

Year 10 English – Home Learning Pack 6

Task One – Spoken Language

Discuss the following questions with a trusted partner.

- 1) Think about ‘twist’ endings – where the climax of the story isn’t predictable and takes off in a different direction. Do you like this way of ending stories? Why? Why not?
- 2) Can you think of any stories that have ‘twist’ endings? E.g. the murderer isn’t who you think it is, or something unexpected happens?
- 3) What makes for an effective ending in a story? What are different methods writers use to end stories? Does it depend on the genre? E.g. in a romance story, the couple usually end up together, whereas in a action thriller, the good guy usually wins.

Task Two – Reading

Hearts and Hands William Sydney Porter

Best known by his pen name O. Henry, was an American short story writer. O. Henry's short stories are known especially for their vivid characters and twist endings. In the following short story, two handcuffed men board a train in Denver, Colorado, an American state in the west. During this time period, America was just beginning to colonize the “wild west,” and living out west was seen as adventurous. As you read, take notes on the details that Henry includes to characterize the two men on the train.

At Denver there was an influx of passengers into the coaches on the eastbound B. & M. Express.

In one coach there sat a very pretty young woman dressed in elegant taste and surrounded by all the luxurious comforts of an experienced traveller. Among the newcomers were two young men, one of handsome presence with a bold manner; the other a ruffled, glum-faced person, heavily built and roughly dressed. The two were handcuffed together.

As they passed down the aisle of the coach the only vacant seat offered was a reversed one facing the attractive young woman. Here the linked couple seated themselves. The young woman’s glance fell upon them with a distant, swift disinterest; then with a lovely smile and a tender pink tingeing her rounded cheeks, she held out a little grey-gloved hand.

When she spoke her voice, full, sweet, and deliberate, suggested that its owner was used to speaking and being heard.

“Well, Mr. Easton, if you will make me speak first, I suppose I must. Don’t you ever recognize old friends when you meet them?”

The younger man roused himself sharply at the sound of her voice, seemed to struggle with a slight embarrassment which he threw off instantly, and then clasped her fingers with his left hand.

“Why it’s Miss Fairchild,” he said, with a smile. “I’ll ask you to excuse the other hand; “it’s otherwise engaged just at present.”

He slightly raised his right hand, bound at the wrist by the shining “bracelet” to the left one of his companion. The glad look in the girl’s eyes slowly changed to a bewildered horror. The glow faded

from her cheeks. Her lips parted in a vague distress. Easton, with a little laugh, as if amused, was about to speak again when the other interrupted him.

The glum-faced man had been watching the girl with veiled glances from his keen, shrewd eyes. "You'll excuse me for speaking, miss, but, I see you're acquainted with the marshal here. If you'll ask him to speak a word for me when we get to the penitentiary he'll do it, and it'll make things easier for me there. He's taking me to Leavenworth prison. It's seven years for counterfeiting."

"Oh!" said the girl, with a deep breath and returning colour. "So that is what you are doing out here, Mr Easton? A marshal!"

"My dear Miss Fairchild," said Easton, calmly, "I had to do something. I saw this opening in the West, and--well, a marshalship isn't quite as high a position as that of ambassador, but--"

"And so now you are one of these dashing Western heroes," she said, warmly, "and you ride and shoot and go into all kinds of dangers. That's different from our old life."

The girl's eyes, fascinated, went back, widening a little, to rest upon the glittering handcuffs.

"Don't you worry about them, miss," said the other man. "All marshals handcuff themselves to their prisoners to keep them from getting away. Mr. Easton knows his business."

"Will we see you again soon back home?" asked the girl.

"Not soon, I think," said Easton.

"Say, Mr. Marshal," growled the glum-faced man. "This isn't quite fair. I'm needing a drink, and haven't had a smoke all day. Haven't you talked long enough? Take me in the smoker now, won't you? I'm half dead for a pipe."

The bound travellers rose to their feet, Easton with the same slow smile on his face.

"I can't deny a petition for tobacco," he said, lightly. "It's the one friend of the unfortunate. Goodbye, Miss Fairchild. Duty calls, you know."

He held out his hand for a farewell.

"It's too bad you are not going East," she said, reclothing herself with manner and style. "But you must go on to Leavenworth, I suppose?"

"Yes," said Easton, "I must go on to Leavenworth."

The two men sidled down the aisle into the smoker. The two passengers in a seat nearby had heard most of the conversation. Said one of them: "That marshal's a good sort of chap."

"Pretty young to hold a position like that, isn't he?" asked the other.

"Young!" exclaimed the first speaker, "why--Oh! Didn't you catch on? Say--did you ever know an officer to handcuff a prisoner to his right hand?"

Hearts and Hands: Text-Focused Questions

1. How are the two men described in the opening to the passage? How are they opposites?
2. What do we learn about Ms Fairchild in the beginning of the extract?
3. What crime has been committed and what is the punishment?
4. How does Ms Fairchild view the role of a marshal?

5. What excuse is given to end the conversation between two 'old friends'?
6. What was the twist revealed at the end? (HINT: are the men truly who they seem to be?)
7. What hints are there given throughout that all is not as it seems to be?

Task Three – Writing

The text above has lots of dialogue (speech) included. Complete the exercises below on speech marks:

Grade 4 Punctuation Worksheet

Quotation marks go around spoken words and their punctuation.

Add quotation marks and commas to the sentences as needed.

1. Are you going to fly to Florida? asked my friend, Frankie.

2. Ms. Johnson said Be kind to everyone in class. It's important to be a good friend.

3. The farmer needs help explained my grandpa planting seeds in the spring.

4. The police were very helpful when we needed them Jeff explained.

5. I am so sad you are moving! You are my best friend! Sammy cried.

6. Perhaps dad said we can get waffles for breakfast.

7. Tommy said I take the bus to school every day. It takes ten minutes for me to get there.

8. Add three cups of milk and two cups of water to the bowl explained the cook.



Commas and quotation marks

Grade 4 Punctuation Worksheet

Rewrite the sentences inserting commas where needed.

Commas always go inside the quotation marks.

"Eat your peas," mom said, "or there will be no dessert!"

1. "I can't believe we lost the game" Stephanie cried.

2. "The menu is always changing at this restaurant" the waiter explained.

3. "Robert has to concentrate in class" said the teacher "or else he will fail the test."

4. This year we will be reading some great poems including "Snowy Day" "Golden Arch" and "Tan."

5. Diana Ross sings the songs "Reach Out and Touch" "Ain't No Mountain High Enough" and "Remember Me."

6. "Stop jumping around" yelled Mr. Farmer "because you could fall and hurt yourself."

7. "Give the letter to the mailman" dad said "so he can deliver it to grandma."

8. "I can't believe I left my cell phone on the school bus" Tessa said.

