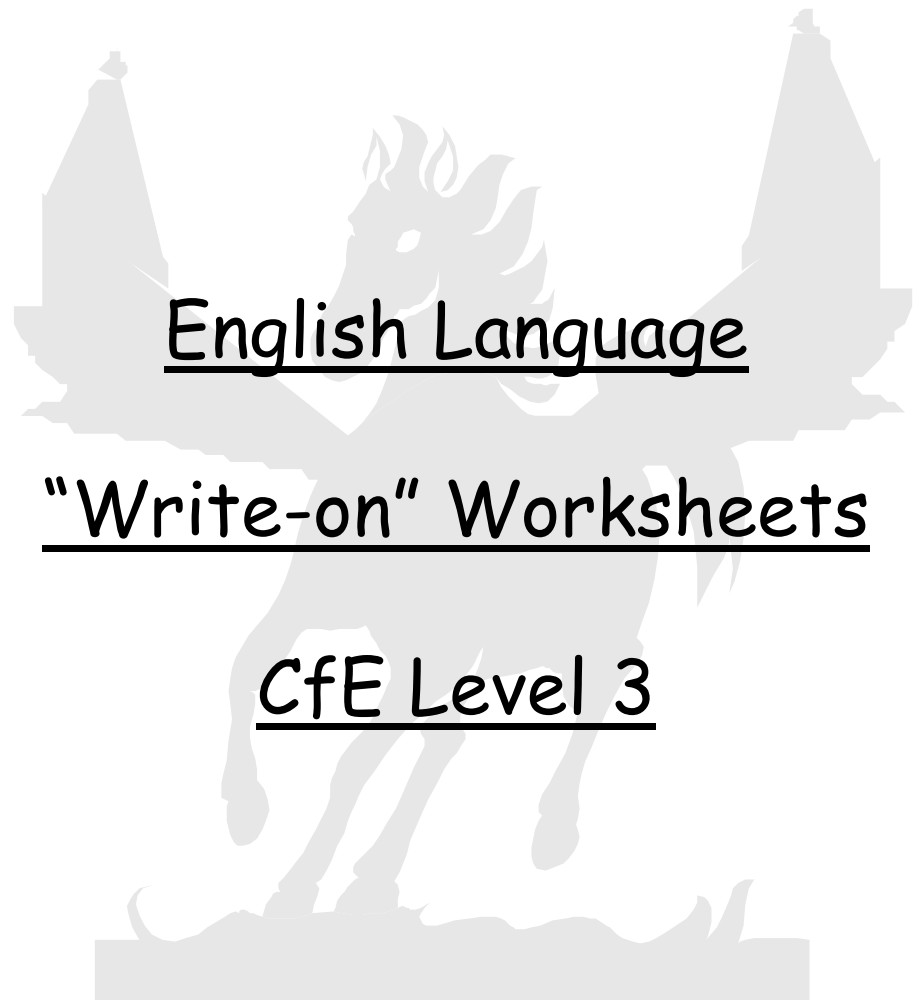


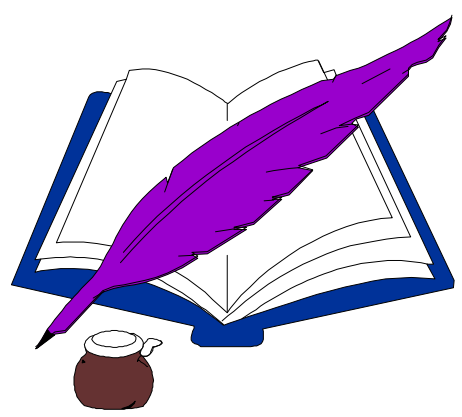
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English Language

"Write-on" Worksheets

CfE Level 3



Level 3- Worksheet Titles

1. Either/Neither
2. Punctuation(1) - Questions/Statements/Exclamations
3. Best Meaning and Alphabetical Order
4. Each/anyone/anybody/nobody/everyone/everybody
5. Can/may; May/might
6. Abbreviations
7. Proverbs
8. Using 'ence and 'ance/ 'ent and 'ant'
9. Using 'ery' and 'ory'
10. Sure/'ture
11. Statements to Questions/Questions to Statements
12. Alphabetical Order(1) - Computing Terms
13. Adjective Clauses (2) - Authors
14. Impersonal/Official Writing
15. Punctuation(2) - General
16. Synonyms
17. Ph words
18. ie/ei
19. Metaphors and Similes
20. Adding 'ing' and 'ed'
21. Use of 'fewer' and 'less'
22. Genre
23. Editing
24. Modern Words
25. Homophones
26. Summaries
27. Writing a Newspaper Article
28. Writing a C.V.
29. Compiling a Questionnaire
30. Designing a Leaflet

