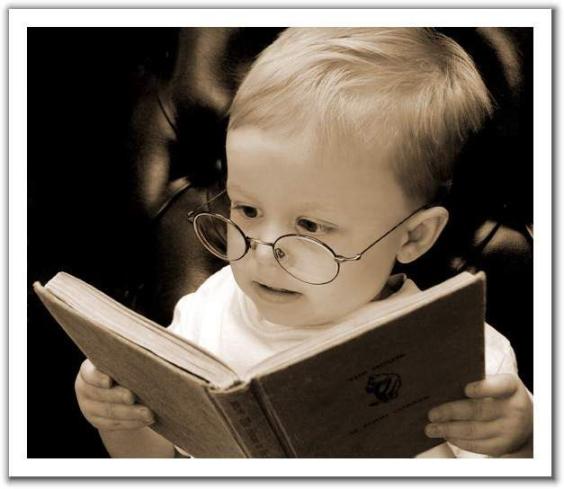
**S1**

**DEVELOPING YOUR ENGLISH SKILLS AT HOME**



**S1 Homework Tasks**

This booklet contains many activities and tasks which will help to develop your skills in the core areas of Reading and Writing. Some of the exercises are short tasks, focusing on areas of language which are important to your developing understanding of English. Other tasks ask you to write something, expressing your ideas, opinions and knowledge in an developed written piece. The homework tasks set by your teacher throughout the year will help to support the work done in class. You must take care to produce your best work each time you complete a task at home, checking and proof-reading before you hand in to your teacher. These activities should be signed by a parent or guardian.

***Good luck with your studies in S1 English.***

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## S1 Homework Writing Tasks

Description:

1. If you could design your own room, what would it be like? Include diagrams if you wish.
2. What device or piece of technology would you invent that would make life easier. Describe how it would look and what it would do.

Compare and contrast:

1. Compare an aeroplane and a motor car. Say which form of transport you prefer and why.
2. Compare two different subjects in school. Say which class you prefer and why.

Argue:

1. Present an argument in favour of a four-day school week.
2. Write an argument against school uniform.

Imagine

1. You are the only carrot left in the fridge. Write about your feelings and your hopes for the future.
2. You are an old coin that someone has found in the street. Write about your life.

Review:

1. Write a review of a film or TV show you have recently seen and hated. Explain your reaction in full.
2. Write a review of a meal you recently enjoyed. Describe it and say what you liked about it and what could make it even better.
3. Review an item of clothing that you like to wear: shoes, jacket, leisure wear, hats etc…
4. Write a review of a place you have recently visited. Point out its most notable features and say what you liked/disliked about it.

What do the following words mean to you:

1. Money
2. Power
3. Success
4. Religion
5. Good food
6. Death

If you could:

1. Have one famous person visit the school for a day, who would it be? Explain why and how they would spend the day.
2. Live anywhere in the world, where would it be? Give your reasons why.

Sense description

1. Describe a Spring scene using all five senses.
2. Describe a Summer scene using all five senses.

## S1 Homework Writing Tasks

Invent

1. Invent any device that you think would be useful to the human race. Explain what it is and how it works. Include diagrams in your writing.
2. Invent a new season. Give it a name. Describe what it is like and what happens then.

What if?

1. What if humans had tails? Write a short essay in which you explain how the world would be different.
2. What if you could live forever? Do you think this would be a good or a bad thing? Explain.

Dislikes

1. Which type of person annoys you the most? Describe what it is about them that annoys you. (Don’t name individuals.)
2. Write about a food that you have always disliked. Write a page explaining why you dislike it and how you came to feel this way about it.

Memories

1. Do you remember a toy that was special to you? Explain.
2. Write a page about the rules of a game that you play or have played when you were younger.

Process

1. Write instructions on how to stay in bed as long as possible but still get to school on time.
2. Write instructions on how to make the most scrumptious quick snack possible.

Categorise

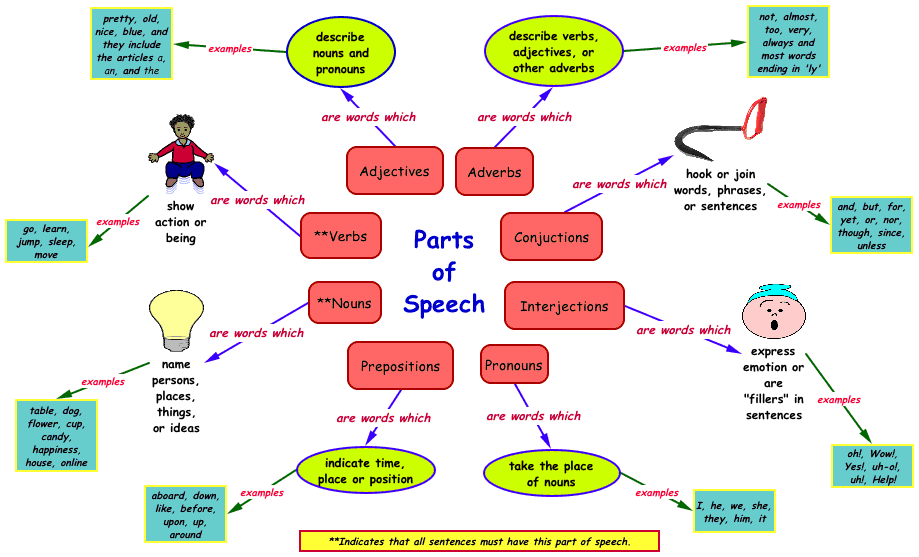
1. Write one paragraph for each of the different social groups in your school.
2. Write about the different types of teacher in your school (eg the disciplinarians, the jokers, the grumps etc) REMEMBER – TYPES NOT INDIVIDUALS.

Persuade

1. You are a restaurant owner. Write a menu for an evening meal with drinks. You must give your diners at least three options for each course, and you must describe each dish in persuasive detail.
2. Imagine you are applying for your ideal job. Write a letter to the employer explaining why you are the ideal candidate.

