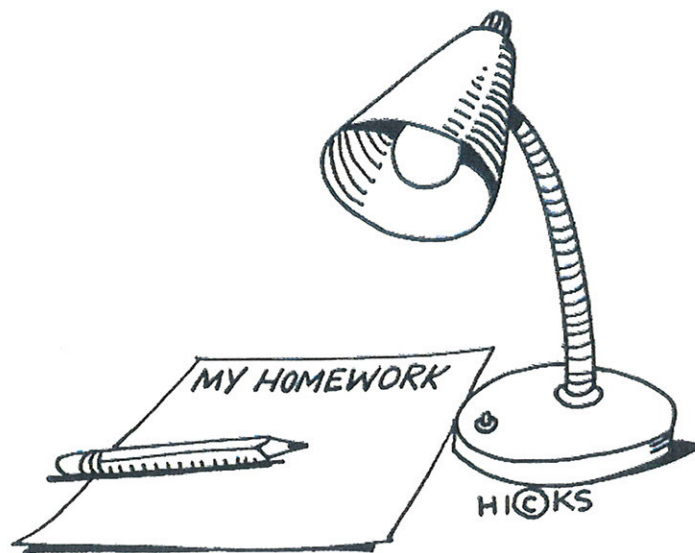


English Homework



Year 8

Level 6 - 7

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Spelling homework



Each week learn one of the following lists of spellings (as directed by your teacher). Once you have practised them, ask someone at home to read them aloud so that you can write them into your exercise book. Then, write a series of sentences which use each of the words correctly.

Task 1

Courageous
Embarrass
Gorgeous
Grotesque
Independence
Knowledgeable
Nuisance
Outrageous
Possession
Sergeant

Task 2

Accelerate
Audible
Intellectual
Chaos
Circumstance
Discipline
Humorous
Persuasion
Remarkable
Unfortunately

Task 3

Achievement
Conscience
Conscientious
Conscious
Determined
Disregarded
Manoeuvre
Miscellaneous
Nuisance
Spectacular

Task 4

Argumentative
Conceive
Consequence
Continuous
Courteous
Extravagant
Immediately
Intelligence
Loosely
Necessary

Task 5

Adequate
Alliteration
Chronological
Delinquent
Eliminate
Ferocious
Hallucination
Inappropriate
Measurement
Personification

Task 6

Advertisement
Camouflage
Dubious
Fascinating
Gruesome
Immaculate
Laughter
Melancholy
Peculiar
Scenario

Task 7

Governor
Inadvertent
Journalist
Ludicrous
Magnificent
Nutritious
Recommend
Superstition
Torrential
Vocabulary

Task 8

Boisterous
Bouquet
Complaint
Compliant
Distraught
Neighbour
Phenomenon
Pinnacle
Straightened
Triumph

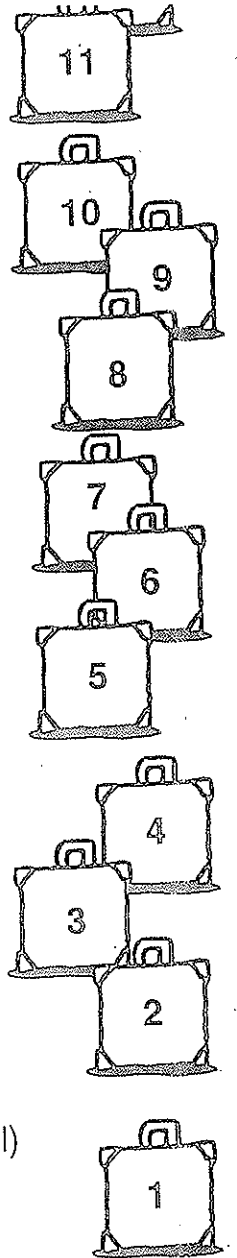
Task 9

Appreciative
Communal
Dangerous
Desperate
Majestically
Monologue
Orchestra
Punctual
Scheming
Treacherous

Task 10

Choose the best connective to join each pair of clauses.

1. He was not tired _____ he had to go to bed. (nevertheless/and)
2. I couldn't decide whether to go _____ stay. (and/or)
3. She put up her umbrella _____ it was raining. (so that/because)
4. We stopped for a cup of tea _____ we were early. (as/so)
5. I ate my lunch _____ I went out. (because/before)
6. The cat chased the birds _____ they landed. (since/when)
7. I turned up the radio _____ I could hear it. (as/so that)
8. I won't go out _____ it is raining. (and/if)
9. If you are late _____ you will get into trouble. (when/then)
10. I had a wash _____ I went to the party. (in case/until)
11. I shouted _____ someone heard me. (until/because)
12. I could not do it _____ hard I tried. (however/in case)
13. I don't like cheese _____ my mum does. (and/but)
14. We went home _____ the match finished. (as soon as/until)
15. We ran fast _____ we were late. (after/because)



Homophones

EXERCISE 133

Insert each pair of **homophones** correctly in the spaces in the following sentences.

1. The daring —— swam out to the —— which was moored some distance from the shore. (**buoy; boy**)
2. The grass on the race —— is rather —— . (**course; coarse**)
3. We shall have to buy a new —— for the boat before we advertise it for —— . (**sail; sale**)
4. The cross-country runner vaulted over the —— in fine —— . (**style; stile**)
5. Mother —— that Sandra had bought a —— dress. (**new; knew**)
6. Everyone started to —— as the full-back kicked the —— into the crowd. (**bawl; ball**)
7. The —— of both liners were tired after their long Mediterranean —— . (**cruise; crews**)
8. The —— of directors were —— by the chairman's long speech. (**bored; board**)
9. Spring is the —— to plant —— in the garden. (**thyme; time**)
10. The children told —— father that —— was a holiday on Friday. (**there; their**)

EXERCISE 134

Complete each of these sentences, using a suitable pair of **homophones**.

Example: Janet —— Joan a bottle of violet ——.

Janet sent Joan a bottle of violet **scent**.

1. The Rovers —— the match by two goals to ——.
2. Harry —— down the country —— on his new pony.
3. Most people —— with their —— hand.
4. The grizzly —— climbed up into a —— tree.
5. Talking —— is not —— in class.
6. The customer paid by —— for his new —— suit.
7. The cowboy —— the hoofs of a large —— of cattle.
8. The new —— went upstairs and —— the beds.
9. The artist had never —— such a beautiful —— as the one he was painting.
10. The new —— is an improvement because it gives out —— heat with little coal.

Word Puzzles



9 letter word grids.

Using the letter grids below, how many words can you find? **Each word must contain the central letter and no letter can be used twice**, however, the letters do not have to be connected. Proper nouns are not allowed, however, plurals are. Each grid also contains one nine letter word – can you find it?

Task 13

C	D	O
I	P	B
L	R	A

Task 14

T	L	O
L	F	A
S	O	B

Task 15

B	M	W
S	O	O
O	R	K

Task 16

F	R	O
T	W	P
E	O	L

Task 17

A	I	E
D	B	R
S	K	M

Task 18

C	R	T
E	E	I
U	S	N

Riddles

Task 19

Can you solve the following riddles? Write your answers in your exercise book.

1. I run, yet I have no legs. What am I?
2. What goes around the world and stays in a corner?
3. The more there is, the less you see.
4. What can run but never walks, has a mouth but never talks, has a head but never weeps, has a bed but never sleeps?
5. Jack and Jill are lying on the floor inside the house, dead. They died from lack of water. There is shattered glass next to them. How did they die?
6. Take off my skin, I won't cry, but you will. What am I?
7. Which is correct to say, "The yolk of the egg are white?" or "The yolk of the egg is white?"
8. You answer me, although I never ask you questions. What am I?