1. EITHER/NEITHER

Name:

When we use EITHER and NEITHER we follow each with OR and NOR. An easy way to remember each is that NEITHER begins with N and so does NOR.

Thus NEITHER is followed by NOR.

Neither Tom nor Sue could solve the problem.

EITHER is followed by OR.

We could choose either a starter or a dessert from the menu

Fill in the blanks using EITHER/or, NEITHER/nor in each:

1. I travel by bus by train. I go by car!
2. Choose question 1 question 2 from section B.
3. "I want Ali Naaila to do the washing up," said Mum.
4. the boys the girls were allowed to have an early finish.
5. I will make spaghetti curry for supper tonight.

We can use EITHER or NEITHER as plurals with plural verbs BUT when two items or people are written about as doing things singly we use a singular verb.

Neither Tim nor Josh is able to swim.

Look carefully at these sentences below and fill in the appropriate VERB.

1. Neither we nor they able to attend.
2. Either the swans or the ducks been moved from the pond.
3. Either Anna or Jan going to represent the school.
4. Neither the beans nor the peas defrosted in time.
5. Neither Asif or Jamila been to the Theme Park before.

2. PUNCTUATION (1)
Questions/statements/exclamations

Name:

The following sentences can be either a question, an exclamation or a statement.

Correct each sentence by putting in all CAPITAL LETTERS, QUESTION MARKS, EXCLAMATION MARKS or FULL STOPS.

One has been done for you.

1. don't touch that Don't touch that!
2. why did you do that
3. we all went on last week's outing
4. where did tim go
5. help i'm stuck
6. he didn't like what i gave him
7. that's where you will go when you leave here
8. give me that at once
9. what is mrs smith's christian name
10. at what time on monday will i call for you

Now punctuate this paragraph by adding all PUNCTUATION MARKS and CAPITAL LETTERS

mrs smith our neighbour told us that she was going on holiday to spain she said that she would be away for seven days and would we see to her cat fluffy mum said that it would be no trouble but that the family would be away all day on sunday mrs smith replied that fluffy would be alright on her own if it was only for one day

3. BEST MEANINGS

Name:

Beside each of the following words are three MEANINGS.

Underline the correct one each time. One has already been done for you.

1. extend: at this moment / overgrow / make longer
2. immediate: at this moment / sometimes / unimportant
3. jealous: particular / annoyed / envious
4. surrender: to remove / to give in / to avoid
5. neglect: be careless of / be careful with / destroy
6. confirm: prove wrong / make certain of / disagree
7. flexible: strong / smooth / easily bent
8. tender: sore / quiet / obvious
9. aquatic: living on land / living on trees / living in water
10. tragedy: a serious event / an insult / grief
11. punctual: careful / on time / let down
12. participate: keep off / take part in / long for
13. yearn: annual / mourn / long for
14. miniscule: sixty seconds / very small / a garment
15. deduct: subtract / make up / anger
16. embark: make up / enjoy / set out
17. hostile: an inn / unfriendly / gather together
18. compel: force / give praise / work hard
19. illiterate: down and out / uneducated / unwilling
20. possession: a parade / ownership / rental

Now write out the list of words in ALPHABETICAL ORDER in the box below:

4. USE OF EACH/ANYONE

Name:

The words set out below are used along with a SINGULAR verb. A clue for remembering is that many of them have ONE or BODY in the word.

each, anyone, anybody, nobody, everyone, everybody

In the following sentences the VERBS have been left blank. Put an appropriate SINGULAR VERB in each blank.

