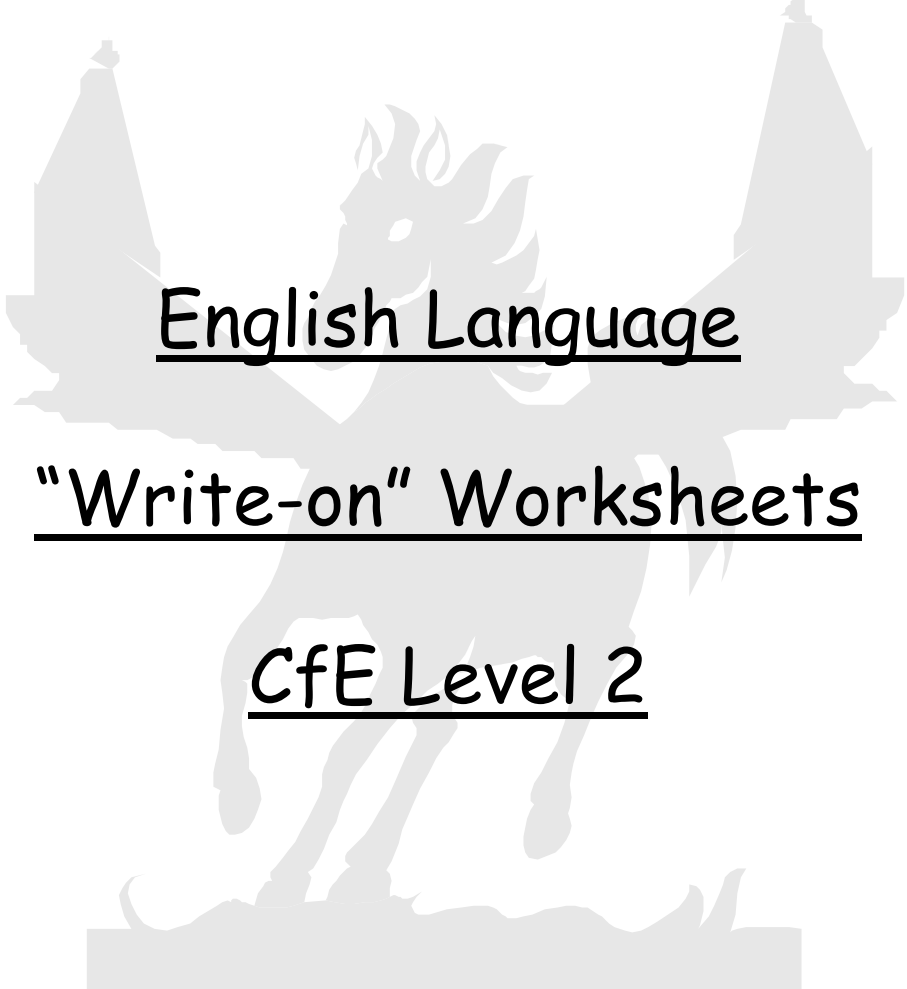


ENGLISH	LANGUAGE
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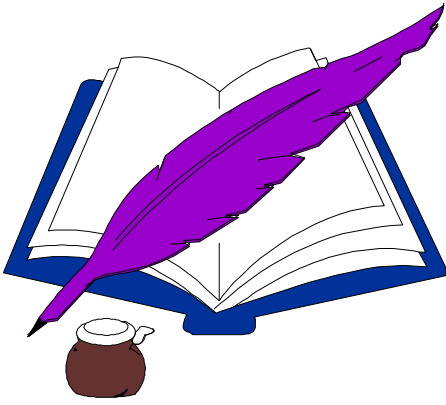
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English Language

"Write-on" Worksheets

CfE Level 2



CfE Level 2 - Worksheet Titles

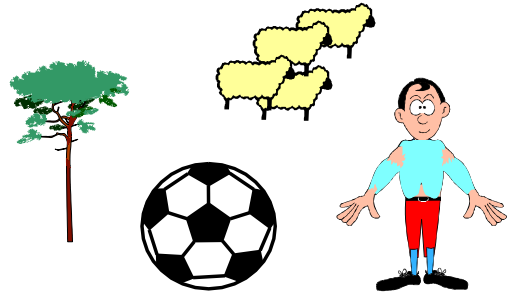
1. Abstract Nouns (1)
2. Abstract Nouns (2)
3. Prefixes (1)
4. Prefixes (2)
5. Double Negatives
6. Possessive Pronouns
7. Direct Speech (1)
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11. Sentences - Clauses (1)
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13. Adjective Clauses
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16. Relative Pronouns (1)
17. Relative Pronouns (2)
18. Possessive Adjectives
19. Split Direct Speech
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21. Synonyms/Antonyms
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25. Writing an Account
26. Planning a story
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28. Letters of Complaint
29. Writing Slogans
30. Information Poster

1. Abstract Nouns (1)

Name:

We have already looked at several types of NOUN.