Finding information in a text

Task 20



At this level you will need to show that you can collect and compare information from different areas of a text and sum up the main ideas.

The texts might be challenging, so you may need to read them twice.

- 1 Read this extract from the novel *Great Expectations* by Charles Dickens. The narrator is Pip, a young boy. Here, he describes his first meeting with a rich lady who has summoned him to visit her.



In an arm-chair, with an elbow resting on the table and her head leaning on that hand, sat the strangest lady I have ever seen, or shall ever see.

She was dressed in rich materials – satins, and lace, and silks – all of white. Her shoes were white. And she had a long white veil dependent from her hair, and she had bridal flowers in her hair, but her hair was white. Some bright jewels sparkled on her neck and on her hands, and some other jewels lay sparkling on the table. Dresses, less splendid than the dress she wore, and half-packed trunks, were scattered about.

She had not quite finished dressing, for she had but one shoe on – the other was on the table near her hand – her veil was but half arranged, her watch and chain were not put on, and some lace for her bosom lay with those trinkets, and with her handkerchief, and gloves, and some flowers, and a Prayer-book, all confusedly heaped about the looking-glass.

TIP ☆ Don't expect to look in one place for an answer; scan the text and piece together information.

Read the statements and decide whether they are true or false, or whether the text doesn't say.

- i) The lady has long hair.
- ii) She is near the table.
- iii) She is wearing the most impressive dress in the room.
- iv) She is wearing gloves and holding flowers.
- v) She is wearing two white shoes.
- vi) She is ready to go out.
- vii) Pip thinks the lady is confused.
- viii) The scene makes a deep impression on Pip.
- ix) Pip's attention is focused on the valuable jewels.

2 Read the next part of the story, in which Pip continues to describe his impressions.

It was not in the first moments that I saw all these things, though I saw more of them in the first moments than might be supposed. But I saw that everything within my view which ought to be white, and had been white long ago, and had lost its lustre, and was faded and yellow. I saw that the bride within the bridal dress had withered like the dress, and like the flowers, and had no brightness left but the brightness of her sunken eyes. I saw that the dress had been put upon the rounded figure of a young woman, and that the figure upon which it now hung loose, had shrunk to skin and bone. Once, I had been taken to see some ghastly waxworks at the Fair, representing I know not what impossible personage lying in state. Once, I had been taken to one of our old marsh churches to see a skeleton in the ashes of a rich dress, that had been dug out of a vault under the church pavement. Now, waxwork and skeleton seemed to have dark eyes that moved and looked at me. I should have cried out, if I could.

Great Expectations by Charles Dickens

Now complete this summary of Pip's first impression. Choose from the words below to fill the gaps.

Write the passage in your book.

Pip realises that he is looking at things that had been changed by the passage of a) . He realises that the lady is wearing a bridal b) that was once c) but is now faded and d) . He also understands that when the lady had first worn the dress she was younger and had a e) figure, but now she has become thin and old. She has 'withered' and decayed, just like the dress and f) .

dress time plumper red thinner yellow flowers white seconds

What does the writer mean but not tell you directly



Writers use the power of suggestion to give layers of meaning to a text. At Level 7, you need to show that you can understand those layers of meaning. To do this you will need to refer to well-chosen quotations.

- 1 Read this text. The writer is planning a camping trip in an area where black bears live. His preparation includes reading a book about bear attacks.



I won't say I became obsessed by all this, but it did occupy my thoughts a great deal in the months while I waited for the spring to come. My particular dread – the vivid possibility that left me staring at tree shadows on the bedroom ceiling night after night – was having to lie in a small tent, alone in an inky wilderness, listening to a foraging bear outside, and wondering what


its intentions were. I was especially riveted by a photograph taken late at night by a camper with a flash at a campground out west. The photograph caught four black bears as they puzzled over a suspended food bag. The bears were clearly startled but not remotely alarmed by the flash. It was not the size or demeanour of the bears that troubled me – they looked almost comically un-aggressive, like four guys who had got a Frisbee caught up a tree – but their numbers. Up to that moment it had not occurred to me that bears might prowl in parties. What on earth would I do if four bears came into my camp?

A Walk in the Woods by Bill Bryson

- Quote the word the writer uses to suggest the complete darkness of Bill's imagined forest.
- How are we given the impression that Bill has a vivid imagination?
- Why might Bill describe the look of the bears in the photograph as 'almost comically un-aggressive'?

- 2 Next, consider a question that asks you to explain how a writer suggests a meaning: *Explain how the writer suggests that his fear of the black bears was so strong that it prevented him from sleeping.*
Refer to the text to support your answer. (3 m)

Here's a thoughtful student's collection of ideas.



'staring' ... therefore eyes open, watching what?

'Tree shadows' ... imagines the dark forest?

'Night after night' suggests powerful, keeps returning ...hmm.

I use 'vivid' as well if I want to suggest something really strong.

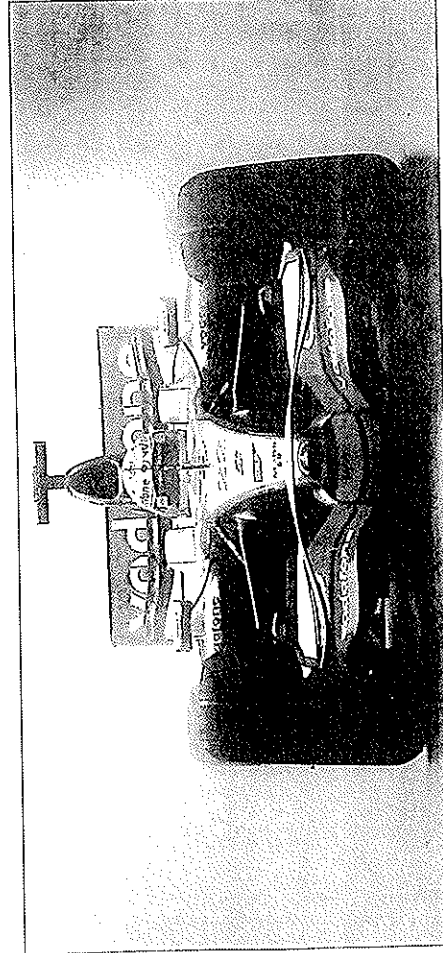
Use the ideas to help you write your own answer.

Evaluating the effect of text

organisation on the reader

Read this article about a Formula 1 car race in Monaco, focusing on Lewis Hamilton, a British driver.

FORMULA 1



Sunday 1 June 2008

- ① Lewis Hamilton is not stupid enough to believe that his dramatic win in Monaco last Sunday means that he will triumph again next week. His drive, in the trickiest conditions imaginable, was world class, but Hamilton will be the first to accept that luck played a major part. He will also be aware that another car would probably have won this race had all things been equal. Fortunately for Hamilton, things are rarely equal at Monaco. Particularly when it rains.
- ② A light shower, mixed with the oil and grime always found on a public road, produced a surface so slippery that it went beyond the capability of his excellent wet weather tyres and Hamilton's sublime skill. A brush with the crash barrier on lap six actually did him a favour and accidentally knocked Hamilton on to a strategy that would turn out to be perfect.

In this article, the writer makes a number of connections between the two paragraphs. Spot the connections and explain how the two ideas link and what effect is created by the link. Draw and complete the table in your book.