1. Everybody to wait at his or her house to be collected.
2. Is there anyone here who able to come to the meeting tonight?
3. Everyone in Scotlandcompelled by law to attend some kind of school when young.
4. Each of the boys asked to try his hardest.
5. Either he goes home now or he for his Mum to collect him.
6. Neither of the radios working.
7. Everybodyhis or her books on my table after class.
8. Nobody here returned the consent forms I gave out.
9. Each patient examined by the nurse before seeing the doctor.
10. Either she me a loan of her book or I must order a new copy.

5. CAN/MAY : MAY/MIGHT

Name:

We often mix-up the words CAN and MAY. To use them properly remember CAN is used when we mean we are capable of doing what we want to do. MAY must first of all obtain permission.

I can play football but I may not be allowed.

Complete the following by filling in the blanks using CAN or MAY:

1. "..... I please have a glass of milk?"
2. The school rule states that nobody leave the building without permission.
3. I easily jump that height.
4. I..... travel by train but I not be allowed to.

Another two words of similar meaning which are often confused are MAY and MIGHT.

We use MAY when there is a fair chance that something will happen.

I may be player of the year.

(There is a strong chance that I'll be player of the year)

Tom might be player of the year.

(There is a possibility that Tom will be player of the year but it is not very likely)

Choose MAY or MIGHT to complete each blank:

1. Although I only came fifth in the trial run I beat the boy who won.
2. I can't get away early so I arrive late for the meeting. However I will stay as late as I can but still have to leave a few minutes early.

6. ABBREVIATIONS

Name: _____

There are times when we require to use shortened or ABBREVIATED forms of groups of words, titles and names for convenience or for lack of space or time.

Examples: etc. - et cetera - and other things
 tel. no. - telephone number
 D. O. B. - date of birth

Note that when using ABBREVIATIONS we use FULL STOPS after each shortened word.

With a dictionary to help you write down what each of the following ABBREVIATIONS stands for or means.

- | | |
|------------------|---------------------|
| 1. A.A. | 11. R.S.P.C.A. |
| 2. B.B.C. | |
| 3. e.g. | 12. U.N. |
| | 13. Rev. |
| 4. I.O.U. | 14. P.T.O. |
| 5. capt. | 15. Dr. |
| 6. R.A.F. | 16. anon. |
| 7. I.T.V. | 17. Asst. |
| 8. B.Sc. | 18. Y.W.C.A. |
| 9. R.S.P.V. | |
| | 19. a.m. |
| 10. U.K. | 20. G.M.T. |

Write down an ABBREVIATION for each of the following

- | | |
|--------------------------------|---|
| 1. kilogram: | 6. Victoria Cross: |
| 2. European Union: | 7. United States of America: |
| 3. Member of Parliament: | 8. Cash On Delivery: |
| 4. Prime Minister: | 9. Criminal Investigation Department: |
| 5. Postscripts: | 10. Personal Computer: |

7. PROVERBS

Name:

A PROVERB is a short sentence which gives advice or makes a comment about life. Many of our PROVERBS have been handed down from generation to generation and most cultures have their own.

A STITCH IN TIME SAVES NINE - this means that immediate action taken to solve a problem can often save the situation from getting worse.

Match these PROVERBS from BRITAIN with their proper endings (use arrows):

- | | |
|------------------------------|--------------------------|
| 1. Too many cooks | louder than words. |
| 2. One swallow | has a silver lining. |
| 3. A friend in need | is lost. |
| 4. All work and no play | over spilt milk. |
| 5. An apple a day | does not make a summer. |
| 6. Actions speak | less speed. |
| 7. Don't count your chickens | the mice will play. |
| 8. Every cloud | catches the worm. |
| 9. He who hesitates | spoil the broth. |
| 10. Look before | before they are hatched. |
| 11. Many hands | makes Jack a dull boy. |
| 12. The early bird | keeps the doctor away. |
| 13. More hurry | you leap. |
| 14. It is no use crying | is a friend indeed. |
| 15. When the cat's away | make light work. |

There are at least 2 pairs of PROVERBS above which appear to say the opposite of each other. Can you spot them? Write down their numbers here:

(a) and

(b) and

8. ANCE/ENCE : ANT/ENT

Name:

Look up these 'roots' in a dictionary to find which words end in 'ANCE and which end in 'ENCE. Write each new word in a sentence:

1. dist _____
2. abs _____
3. consequ _____
4. fragr _____
5. independ _____
6. differ _____
7. extravag _____

Look up these 'roots' in a dictionary to find which words end in 'ANT and which end in 'ENT. Write each new word in a sentence:

1. obedi _____
2. depend _____
3. import _____
4. ignor _____
5. emin _____
6. expect _____
7. disinfect _____

9. 'ARY / 'ERY / 'ORY

Name:

Look up these roots in a dictionary to find which words end in 'ARY, 'ERY or 'ORY.