- A COMMON noun: tree
- A PROPER noun: Andrew
- A COLLECTIVE noun: a flock of sheep
- A COMPOUND noun: football



All the above nouns can be seen, touched, tasted, smelt or heard. Nouns which cannot and are not included in the above are called ABSTRACT nouns.

excitement Monday heroism are all examples of ABSTRACT nouns and they are examples of NOUNS of:

- QUALITIES: heroism
- FEELINGS: excitement
- TIMES: Monday

Select the ABSTRACT NOUNS from the following list and put them under the correct headings in the table below.

boy joy morning notebook kindness darkness school sorrow
 action evening improvement square pleasure ship holiday
 thoughtfulness mountain fear March freedom wealth Wednesday
 strength anger dawn patience Easter happiness

TIMES	FEELINGS	QUALITIES

2. Abstract Nouns (2)

Name:

ABSTRACT NOUNS are the names of qualities, feelings and times.

ABSTRACT NOUNS can be made from:

- COMMON NOUNS - object - objection
- hero - heroism
- ADJECTIVES - angry - anger
- wise - wisdom
- VERBS - to hate - hatred
- to invite - invitation



The following suffixes can be added to words in order to make ABSTRACT NOUNS.

ment
↓
payment

ness
↓
happiness

ion
↓
action

Choose from the above suffixes to make each of the words below into an ABSTRACT NOUN.

fit: fitness

weak:

excite:

like:

involve:

kind:

improve:

subtract:

define:

direct:

punish:

dark:

satisfy:

gentle:

enjoy:

3. Prefixes (1)
(USING PREFIXES TO MAKE
OPPOSITE MEANINGS)

Name:

Sometimes when we wish to make opposites to words we can do this by simply adding a PREFIX to the front of the word.

happy - unhappy

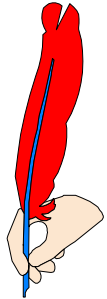
visible - invisible

social - antisocial

possible - impossible

logical - illogical

obey - disobey



Add one of the following PREFIXES to the words below to make them mean the opposite:

un in anti im il dis

agree: disagree tolerant: approve:

wise: able: suitable:

legal: well: soluble:

patient: clockwise: legible:

climax: pure: movable:

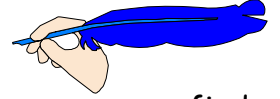
Choose 5 pairs of opposite words. Write 5 sentences using a pair of opposite words in each sentence:

1.
.....
2.
.....
3.
.....
4.
.....
5.
.....

4. Prefixes (2)

Name:

PREFIXES not only make words opposite but also change the meaning of, or give more information about root words.



Here is a table of prefixes, their meanings and examples. See how many more you can find for each example:

PREFIX	MEANING	EXAMPLES
aqua	water	<u>a</u> quarium
auto	self	<u>auto</u> biography
bi	two/double	<u>b</u> icycle
circum	around	<u>circum</u> navigate
ex	out of	<u>ex</u> it
hydro	of water	<u>hydro</u> foil
inter	between/among	<u>inter</u> act
mono	single/alone	<u>mono</u> rail
post	behind/after	<u>post</u> graduate
pre	in front of/before/in advance	<u>pre</u> caution
pro	before/in front of	<u>pro</u> ceed
re	again	<u>re</u> write
sub	under	<u>sub</u> marine
tele	at a distance	<u>tele</u> phone
trans	across	<u>trans</u> atlantic
tri	three/threefold	<u>tri</u> cycle

5. Double Negatives

Name:

Sometimes when there are two **NEGATIVE** words in one sentence they cancel each other out and the **NEGATIVE** sentence becomes a **POSITIVE** sentence.

Mum didn't give me no pocket money today.



Write the correct meaning for each of these **NEGATIVE** sentences. One has been done for you:

1. Mum didn't give me no pocket money today.

Mum didn't give me any pocket money today.

2. I couldn't not go to school yesterday because I was sick.

3. My Dad didn't give me nothing for helping in the garden.

4. I won't not catch that bus.

5. Asif couldn't do nothing to please his little sister.

6. I couldn't come no sooner, I was having tea.

7. "You've not got no clean socks to put on", said Mum

6. Possessive Pronouns

Name: _____

We already know that a PRONOUN can be used in place of a noun.

The boy was asleep

He was asleep

Some pronouns are called POSSESSIVE PRONOUNS because they show POSSESSION or ownership.

This book is mine.

That book is yours.