Speech

1. Imagine you are a head teacher speaking to a year-group assembly. One of your pupils has just been injured in a fireworks incident in the playground. Write your speech to the group.
2. Imagine you are a football manager or other sports coach before an important final. Write the speech you will give to motivate your team.

****

**PARTS OF SPEECH**

**NOUNS**

|  |
| --- |
| A noun is a naming word which names a person, creature, thing or a quality, e.g. table, girl, dog, danger |

**TASK 1.Copy the table into your jotter. Write down three examples of your own for each type of noun**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | COMMON | COLLECTIVE | PROPER | ABSTRACT |
| e.g. | book | shoal of fish | Canada | envy |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |

|  |
| --- |
| Nouns which name particular people or places are called proper nouns.  These always start with a capital letter.  e.g. Julie, Tokyo, Wednesday, February |

**TASK 2. Copy the passage into your Jotter. Underline the nouns in the following passage placing N above ordinary nouns and P above proper nouns.**

“It was more than two hours later that she saw she was getting close to the brick wall where he lived. Though her husband had been a great friend of Mr Ages and had visited him often. Mrs Frisby herself had been there only once before and that had been in summer. Still she remembered the place clearly. It was an odd sort of clearing in the woods. Long ago, when the old house had been lived in, before it had burned, there must have been a wide lawn around it”.

**PARTS OF SPEECH**

**PRONOUNS**

|  |
| --- |
| A pronoun is a word which stands instead of a noun or a naming word.  e.g. I, he, she, it, they, us may be used instead of a person’s name or the name of an object. |

**TASK 1: Copy the passage into your jotter. Underline the nouns and pronouns in the following passage placing N above ordinary nouns, P above proper nouns and PN above pronouns.**

“Too late then, Robbie remembered the promise he had given Nicol; and while Elspeth stared in astonishment at this outburst, he took to his heels and left her to bring the cows home by herself. Not a word would he say to her afterwards, either, when she questioned him on what it had all meant, and he spent the next few days hoping she would not ask Nicol about it”.

**TASK 2: Answer in your jotter**

1. **In the passage above, what do the pronouns replace?**
2. **Why has the writer used pronouns instead of nouns? What does it stop them from having to do?**

**PARTS OF SPEECH**

**ADJECTIVES**

|  |
| --- |
| An adjective is a word which tells us more about a noun or pronoun.  Adjectives are often known as describing words.  e.g. A happy face  He is sad. |

**TASK 1: Copy the passage into your jotter. Underline the adjectives writing A above them.**

“Carrie had often dreamed about coming back. In her dreams she was twelve years old again; short, scratched legs in red socks and scuffed, brown sandals, walking along the narrow, dirt path at the side of the railway line to where it plunged down, off the high ridge, through the Druid’s Grove”.

|  |
| --- |
| Adjectives help to make a piece of writing more vivid and interesting. The more descriptive an adjective is, the more interesting a piece of writing will be. |

**TASK 2: The adjectives in the following passage are underlined. Copy the passage into your jotter, removing the original adjective and replace it with a more helpful or descriptive one.**

“Uncle Nick was old. His stomach was fat and he breathed really loudly when he walked. His slippers were brown and his hair was grey. His face was wrinkled and looked tired. Beside him was a pile of newspapers and sweet wrappers”.

**PARTS OF SPEECH**

**VERBS**

|  |
| --- |
| A verb is an action, or “doing” word, which tells us what happened.  e.g. She screamed  John phoned  No one answered  A verb can also be about being, becoming or feeling.  e.g. He is ill  Sarah became upset  | Luke felt gloomy |

**TASK 1: Copy the following passage filling in the missing verbs. Try to make them as interesting as possible. Remember when you give the characters actions, what you write has to make sense**

“Rocky *\_\_\_poured\_\_\_\_\_\_\_* some tea and \_\_\_*buttered*\_\_\_\_\_\_ slices of bread and margarine for Suzie and himself. Suzie \_\_\_\_\_\_\_\_\_\_ without a word, \_\_\_\_\_\_\_\_\_ out of the window. She \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ on the only chair at the table and Rocky \_\_\_\_\_\_\_\_\_\_ his food \_\_\_\_\_\_\_\_\_\_ up. Neither Rocky nor Suzie \_\_\_\_\_\_\_\_\_ their outdoor clothes. It \_\_\_\_\_\_\_\_\_\_ a cheerless, dirty room but neither Rocky nor Suzie paid much attention to it”.

**TASK 2: Now write a sentence in your jotter for each of the following types of verb:**

1. Action

2. Being

3. Becoming

4. Feeling

**PARTS OF SPEECH**

**ADVERBS**

|  |
| --- |
| An adverb is a word which tells you more about a verb or how an action was done.  e.g. She screamed loud**ly**  John phoned hurried**ly**  Adverbs can also tell you more about an adjective or another adverb.  e.g. It was extreme**ly** cold  She did ver**y** badly |

**Copy and complete in your jotter**

**TASK 1: What do you notice about the endings of many adverbs?**

**TASK 2: Improve the following sentences by adding adverbs, you may have more than one choice of where to put them as the example shows.**

1. He....SUDDENLY.... kicked his legs....VIGOROUSLY.... to get to the edge of the pond...QUICKLY.

2. Anthea felt the basement was dark.

3. Allan became nervous about the experiment that afternoon.

4. Katherine walked round the supermarket.

5. Anne worked for the approaching exam.

**TASK 3: Now in your jotter CREATE AND WRITE DOWN 4 sentences of your own using interesting adverbs.**

**PARTS OF SPEECH - PREPOSITIONS AND CONJUNCTIONS**

**PREPOSITIONS**

|  |
| --- |
| A preposition is a word which can be used in front of a noun or pronoun to make a phrase which shows where, when or how something was done.  e.g. The cat was in the tree  We will go after breakfast  The hole is beyond the fence. |

**TASK 1: In your jotter, write five new sentences in which you use 2 different prepositions**

**e.g. Before dinner I will have to take the rubbish out and put it in the wheelie bin.**

1.