Write each new word in a sentence:

1. surg _____
2. libr _____
3. vict _____
4. Febru _____
5. machin _____
6. mem _____
7. jewell _____
8. burgl _____
9. nurs _____
10. imag _____
11. prim _____
12. myst _____
13. hist _____
14. invent _____
15. necess _____

10. 'TURE / 'SURE

Name:

Make words ending in 'ure' from the following words. Some may have to be changed slightly. Write a sentence using each new word:

- | | | | |
|-----|----------------|-------|---|
| 1. | moist/moisture | | The inside of the window was beaded in moisture when we were cooking. |
| 2. | natural/ | ----- | ----- |
| 3. | press/ | ----- | ----- |
| 4. | furnish/ | ----- | ----- |
| 5. | enclose/ | ----- | ----- |
| 6. | captivate/ | ----- | ----- |
| 7. | fail/ | ----- | ----- |
| 8. | please/ | ----- | ----- |
| 9. | agricultural/ | ----- | ----- |
| 10. | expose/ | ----- | ----- |
| 11. | security/ | ----- | ----- |
| 12. | fraction/ | ----- | ----- |
| 13. | insurance/ | ----- | ----- |
| 14. | torturing/ | ----- | ----- |
| 15. | depart/ | ----- | ----- |

11. STATEMENTS/ QUESTIONS

Name:

Sometimes we can change STATEMENTS into QUESTIONS or QUESTIONS into STATEMENTS

The dog could be seen under the shed.

BECOMES Can you see the dog under the shed?

Did Mum give us our pocket money today?

BECOMES Mum gave us our pocket money today.

Change the following 5 STATEMENTS into QUESTIONS:

1. The girls were allowed out before the boys.

2. I would not like to have to travel by coach.

3. The dog has been ill-treated.

4. I bought the CD from the shop in the Main Street.

5. The accident was caused by tiredness.

Now change the following 5 QUESTIONS into STATEMENTS:

1. Would you like milk in your tea?

2. Has the car broken down since yesterday?

3. Did the new rules make the pupils act more responsibly?

4. Were the boys tired after their hike?

5. Can you reach the top shelf for me?

12. ALPHABETICAL ORDER(1)

Name:

You have been asked to compile a short one-page dictionary of computing terms. Below are some of the NET words to be included. In order to help you can you re-arrange the words into ALPHABETICAL ORDER?

- | | |
|-------------------|----------|
| Snail mail: | 1. |
| Login: | 2. |
| e-mail: | 3. |
| World Wide Web: | 4. |
| Finger: | 5. |
| Newbie: | 6. |
| Signature: | 7. |
| Browser: | 8. |
| Keypals: | 9. |
| Spam: | 10. |
| Poster: | 11. |
| Bounced mail: | 12. |
| Flamebait: | 13. |
| Nick: | 14. |
| Domain name: | 15. |
| Cyberspace: | 16. |
| Logoff: | 17. |
| Flame: | 18. |
| Newsgroup: | 19. |
| e-zine: | 20. |
| Lurkers: | 21. |
| FAQ: | 22. |
| Service provider: | 23. |

13. ALPHABETICAL ORDER(2)

Name:

In a library fiction books or novels are usually arranged ALPHABETICALLY by the authors' surnames.

Arrange the following authors ALPHABETICALLY ready for putting on the library shelves:

- | | |
|--------------------------------|----------|
| Michael Morpurgo | 1. |
| Alan Gibbins | 2. |
| Helen Cresswell | 3. |
| Margaret Mahy | 4. |
| Jacqueline Wilson | 5. |
| Neil Arksey | 6. |
| Catherine MacPhail | 7. |
| Gillian Cross | 8. |
| Allan Ahlberg | 9. |
| J. K. Rowling | 10. |
| Debi Glori | 11. |
| Eoin Colfer | 12. |
| J. R. R. Tolkein | 13. |
| Kate Thompson | 14. |
| Morris Gleizman | 15. |
| Paul Stewart and Chris Riddell | 16. |
| Bob Cattell | 17. |
| Paul Jennings | 18. |
| Pete Johnson | 19. |
| Mark Jefferson | 20. |
| Kevin Crossley-Holland | 21. |
| Geraldine McCaughrean | 22. |

14. IMPERSONAL

Name:

Below is a notice which would be displayed on the gates of a local park.