Evidence		Explanation
Paragraph 1	Paragraph 2	
<u>not stupid</u>	<u>sublime skill</u>	<i>Builds up respect for Hamilton by repeating a reference to his skill or intelligence.</i>
<u>the trickiest conditions</u>		
<u>luck</u>		
<u>Fortunately for Hamilton</u>		
<u>when it rains</u>		

- 8 Read this text. It is the story of a girl who has been transformed into a fox for the first time.

Somehow she had become something else. Yet there was no sense that this experience was in any way unreal, indeed nothing had ever seemed more real. She breathed deeply. This was no dream. The lightest of breezes frilled the thick hairs of her winter coat. The sensation was pleasurable and quite unlike anything else she'd ever felt. She had not always been like this. She had not always had this dark red fur. It was all wrong. She struggled to remember what she had been expecting. She had not been expecting this. She could smell the moist mustiness of the fermenting leaves, the loam of a fecund earth. Even in the darkness each variation in texture in the tree bark and each small gradation of colour in the fallen leaves was acutely visible as if she viewed everything through a portable microscope. This was beyond her imagination. She should have had hands, that was it, she should have had hands and so how could she have a paw where a hand should be?

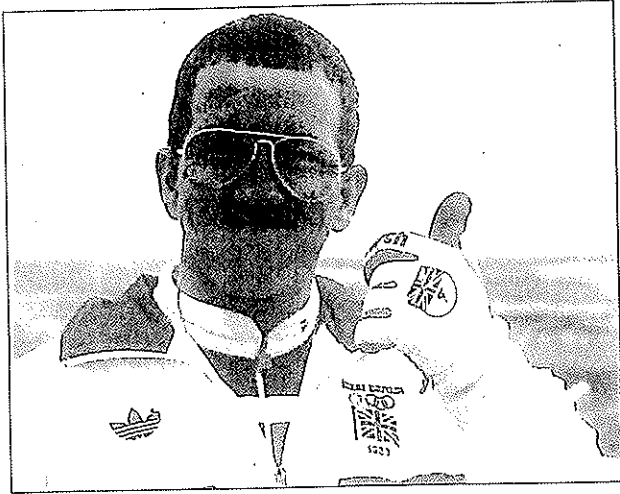
Hunted by N.M. Browne

- a) The writer has tried to make the girl changing into a fox seem real to the reader by evoking the senses. Write down examples of how the five senses have been evoked in this extract.
- b) Short sentences have been used for effect. For example, the writer says, 'She breathed deeply. This was no dream.' What effect is created through the use of simple sentences here?
- c) How does the writer show that this experience is strange to the girl? Support your answer with ideas from the text.

Analysing the writer's use of language

Read this text about Eddie Edwards, the first British Olympic ski jumper.

Eddie the Eagle lives on



If you think it is just the winners that count, think again. They may get the money, medals and advertising contracts. But, if you are a real loser, the reward can be even greater – immortality.

The adoring public will love you for trying your best despite having no skill, fitness or technique. Even though you may be the subject of endless jokes in the media, you are remembered more than the winners. After all, can you name the winners of the 1988 Olympic ski jumping? No. But I'll bet you know who came last.

Eddie 'The Eagle' Edwards made history as Britain's first ever ski jumper at the Winter Olympics, in 1988. He finished a glorious last in both of the distances he attempted, but won the heart of the public.

How does the writer use language to make this article amusing for the reader?

Choose two of the underlined examples and explain how they might help to amuse the reader.

Identify an example of using exaggeration for effect. Explain the effect that your example creates.

Do you think that Eddie 'The Eagle' Edwards was famous only for coming last? Explain your answer.

- 2 Read this article about white-water rafting. The writer chooses language to make the experience seem both funny and exciting by careful use of words and phrases.



River crew ... full steam ahead on the mighty Franklin.

Style? Nil points. I'm sopping wet, clinging to the seat of an inflatable raft, facing the wrong way up a thunderous wall of water. Just before my oversize helmet slips across my eyes delivering temporary blindness, I catch sight of a warning panel: 'Do not exceed your paddling ability. Be honest with yourself.'

OK, I will. I'm out of my depth. But who cares? This is a heady shot of adrenaline – a high voltage jolt for a lethargic city soul. And it's not as if I'm alone. I'm in the secure, sun-scorched hands of two bush-savvy local guides.

They're as essential as life jackets and helmets if you take on the Franklin, one of the savage rivers that riddle southwest Tasmania like a nest of snakes. Their knowledge and experience turn a potentially lethal expedition into a glorious mix of exertion, excitement and silent contemplation.

- Find examples of language that the writer has used to make the experience seem funny.
- Find examples of language that the writer has used to make the experience seem exciting.
- What image of the river is created in the reader's mind by the use of the simile, 'like a nest of snakes'?

Reading test 2: Glorious food?

Text A

Read this text by Bill Bryson, an American author, who describes how he rediscovered his 'love' of junk food when he returned to the USA from England. He is cleaning out his fridge when he discovers something interesting.

So there I was down on my knees unwrapping pieces of foil and peering cautiously into Tupperware containers, when I came across an interesting product called a breakfast pizza. I examined it with a kind of rueful fondness, as you might regard an old photograph of yourself dressed in clothes that you cannot believe you ever thought were stylish. The breakfast pizza, you see, represented the last surviving relic of a bout of very serious retail foolishness on my part.

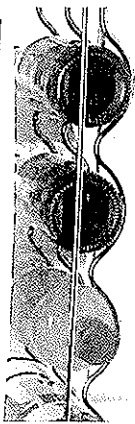
Some weeks ago I announced to my wife that I was going to the supermarket with her next time she went because the stuff she kept bringing home was – how can I put this? – not fully in the spirit of American eating. I mean here we were living in a paradise of junk food – the country that gave the world cheese in a spray can – and she kept bringing home healthy stuff like fresh broccoli and packets of Swedish crispbread.

It was because she was English, of course. She didn't really understand the rich, unrivaled possibilities for greasiness and goo that the American diet offers. I longed for artificial bacon bits, melted cheese in a shade of yellow unknown to nature, and creamy chocolate fillings, sometimes all in the same product. I wanted food that squirts when you bite into it or plops onto your shirt front in such gross quantities that you have to rise very, very carefully from the table and sort of limbo over to the sink to clean yourself up.

So I accompanied her to the supermarket and while she was off squeezing melons and pricing shitake mushrooms I made for the junk food section – which was essentially all the rest of the store. Well, it was heaven.



The breakfast cereals alone could have occupied me for most of the afternoon. There must have been two hundred. Every possible substance that could be dried, puffed, and coated with sugar was there. The most immediately arresting was a cereal called Cookie Crisp, which tried to pretend it was a nutritious breakfast but was really just chocolate chip cookies that you put in a bowl and ate with milk. Brilliant.



I'm a Stranger Here Myself by Bill Bryson

Complete all questions in your book.

1 Give one word from paragraph 1 that suggests the breakfast pizza was probably not fit to eat.

AF2

1 mark

2 The first paragraph suggests that Bill has mixed feelings about the breakfast pizza. Complete the table to describe the feelings and give quotations to support your opinions.

2 marks

Describe feeling	Quotation

3 From paragraph 2, explain the difference of opinion that Bill and his wife have about food.

AF2

3

1 mark

4 Two sets of dashes are used for different reasons in paragraph 2. Explain the different effects they create.

AF4

4

2 marks

5 In paragraphs 2 and 3, explain how Bill's use of language emphasises his feelings about his preferred food. Support your answer with quotations from the text.