2.

3.

4.

5.

**CONJUNCTIONS**

|  |
| --- |
| A conjunction is joining word which links words or groups of words  e.g. fish and chips  for better or worse  I went to the shops because I needed milk  Remember, there are others too! |

**TASK 1: Write out and underline the conjunctions in the following sentence:**

“She enjoyed fish and chips but didn’t like mushy peas because they looked green and sickly”.

**TASK 2: Write a sentence of your own which uses at least three conjunctions**

**PARTS OF SPEECH**

**REVISION EXERCISE**

**TASK 1. Read these two sentences and then list the ALL the parts of speech in your jotter**.

She was a tall girl with blue eyes. Her hair hung loosely over her shoulders.

Two verbs:

Four nouns:

One adverb:

Two adjectives:

One pronoun:

Two prepositions:

**TASK 2: In your jotter, name the part of speech for each numbered word.**

“It (1) was (2) a bright (3) cold day (4) in April, and (5) the clocks were striking thirteen. Winston Smith, his chin nuzzled into (6) his breast in an effort (7) to escape the vile (8) wind, slipped (9) quickly (10) through the glass (11) doors of Victory Mansions (12).”

1. 2. 3. 4.

5. 6. 7. 8.

9. 10. 11. 12.

**TASK 3: Copy each sentence into your jotter and fill in the blanks and put the name of the part of speech at the end.**

1. Italy is in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of Europe
2. Germany’s football \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has been very successful.
3. Paris is a/an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ city.

**PUNCTUATION**

**COMMAS**

|  |
| --- |
| Commas can be used to:  Separate the items in a list, e.g. They bought apples, pears, bananas and cherries.  Add extra information to a sentence, e.g. Libby, last year’s prize winner, hoped she  would win again.  Separate speech from the rest of a sentence, e.g. She replied, “I don’t want it”.  Make the meaning clear, e.g. After swerving round a corner that was very tight, the  cyclist crashed to the ground. |

**TASK1 : Copy the sentences into your Jotter Put commas where they are needed.**

1. For breakfast he had chips peas kippers pasta and cornflakes.

2. I came I was I conquered.

3. Giggs the United striker scored the winning goal.

4. “Friends Romans countrymen lend me your ears” shouted Mark Antony.

5. Well you’ve done it now haven’t you Steve?

6. Does your Dad know you’re here Kevin?

7. The film is as anyone can see full of humour ghosts battles and murders.

8. Abraham Lincoln President of the United States was assassinated by an actor.

9. “I’ve no idea” she said “what you’re talking about”.

**TASK 2: Copy and Insert commas where they are required in the following extract.**

Oscar Wilde when he was asked what work he’d done in the morning said “I spent it putting in a comma”. When asked what he’d done in the afternoon he replied “I spent it taking the comma out”.

**TASK 3: Copy and Insert or take out commas in these sentences to change their meanings.**

1. Did you call Alex?

2. Mrs Davis, the teacher, is late.

3. After he had finished punching the boxer John wiped his brow.

4. James was eating a sandwich Judith watched by the crowd.

**PUNCTUATION**

**APOSTROPHES FOR OWNERSHIP**

|  |
| --- |
| An apostrophe can be used to show who or what is the owner of something.  If the owner is singular (only one) put an apostrophe and then add an “s” e.g. Tom’s cat = the cat belonging Tom.  If the owner is plural (more than one) and ends in “s” put an apostrophe after the “s” e.g. The cats’ home = the home belonging to more than one cat  If the plural does not end in “s” put an apostrophe and then add “s”  e.g. The children’s games = the games belonging to more than one child  If a name ends in “s” and is more than one syllable just put an apostrophe after the name, e.g. Moses’ basket |

**TASK 1: In your jotter, re-write these, using apostrophes to show the owners.**

**e.g. the skin of the baby = the baby’s skin**

1. The paw of the monkey =
2. The paws of the monkeys =
3. A holiday lasting a week =
4. The exhausts of the lorries =
5. The votes of the people =
6. The disciples belonging to Jesus =
7. The clothes belonging to the children =
8. The shop belonging to the baker =
9. The wife of the Prime Minister =
10. The dog belonging to James =

**PUNCTUATION**

**APOSTROPHES FOR OMISSION**

|  |
| --- |
| Apostrophes can be used to show where there has been an omission (letters have been missed out), or contraction (where a word has been shortened).  When a word is shortened the apostrophe shows where the letter(s) have been missed out.  e.g. I am = I’m  Does not = doesn’t  They are = they’re |

**Task 1: Copy and complete. Write the contracted forms as alternatives in the spaces in the passage below.**

I **do not** \_\_\_\_\_\_\_**don’t**\_\_\_\_\_\_\_\_\_ see how **we are** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ going to get a team for tomorrow’s match. Gill **cannot** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ play, **Sue has** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an Achilles’ heel injury and **will not** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ be fit for weeks and **Anne has**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ got to go for a job interview. **It is** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sickening, **is it not** \_\_\_\_\_\_\_\_\_\_\_\_\_ ? **They are** \_\_\_\_\_\_\_\_\_\_ the key players, **are they not** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ? I **would have** \_\_\_\_\_\_\_\_\_\_\_ asked Betty but **no one has** \_\_\_\_\_\_\_\_\_\_\_\_ seen her for ages and **there is** \_\_\_\_\_\_ nobody else I can think of. **Let us** \_\_\_\_\_\_\_\_\_\_\_\_\_ face it, it **does not** \_\_\_\_\_\_\_\_\_ look as if **we have** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a chance of fielding a full side.

