

KS3: Literacy Booklet

Literacy Skills Builder: Year 8.



Name:

Form Group:

CAPITAL LETTERS AND FULL STOPS



- ☒ Every sentence begins with a capital letter and ends with a full stop, except when a question mark or exclamation mark is needed.
- ☒ Proper nouns- the names of important people, places or objects- also need a capital letter.

A) Punctuate the following sentences, using capital letters and full stops where necessary.

1. mandy threw the apple sauce out of the window, right onto matt's head
2. belgium and france fought over who would host the olympic games
3. noah landed his ark on mount sinai when the flood waters receded
4. mr jones visited doctor barnsley on wednesday
5. coronation street and eastenders are shown on tv every day

B) Link each person with their address and punctuate both using capital letters

george bush	hogwarts school
tony blair	buckingham palace
paddington bear	darkest peru
sherlock holmes	stratford upon avon
queen elizabeth	ten downing street
harry potter	bag end, hobbiton
vera duckworth	221b baker street
william shakespeare	the white house
bilbo baggins	starship enterprise
captain jean-luc picard	the rovers return

Punctuate the following sentences, using full stops and capital letters where appropriate.

1. the man bought the newspaper he was an avid reader of the sun
2. jill ran up the hill with jack they needed to fetch a pail of water
3. the must-see film of the year is the new spiderman movie it stars tobey mcguire
4. on wednesday and thursday I am travelling to russia on the orient express

5. simon cowell is a judge on x-factor
6. liverpool football club have won many trophies
7. the beatles claimed they were more famous than god
8. the great wall of china was built by shih huang ti his title was first emperor of china
9. the mediterranean sea is a favourite holiday destination for british tourists
10. in 1989 a war broke out between the british and the boers in south africa
10. peter rabbit is a famous fiction character



EXCLAMATION MARK

- ☒ An exclamation mark should be used sparingly and only for genuine exclamations.

1. It is used to express strong or sudden feelings. E.g.

Help! Ouch, that hurts!

2. It is used to emphasise a command or strong viewpoint.

E.g. Go away! I'm not telling you! Beware!

A) The following are situations in which an exclamation mark could be used.

Think up a suitable interesting exclamation for each situation.

E.g. Lost- "Help! I think I'm lost!"

1. Football match.

2. Fire in a house.

3. Accident.

4. In deep water.

5. Surprise party.

6. A mouse under your chair.

7. Seeing a beautiful sight.

8. Going into battle.

9. The Olympics.

10. Seeing a ghost.

B) Study the pictures below and then think up interesting, original exclamations for the speech bubbles.