Owners of dogs are hereby informed that dogs are not permitted in this park unless kept on a leash. Failure to comply with this regulation will result in owners being fined a minimum of £20.

You will notice that the language used on this notice is very formal. It used words like hereby and comply and is not very friendly. We call this type of writing IMPERSONAL or OFFICIAL language. There is no reference to people by name and personal pronouns are not used.

Re-write these statements in a more OFFICIAL/IMPERSONAL way:

1. We would ask that you do not smoke in this area of the building.

2. We are writing to let you know that rubbish must not be tipped in local beauty spots.

3. The ward sister and her staff would ask your visitors to limit themselves to two per bed.

4. We would be pleased if you would take care not to light fires near this woodland especially in dry weather.

5. You may receive a visit from a member of our Water Board Staff to remind you of the hose-pipe ban we have had to introduce during the recent drought.

15. PUNCTUATION (2)

General

Name:

Re-write this paragraph putting in ALL PUNCTUATION (full stops, capitals, commas, inverted commas, question marks, exclamation marks, apostrophes etc. etc.)

REMEMBER TO START A NEW LINE FOR EACH NEW SPEAKER

you are extremely lucky to be going to canada for your summer holiday next july said ali
because it is a country which ive always wanted to visit i know replied tim its a place which
ive wanted to go to as well when my aunt joan and uncle bob went to live there two years
ago they promised that i could visit them which part of canada are you going to asked ali
its near a place called banff said tim i think that its near the rocky mountains wow
exclaimed ali perhaps youll see some grizzly bears thats exactly what im hoping for
laughed tim

READ THE PASSAGE SEVERAL TIMES TO MAKE SENSE OF IT BEFORE RE WRITING IT

16. SYNONYMS

Name:

You will remember that SYNONYMS are words or phrases that have the same or a similar meaning.

Example: small - tiny, petite, minute, wee

Beside each word below write at least 3 SYNONYMS for it:

1. attractive: _____
2. run: _____
3. look: _____
4. tell: _____
5. shout: _____
6. brave: _____
7. imitate: _____
8. large: _____
9. try: _____
10. anger: _____

17. PH Words from
the Greek Language

Name:

Many words in our language have been taken and adapted from other languages e.g. Greek and Latin. One such set of words are ones with 'ph' in them. Many of these 'ph' words originally come from the Greek language.

- Examples: **telephone** - which comes from the Greek for sound or voice
photograph - which comes from the Greek for light
sphere - which comes from the Greek for ball
graph - which comes from the Greek for writing

Below is a list of words all with 'ph' in them. Put them in the correct column according to their Greek meaning. Try to add some other words to each group.

telephone, photograph, autograph, photocopy, spherical, photosynthesis, paragraph, hemisphere, saxophone, biography, microphone.

SOUND/VOICE	LIGHT	BALL	WRITING

18. 'ie'/'ei' SPELLING
RULE

Name:

We are taught that the rule for spelling ie/ei words is as follows:

'i' comes before 'e' except after 'c' . But there are exceptions to this rule as can be seen below.

Example: 'i' before 'e' - thief , chief
 except after 'c' - receipt, ceiling
 or when the sound is not 'ee' - eight, height

Below is a list of words using 'ie' or 'ei' spelling. Copy into one list all the 'ie' or 'ei' words with the 'ee' sound. Into the other list copy 'ie' or 'ei' words which do not sound 'ee'. What do you notice about each group of words?

grief, freight, field, vein, weight, shield,
believe, yield, sleigh, wield, their, receive,
relief, reign, eight, leisure, deceit, height.

A. Words which have 'ee' sound.	Words which don't have an 'ee' sound
B. I notice that:	

19. METAPHORS and
SIMILES

Name:

We use METAPHORS and SIMILES to make our writing or what we are saying more descriptive.