POSSESSIVE PRONOUNS

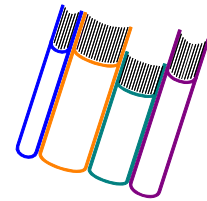
Sort the following pronouns into PERSONAL and POSSESSIVE:

he his him we yours they them its I mine hers theirs

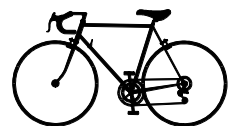
PERSONAL PRONOUNS	POSSESSIVE PRONOUNS

Put a POSSESSIVE pronoun in each blank space:

1. "Those books are, "shouted the boys.



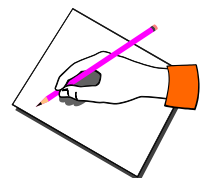
2. John told everyone that the bicycle was



3. Mum and Dad gave tea to the children first then they had

4. "This room will be, and that one next door will be, "said Grandma.

5. "Your writing is much better than, " said Tom to his sister.



7. Direct/Indirect
(Reported) Speech (1)

Name:

When writing the exact words spoken by someone we say we are using DIRECT SPEECH.

"Look at my new bicycle," said Anneena to her friend.

When reporting what had been said without using the exact words we are using REPORTED or INDIRECT SPEECH. We do this without using speech marks or inverted commas.

Anneena asked her friend to look at her new bicycle.

Write each of these sentences as REPORTED or INDIRECT SPEECH:

1. "I can't find my pencil anywhere," declared Anna.



2. "I filled the kettle ready for tea," said Dad.

3. "I've forgotten to do my homework," groaned Hussein.

4. "Have we much more work to do in the garden?" asked Bill.



5. "Dad, the clock has stopped," shouted Jan.

6. "Would you like to go to the cinema?" asked David.

7. "Get dressed and ready to go to school," said Mum.

8. "I don't want to do my homework," muttered Ian.



9. "It will soon be time to go on our holidays," announced Geena.

8. Direct/Indirect
(Reported) Speech (2)

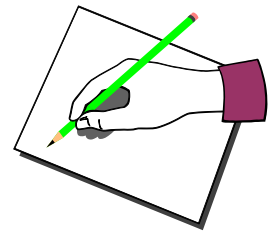
Name:

When writing DIRECT SPEECH we use speech marks or inverted commas. We can write REPORTED SPEECH as DIRECT SPEECH.

The voice which came over the loudspeaker informed the audience that the show was about to begin.

"The show is about to begin," the voice from the loudspeaker informed the audience.

Write each of these sentences as direct speech:



1. Anne said that the new film was exciting.

.....
.....

2. Tim whispered to his Dad that he thought he could hear voices downstairs.

.....
.....

3. Dad said that he would like to have a curry for his evening meal.

.....
.....

4. The teacher asked the boys to tell her exactly what had happened,

.....
.....

5. Mum told the children that it was too wet to play outdoors.

.....
.....

6. Paul said that he was too scared to go on the roller-coaster.

.....
.....

7. Saheed shouted to his Dad that he was going to the cinema.

.....
.....

9. Changing Verbs into Nouns

Name:

Some nouns can be made by adding certain suffixes to verbs.

Examples:

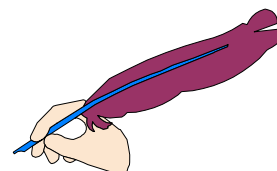
Verb	Noun	Verb	Noun
excite	excite <u>ment</u>	operate	operation <u>er</u>
run	run <u>ner</u>	depart	depart <u>ure</u>

Complete this table by making nouns from the verbs by adding the suffixes above:

* CHECK YOUR SPELLING IN A DICTIONARY *

VERB	NOUN	VERB	NOUN	VERB	NOUN	VERB	NOUN
agree	agreement	discuss	discussion	swim	swimmer	fail	failure
involve		explore		laugh		depart	
manage		converse		lose		press	
enjoy		imagine		drive		please	

Try to write either the NOUN or VERB in each of the following:



NOUN	VERB	NOUN	VERB
fertiliser		germination	
	organise		embarras
	judge	knowledge	
sailor			suggest
	improve	conversation	
hypnotism			pollute
	injure	magnification	

10. Active/Passive
Verbs in Sentences

Name:

Sentences are ACTIVE when the person or thing in the sentence is about does the action.

The boy ate his lunch quickly.

Sentences are PASSIVE when the person or thing the sentence is about has the action done to it.

The lunch was eaten quickly by the boy.

Underline the verb in each sentence and write beside it whether the verb is ACTIVE or PASSIVE:

1. The boy rang the bell.

2. The town was surrounded by a wall.

3. The bus was late arriving at the bus station.

4. The teacher taught a Science lesson.

5. The girl lost her new ring.

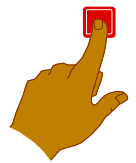
6. The house was built on the hillside.