**SPELLING - SAY AS YOU SPELL 1**

**Pronouncing words can often help you spell them.**

|  |
| --- |
| A. “ie” or “ei”?  Say the word. Is there a long “eee” sound?  If the word has an “eee” sound put “ie”: believe, field.  If the “eee” comes after “c” put “ei”: ceiling , receive.  If there is no “eee” sound put “ei”: weigh, height.  Beware: there are exceptions e.g. friend, weird, seize.  A popular way of remembering the basic rule is “i before e except after c”. |

**TASK 1: Copy and complete Apply the ie/ei rule to the following.**

rec \_\_\_\_\_\_ ve n \_\_\_\_\_\_\_ce rel \_\_\_\_\_\_\_ve gr \_\_\_\_\_\_\_ f bel \_\_\_\_\_\_\_ f

conc \_\_\_\_\_\_ted dec \_\_\_\_\_\_ ve pr \_\_\_\_\_\_\_ st n \_\_\_\_\_\_ghbours

|  |
| --- |
| B. Short And Long Vowels  The vowels are a e i o u  In some words the vowel sound is short e.g. hop, tap.  In some words the vowel sound is long e.g. hope , tape.  (The silent “e” tells you that the vowel sound is long)  See what happens when endings that begin with a vowel are added to these.  (e.g. –ing or –ed) |

**Base word Rule Result**

**short vowels double the last letter hopping, tapping**

**hopped, tapped**

**long vowels drop the silent “e” hoping, hoped**

**hoped, taped**

**TASK 2: Copy and Complete . Apply the rule for adding vowel endings to short and long vowels**

**Add –ing to each of the following. Decide whether you need to double the last letter or not to complete the word**

plan \_\_\_\_ bar \_\_\_\_ stare \_\_\_\_ star \_\_\_\_ slope \_\_\_\_ recite \_\_\_\_

**Add –ed to each of the following. Decide whether you need to double the last letter or not to complete the word**

wrap \_\_\_\_\_ bribe \_\_\_ pine \_\_\_\_ skim \_\_\_\_ pin \_\_\_ excite \_\_\_

**SPELLING - SAY AS YOU SPELL 2**

|  |
| --- |
| C. Adding Vowel Endings To Longer Words  To figure out what happens when vowel endings are added to longer words, it is necessary to see where the stress falls in the word.  **Base word Rule Result**  words with stress double consonant occurring, occurred  at the end to keep vowel short referring, referred  words with stress don’t double the happening, happened  not at the end consonant offering, offered  words that end in “l” double the consonant travelling, traveller |

**TASK 1: Copy and complete. Apply the rule for doubling consonants when adding vowel endings.**

**Say the words first.**

1. **Add –ing to each of these Decide whether you need to double the last letter or not to complete the word.**

Refer\_\_ orbit\_\_\_ quarrel\_\_\_

Omit\_\_\_ confer\_\_\_ offer\_\_\_\_

1. **Add –ed to each of these Decide whether you need to double the last letter or not to complete the word.**

Suffer\_\_\_ offer\_\_\_ cancel\_\_\_

Expel\_\_\_\_ target\_\_\_ admit\_\_\_\_

|  |
| --- |
| D. “C” And “G”: The Soft And The Hard  To keep a “c” or “g” soft (like a “s” or “j” sound) before –able, or –ous the  silent e stays. e.g. noticeable, manageable courageous  To keep a “c” hard (a “k” sound) before –ing, -ed insert a “k”.  e.g. panicked, picnicking |

**TASK 2: Copy and complete. Apply the soft and hard “c” and “g” rules to fill in the gaps with the correct letters to complete the word.**

outrag \_\_\_\_\_ us notic \_\_\_\_\_\_ble service \_\_\_\_\_ble mimic \_\_\_\_\_\_ d

**SPELLING - SAY AS YOU SPELL REVISION**

**Revise the “Say As You Spell” spelling rules**

**TASK 1: Now use what you have learned to help you unscramble these scrambled words in your jotter. The word you have been given is a clue to help you work out the meaning of the word.**

**Naughtiness** = HIFMSCEI = mischief

**Grab** = EZISE =

**Favoured** =DRRREEEPF =

**Accept**= VEEERCI =

**Abroad** = INGROFE =

**Holy** = SUOIGILER =

**Rule of a King** = GRINE =

**Sticking with something** = MENMICOMTT

**Happened** = DERRUCCO =

**Good feelings of anticipation** = EEECIMNTTX =

**TASK 2: Copy and Correct the spelling errors in the following passage.**

John recieved several birthday presents that morning. The most excitting thing which occured was that his Uncle gave him a space ship which he raced around his bedroom while imaginning it orbitting the earth.

After quarreling, his parents offerred to take him to the cinema which meant canceling their meetings and sufferring the queues for tickets. The advertissing in the cinema foyer was targetted at the younger generation. John became over excitted in the beleif that his parents were planing to purchase everything, to avoid the greif of him crying through the film. He was disappointted.

**ACCIDENT BLACKSPOTS**

**THERE/THEIR/THEY’RE**

|  |
| --- |
| Although the words there, their and they’re often sound the same when said out loud they mean very different things.  It is important to use the correct one in your writing  There = in that place e.g. over there  Their = of them or belonging to them e.g. taking their time  They’re = they are e.g. they’re off |

**TASK 1: Copy and complete /Put the correct word in the gaps in the following sentence.**

1. \_\_\_\_\_\_\_\_\_\_ late again
2. Put your shoes \_\_\_\_\_\_\_\_\_\_ on the mat before you come in.
3. Have you noticed \_\_\_\_\_\_\_\_\_\_ garden? It’s stunning!
4. I went \_\_\_\_\_\_\_\_\_\_ on holiday one year but my parents lost \_\_\_\_\_\_\_\_\_ luggage

and \_\_\_\_\_\_\_\_ was a long delay before it was returned.

1. \_\_\_\_\_\_\_\_\_ going to take me to the theatre in \_\_\_\_\_\_\_\_\_ new car and when we

get \_\_\_\_\_\_\_\_\_\_\_ I’m going to buy them all \_\_\_\_\_\_\_\_\_ favourite flavour of ice

cream.

1. Have you asked them\_\_\_\_\_\_\_\_\_ names or are you going to get them to write

them \_\_\_\_\_\_\_\_\_\_\_ on \_\_\_\_\_\_\_\_\_\_ badges?