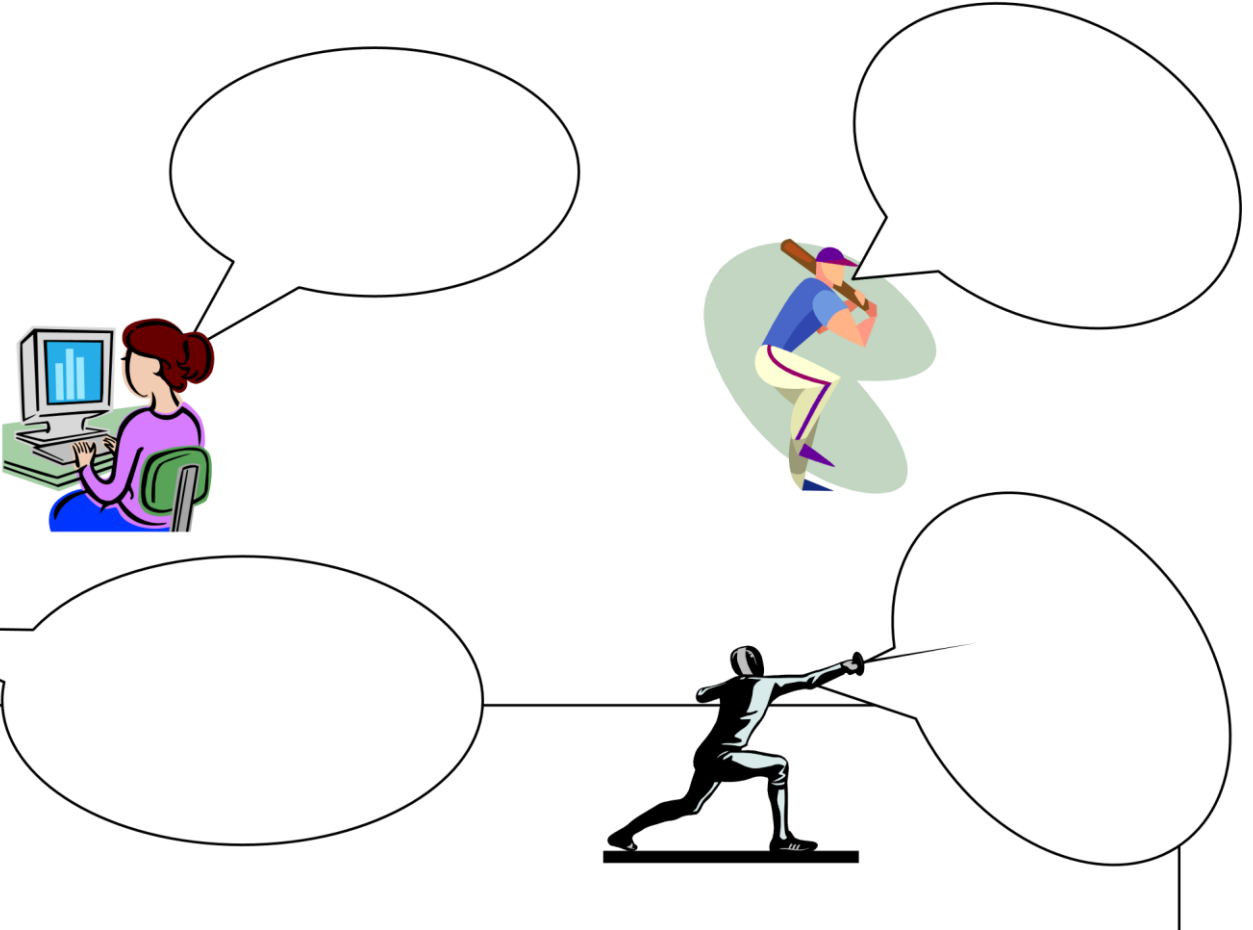
Remember to use an exclamation mark!

Direct questions end in a question mark. E.g. Are you going to the store?



1. Indirect questions **DO NOT** end in a question mark. E.g. I asked if you were going to the store.

2. In direct speech, sometimes an apparent statement may be a question, depending on the speaker's tone. E.g. "You will



be happy here?" Mum asked.

3. The question mark is used after a statement followed by a short question. Notice the use of the comma before the question. E.g. You are the shortest person here, aren't you?



A) Write answers to the following questions. Use full sentences.

1. What are you most afraid of in the world?

2. What is your earliest memory?

3. Who is the person who has influenced you and why?

4. If you could be anywhere in the world right now, where would you be and why?

5. How are you feeling right now?

Now it is your turn to write some questions of your own!

B) Write interesting, original questions about the following topics:

Christmas time:

Homework:

Birthday present:

Going on holiday:

Ordering at a restaurant:

C) Read the report below.

What questions might have been asked to solve the crime?

It was really dark and misty so visibility was poor. They arrived in a red Mercedes convertible. The driver was large and bald and had a tattoo of a skull on his arm. The two other men ran into the jewellery store, pulling ski masks over their faces as they did so. About three minutes later I heard a gunshot and the two men ran out, carrying several small black sacks. The car sped off in the direction of the freeway.



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

COLONS

☒ A colon is used to:

1. Introduce a list.

E.g. He bought the groceries: eggs, butter, jam, sugar and pot noodles.

2. Introduce a title or quotation.

E.g. His words echoed in my head: "Do unto others only good!"

3. Separate contrasting parts of a sentence.

E.g. The good are saved: the bad are damned

A) Punctuate the following sentences, inserting colons where necessary.

1. We shall fight on the beaches we shall never surrender.
2. The good die young the wicked live forever.

3. Peace to those I love strife to my enemies.
4. Bright is the day dark is the night.
5. Behind me lay despair in front, only hope.

