1603 - died on 23rd March at 3am aged 70  
Buried in Westminster Abbey in London at the end of April  
Ruled for 45 years



Queen Elizabeth I



Henry VIII



Shakespeare

2 Use the notes to write a short **biography** of **Queen Elizabeth in three paragraphs**.

Paragraph 1: Elizabeth's birth and early life

Paragraph 2: Elizabeth as Queen

Paragraph 3: Elizabeth's death

**Individual writing** WB p45

## Conversation practice

1 Holly and Ross are talking. Look at the pictures and the words in the box. What do you think they are talking about?

*like prefer better the best more exciting funnier  
the most interesting favourite brilliant fantastic*



2 Listen to Holly and Ross. Were you right?

3 Read the phrases in the box. Then listen again and spot the phrases.

*Hmm ... Let me see ... Well, to be honest ... Of course! Fantastic or what?*

4 Talk to a friend about books, films, computer games, music and TV programmes. Start like this:

*What sort of books do you like reading, (name)?*

## Listening comprehension

1 What do you remember about Professor Bolt? Listen to a part of his TV programme. What is he talking about this week?

2 Listen again.

- Number these things in the order in which Professor Bolt mentions them.  
a comet \_\_\_ a shooting star \_\_\_ a planet \_\_\_ stars \_\_\_ the moon \_\_\_
- How does Professor Bolt explain these things?  
a a constellation b a full moon c a comet
- Would you like to watch Professor Bolt's TV programmes? Why? / Why not?



## Individual speaking

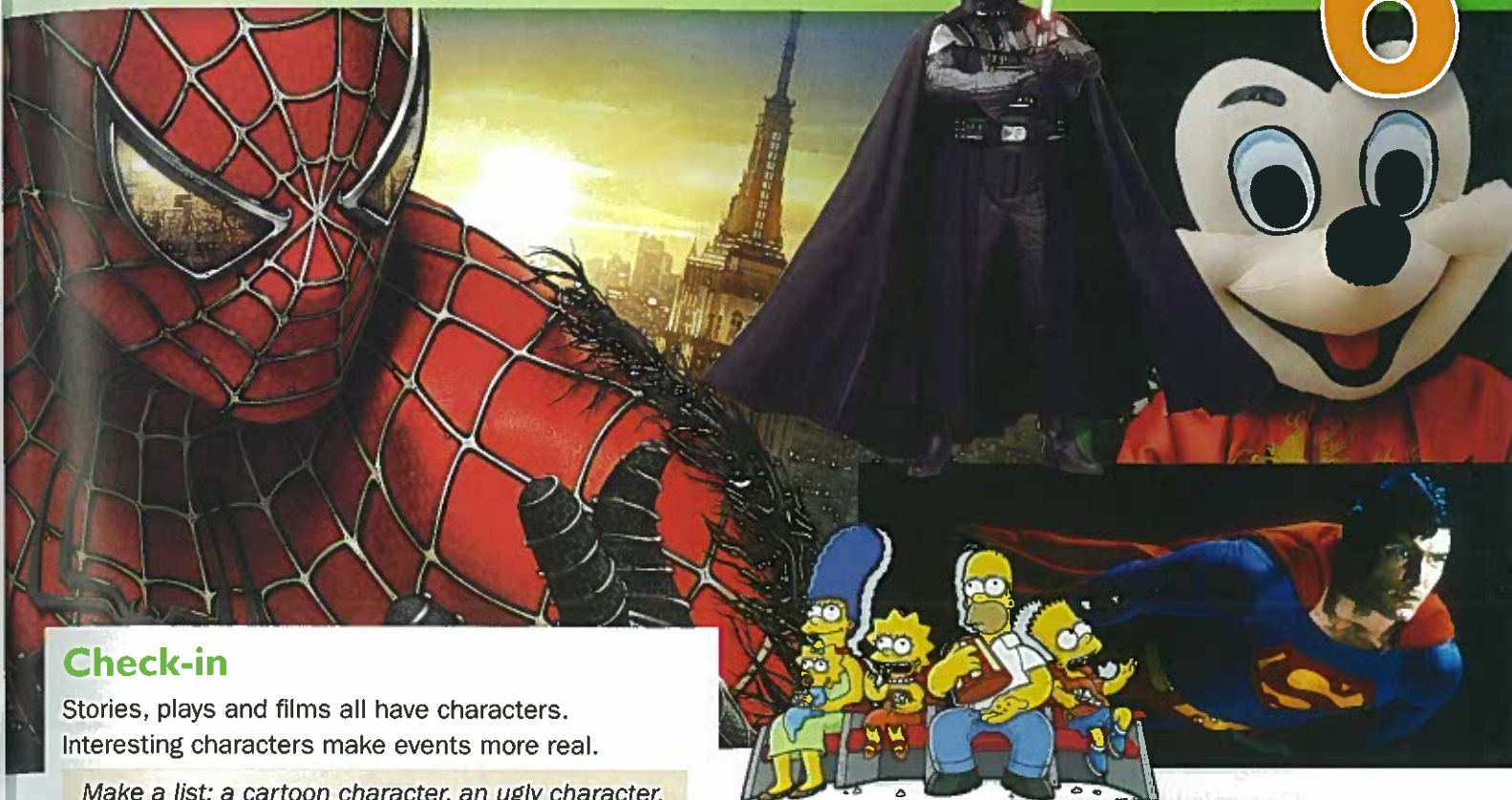
You are going to talk about the best project that you have done in school.