AF5

5

2 marks

6 The text ends with the word 'Brilliant'. Do you agree that it sums up Bill's attitude to junk food? You should consider:

AF6

6

☆ Bill's comments about his discovery in the fridge;

☆ his descriptions of junk food;

☆ whether his comments are serious or not.

Support your answer with references from the text.

5 marks

Task 25

Text B

Read this text from a history book about the Irish famine in the 1840s. Many people starved when their main crop, potatoes, was affected by disease. Eventually, the government took action and set up an emergency system to feed people led by 'relief committees'.

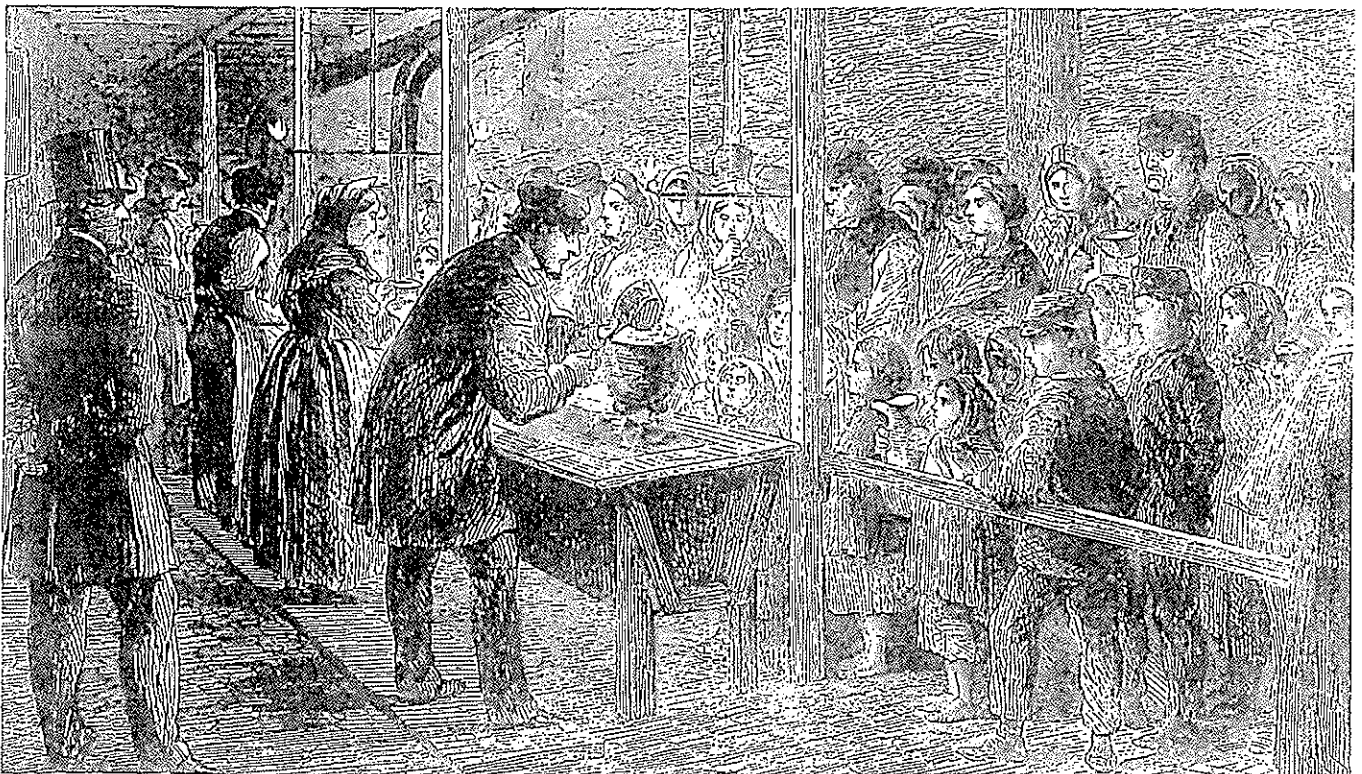
The soup being given out was called 'stirabout', a mixture of two-thirds ground-up corn and one-third rice, cooked with water. Earlier food aid had been given out uncooked, because this was easier for the relief committees, and gave people the freedom to cook their own share as they wished.

However, the art of cooking had been very neglected in rural Ireland. People were used to cooking nothing but potatoes, which were extremely simple to prepare. Corn meal needed more careful preparation, and if people did not cook it properly, it could lead to stomach upsets and diarrhoea. The committees had also found that some people sold the uncooked meal for tobacco or tea, or for alcohol. Fathers were found to have sold it for drink, instead of bringing it back to their waiting families. If the soup kitchens gave out cooked food only, it could not be hoarded or sold on, so this now became the rule.

At first people were very reluctant to take cooked food, no matter how hungry they were. It was seen as disgraceful to have to stand in line, carrying a pot or a bowl, to wait for your number to be called. But soon the only food aid available was in cooked form. Apart from anything else, it was much cheaper to provide this way, costing about 2 pence per ration. Besides, the widespread sense of humiliation meant that fewer people claimed it; they were willing to starve first. And this meant that more savings were made.

Although the idea of soup kitchens was good, it depended on the food being of good quality, made from decent raw materials. However, many of the relief committees went for quantity instead of quality, and they provided soup with very little food value.

The Irish Famine: An Illustrated History by Helen Litton



Complete all questions in your book.

7 From paragraph 2, explain why giving out uncooked food aid caused concerns about:

AF2

7

a) health: _____

1 mark

b) fairness: _____

8 In paragraph 3, explain why the starving people felt humiliated.

AF3

8

1 mark

9 Explain two ways in which the text (paragraphs 3 and 4) shows that the author had an unfavourable view of some of the relief committees.

AF6

9

2 marks

10 Does the author present a balanced view about the poor at that time? Explain your answer with reference to the text.

AF6

10

3 marks

11 Give two ways that the soup kitchens could be improved, based on information in the text.

AF3

11

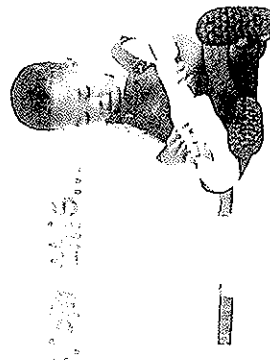
2 marks

Information	Improvement
i)	
ii)	

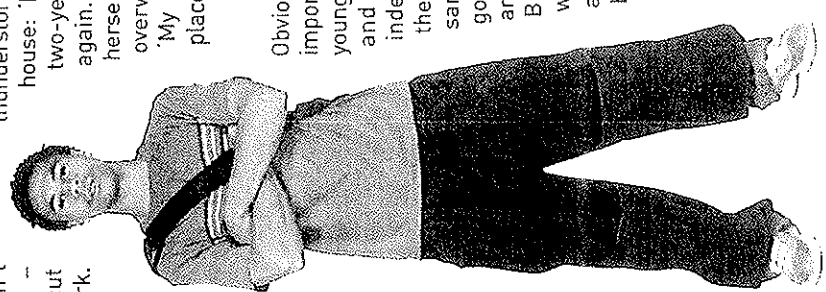
In this article, the writer explains the dramatic changes that take place during adolescence, as young people become teenagers. She also reports on how recent research is beginning to offer new explanations of why adolescents behave as they do.

What's really going on in a teenager's brain?

Can you believe your eyes? Is it the same person? When you look at a photograph of a teenager as a small child, it is hard to believe that it is the same person. For parents, it can be difficult to accept that their cute little toddler has become a complete stranger. Steve Johnson, the father of a teenage boy, says he doesn't understand it: 'He's changed overnight. He won't get his hair cut and never finishes any homework. And as for getting him out of the house in the mornings...