B) Punctuate the following sentences, inserting colons and commas where necessary.

1. I took five items my jacket a fishing rod a peanut butter sandwich a tooth pick and a pen knife.
2. The guest list read as follows Rev. Bill Hinter Lady Smythe-Bottom Gordon James and Dizzy the Clown.
3. These were the reasons for his odd behaviour fear of the dark fear of confined spaces fear of spiders and way too much caffeine that morning.
4. Certain people are legends Marilyn Monroe James Dean Houdini and Charlie Chaplin.
5. He shook with fear when he saw what lay before him a rocky path a steep slippery slope a cliff edge and a fifty foot drop into the unknown.

c) Punctuate the following sentences, inserting colons, commas and capital letters.

6. charles dickens wrote 'a tale of two cities' 'little dorrit' 'a Christmas carol' and 'bleak house' amongst others.
7. exams will take place this week monday tuesday before break thursday afternoon and friday in place of assembly.
8. the guests arrived early lady ponsonby in diamonds and a white fur coat lord picklenoze with a glamorous girl on each arm mr carruthers with half the contents of a bottle of whisky already under his belt and the luscious honourable miss hilly flower in a very short very shiny dress.

SEMI- COLONS



- ☑ The semi-colon is stronger than a comma but not as strong as a full stop. It separates two groups of words which could be two sentences but which are so closely linked in subject matter that a full stop would be too strong.

E.g. The criminal surrendered; he was defeated.

- ☑ The semi-colon is also used in a list when commas are already needed in the phrases contained in that list.

E.g. You need: four eggs, lightly beaten; one spoon of nutmeg, grated finely; and a pint of milk.

A) There are ten pairs of sentences in this Exercise. Each pair of sentences has been joined together using a conjunction. Rewrite each pair replacing the conjunction with a semi-colon. Check that each side of the semi-colon can stand as a sentence in its own right.

1. Sara watched television after she had finished her homework.

2. The baby was crying because he was hungry.

3. The old man shivered violently because it was bitterly cold.

4. Mum told him to brush his hair because it was a total mess.

5. She read the book which was an adventure story.

6. The children went home tired and hungry because they had had enough.

7. I shall take some of the library books back now but the others will have to wait.

8. She had worked very hard for the exam and she hoped it would be enough.

9. It was a warm, sunny day so they decided to go to the seaside.

10. The parcel had been badly wrapped and some of the contents were showing.

DIRECT SPEECH



☒ Direct speech is the exact words spoken. Inverted commas are used to mark the beginning and the end of the speech. Whenever a new person speaks, a new line must be started. E.g. "Hello, Tom!" John called.

"Tom, my friend!" John exclaimed. "It is great to see you!"

☒ Direct speech that contains the word 'SAID' too often can appear flat and boring. Instead, use interesting words to describe the way the person is speaking. Maybe they are whispering or shouting or mumbling?

A) Fill in the table below with as many words as possible that you can think of to replace the word 'SAID'. A few examples have been done for you.

LOUD	SOFT	POSITIVE	NEGATIVE
yelled	murmured	exclaimed	moaned

B) In each of the following sentences, replace the word 'SAID' with a better word.

1. "Ouch! You're standing on my foot!" Jim said.
2. "Mmm, I've been looking forward to this chocolate all day!" Lizzie said.
3. "Hurry! The bus is about to leave!" Percy said.
4. "Go, Rangers, go!" Tim said.
5. "I wonder if this will work," the scientist said.

Re-write your sentences here:

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

C) Write a descriptive, direct speech sentence for each of the following situations.

E.g. Building a fence- "Whew! This is really hot work!" I panted, wiping my brow.

1. Flagging down a taxi.
2. Breaking up for half term.

3. Returning a faulty item.
4. Meeting an old friend.
5. Speaking to your deaf great-uncle.
6. Visiting a zoo.
7. Getting a small baby to sleep.
8. Witnessing a robbery.
9. Entering a haunted mansion.
10. Playing sport.



Write your direct speech sentences below:

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

APOSTROPHES



- ☒ Apostrophes are used to show where letters have been left out of words.