WB p46



# What a character!

# 6



## Check-in

Stories, plays and films all have characters. Interesting characters make events more real.

*Make a list: a cartoon character, an ugly character, a funny character, a hero, a scary character. Who is your favourite character? Which character do you love to hate the most?*

You are going to read a story with characters.

## Reading

- Stories are usually written in **past tenses**.
- A **descriptive story** uses carefully chosen words to create an impression of the **characters**.
- Authors have several ways of presenting a character. Here are two:
  - how the person **looks** • how the person **behaves**.

*Stories are fiction. What does fiction mean? What does that tell you about the characters?*

- These words are in the story.  
*waft screwdriver scrutinise expression forehead eyebrow chin concentration*

*What do they mean? Check in your dictionary.*

## Vocabulary and spelling

- Learn words to do with a **person's appearance** and a craftsman's **tools**.

*Name three different tools you already know.*

- Learn about words **ending -ate** and **word classes**.
- Learn about spelling **words with silent c**.

## Grammar

- Practise **articles** *a/an, the*; no article.
- Practise **verb + infinitive**: *I want to visit Georgia*.
- Learn **verb + ing**.
- Practise **phrases with stand**.

## Writing

- Learn features of **character writing** from:
  - how the person **looks** • how the person **behaves**.
- Write **descriptions** of characters from:
  - how they look • what they do.

## Listening

- An **interview** with a factory worker.  
*What factories do you know about? What goods are made there?*

- Laura, Ross, Holly and Jack discussing **jobs** they would like to do.
- A girl talking about the **career** she wants.

## Speaking

- Talk with friends about **plans for jobs**.
- Tell the class about **your future career**.

## Mr Duffy's workshop



Grandfather wanted George to go to Mr Duffy's house to collect a present. The present was for George's little cousin, Sally. "Mr Duffy phoned this morning," Grandfather told George. "He's finished. Would you mind going now?" George didn't mind going at all. He loved to go to Mr Duffy's house at any time. He loved talking to Mr Duffy about his work. Most of all, he was fascinated by Mr Duffy's tools.

A few minutes' walk brought George to a tall house. He knocked on the old wooden door. After a few moments, Mrs Duffy opened it. "Come along in, George," she said. "Mr Duffy is in the workshop." She walked ahead of George along a short passageway and stopped at the open kitchen door. George caught a glimpse of bowls of plums and peaches on the kitchen table. A delicious smell of simmering fruit wafted past his nose. Mrs Duffy pointed to an open doorway, where bright sunlight fell across the single step. "You know your way, don't you, George?"

George nodded. "Thank you, Mrs Duffy," he said.

George stepped into the small courtyard, brilliant with flowers cascading in streams of white, pink and crimson from pots on the window sills. In one corner a peach tree drooped its branches, laden with golden fruit. Near the tree, a door stood open. George crossed the courtyard and stepped inside Mr Duffy's workshop. This was one of George's favourite places in all the world and Mr Duffy was one of his favourite people.