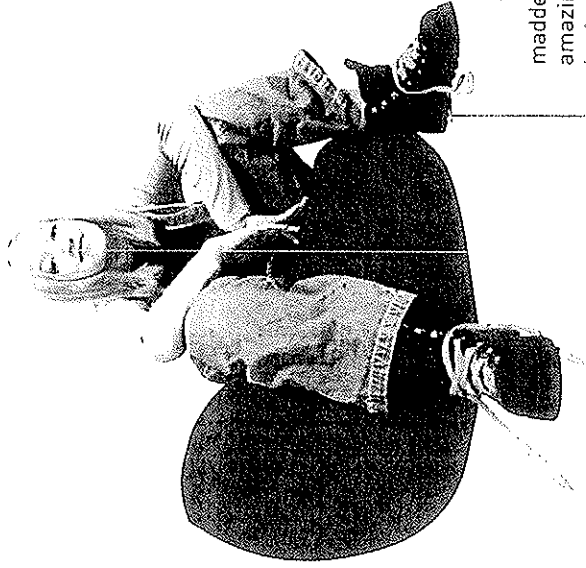


...so this



This is nothing new. Even Aristotle, the famous philosopher of Ancient Greece, said teenagers appeared 'changeable in their desires'. And Shakespeare described adolescence as largely a time for 'stealing and fighting! For Ellen Liddle, the mother of twins, adolescence was like a thunderstorm crashing all round her house: 'It was like having a pair of two-year-olds in the house again.' Lisa Grey, a teenager herself, says she sometimes feels overwhelmed by her feelings: 'My moods are all over the place from day to day.'

So what's really happening? Obviously, adolescence is an important period of change when young people develop emotionally and physically, becoming independent and establishing their own identities. At the same time, they have to go to school, take exams and think about their futures. But why do teenagers who are usually friendly and thoughtful sometimes become grouchy for no reason, slam doors or forget to phone home?

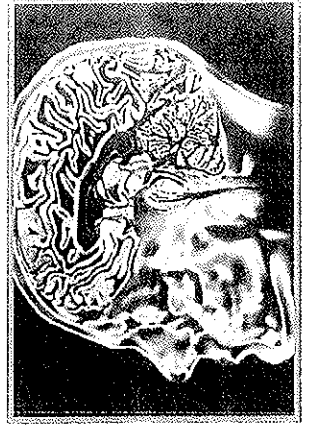


For many years scientists blamed hormones. It was believed that the brain was fully developed by the age of three. But now, in ground-breaking work, scientists have discovered that the teenage brain is actually undergoing a dramatic transformation. 'We used to think that if there were brain changes in adolescence they were slight,' says Elizabeth Sowell, one of the USA's top researchers in the area. 'Now we are bowled over by what we discover about the teenage brain every day.'

So, it is the brain, not hormones, that is behind the baffling behaviour of teenagers. Research has shown that the teenage brain is a giant construction project. In fact, the changes taking place in the brain at this time are so great that adolescence may be as important as early childhood in terms of brain development.

The teenage brain may be maddening and muddled but it is also amazing. After all, it is the teenage brain which begins to grapple with complicated ideas such as honesty and justice. It develops empathy, the ability to understand other people's viewpoints. It also has to absorb huge amounts of knowledge and develop independent ways of thinking.

'I love teenagers,' says one woman with two grown-up children. 'I like their ability to think for themselves, to argue and get excited by ideas. Most of all, I like the way I can learn from them!' Perhaps this view, and the knowledge that the adolescent brain is still growing and changing, will give some reassurance to teenagers like Lisa, and to parents like Steve and Ellen.



The human brain

What's really going on in a teenager's brain?

Read the text and answer the following questions:

1. 'My moods are all over the place from day to day.' (paragraph 2)
Give one quotation from **paragraph 3** which supports this idea.
2. Steve Johnson says about his son: 'He's changed – overnight.' (paragraph 1)
Explain the effect of the dash in this quotation.
3. *adolescence was like a thunderstorm crashing all round her house* (paragraph 2)
Explain what the choice of language in this quotation suggests about Ellen's view of adolescence.
4. In this article about adolescence, the writer has included quotations from a range of people to give a balanced view. What is the effect of including quotations from **parents**?
5. Paragraph 4 is about scientists' research into teenage brains.
 - a) Give one word or phrase from this paragraph which shows that the writer believes the scientists' research is new and important.
 - b) **Explain** how the scientists have reacted to their discoveries.
6. What does the phrase *a giant construction project* (paragraph 5) suggest about the teenage brain?



In this article, the writer explores the impact of the increasing amount of choice people have today.

Spoilt for Choice?

Have you ever panicked when faced with too much choice and not been able to decide what to eat in the canteen? Or which flavour crisps to buy? Or what channel to watch on TV? You are not alone. We now have so much choice in our lives that psychologists believe it is making us unhappy.

Most superstores provide us with more than 40,000 products and each year they add more: one major supermarket chain boasts that they sell 146 different kinds of cereal, 60 kinds of bread and over 400 soft drinks. They even sell 36 different kinds of milk! Of course, it doesn't stop at groceries – just think of the choice there is when it comes to clothes, shoes, accessories, mobile phones, DVDs, gadgets ...

According to Barry Schwartz, an expert in human behaviour, people like having some choice, for example deciding which cereal to have for breakfast. But if people feel they are constantly being bombarded by a hail of products, they end up finding it difficult to make a choice at all. Schwartz explains what happened when he found himself trying to buy a pair of jeans: 'I just wanted to buy an ordinary pair. But I discovered that they didn't exist any more. Instead there were relaxed fit, easy fit, button fly, zip fly, boot-leg, stone-washed... The jeans I got were OK, but because there were so many to choose from and I'd spent so much time searching, I thought they'd be perfect - but they weren't!'



David Shanks, another expert, supports Schwartz's view: 'Firstly, so much choice makes decision-making increasingly complex. Secondly, we feel bad every time we do make a choice because it seems we are missing out on other opportunities. And this makes us feel unhappy with what we have chosen. We only think about what we still want to buy, rather than appreciating what we have.'

Experiments suggest that the less choice we have, the easier it is to choose. For example, people who were offered six kinds of jam to choose from, bought more jam than those who were offered 24 different varieties to try. Another experiment showed that giving students a choice of fewer essay topics made them produce better work. Yet the number of consumer choices available to us continues to multiply and we are still seduced by the idea that more choice must be better. So every shopping trip becomes a marathon task.

But if all this choice is actually causing us stress, what can we do about it? We could stop worrying about everyday choices and save our decision-making effort for serious things that really merit time and effort. We need to live in the moment, appreciate what we have and not think about all the other things that we could choose instead.

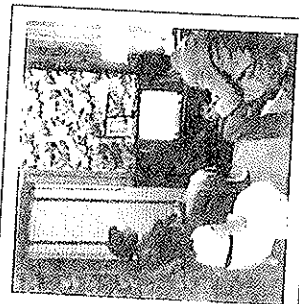
Spoilt for Choice?

Read the text and answer the following questions:

1. Give two different words from paragraph 1 which show that too much choice causes people problems.
2. Explain two ways paragraph 2 emphasises how much choice people have today.
3. '*...constantly being bombarded by a hail of products*' (paragraph 3). What does the choice of language in this quotation suggest about the experience of shopping today?
4. '*The jeans I got were ok, but because there were so many to choose from and I'd spent so much time searching, I thought they'd be perfect – but they weren't!*' What does this quotation suggest about Barry Schwartz's feelings?
5. In paragraph 4 David Shanks is giving his views. Explain one way he organises his ideas.