7. I tidied up all my toys for Mum.

8. The dog was found by a stranger.

9. The cars were cleaned in the garage.

10. We covered the wall with paint.



11. Sentences-Clauses (1)

Name:

Sentences are made up of CLAUSES. In short simple sentences there is just one CLAUSE.

"The boy walked to school"

However, longer sentences can have two or more CLAUSES.

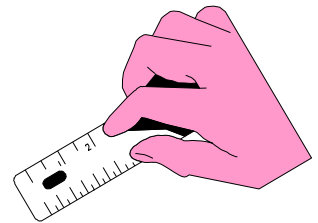
"The boy walked to school but his sister went by bus"

The MAIN CLAUSE has been underlined in the above sentence. The MAIN CLAUSE need not come first in the sentence.

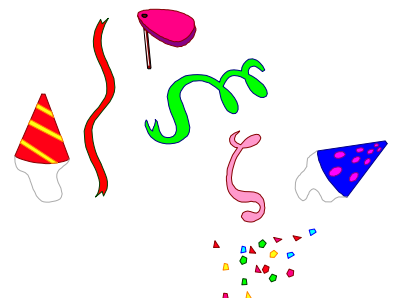
"When I go to school, I always walk"

The MAIN CLAUSE has been underlined in the above sentence.

Underline the MAIN CLAUSE in each of the following sentences:



1. We were ready for bed when the electricity failed.
2. If I do my homework early, I am allowed out to play.
3. The horse bolted at the fair and threw its rider.
4. The garden was flooded because it had rained all night.
5. The famous pop star appeared at the concert and performed very well.
6. Although I am a strong swimmer I do not like it when the water is too deep.
7. After we had our lunch, we all went to the park.
8. I could see my friend at the football match but I was unable to attract his attention.
9. When the party was over, we all felt very tired but happy.
10. Sonia had to remain in bed because she had a temperature.



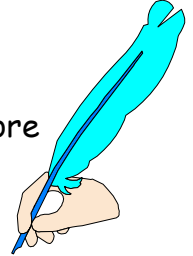
12. Sentences-Clauses (2)

Name:

Sentences are made up of **CLAUSES**. Each longer sentence has a **MAIN CLAUSE** and one or more **SUBORDINATE CLAUSES**.

CLAUSES which are not the main one very often begin with:

and, but, so, although, because, after, when, before



Add a **SECOND CLAUSE** to each of the following **MAIN CLAUSES**:

1. Tom walked home.....
2., we won the match.
3. The baby started to talk
4. Mum set the table.
5. The police arrived quickly at the accident

Add a **MAIN CLAUSE** to each of the following **SECOND CLAUSES**:

1. and we were very afraid.
2. Before it was time to leave,
3. When I do my homework,
4. After the bus left,
5. but we could still see the match.

13. Adjective Clauses

Name:

ADJECTIVE CLAUSES help make sentences more interesting.

I left the package in school which I had to deliver to my neighbour.

I left the package in school - MAIN CLAUSE
which I had to deliver to my neighbour - ADJECTIVE CLAUSE

ADJECTIVE CLAUSES begin with who, which, that.

WHO - when writing about a person
WHICH or THAT - when we write about an animal or thing

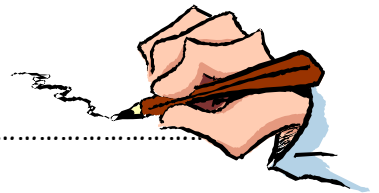
The boy spotted the man who had found his dog.

The car broke down on the road which led to the town.

I saw the dog that barks every morning at the postman.

Add ADJECTIVE CLAUSES to the following MAIN CLAUSES:

1. We visited Grandma
2. The boy found his football
3. I saw the swans
4. I looked for the book
5. There were several people



Add MAIN CLAUSES to the following ADJECTIVE CLAUSES:

1. who gave us some sweets.
2. which is at the foot of the hill.
3. that I enjoy most.
4. which I broke.
5. who had lost their way.

14. Using *COMMAS* in *SENTENCES* (1)

Name:

We use *COMMAS* when we write lists.

The boy packed gym shoes, shorts, his pencil case, books and a snack in his schoolbag.

Each item is separated by a *COMMA* except after the last item which has *AND* before it.

Write out lists of at least 5 items for each of the following - remember to use *AND* before the last item:



1.	Items of holiday clothing.	
2.	Garden Flowers	
3.	Sports and Games.	
4.	Towns in Scotland.	
5.	Books you have read.	

We also use a *COMMA* where we want the reader to take a short pause in a long sentence.

Shaheed took a long time in getting home from school, he had met with some of his friends.

Put a *COMMA* in each of the following sentences where you think the reader should make a short pause:



1. They walked slowly along the steep path which wound up from the beach towards to castle.
2. Hearing a scraping noise at the door Sara leapt up from the table sure that it must be her lost puppy.
3. The snow fell steadily all day slowly covering the garden with a blanket of spotless white.