E.g. They're = They are Can't = Cannot I've = I have

A) Firstly, identify the words that could be contracted (shortened) and then rewrite the passage so that it does not sound so formal.

If you have nothing better to do with your free time, you are welcome to come and stay with us. You cannot imagine what fun we have here! I am not exaggerating when I say that it will be the best experience of your life! You will make new friends and they will remain your friends for life. Mr Toob, who is camp coordinator, is great! He has had many years experience and he will ensure that you have the time of your life! I have been to camp every summer for five years now and I am still finding something new to do every day. If you have not been to camp before, you should not worry as it is not a frightening experience and, if you feel afraid of any task, you do not have to try it. You need not buy expensive equipment either as we will provide everything you will need. It will be great to see you!

B) Contract the following words. Write them in the space below:

He is	We will	We are	I am	Does not
You will	Were not	They have	I will	Have not
It will	Could not	We would	Let us	When is
You are	Who is	She would	Will not	cannot
Shall not	Are not	Would not	Do not	They will

Example: He is: He's



C) Carefully study the differences between the words below and then use these words to fill in the spaces in the passage below.

There's (there is) They're (they are) Their (belonging to them)

There's their kayak which they're taking with them to the river

Who's (who is) Whose (possession)

Who's dating the girl whose sister is Miss New Zealand.

You're (you are) Your (possession)

You're going to lose your slice of cake if you do not eat it quickly.

It's (it is) its (possession)

It's time the cat ate its dinner.

Now complete the passage below using the correct contractions:

There's They're Their

Who's Whose

You're Your

It's Its

_____ the most popular actress of this decade? _____ about to find out! _____ pretty obvious that she is a person _____ acting skills equal her beauty. _____ guess might include people like Kiera Knightley or Julia Roberts, and, of course, _____ very glamorous actresses. However, _____ one woman _____ head and shoulders above the rest. Film fans would all agree that _____ favourite actress is Cameron Diaz, _____ comedy acting is all that _____ talking about!



APOSTROPHES

Apostrophes are used to indicate possession. E.g.

The dog's tail = the tail of the dog.

- ☒ If the owner ends in 's' already, you can just add the apostrophe without the 's'

E.g. The car belonging to Chris = Chris' car.

- ☒ If a word ends in 's' because it's a plural then you don't need another 's' when you add an apostrophe. E.g. babies, churches....

- ☒ It's easier when a plural doesn't end in 's' - then you go back to normal and add an apostrophe and an 's'.

E.g. The nest of a family of mice = the mice's nest.

- ☒ There are some words that **don't** need an apostrophe when they're showing ownership. They are possessive pronouns - mine, yours, his, hers, ours, theirs, its.

A) Use apostrophes with an s to change the clumsy phrases below into a quicker way of saying the same thing.

E.g. The head belonging to the man = the man's head.

1. The hutch belonging to the rabbit.

2. The football belonging to Nat.

3. The scar belonging to Carlos.

4. The wheel belonging to the truck.

5. The leg belonging to the horse.

B) Add apostrophes to these sentences where needed.

1. It's the boys turn to go first because the girls went first last time.
2. He was never allowed to forget the time he went into the ladies changing room by mistake.
3. Put all the babies pictures together so we can pick out a winner.
4. People always seem to find footballers haircuts very interesting.
5. The nurses meeting went on for three hours.

C) Match the word to the sentence, using apostrophes to show ownership.

Children Men Sheep lice Aircraft

1. I don't know why _____toilets are always smellier than women's.
2. Our house is right under a flight path so we can hear the _____ engines all night.
3. The sponsored walk raised £300 for the _____ playground.
4. In my story, a boy had to eat seven _____ eyes.
5. Head _____ size and colour make them difficult to see in anyone's hair.

SENTENCES



✓ **A sentence is a group of words that makes complete sense by itself.**

A sentence may be:

✓ **A statement-** 'Today's winner is Saul'

✓ **A question-** 'Who chose this tie?'

✓ **A command-** 'Give me all your money!'

✓ **An exclamation-** 'I don't believe it!'

✓ Sentences usually have a **subject**- who or what the rest of the sentence is about.

✓ Sentences also have an **object**- who or what has been affected by the action of the verb.