Fame, stardom, celebrity status – what is the difference? This extract, from a book about fame in the 21st century, analyses how the idea of fame has changed in the last 200 years.

What is fame?



Fame – everyone seems to want it. Of course there are those who try to avoid being in the spotlight. But on the whole, people are keen to be the centre of media attention and are impressed by other people who are in the public eye. Celebrities and celebrity TV programmes, magazines and other products are now a multi-million pound business. So, how did we end up here? What is fame and why do people want it?

Famous people in the 19th century were those who gained recognition for what they achieved. These individuals included distinguished engineers such as Brunel, or writers such as Dickens. The public were interested in what they did but not necessarily in their personal lives.

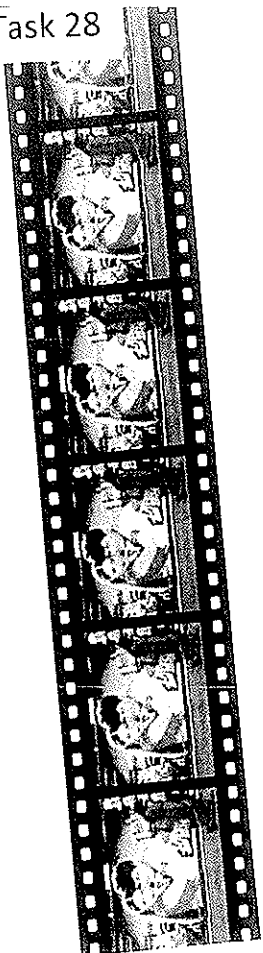
In the 20th century public interest in the lives of the famous really took off. The popularity of radio alongside the emerging film industry gave rise to a new kind of fame – 'stardom'. People could hear their favourite actors and actresses on the radio and see them in the cinema every week, and so they became familiar voices and faces. Actors like Charlie Chaplin first became well known for appearing in films but then, as their popularity grew, they became 'stars'. In other words, they became almost as famous for being who they were as for doing what they did. The number of people achieving fame increased with the invention of television because the faces of actors were thrust directly into the family home. As a result, stars of the small screen were created too.

Charlie Chaplin

Today, in the 21st century, fame has expanded beyond stardom to include the 'celebrity'. Celebrities are famous for ... being famous. They may have done something initially to get themselves into the public eye, such as appearing on a TV show or marrying a football player, but they are not necessarily talented. Celebrities attract attention because of their glamorous lifestyle; the public are fascinated by what they have and how they live.

The growing number of TV channels, the internet and numerous magazines and newspapers not only promote celebrity culture but also depend on it. There are not enough famous people to go round so the same celebrities appear over and over and over again – making them more well known. Celebrity status is something our society aspires to – and nowadays everyone has the opportunity to achieve it. With so-called reality television programmes, ordinary people have instant fame within their grasp, simply by being themselves.

So, has this obsession with fame gone too far? Certainly we seem to be addicted to celebrity culture: people are practically trampled underfoot in the stampede to be in the spotlight and millions have flocked to join endless queues to take part in shows like *Big Brother* – just to appear on TV. Perhaps it has reached the point where fame for doing something worthwhile is less significant than it used to be, because you can be more famous for simply putting yourself in front of a camera.



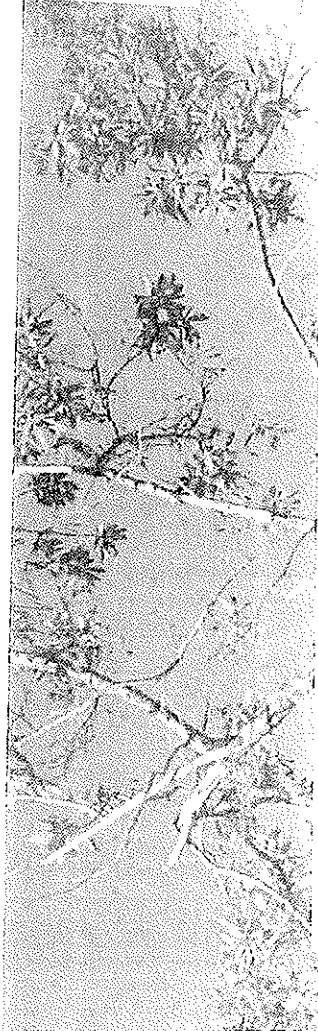
What is fame?

Read the text and answer the following questions:

1. What is the main difference between people who were famous in the 19th century (**paragraph 2**) and celebrities in the 21st century (**paragraph 4**)?
2. How does the first sentence of paragraph 2, of paragraph 3 and of paragraph 4 help the reader to follow the ideas in the text?
3. *'the faces of actors were thrust directly into the family home.'* (paragraph 3)
What does this quotation suggest about the way in which television made sure that actors became famous?
4. In this extract the writer has a negative attitude towards celebrities and reality television programmes.
Copy and complete the table to explain how the writer shows her negative attitude in each quotation.

Quotation	How the writer shows her negative attitude in the quotation
Famous for...being famous	The writer pauses (...) to show that she cannot think why celebrities are famous
The same celebrities appear over and over and over again	
So-called reality television programmes	





But it was not its size that now impressed my companions; it was the knowledge that seven hundred thousand pounds in gold lay somewhere buried below its spreading shadow. The thought of money, as they drew nearer, swallowed up their previous terrors. Their eyes burned in their heads; their feet grew speedier and lighter; their whole soul was bound up in that fortune, that whole lifetime of extravagance and pleasure, that lay waiting there for each of them.

Long John Silver hobbled, grunting, on his crutch; his nostrils stood out and quivered; he cursed like a madman when the flies settled on his hot shiny countenance; he plucked furiously at the line that held me to him, and, from time to time, turned his eyes upon me with a deadly look. Certainly he took no pains to hide his thoughts; and certainly I read them like print. In the immediate nearness of the gold, all else had been forgotten; I could not doubt that he hoped to seize upon the treasure, find and board his ship the *Hispaniola* under cover of night, cut every honest throat about that island, and sail away as he had first intended, laden with crimes and riches.

Shaken as I was with these alarms, it was hard for me to keep up with the rapid pace of the treasure-hunters. Now and again I stumbled; and it was then that Silver plucked so roughly at the rope and launched at me his murderous glances.

We were now at the margin of the thicket.