15. Using **COMMAS**
in **SENTENCES (2)**

Name:

We have already learned that **COMMAS** can be used when writing lists. They are also used in sentences where we want the reader to take a short pause.

COMMAS are also used after **YES** or **NO** when they begin a sentence.

No, I cannot come out to play tonight.

When we use several adjectives to describe a noun we separate them using **COMMAS** after each except the last adjective.

Mum baked a huge, round, rich cake for Dad's birthday.

Look at the following sentences carefully and put **COMMAS** in the relevant places:

1. We took sandwiches biscuits fruit coffee and sweets with us to the beach.
2. Yes I will come with you to the cinema.
3. The cave was cold dark large and creepy.
4. Anna hid in the cupboard which was dark while the others tried to find her.
5. No you certainly cannot have ice cream when you haven't eaten your lunch.
6. The children returned hot tired and thirsty from their long hike.
7. Slipping carefully out of the door Tom crept silently away from the house.
8. John wanted fish chips salad and bread for his tea.
9. Katie said that she saw lions tigers seals and penguins when she went to the zoo.
10. Sheena Gregory Shaun and Fiona spent the day at the fair.



16. Relative Pronouns(1)

Name:

- We have already learned that a PRONOUN is used in writing to take the place of a noun.

he she him her it etc. etc are all PRONOUNS

- Another type of PRONOUN is called a RELATIVE PRONOUN.

They are: who whom whose which that

- RELATIVE PRONOUNS have two important functions:

1) They, like other pronouns take the place of nouns.

2) They also act as conjunctions which are related to the noun before them.

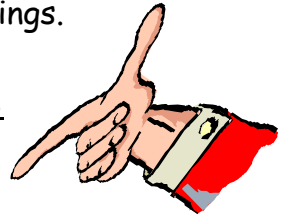
➤ The boy borrowed the book. The book was from the school library.

➤ The boy borrowed the book which was from the school library.

- We use WHO for people and WHICH or THAT for animals and things.

who

Use the RELATIVE PRONOUNS who or which in each of the gaps below:



- That's the car was parked next to ours.
- This is a present from my Aunt lives in Edinburgh.
- I am going to a shop sells both postcards and stamps.
- Where are the children want to play in the Netball game?
- The teacher taught us yesterday was very pleasant.

that

Join each pair of sentences using who, which or that:



- I found the maths book. The book was behind the sofa

whom

- I am waiting for my friends. My friends are coming to tea.

- I saw a film last night. The film was about a boy and his dog.

- We went to the park. The park has a great putting green.

whose

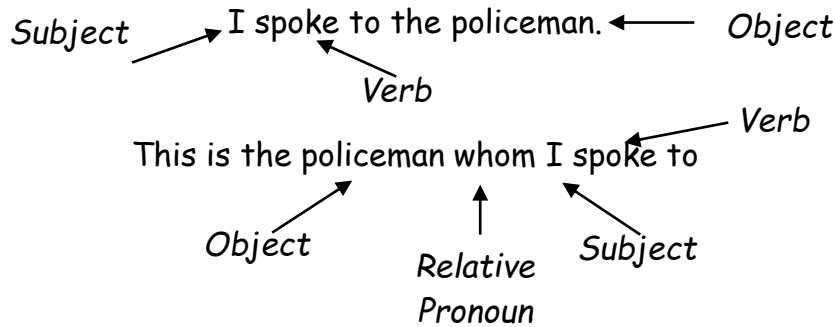
which

17. Relative Pronouns (2)

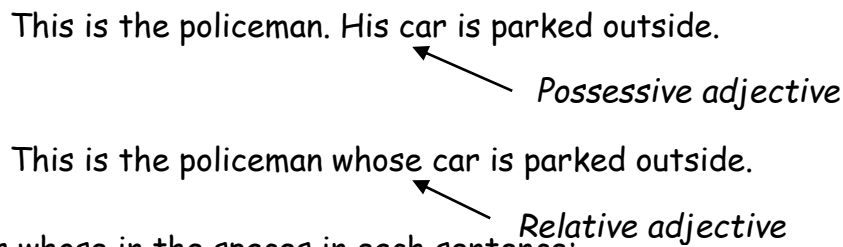
Name: _____

The RELATIVE PRONOUNS whom and whose are used in a particular way.

- We use WHOM for people as the object of a verb.

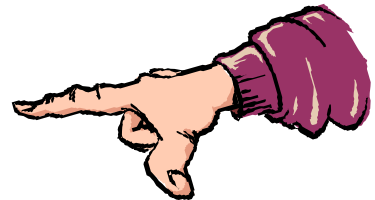


- We use WHOSE in place of a POSSESSIVE ADJECTIVE.