Mr Duffy was leaning over his workbench. On the wall beside him, clean but well-used screwdrivers, chisels and pliers of varying sizes were ranged in neat racks alongside hammers and saws. Rows of tiny paint pots and varnish stood on narrow shelves with fine, delicate brushes in long plastic boxes and pots of screws and nails. Mr Duffy's glasses were perched on the end of his nose and he was looking carefully at a thick piece of wood. He ran his long fingers gently over the surface. He was frowning a little with an air of concentration. He scrutinised the wood for a few seconds then he stood up straight with an expression of satisfaction. At that moment, he noticed George and turned towards him with a welcoming smile.



The most striking thing about Mr Duffy was that he was extremely tall. The second most striking thing was that he was extremely thin. This always surprised George as he never came to the house without smelling something delicious cooking on the stove. He wondered how Mr Duffy stayed so thin when so much tasty food was produced from Mrs Duffy's kitchen. Mr Duffy peered at George over the rims of his glasses. He had a large nose above a pointed chin and a broad forehead with thick dark eyebrows. His short, greying hair stood straight up from his head. He seemed to George like a wise old bird, sharp-eyed and thoughtful. He always wore a long blue apron which made him look even taller and thinner. In the pocket was a short pencil, which he sharpened from time to time with a tiny penknife.

"Hello, George," said Mr Duffy.

"Hello, Mr Duffy," replied George.

Mr Duffy beckoned George to a table against one wall.

This was the table where Mr Duffy put finished pieces of work. There was a large, polished box made of gold-coloured wood and a small round table with intricately carved legs. Beside the table was Sally's present. It was a small wooden boat. Across the middle of the boat were three little benches and each bench had three holes in. In each hole was a small round wooden sailor with a blue body, a round head and tiny sailor hat. They looked as though they were sitting on the benches. Mr Duffy lifted out one of the sailors and showed it to George. The sailor had dark hair, rosy cheeks and a curly moustache. He was winking in a very cheeky fashion. George laughed. He looked at the other sailors. All their faces were different. Some were old and some were young, but they all looked friendly and cheerful.

George grinned at Mr Duffy. "Sally's really going to love this," he said.



# Reading comprehension

## 1 Answer these questions.

- 1 What did Grandfather want George to collect?
- 2 Why didn't George mind going to Mr Duffy's house?
- 3 What did George see on the kitchen table and what did he smell?
- 4 What things were growing in the courtyard?
- 5 What things were in Mr Duffy's workshop?
- 6 What was Mr Duffy doing when George went into the workshop?
- 7 What was Mr Duffy like? What did he wear?
- 8 How did he seem to George?
- 9 What three objects were on the table?
- 10 What was Sally's present?

## 2 Match the adjectives in the box to the nouns. Write the descriptive phrases.

rosy tasty sharp-eyed neat polished

- 1 \_\_\_\_\_ box
- 2 \_\_\_\_\_ man
- 3 \_\_\_\_\_ racks of tools
- 4 \_\_\_\_\_ cheeks
- 5 \_\_\_\_\_ food

## 3 Think about the answers to these questions. Discuss your ideas.

- 1 What do you think George liked about Mr Duffy's workshop?
- 2 Why do you think Mr Duffy was one of George's favourite people?
- 3 What sort of person do you think Mrs Duffy was? How do you know?
- 4 What sort of person do you think Mr Duffy was? How do you know?
- 5 Why do you think George felt that Sally would like the present?

## 4 Find each verb in the text. Read the whole sentence. Try to guess the meaning. Write the word next to the correct definition below.

- a waft      b simmer      c droop      d lean      e scrutinise  
f carve      g wink      h grin      i mind      j perch

- 1 to bubble gently over heat \_\_\_\_\_
- 2 to shut then open one eye very quickly while looking at someone \_\_\_\_\_
- 3 to make an object by cutting from wood or stone \_\_\_\_\_
- 4 to float in the air \_\_\_\_\_
- 5 to hang down \_\_\_\_\_
- 6 to bend the body in the middle \_\_\_\_\_
- 7 to look very carefully \_\_\_\_\_
- 8 to give a very big smile \_\_\_\_\_
- 9 to not want to do something \_\_\_\_\_
- 10 to sit on the edge or end of something \_\_\_\_\_

Reading the sentences that come before and after the target word can help you work out the meaning.



## Your views

- Would you like to spend time in Mr Duffy's workshop? Why? / Why not?
- Do you think the present for Sally was a good one? How old do you think Sally was?
- Do you like objects that are made by a craftsman? Why? / Why not?