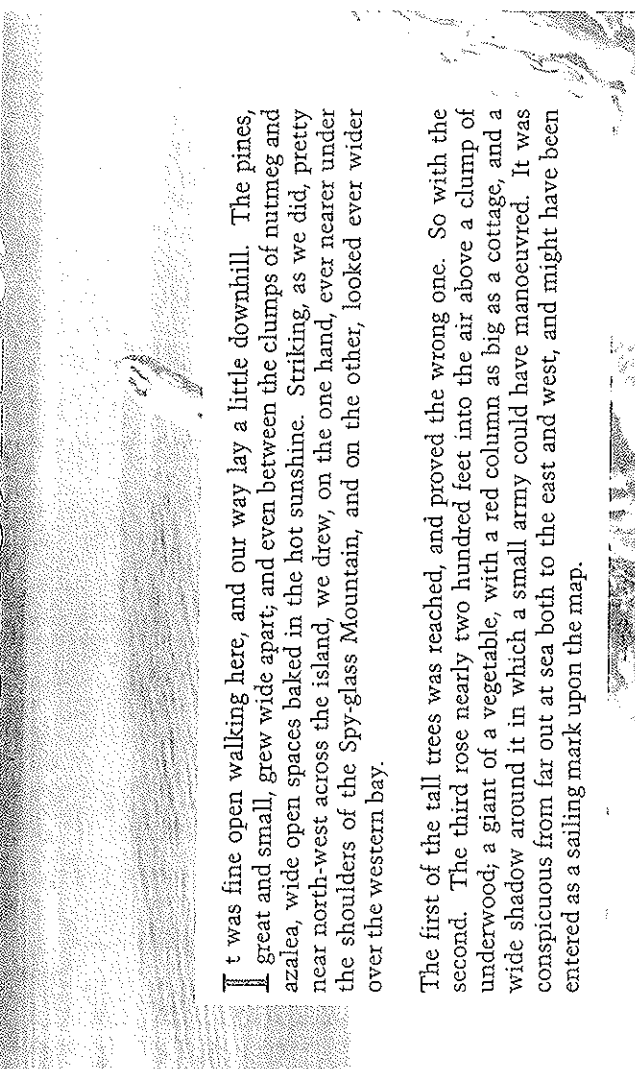
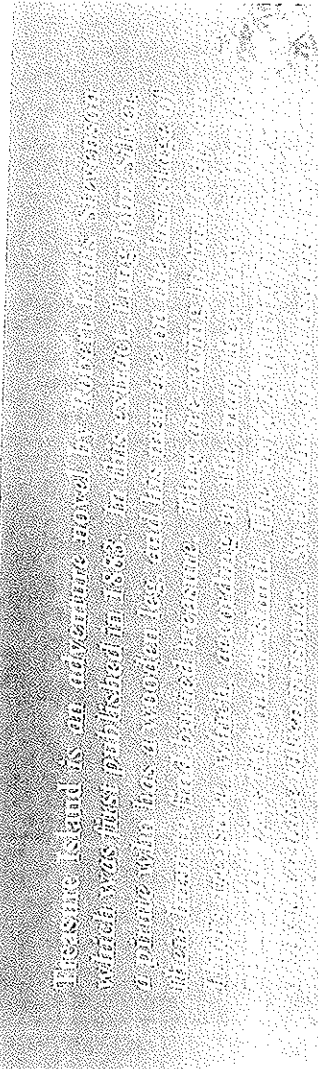
'Hurry, mates, all together!' shouted Merry; and the foremost broke into a run.

And suddenly, not ten yards further, we beheld them stop. A low cry arose. Silver doubled his pace, digging away with the foot of his crutch like one possessed; and the next moment he and I had come also to a dead halt.

Before us was a great excavation, not very recent, for the sides had fallen in and grass had sprouted on the bottom. In this were the shaft of a pick broken in two and the boards of several packing-cases strewn around. On one of these boards I saw, branded with a hot iron, the name *Walrus* - the name of Flint's ship.

All was clear. The cache* had been found and rifled; the seven hundred thousand pounds were gone!

*cache - hidden treasure



The Stone Island is an adventure novel by Robert Louis Stevenson which was first published in 1883. In this episode Long John Silver, a pirate who has a wooden leg and his men are in the first stages of their hunt for the buried treasure. They are worried because they have the Stone which, according to the map, is hidden in the island.

It was fine open walking here, and our way lay a little downhill. The pines, great and small, grew wide apart, and even between the clumps of nutmeg and azalea, wide open spaces basked in the hot sunshine. Striking, as we did, pretty near north-west across the island, we drew, on the one hand, ever nearer under the shoulders of the Spy-glass Mountain, and on the other, looked ever wider over the western bay.

The first of the tall trees was reached, and proved the wrong one. So with the second. The third rose nearly two hundred feet into the air above a clump of underwood; a giant of a vegetable, with a red column as big as a cottage, and a wide shadow around it in which a small army could have manoeuvred. It was conspicuous from far out at sea both to the east and west, and might have been entered as a sailing mark upon the map.

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Treasure Island

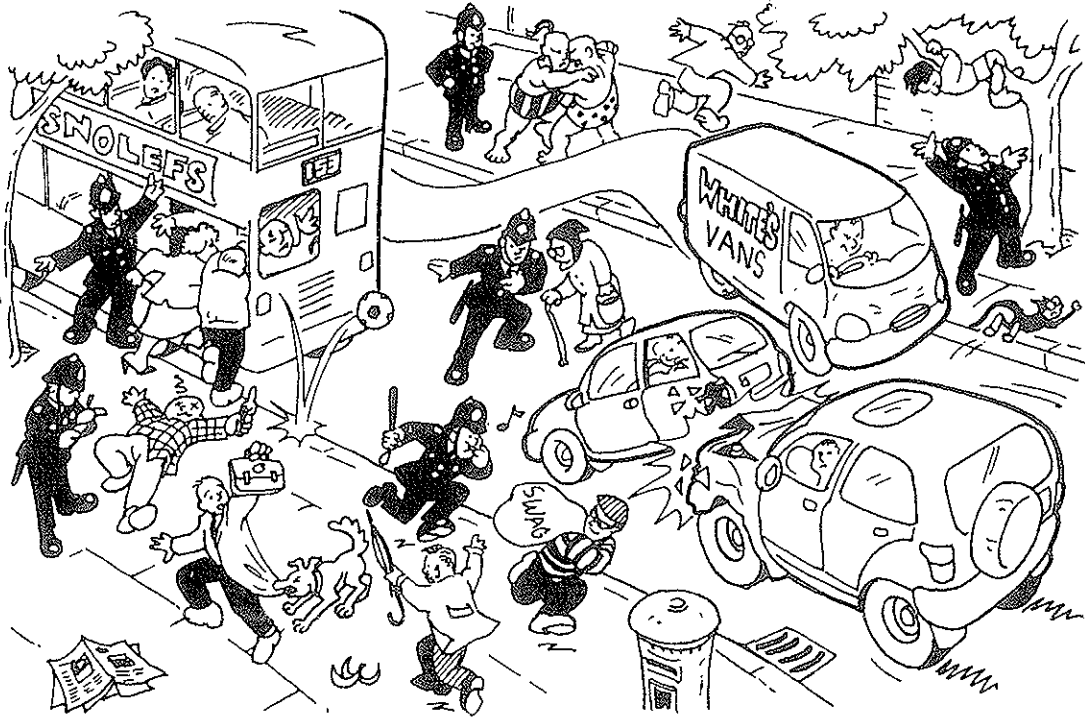
Read the text and answer the following questions:

1. Give one detail from paragraph 1 which shows that the narrator and his companions are walking on high ground.
2. In paragraph 2, how is the importance of the third pine tree emphasised? Explain one way.
3. In paragraph 3, explain how the choice of language in each of the following quotations shows the way the men are affected by the thought of the treasure.
 - a) *swallowed up their previous terrors* suggests that:
 - b) *Their eyes burned in their heads* suggests that:
4. Copy and complete the following table by writing down two more quotations from paragraph 4 and explaining what each of the **three** quotations suggests about Long John Silver's state of mind.

Quotation	What it shows about Long John Silver's state of mind
his nostrils stood out and quivered	



Punctuation: Sentences



Write **fifteen sentences** to describe what is happening in the picture.

You can write about:

- the vehicles and drivers
- the passers-by
- the police officers.

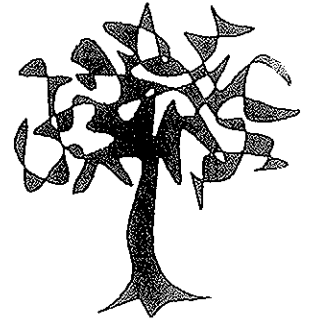
Use a full range of punctuation: full stops, commas, question marks, speech marks, semicolons and colons.