Use whom or whose in the spaces in each sentence:

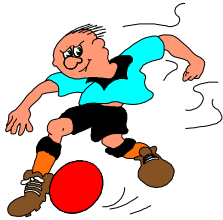
- I saw the boy..... football had burst.
- To are you giving the reward?
- book is this?
- This is the dog pawprints were in the garden.
- From will we get the equipment?
- That is the girl sister had an accident.
- Tina brought along her friend painting had been shown at the exhibition.
- This is the man from I got my new kitten.
- I've written to my cousin with I am going on holiday.
- I had a visit from my Aunt husband is the manager of a cinema.



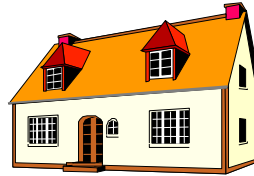
18. Possessive Adjectives

Name:

The words *MY, YOUR, HIS, HER, OUR, ITS, and THEIR* are known as **POSSESSIVE ADJECTIVES**. They tell us who possesses a noun.



This is **HIS** football



This is **THEIR** house

Put a suitable POSSESSIVE ADJECTIVE in each space:

1. The teacher of class was off sick today.
2. "Don't forget to pack P.E. kit," said Mum.
3. The children were asked to take pets along to the Pet Show.
4. The river burst banks after the heavy rain.
5. Jamil asked friend home for tea.
6. "Could you give me back football?" asked Tim.
7. Shaheed took homework jotter out of his bag.

Sometimes we can confuse **ITS** and **IT'S**. **ITS** is "belonging to". **IT'S** is "it is".

Put **its** or **it's** in each space:

1. We put the cat in basket for the journey.
2. "..... too late to go out now," said Mum.
3. Today sunnier than it was yesterday.
4. The lion carried prey back to lair.
5. a pity that the dog has lost rubber bone.

19. Direct Speech - split

Name:

- When we write DIRECT SPEECH we sometimes split the spoken words in order to make the writing more interesting.

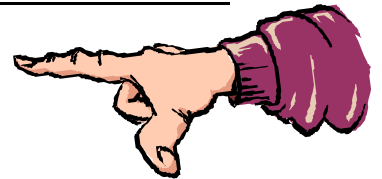
"I went down to the shops this morning," said Mum, "and I got us some lovely peaches."

- Note that we have split the words spoken by using said Mum, and we used two sets of inverted commas and put a comma after said Mum.

"I went down to the shops this morning," said Mum. "I got some lovely peaches for dessert."

- We see above that Mum said two sentences so we put a FULL STOP after said Mum, before beginning the second sentence.

Rewrite these sentences and put in ALL the missing PUNCTUATION and CAPITAL LETTERS:



1. don't be such a baby said Tim and stop crying

2. come on Ahmed said Bob or we'll be late for school

3. let's go to the shop said Anna we can each buy different sweets

4. take off that dirty t-shirt shouted Mum and put it in the wash

5. i'm very hungry groaned Sean i've had nothing to eat since breakfast

6. you must take great care when using that glue instructed the teacher or it will stick to your fingers


20. Adjectives from verbs and nouns

Name:

Sometimes we can make ADJECTIVES (describing words) from verbs.

<u>VERB</u>	<u>ADJECTIVE</u>	<u>VERB</u>	<u>ADJECTIVE</u>
to break	broken : a <u>broken</u> leg	to build	building : a <u>building</u> site


Form ADJECTIVES from these verbs and use each one with a noun. The first one has been done for you:

<u>VERB</u>	<u>ADJECTIVE</u>	
to bend	bent	a <u>bent</u> finger 
to swim
to frighten
to rock
to read
to burn
to walk

Sometimes we can make ADJECTIVES from nouns.

<u>NOUN</u>	<u>ADJECTIVE</u>	<u>NOUN</u>	<u>ADJECTIVE</u>
danger	dangerous : a <u>dangerous</u> bend	picture	picturesque : a <u>picturesque</u> view

Form ADJECTIVES from these nouns and use each one with another noun. The first two have been done for you:

<u>NOUN</u>	<u>ADJECTIVE</u>	
duty	dutiful	a <u>dutiful</u> servant 
window	window	a <u>window</u> pane
square	.....	.....
pebble	.....	.....
wood	.....	.....
fame	.....	.....
fear	.....	.....
music	.....	.....