✓ A **verb** is a doing word. It forms the heart of every sentence.

A) Circle the verbs in each sentence.

Example: The teacher shouted at the naughty pupil.

1. I read my book from cover to cover.
2. The girls chased the dog across the field.
3. I wrote neatly in my new book.
4. I coughed and sneezed because I had a cold.
5. The robbers smashed the window and entered the warehouse.
6. The man stopped and turned when he heard me shout his name.
7. I gave my friend some of my sweets. I thought she would be pleased.
8. I wished that I could come top in the test.
9. I knew that I would not win the race.
10. The dog plodded along beside his owner.

B) Underline the *subject* and the *object* in each sentence in different colours.

1. The dog runs around the field wildly.
2. Dad bought a new car.
3. My teddy fell off the bed.
4. I walk away from the building.
5. The ring glittered on my finger.
6. George jumps over the gate every morning.
7. Melanie watched a sad film.
8. The teacher gave the pupil a gold star.
9. I bought a present for my sister.
10. The paper boy delivers my newspaper late most days.

C) There are ten verbs in the box below. Use each one to make a sentence of your own. Underline the verb, subject and object in each sentence, in different colours. (*Hint! Not all of your sentences will include an object!*)

whistle	give	throw	grab	skip
take	whisper	catch	buy	sing

Write your sentences here:



COMMAS

The **comma** is a punctuation mark used:

- to indicate a **slight pause** between the different part of a sentence
- to mark off **additional information** about the subject of a sentence
- to separate the **names of people** spoken to
- to separate **items in a list**
- to separate two or more adjectives which define the same noun
- to separate the verb of saying from the words spoken in direct speech

A) Add the necessary commas to the sentences

1. Being first to arrive he sat down in the front row.
2. Having washed her face she brushed her hair.
3. Frightened by the tremendous explosion the soldiers bolted to their dug-out.
4. Exhausted after the cross-country competition they lay down to rest.
5. Leaping the fence she raced across the fields to her home.
6. Dr Brookes and Mrs Johnson the receptionist are doing a sponsored run.
7. Served with milk and sugar cornflakes are a great breakfast.
Bruce told her to be quiet but she started to growl.
8. Tom began to sing and I decided to study on my own.
9. I like bacon eggs sausage fried toast and orange juice for my breakfast.

B) The following sentences all contain additional information about the subject of each sentence. Add the necessary commas.

1. Roald Dahl who died a few years ago wrote many books for children.
2. History one of my favourite subjects it is about how people used to live.
3. Mr Joyce our headteacher came to our school in September 1997.
4. Mount Everest the highest mountain in the world is in Nepal.

C) Write five sentences of your own in which you provide some additional information about the subject of each sentence.

1.

2.

3.

4.

5.

PARAGRAPHS

A paragraph is a group of sentences. These sentences talk about the same thing, or follow on from each other.

Every time you start a new paragraph, you're showing something new has happened:

- ☒ When you talk about a new person
- ☒ Each time a person speaks
- ☒ When you start writing about a new place
- ☒ When your answer moves to a different time.

A) Write the letters of the paragraphs in the order in which they happened.

- A- He took us to the hall for an assembly where the Head welcomed us and made some jokes no one understood, and then we went to our form room. Our teacher really confused us with timetables and school rules.
- B- When the bell rang for the start of school we all had to line up in rows. Our form teacher came to collect us and showed us around the place. It didn't look too bad and a gorgeous smell drifted out of the dinner hall.
- C- Before we knew it, it was break time. We ran into the playground and stuck together for safety. The rest of the day was a blur and when I got home I fell asleep in front of the television.

D- I felt better when I met my mates at the bus stop. We all looked new and felt small compared to the big kids. They all started trying to frighten us with stories about what would happen to us at the big school. We all tried to look brave, but I felt sick again.

E- That morning I got up with a sick feeling inside. I didn't want any breakfast and my mum kept fussing over me. I felt a right idiot with my new bag and my new blazer, two sizes too big.

B) Listed below are some of the different types of paragraphs from the story above. For each one, say what job you think it does for the story.