1. \_\_\_\_\_\_\_\_\_\_ wasn’t one person \_\_\_\_\_\_\_\_\_ who took \_\_\_\_\_\_\_\_\_camera.

\_\_\_\_\_\_\_\_\_\_ going to be so disappointed.

1. Graeme, you tell them \_\_\_\_\_\_\_\_\_ jobs for the day and I’ll get \_\_\_\_\_\_\_\_\_\_

lunches ready incase \_\_\_\_\_\_\_\_\_ hungry early.

**ACCIDENT BLACKSPOTS - YOUR/YOU’RE**

|  |
| --- |
| The words your and you’re are often confused because they sound so similar yet they have different meanings.  Your = belonging to you e.g. That’s your problem  You’re = you are e.g. You’re late again! |

**TASK1: Copy and complete. Indicate which word should be used by filling in the gaps in the passage.**

Have you got \_\_\_\_YOUR\_\_\_\_\_\_\_ passport because \_\_\_YOU’RE\_\_\_\_\_\_\_\_\_\_\_ going to

be very upset if you get there and \_\_\_\_\_\_\_\_\_\_\_ refused entry because you forgot it.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ also going to have to take some clothes out of \_\_\_\_\_\_\_\_\_\_\_\_\_\_

suitcase or \_\_\_\_\_\_\_\_\_\_\_\_ never going to be able to close it. You could remove

\_\_\_\_\_\_\_\_\_\_\_\_ big woollen jumper because I don’t think \_\_\_\_\_\_\_\_\_\_\_\_\_ going

to need it in Spain.

**TASK 2: Copy and leave out the words which are incorrect in the passage below. Underline the one you choose.**

In your/you’re group you’ll find your/you’re one of many people who enjoy sports

so your/you’re likely to be able to form a team quite easily. Your/you’re problem is

going to be how to decide who plays in which position. Your/you’re the group

leader so your/you’re going to have to be quite firm about that.

**ACCIDENT BLACKSPOTS - WHERE/WERE/WE’RE**

|  |
| --- |
| Where were and we’re are words which are often confused with each other.  The pronunciation of the words is slightly different which can help to differentiate  between them.  Where - rhymes with *air* = in what place e.g. Where is it?  Were - rhymes with *fur* = past tense of are e.g. We were lost  We’re - rhymes with *beer* = we are e.g. We are too tired |

**Task 1: Copy and Complete. Use the correct word to fill in the blanks in the following passage.**

We \_\_\_WERE\_\_\_\_\_\_ going to Spain for our holidays \_\_\_\_\_\_\_\_\_it would be

lovely and hot but \_\_\_\_\_\_\_\_\_\_\_ going to go to Ireland instead to visit the castles.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hoping to rent a cottage \_\_\_\_\_\_\_\_\_\_\_\_ we can relax in the

peace and quiet of the countryside. We \_\_\_\_\_\_\_\_\_\_\_\_ told about a lovely

village just outside Dublin \_\_\_\_\_\_\_\_\_\_\_ we could go horse riding, swimming and

canoeing if \_\_\_\_\_\_\_\_\_\_\_\_\_\_ feeling lively, so \_\_\_\_\_\_\_\_\_\_ hoping it will be fun.

**TASK 2: Copy and correct all the where, wear, we’re, were errors in the following passage.**

We have a dog who loves it when **were** in the garden. If where outside and he can see us he scratches at the glass door until we let him join us. The garden is a place we’re he loves to play and he will bring a toy and drop it at our feet if we’re ignoring him. He has a favourite spot, under a bush, were he runs to hide if we

chase him, as he knows where too tall to follow him.

**ACCIDENT BLACKSPOTS**

**TO/TOO/TWO**

|  |
| --- |
| The words to, too and two are often muddled up with each other because they sound the same.  Their meanings are, however, completely different.  To = towards e.g. to the zoo  Too = excessively e.g. too hot  Two = the number 2 e.g. two brothers |

**TASK 1: Copy and correct the following passage using the correct to, too or two.**

He went too the shops two buy to ice cream cones: one for his mother and one for himself. However he had two go too to shops because the first didn’t have any left. After that he rushed home too eat it before it got to warm and to phone his friend too see if he wanted two go swimming. The to of them agreed too meet at the corner between the too trees, where they always met.

**TASK 2: Copy and complete. Put the correct word in the gap and explain below why it is the appropriate choice.**

1. I am going \_\_\_\_\_\_\_ the disco on Friday night.
2. There are \_\_\_\_\_\_\_\_\_\_ choices: chocolate or vanilla
3. The pavement was \_\_\_\_\_\_\_\_\_ hot to walk on in bare feet
4. There are \_\_\_\_\_\_\_\_\_ many people in the room already
5. Are you going \_\_\_\_\_\_\_\_\_\_ come with me or do I have \_\_\_\_\_\_\_ go alone?
6. You’ve not bought \_\_\_\_\_\_\_ have you? One was enough.
7. I don’t want \_\_\_\_\_\_\_\_\_\_ do it because I’m afraid of heights
8. He’s going \_\_\_\_\_\_\_\_\_\_ so you won’t be on your own.

**ACCIDENT BLACKSPOTS**

**WHOSE/WHO’S**

|  |
| --- |
| The words whose and who’s are often confused with each other as they sound similar but their meanings are different  **Whose** = belonging to whom e.g. Whose jotter is this?  **Who’s** = who is (or who has) e.g. Who’s going to the party? |

**TASK 1: Copy and Complete. Use the correct word from the box above to fill in the gaps in the following sentences**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_house are we meeting at tonight?
2. My aunt \_\_\_\_\_\_\_\_\_\_\_\_ seventy two, has seven cats
3. I’m going to find out \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ going to collect the prize
4. I don’t know \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shoes they are
5. \_\_\_\_\_\_\_\_\_\_\_ dog is that following us?

**TASK 2: Copy and correct the following passage. Underline your corrected word**

I have a friend who’s older than me but she isn’t very sensible. She’s the one who’s

house I go to every Thursday evening after school.