Remember: a METAPHOR is where the person writing describes something as if it were something else.

"The wind is a knife cutting through the body to the bone."

a SIMILE is where the person writing says that something is comparable to something else. SIMILES use LIKE or AS.

"The wind was as wild as a wolf last night."

A. After each sentence below write M for METAPHOR or S for SIMILE.

1. The storm was a destructive giant.
2. We were as warm as toast in bed.
3. The boy ran like a hare in the race.
4. The sky was on fire at sunset.
5. The snow was a thick, fluffy blanket.

B. Now think of a good SIMILE and METAPHOR and write them in sentences for each of the following:

1. sea: (a) _____
(b) _____
2. forest: (a) _____
(b) _____
3. crowd: (a) _____
(b) _____

20. ADDING 'ing'/'ed'

Name: _____

A common spelling error is made when adding the suffix "ing" or "ed" to words. Here is a guide to whether or not to double the last letter before adding "ing" or "ed".

If the word has a short vowel sound, double the last letter before adding the suffix "ing" or "ed".

cap - capping/capped; top - topping/topped

However if the letter before the last letter is not a short vowel sound or has a double vowel just add the suffix.

camp - camping/camped; coat - coating/coated

Using the above guides complete the following by adding "ing" and "ed" to each of the words.

1. skip _____

11. spot _____

2. flip _____

12. fell _____

3. wish _____

13. trick _____

4. toot _____

14. chop _____

5. kick _____

15. charm _____

6. step _____

16. hook _____

7. play _____

17. trap _____

8. tan _____

18. stay _____

9. pet _____

19. wrap _____

10. hatch _____

20. cancel _____

21. USE of 'FEWER'
and LESS

Name:

When using '**fewer**' or '**less**', a good way to remember the correct word to use with plurals of nouns is that nouns which can be counted should use '**fewer**'.

Example: There are **fewer** pencils in my box than in yours.

Therefore 'less' is used when the noun cannot be counted easily.

Example: There is **less** grass in my garden than there is in yours.

Sort the nouns below into the correct columns using the above rules:

Fewer	Less

cherries, men, food, birds, ice, milk, mist, flags, water, sand,
poppies, rings, pasta, sunshine, bandages, darkness, cups,
members, wind, woodland

22. GENRE

Name:

When we are choosing a book we sometimes require a little more information than the title gives us in order to decide what the GENRE or style of the literature is. Very often the BLURB or contents summary can help us do this.

Here are some examples of GENRE - crime, fantasy, travel, horror, adventure, science-fiction, biography.

Read the following BLURBS of some books and decide what the GENRE of each book is. Choose the GENRE from the list above and write it beside each summary. The first one has been done for you.

1. The Vanishing Gems:
.....
CRIME
..... An amateur detective sets out to discover the thieves responsible for the theft of some priceless jewels from an exhibition in the local museum.

2. Meandering in Morocco:
..... The author gives an account of a year spent touring and living in Morocco.

3. When Two Worlds Collide:
..... An exciting tale of the inhabitants of two neighbouring planets preparing for the catastrophic collision of their respective planets.

4. Behind the Waterfall:
..... Two children stumble on a passage behind a waterfall which leads into a fabulous kingdom.....

5. Making it the Hard Way:
..... The remarkable story of a young athlete who, against all the odds, becomes a gold medallist for his country in the Olympic Games.

6. The Train of Terror:
..... A family embarks on a rail journey which quickly becomes a nightmare when it enters a tunnel and things happen which are beyond their most dreadful imaginings.

7. The Ivory Haul:
..... A safari trip turns nasty when the participants get involved with a gang of ivory thieves.

23. EDITING

Name:

Before completing a piece of writing it is necessary to look carefully at it in order to improve and correct it. We call this EDITING our writing. Some of the things we should look for when EDITING are:

- Use of appropriate/more suitable words
- Spelling error
- Best order of words and phrases
- Use of unnecessary words
- Punctuation errors or missed punctuation
- Giving greater detail

Below are sentences which could be improved upon and which also require some EDITING. Read each carefully and, using the above bullet points as a checklist, EDIT each sentence. Some require more detail (look for /) whilst others may need more suitable words(see those underlined).