The belonging apostrophe

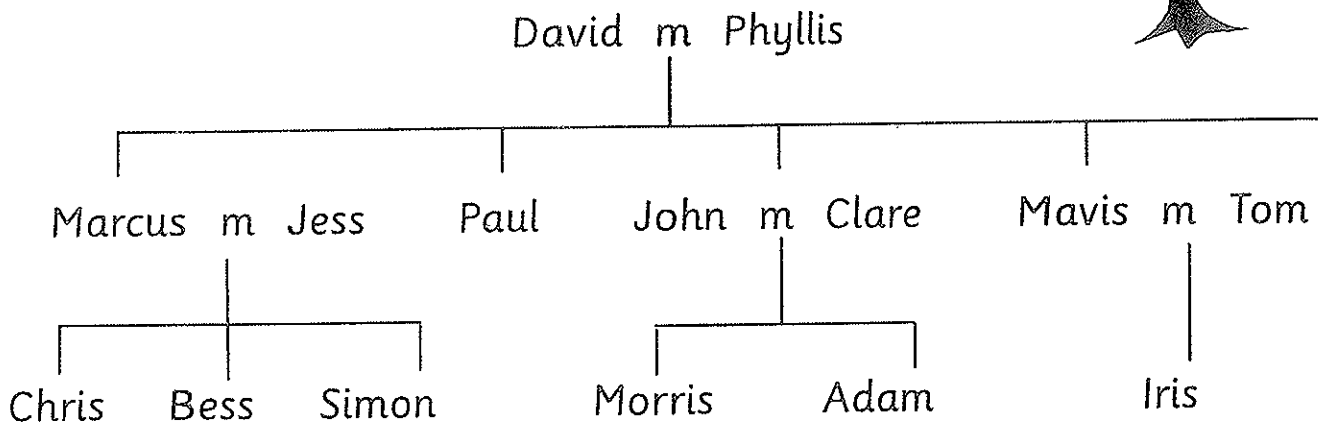
If a singular word already ends in s add 's.

e.g. the boss's car

e.g. Ross's house



A FAMILY TREE



Look at the family tree above.

Answer the questions below and add apostrophes where needed.

The first one is done for you.

1. Who is the wife of David? David's wife is Phyllis.
2. Who is the husband of Phyllis?
3. Who is the sister of Marcus?
4. Who is the daughter of Tom?
5. Who is the grandmother of Adam?
.....
6. Who is the father of Morris?
7. Who is the daughter of Jess?
8. Who is the mother of Simon?
9. Who are the granddaughters of David?
.....



Revision page

* Rewrite the following story on a separate sheet of paper putting in the capital letters, speech marks and all other punctuation.

come quickly mum shouted sarah
whatever is the matter dear asked her mother as she ran into the
garden
both the guinea pigs have escaped cried the little girl
how on earth did that happen said mum we are always so careful
to shut the door of the hutch
its my fault sobbed sarah because i didnt close it properly
dont waste time crying exclaimed her mother lets look for them
they searched the vegetable garden and the flower beds and the field
where their old donkey grazed but all in vain
sarah was very unhappy i shall never see my lovely guinea pigs again
she wept
at school next day she kept saying to herself why was I so careless
why didnt i shut the door properly
she need not have worried when she came home from school her
mother greeted her with a big smile
ive just found the guinea pigs she said they are hiding in the old fox
hole at the end of the field dad is coming home this minute to help
catch them she added
thank goodness shrieked sarah what a relief
the guinea pigs were soon back in their cosy hutch
ill always look after them from now on promised sarah

Punctuation: *Commas*

Point 2: Commas to add information to a main sentence

- We can write sentences that contain more information by **adding extra information**, using noun phrases.

Here we will look at **noun phrases**, which tell us more about nouns.

1. Suhra, a quiet girl, cries for the home she has lost in Bosnia.
2. A large crowd turned out to see Marge Simpson, the new Prime Minister.
3. I live in Blackpool, a famous town, which has a tower and promenade.
4. Pat visited Fuerteventura, one of the Canary Islands, before coming home.

Copy out the short passage and complete the activity below.

- **Insert noun phrases after the underlined nouns** in this explanation:

We had permission to be out of school.
The headteacher said we had to get our games kits. We decided to take the bus.
When we arrived, my Mum was out.
That was why I was heading for the garage, to see my Dad. A woman said I should be at school. I suppose she went straight to the telephone box and told you about me.

SEMICOLONS

Semicolons are not as difficult as some people seem to think. They can be used to separate parts of a sentence. They provide a stronger break than a comma, but one that is not as strong as a full stop. Elegant, sophisticated writers use semicolons.



A semicolon can be placed between items in a list, where each item has several parts. If the list is a list of sentences, semicolons should be used to separate each item. If the items in the list have commas in them already, then semicolons should be used. More simply, they are used in long lists.

A semicolon can also be used to divide two closely related sentences. They are used to replace a full stop in these cases.

Examples:

- My favourite meals are: fish, chips and peas; pizza, beans and salad; curry, rice and garlic bread; choc ice, snails and raw onions.
- My brother likes jam; I like marmalade.

TASK

Copy the sentences below into your English book. Add the semicolons where they belong. This is a very good opportunity to practise your handwriting.

1. The key facts about Rembrandt are: he was born in 1606 he lived in Amsterdam he was a famous painter he is most remembered for his self-portraits.
2. Some of his best self portraits are: one in which he is young, dashing and handsome one in which he is holding his painting materials one in which he is old, troubled and rather bewildered.
3. Rembrandt's painting of Abraham is powerful it shows Isaac's terror and Abraham's intensity.
4. Rembrandt's painting of The Night Watch is well regarded it features vivid portraits of the men of Amsterdam.
5. Rembrandt's paintings feature: dramatic, powerful effects of light realistic, detailed and thoughtful portrayals of people a forceful, expressive and free handling of paint.
6. Rembrandt expresses human experiences directly he captures what it is to be human on canvas.



Task 35

COLONS

A good punctuation mark to use is the colon. It impresses folk, even though it's pretty easy to use. So, here's a chance to make sure that you can use colons perfectly.



A colon points forward to more information. It comes before **lists** and **bullet points**, saying: "Here it is! Here's the information I promised you!"

A colon can also be used for dramatic emphasis, creating a pause and a brief sense of anticipation.

Examples:

- The best school subjects are: English, maths, drama and science.
- The next thing that happened: a bull crashed through the gate.
- The answer was: Yes!

TASK

Copy the sentences below into your English book. Place the colons where they should go. Remember to use this task as a chance to practise your handwriting too.

1. Charles Darwin the most important scientist Britain ever produced.
2. He developed a theory the theory of evolution.
3. He added one key idea to the theory natural selection.
4. He wrote several books *On the Origin of Species, The Voyage of the Beagle, The Descent of Man*.
5. He was educated at Shrewsbury School, The University of Edinburgh and Christ's College Cambridge.
6. On the voyage of The Beagle, he travelled to Argentina, Chile and Australia.
7. The most famous place he visited was the Galapagos Islands.
8. Darwin's theory stated animals evolve when individuals that are well-adapted to the prevailing conditions out-breed less "fit" members of the species.
9. Darwin's most controversial idea the notion that human beings might be descended from apes.
10. Darwin's other works include *Insectivorous Plants; Climbing Plant; The Power of Movement in Plants; The Formation of Vegetable Mould through the action of Worms*.