Last week she persuaded her little brother, whose only six, to do the dishes for her.

When her father, whose a lawyer, realised that none of the dishes were cleaned properly he made her do the dishes every night for a week. She’s not someone whose good at looking ahead and avoiding disaster.

**ACCIDENT BLACKSPOTS**

**“TO HAVE” NOT “TO OF”**

|  |
| --- |
| There is no verb “to of” even though it might sound like that when you speak.  Do not write: “I must of made a mistake”.  You should write: “I must have made a mistake”. |

**TASK 1: Copy and correct the following passage.**

The team should of gone to the sports field and if they had they would of had a great

afternoon. Their coach could of allowed them to practise shooting and they might

of scored some goals. They also would of avoided the janitor and wouldn’t of ended

up picking up litter around the sports centre.

**TASK 2: Copy and complete by filling in the gaps with the appropriate words.**

1. I would \_\_\_\_\_\_\_\_\_\_\_\_\_\_ made a cake if I’d known you were coming. I can make

you a cup \_\_\_\_\_\_\_\_\_\_\_\_\_\_ coffee thought.

1. Alison realised too late that she should \_\_\_\_\_\_\_\_\_\_\_\_\_\_ taken her swimsuit if

she wanted a chance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ trying out for the team.

1. He took three \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the four plates but he could \_\_\_\_\_\_\_\_\_\_\_\_\_

carried all four if he’d tried.

1. You should \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_told me about the exam, then I could

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ studied in advance.

1. Janice would \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bought her a bunch of flowers if she’s known.

**SPELLING LISTS**

**LIST 1 LIST 2 LIST 3**

Knives illegible spies

Potatoes irresistible thinner

Churches unconscious spacious

Hobbies inaccurate hygienic

Wolves disservice slaughter

Echoes disappearance cellos

Pianos independent gnarled

Cities impartial honesty

Tomatoes illegal irrational

Dummies honourable muscle

Biggest excitable slammed

Robber sensible freight

Hotter variable diesel

Whiter resistible folk

Sinful changeable senator

Sadness digestible audience

Baking noticeable identifiable

Batting reversible immature

Hopping their changeable

Hoping there sitting

Gracious they’re flies

Gory two yacht

Believable too handkerchief

Outrageous to condemn

Dyeing where invisible

Manageable were miner

Curable we’re cupboard

Loving weir malicious

Guiding quiet lovely

Famous quite scientific

Receive off shriek

Ceiling of shelves

Seize through irritable

Neighbour thorough disillusioned

Convenience lose behaviour

Neither loose misunderstood

Conceited desert friendliness

Society circular solos

Deceit instructor replaceable

Foreign solicitor grieving

Salmon friendlier island

Gnome brewer scissors

Ghastly doctor plumber

Wreck passenger responsible

Catarrh professor volcanoes

**FIGURES OF SPEECH**

**SIMILES 1**

**Writers often use similes to make their descriptions clearer and more interesting.**

**A simile describes one thing by comparing it to another using “like” (e.g. run like the wind) or “as...as” (e.g. as black as coal).**

**However, the best similes are much more original and interesting than those we use every day.**

**TASK 1: Read the extracts below and for each one write down the similes.**

1. “They looked as though they sprouted from the earth. Between them, in glistening white, were rows of steps fanned out like a peacock’s plume. Two spectators sat on the green lawn in wide frame chairs”.
2. “That night it was as dark as a snake hole in the long, low cabin where Julie and Lisa lay on their heap of rags on the hard dirt floor. There was a wisp of wind and the heat of the day stayed inside like a burning log”.
3. “It didn’t come. The clouds eased away as silent as big balls of cotton, and the sun shot out from under them into a blue patch of sky”.

1. “One minute they mourned for a man in misery – the next minute they laughed like the merry tunes of a fiddle. The small, cruel eyes of Ol’ Sims were always the same”.

**TASK 2: Now write a sentence below, about each simile you have picked out, explaining what the simile is comparing and why you think it is or is not a good comparison to make.**

**FIGURES OF SPEECH**

**SIMILES 2**

Read over “Figures of Speech – Similes 1” and remind yourself what a simile is.

|  |
| --- |
| Remember that the most effective similes are original.  Successful similes should also make a helpful comparison (i.e. a comparison which helps the reader to imagine what is being described). |

**TASK 1: In your jotter try to make up some similes of your own to describe the following:**

1. A girl’s red hair
2. A full, shining moon.
3. An angry man
4. A harsh voice
5. A wrinkled face
6. A cold wind
7. A dripping tap
8. An open freezer door

**FIGURES OF SPEECH**

**METAPHORS VERSUS SIMILES**

Revise your notes on similes and metaphors.

**TASK 1: Indicate whether the following sentences are examples of metaphors or similes by writing the word in your jotter.**

1. Music beat **like** a pulse in his ears. **SIMILE**
2. The carpet of autumnal leaves crackled as he strolled through the forest.
3. Jane felt the marble was as smooth as glass.
4. Icicles sparkled like diamonds in the morning sun.
5. The air was thick with the cries of, “Encore”.

**Task 2: Now create a similar test of your in your jotter, indicating whether your own sentences are metaphors or similes.**

**FIGURES OF SPEECH**

**OTHER TYPES OF METAPHORS - PERSONIFICATION**

**Personification is a special kind of metaphor**

**Personification describes something which is not human as if it were human or had a human characteristic.**

**e.g. The table groaned under the weight of the food.**

**TASK 1: Which of the following are ordinary metaphors and which are examples of personification?**

**Indicate your answer by writing the appropriate word in your jotter.**

1. The sun peered through the kitchen window.
2. Lava nosed its way down the side of the volcano.
3. Her heart exploded with joy when she saw the necklace.
4. The leaves whispered as the wind wandered through the forest.
5. The moon was a gleaming silver coin in the night sky.