1. There wasn't nothing / could do to help the drowning sheep.
.....
2. When they arrived at glasgow airport at the start of there holiday the family discovered that the flight had been delayed / .
.....
3. Winston Churchill was a good leader of the nation during world war II.
.....
4. Our football teams game against wellside rovers was good.
.....
5. The weather was nice so Mum / a picnic for us to have on the beech.
.....
6. People who are cruel to animals are bad.
.....
7. We each had to right a letter to our m.p. asking if something mite be done to prevent discrimination / .
.....
8. Some people are very lucky to be able to go / on holiday.
.....
9. The two girls bags had been lost / but a passer-by saw them and returned them / .
.....
10. Itll be alrite on the nite said mr jenkins after a bad rehearsal / .
.....

24. MODERN WORDS

Name:

If you had lived 200 years ago many items with which you are familiar today had never been invented. Therefore many words which you use every day at present would be unfamiliar to you had you lived 200 years ago.

Write a short explanation (1 or 2 sentences) to explain the following words to someone who lived 200 years ago. (A dictionary might help)

1. aeroplane:

.....

.....

2. trainers:

.....

.....

3. telephone:

.....

.....

4. vacuum flask:

.....

.....

5. t-shirt:

.....

.....

Now make a list of another 10 words which would be unfamiliar to someone living 200 years ago:

.....

.....

25. HOMOPHONES

Name:

In our language there are many words which although they have the same sound, their spellings and meanings are different. These are called HOMOPHONES.

Below are five pairs of HOMOPHONES. Use each word in a sentence to show their different meanings.

rain/reign

peace/piece

way/weigh

great/grate

sealing/ceiling

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

Now make a list of as many other pairs of HOMOPHONES that you can find.

.....

.....

.....

.....

27. WRITING A
NEWSPAPER ARTICLE

Name:

When writing for a newspaper a JOURNALIST must make his/her article lively and interesting. He must think of the following:

- What will interest the readers
- Presenting an unbiased account
- What background information is required
- Which people you should interview on the subject
- Ordering the happenings

Choose one of the following events and

- (a) write 4 questions you might ask of witnesses
- (b) invent the place, times and names for the event
- (c) write out any important eye-witness accounts
- (d) invent an apt headline for the article

1. A freak whirlwind has caused a lot of damage in your town

OR

2. A local sportsman has been selected to represent our country in the Olympic Games

OR

3. A large cat-like creature has been spotted wandering in an open area in your town or village.

.....

.....

.....

.....

In class use your information from (a), (b), (c) and (d) to write a newspaper article.

28. SUPPLYING AUTOBIOGRAPHICAL MATERIAL - CURRICULUM VITAE C.V.

Name:

There are often occasions when we are required to supply information about ourselves. This may be information required if we are changing schools or, in later life, applying for a job. One way of doing this is by providing a CURRICULUM VITAE*(CV for short) which allows others to use to find out about a person's life, achievements, interests and hobbies.

In preparation for writing yourself a CURRICULUM VITAE, complete the details below giving as much information as possible.

NAME:

ADDRESS:.....

.....

DATE of BIRTH:.....

INTERESTS/
HOBBIES:.....

.....

.....

ACHIEVEMENTS(Things which I am proud of having done):.....

.....

.....

.....

.....

.....

*NOTE: Curriculum vitae is from Latin and means a biographical sketch of the course of one's life

30. CREATING a LEAFLET

Name:

LEAFLETS should be informative, well organised and provide the reader with clear, concise points which you wish to make.

You are going to design a LEAFLET in class. This LEAFLET will have 6 sides and will be used to provide visitors to your town, village or area with interesting and useful details. Here are some suggestions for your LEAFLET.

Side 1: A picture and headline to attract visitors.

Side 2: A list of places of interest for visitors.

Side 3/4: Highlight 2 places of particular interest and provide illustrations and more detailed information.

Side 5: A list of hotels, bed and breakfasts, restaurants and cafés.

Side 6: A map showing the location of your town/village/area. Include transport links.

Make notes for use on each side of your LEAFLET below:

.....

.....

.....

.....

.....

.....

.....

Below are diagrams to help you design your LEAFLET using an A4 sheet of paper