21. Synonyms/Antonyms

Name:

SYNONYMS are words with the same or a similar meaning.

small little

Choose the SYNONYM from the list for each word and underline it:

1. small - little, fat, slim, big
2. angry - calm, restless, irate, upset
3. generous - jealous, cautious, unkind, kind
4. assist - hinder, help, keep, annoy
5. carve - chop, polish, slice, make



ANTONYMS are words with the opposite meaning.

small large

Choose the ANTONYM from the list for each word and underline it:

1. dirty - clean, muddy, sooty, clear
2. loud - noisy, calm, quiet, sober
3. open - vacant, wide, narrow, shut
4. funny - happy, unamusing, serious, clown
5. careless - easy, difficult, noisy, careful



Find a SYNONYM for each word below:

stout,/ low,/ clear,
smash,/ grab,

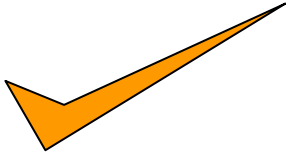
Find an ANTONYM for each word below:

bad,/ sweet,/ calm,
help,/ difficult,

22. Homophones

Name:

HOMOPHONES are words that sound the same but are spelt differently and have different meanings.



write

right

I had to write out my essay again

I had the right answer to the problem



Below are some words which are HOMOPHONES. Beside each one write another HOMOPHONE. The first one has been done for you:

flour, flower

sleigh,

new,

rain,

hair,

weight,

pair,

tale,

by,

ate,

vein,

night

Choose 5 of the pairs and use the words in sentences to show that you know the meanings of each pair of words. (See the examples at the top of the sheet for write and right):

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

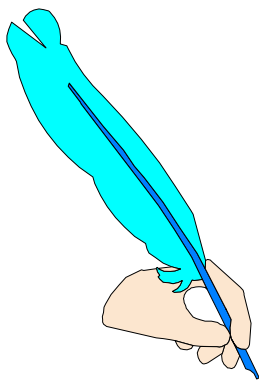
23. Similes

Name:

When we are writing we can sometimes make our writing more interesting to the reader by using SIMILES. SIMILES are phrases where the writer compares something or someone as something else.

The cake I bought was as hard as iron.

Here is a list of SIMILES. Match each one with an arrow. One has been done for you:



as hard as

as green as

as busy as

as fierce as

as light as

as solid as

as white as

as sharp as

as good as

as cold as

a bee

snow

gold

iron

ice

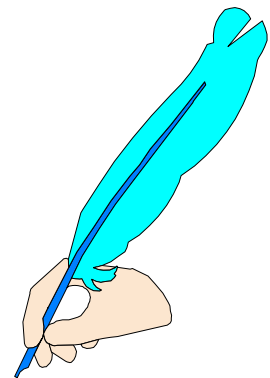
grass

a needle

a lion

a rock

a feather



Now use 5 of the above SIMILES in sentences of your own

1.
.....
2.
.....
3.
.....
4.
.....
5.
.....

24. Metaphors

Name:

METAPHORS are used in writing when the writer wants the reader to have a better picture of the situation being written about. METAPHORS are written about someone or something as if it were something else.

The storm was a wild beast roaring round the cottage.



Write each of these METAPHORS in sentences:

1. a thick white blanket of snow
2. the sky was ablaze
3. a river of tears

Now choose 3 of the following subjects and write a sentence containing a suitable METAPHOR for each subject:

- a stormy sea; children playing; a man running; a heavy shower of rain;
an angry person; a lovely sunset;

.....

.....

.....

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.....

25. Writing an Account

Name:

In order to write an accurate account of something, it is necessary to record your ideas and memories in an orderly way. To help you do this it can help by jotting notes in a table.

Choose an outing which you went on with your class or your friends or your family.

Complete this table with notes to help you write an accurate account of your outing:

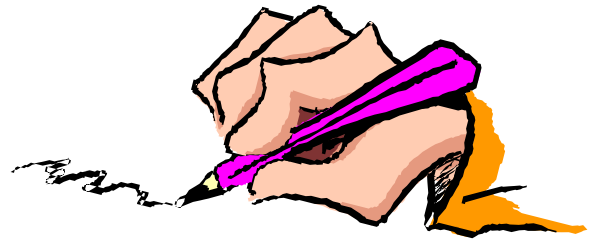
Where you went	
Who went with you	
When you went	
What the weather was like	
How you got there	
What you saw and did there	
Any other important happenings	
When you got home	

26. Planning a Story

Name:

Choose one of the titles below and, using the table underneath, plan a story based on one of the titles:

1. An Accident in the Kitchen.
2. A Journey in Space.
3. The Magic Spectacles.
4. Locked in the School.



Title	
Characters	
Setting/Settings	
The main plot	
The ending	

27. Persuasive Writing

Name:

Imagine that you are going to give a talk on Homework. To help you prepare for your talk make a list of reasons why you think you should do Homework:

REASONS FOR DOING HOMEWORK -

FOR

.....

.....

.....

.....

.....

.....

.....

.....

Now think up a similar number of reasons for not doing Homework:

REASONS FOR NOT DOING HOMEWORK -

AGAINST

.....