**TASK 2: Now explain why the following are examples of personification and whether it is a good description.**

1. The motorbike’s tyres screamed as he rounded the bend.
2. The corridors grumbled as the pupils stampeded by.
3. The clouds cried their tears over the mourners at the funeral.

**ALLITERATION AND ONOMATOPOEIA**

|  |
| --- |
| Alliteration occurs when several words, grouped closely together, begin with the same sound.  e.g. The white waves washed over the shore.  It is similar to rhyme but occurs at the beginning of words rather than at the end.  Alliteration is often used in the newspaper headlines or in advertising slogans. |

**TASK 1: In your jotter create headlines and slogans of your own for:**

1. A new washing powder.
2. A rock concert.
3. A chocolate bar.
4. An heroic child
5. A royal event (e.g. visit, wedding etc.)

**TASK 2: Now write down IN YOUR JOTTER three slogans used in adverts on the television, or in magazines, which use alliteration.**

1.

2.

3.

**TASK 2A) Why do you think advertisers use alliteration so often?**

**TASK 3: Look through a news paper and write down IN YOUR JOTTER three headlines which use alliteration.**

1.

2.

3.

**TASK 3A) Why would alliteration be a useful technique to use in a newspaper headline?**

**ONOMATOPOEIA**

|  |
| --- |
| Onomatopoeia occurs when a word sounds like the noise it names.  e.g. pop, crash, crackle |

**TASK 1: In your jotter, write FIVE sentences using TWO example of onomatopoeia in each one.**

**Try to make your sentences as interesting as possible**

CLOSE READING

**Finn’s island**

**TASK: Read the passage and answer the questions that follow in your jotter**



*(Some words are in bold type because they appear in questions on the worksheet).*

Mr Lochlan had not always been a poor farmer. Until two years ago, he had been a teacher of Latin and Greek at a school in Glasgow. When they closed down his department because all the pupils chose Computer Studies instead of Latin, he had been made **redundant**. It was called “early retirement” – far too early for him, since he was only forty. He was given a small pension, and a sum of money to compensate him for the loss of his job. Using this, and the proceeds from the sale of his Glasgow house, he had bought Corumbeg, a tiny hill farm in Genaire, thirty miles from Perth. Mr Lochlan said that the move was for Finn’s sake. It was better for a boy to grow up in the country, eating **wholesome** food and drinking uncontaminated water. Besides, Finn wanted to be a country boy.

He was writing a poem – it kept his mind off his worries about the farm – but he put his pen down when Finn came in, and look at him with his dark, **reticent** eyes.

“Come to say goodnight?” he asked.

“Yes.”

“Sorry I was snappy”

“Sorry I was a fool.”

Every night they apologised to each other for something. It has become **habitual**, but it didn’t bring them any closer together.

“Done your homework?”

“Yes.”

“Goodnight then, son.”

“Goodnight, Dad.”

That was all. The same every night. Finn left the study and went upstairs. Thankfully he opened the door of his bedroom, and stepped into another world.

Until two years ago, when his father had lost his job, Finn had lived all his life in the city. A child of the busy streets and public parks, he had walked to school alongside thundering traffic, and played in a grassless schoolyard.

When his father, genuinely hoping to delight him, had announced that they were moving to the country, he had been angered by Finn’s lack of enthusiasm.

But the truth was the Corumbeg was as far as Glasgow from the place where Finn really wanted to be – the Isle of Hirsay, furthest of the far Hebrides, from which his grandfather, and twenty-eight other Islanders, had been **evacuated** on 5th September, 1929. It was his grandfather who had filled Finn’s imagination with tales of Hirsay, making it sound the most marvellous place where a boy could live. Finn’s father was wrong in thinking Finn wanted to be a country boy. Finn wanted to be an Islander, a boy of Hirsay, like his grandfather more than sixty years before.

Dreaming of Hirsey

When Finn closed his bedroom door behind him, it was into the world of the Island that he stepped. Other children had posters of pop stars and pictures of football teams on their walls, but Finn was **indifferent** to these things. On one wall of his room he had pinned on the large map of Hirsay which he and his grandfather had made and coloured together, showing the bays and headlands, hills, cliffs, rocks and skerries of that distant isle. Finn had collected pictures of the sea birds that lived on the cliffs, and had made beautiful drawings of fish, flowers, animals and insects. He had stuck them up around the map.

Since the death of his grandfather six months ago, Finn had begun to add map features which were not actually there, although he suspected that Grandpa would not have approved of this. There was now a fort on the Red Hill, which he had named *Tigh na Finn*, Finn’s house. There was also an offshore island called *Eilean non Gall*, Isle of the Strangers, and a lighthouse which he had to call Fulmar Beacon, because really he know scarcely and Gaelic at all.

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B

An adapted extract from *Finn’s Island* by Eileen Dunlop (Blackie Children’s Books)

**CLOSE READING**

**Finn’s Island**

**SECTION A**

Look at these sentences about the story. Decide whether each sentence is true or false or whether you can’t tell from the story.

**Tick (✓) ONE box (True or False or Can’t Tell) beside each sentence.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | True | False | Can’t Tell |
| 1. | Finn’s father had been forced to retire |  |  |  |
| 2. | The Lochlans were rich now |  |  |  |
| 3. | The story takes place in June |  |  |  |
| 4. | Finn was used to traffic |  |  |  |
| 5. | Finn’s grandfather lived all his life on Hirsay |  |  |  |
| 6. | There was a fort on Hirsay |  |  |  |

**SECTION B**

Find the correct meaning to replace the word in bold. (You will find these words in bold in the story). **Write down** the word that shows the correct meaning.

1. “. . . he had been made **redundant**”. unique unnecessary unwell
2. “. . . with his dark, **reticent** eyes”. honest sparkling reserved
3. “It had become **habitual** . . .” pleasurable routine boring
4. “. . . had been **evacuated** on . . .” removed ferried ejected
5. “. . . but Finn was **indifferent** . . .” unaware unhappy uninterested

**SECTION C**

How did Finn feel about the following situations? **Write down the best answer.**

a sense of duty

a sense of anger

a sense of relief

a sense of happiness

1. When he spoke to his father:





interested

happy

unenthusiastic

anxious

1. When he moved to Corumbeg:

worried

angry

sleepy

relieved

1. When he went to his bedroom: w

a sense of satisfaction

a sense of disappointment

a sense of indifference

a sense of bewilderment

1. When he looked at his map:

**SECTION D**

Here is a short summary about the story you have just read. Some of the words have been missed out. **Write down the words that could** **fill in the gaps, using one word** **or two words** **in each space**. You may use words from the passage or your own words.

The Lochlans now lived in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Finn had been

1

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because he

2 3

wanted to live on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ where his

4

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_had \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

5 6

Finn had \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his bedroom with a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the

7 8

island and with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and drawings of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on Hirsay.

9 10

He had \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the map by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ some extra features.

11 12

**CLOSE READING**

**THE MURDER HOLE**

*SCOTTISH FOLKTALE*

**TASK: Read the passage and answer the questions that follow in your jotter**

1. About three hundred years ago, on the estate of Lord Cassilis between Ayrshire and Galloway, lay a great moor, unrelieved by any trees or vegetation.
2. It was rumoured that unwary travellers had been intercepted and murdered there, and that no investigation ever revealed what had happened to them. People living in a nearby hamlet believed that in the dead of night they sometimes heard a sudden cry of anguish; and a shepherd who had lost his way once declared that he had seen three mysterious figures struggling together, until one of them, with a frightful scream, sank suddenly into the earth. So terrifying was this place that at last no one remained there, except one old woman and her two sons, who were too poor to flee, as their neighbours had done. Travellers occasionally begged a night’s lodging at their cottage, rather than continue their journey across the moor in the darkness, and even by day no one travelled that way except in companies of at least two or three people.
3. One stormy November night, a pedlar boy was overtaken by darkness on the moor. Terrified by the solitude, he repeated to himself a silent prayer and so struggled towards the old cottage, which he had visited the year before in a large company of travellers, and where he felt assured of a welcome. Its light guided him from afar, and he knocked at the door, but at first received no answer. He then peered through a window and saw that the occupants were all at their accustomed occupations: the old woman was scrubbing the floor and stewing it with sand; her two sons seemed to be thrusting something large and heavy into a great chest, which they then hastily locked. There was an air of haste about all this which puzzled the waiting boy outside.
4. He tapped lightly on the window, and they all started up, with consternation on their faces, and one of the men suddenly darted out at the door, seized the boy roughly by the shoulder and dragged him inside. He said, trying to laugh, “I am only the poor pedlar who visited you last year”. “Are you alone?” cried the old woman in a harsh, deep voice. “Alone here – and alone in the whole world,” replied the boy sadly. “Then you are welcome,” said one of the men with a sneer. Their words filled the boy with alarm, and the confusion and desolation of the formerly neat and orderly cottage seemed to show signs of recent violence.
5. The curtains had been torn down from the bed to which he was shown, and though he begged for a light to burn until he fell asleep, his terror kept him long awake.
6. In the middle of the night he was awakened by a single cry of distress. He sat up and listened, but it was not repeated, and he would have lain down to sleep again, but suddenly his eye fell on a stream of blood slowly trickling under the door of his room. In terror he sprang to the door, and through a chink he saw that the victim outside was only a goat. But just then he overheard the voices of the two men, and their words transfixed him with horror. “I wish all the throats we cut were as easy,” said one. “Did you ever hear such a noise as the old gentleman made last night?” “Ah, the Murder Hole’s the thing for me,” said the other. “One plunge and the fellow’s dead and buried in a moment.” “How do you mean to dispatch the lad in there?” asked the old woman in a harsh whisper, and one of the men silently drew his bloody knife across his throat for answer.

MC900238625[1]

From the collection *Horror Stories* (Kingfisher) selected by Susan Price

**CLOSE READING**

**THE MURDER HOLE**

*SCOTTISH FOLKTALE*

***ANSWER THE QUESTIONS IN YOUR JOTTER***

**SECTION A**

*This section tests your understanding of how the writer sets in scene.*

Look closely at paragraphs 1, 2 and 3.

1. This story takes place in a cottage on a moor. What expression tells you that very little grown on the moor?
2. From paragraph 3, identify two features of the story which help to set the scene **and** create the atmosphere. Write the answer in your jotter.

a. First Feature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. Second Feature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What does this atmosphere make the pedlar boy feel before he reached the cottage?
2. How did the boy try to reassure himself?
3. Why did the cottage seem attractive to him? Give **two** reasons
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SECTION B**

*This section tests your understanding of how the plot develops.*

1. Why do you think t he old woman was scrubbing the floor? (paragraph 3)
2. What do you think the sons were putting in the chest? (paragraph 3)
3. Why do you think the occupants of the cottage “started up, with consternation on their faces” when the boy tapped on the window? (paragraph 4)
4. By the end of paragraph 4 the pedlar boy is clearly terrified. Give **two** reasons for this.
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Look at paragraph 5. Why do you think the curtains had been torn down from the bed?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. In paragraph 6, what **two** methods of murder to the two sons discuss?
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SECTION C**

*This section tests your understanding of the writer’s choice of vocabulary.*

From paragraph 6, find the words closest in meaning to the following words or phrases. Write **one word** in each space.

1. a narrow gap \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. froze, as if hypnotised \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. murder \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SECTION D**

*This section tests your understanding of genre.*

1. The *Murder Hole* is meant to be a horror story.

Write down the **four** features of the plot given below which you would associate with the horror genre.

|  |
| --- |
| boy was a pedlar boy couldn’t sleep  strange cries came from that night in bed  the moor  some blood trickled under no one travelled alone  the door across the moor  story set in Ayrshire  the boy had been to  the cottage before old woman lived in  cottage with 2 sons |

1. Given that the *Murder Hole* is a horror story:
2. Briefly describe what you think will happen to the boy.
3. Explain **why** you think this will happen