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28. Letters of Complaint

Name:

A firm of builders is going to build a housing estate on land which has been used by the children of the village for recreation. It is also an area with some unusual wild plants and is the habitat of badgers and red squirrels.

You are going to write a letter to your local newspaper as a protest and in order to persuade others to support you in your efforts to have the housing estate built elsewhere. Make notes for your letter below.



1. State your point of view.

.....

.....

2. Give as many reasons as you can for arguing your point of view.

.....

.....

.....

.....

3. Give a reason for the building going ahead (show that you understand that there is another point of view).

.....

.....

4. End by asking for support for your point of view.

.....

.....

29. Writing Slogans

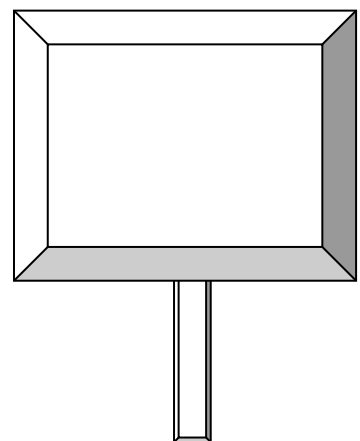
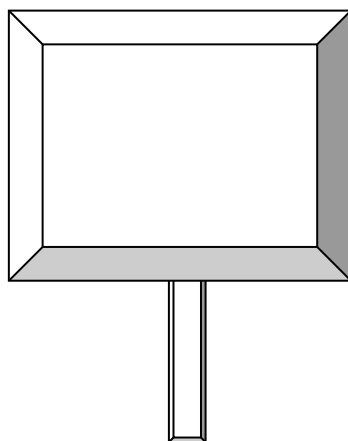
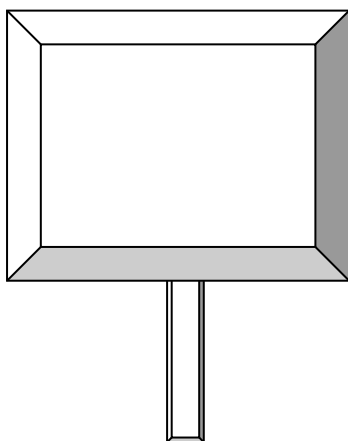
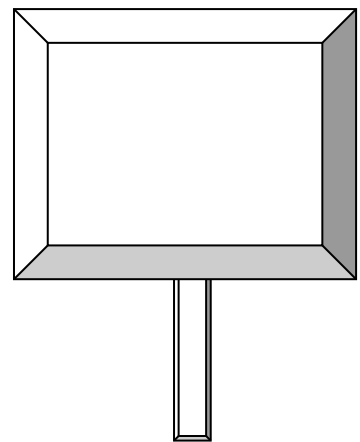
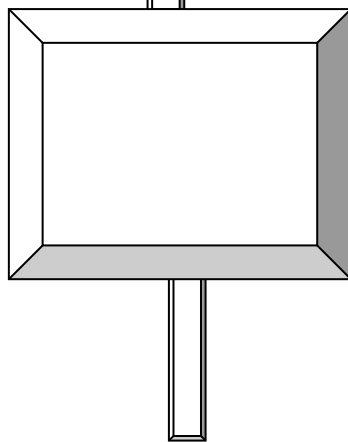
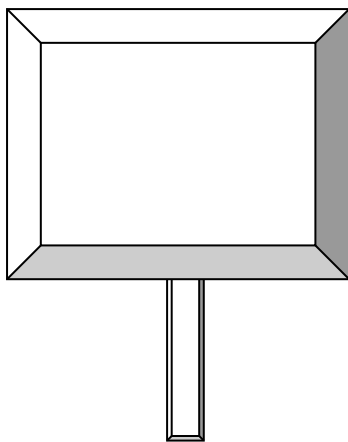
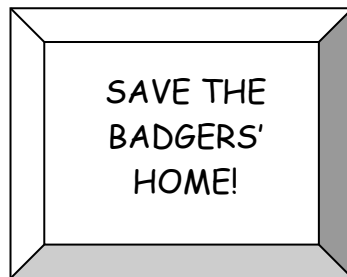
Name:

On the previous sheet you were thinking of reasons for stopping a firm of builders building a housing estate on an area of special importance to children and to wildlife.

Think up a list of slogans which you might use to put on posters:

NOTE: A SLOGAN must express in as few words as possible an idea or point of view.

EXAMPLE:



30. Information Poster

Name:

You have been asked to prepare a poster persuading visitors to visit your town or village.

List as many reasons as possible why people should visit your town or village. Try to put your reasons in as interesting ways as possible:

REMEMBER Use as few words as possible but make them interesting to the reader.

1.
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2.
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3.
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5.
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