1. The introduction
2. The conclusion
3. the second paragraph

**C) Are the following sentences from a conclusion or an introduction?
(Write C or I next to each sentence)**

1. Finally...
2. The worst which can happen is...
3. The last stage in programming the video is....
4. It all started when....
5. Teachers and pupils can never agree over school rules...
6. In conclusion, fox hunting should be banned because....



Homophones

Homophones are words which sound alike but usually have different meanings eg. wood and would.

A) Read the extract and decide which homophone word is correct. Write it in the gap.

through/threw
missed/mist

gate/gait
council/counsel

road/rode

vale/veil

passed/past

The marathon runners moved * _____ the * _____
and out onto the * _____. As the early morning * _____ came
down like a * _____ over the town, they were last seen going
* _____ the local * _____ chambers before they disappeared from
view.

**B) Identify the homophones by underlining them Write the
correct homophones above the incorrect ones.**

The first has been done for you.

made

It maid me sew mad because eye wanted the other team

too win. The hole fielding team seamed to have to left

feat and couldn't throw the ball inn the write place.

Never mined, next time they'll play better.

**C) Write as many other homophone pairs you can think of. Check the
spelling of each word carefully. Be prepared to read your list aloud
and spell the words.**



CONNECTIVES

Two or more ideas joined together with 'and', 'but' or 'or' -

COMPOUND SENTENCE

A sentence with two or more ideas not joined with 'and', 'but' or 'or'
(often the ideas are linked with other words and / or commas)

COMPLEX SENTENCE

☒ A sentence with one idea- **SIMPLE SENTENCE**

A)

How many ideas are there in each of the following sentences?

1. Sarah had to run in order to catch her plane.
2. Sarah had to run so that she would catch her plane.
3. Sarah had to run, as he had to catch her plane.
4. Sarah had to run to catch her plane.
5. Sarah had to run because she needed to catch her plane.
6. Sarah had to run so as to catch her plane.

b) Can you add some connectives to the table?

<u>Same</u>	<u>Different</u>
Similarly	However



TENSES

☒ The word 'tense' refers to when things take place: in the past, present or future

E.g.

Past = I liked it

Present = I like this

Future = I will like this

A) Put each of these sentences into the past tense

1. "I can't talk now; I'm driving in the motorway fast lane at ninety miles per hour."
2. "This is the most exciting World Cup game I've ever seen."
3. "The suspect is now leaving the building via the underground car park."
4. "I'm finding it hard to breathe and I can't concentrate properly."
5. "Where is the light switch? The room is in total darkness."

Rewrite them in past tense:

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

B) Changing the tense from past to present can make things seem more real- as if they're happening now.

Rewrite these sentences by putting them into the present tense E.g.

I'd hurt myself badly = I'm in a lot of pain right now.

1. I didn't know what was happening.
2. We had found her mobile phone in the cloakroom.
3. I had walked all day and night.
4. The game finished hours ago.
5. I was having a lovely holiday.
6. She'd been unhappy for a while.

C) The sentences below have been changed from the present to the future tense. Fill in the gaps with the correct words from the box. You can use them more than once.

Going be to will shall

1. Your mum is waiting for you there - Your mum _____ waiting for you there.
2. This is working. - This _____ work.
3. We are having afternoon tea with the Queen. - We _____ have afternoon tea with the Queen.
4. I am working in the supermarket. - I am _____ work in the supermarket.

D)

Write out a sentence for each of the following sentences. One should be in the past tense, one in the present, and one in the future.

1. Watching a film at the cinema.
2. Being ill with flu.
3. Eating an expensive meal.

Harry Potter by J. K. Rowling

Reading comprehension : Read the extract and answer the questions in as much detail as possible.



Harry had never been to London before. Although Hagrid seemed to know where he was going, he was obviously not used to getting there in an ordinary way. He got stuck in the ticket barrier on the Underground, and complained loudly that the seats were too small and the trains too slow. "I don't know how the Muggles manage without magic," he said as they climbed a broken-down escalator that led up to a bustling road lined with shops.

Hagrid was so huge that he parted the crowd easily; all Harry had to do was keep close behind him. They passed book shops and music stores, hamburger restaurants and cinemas, but nowhere that looked as if it could sell you a magic wand. This was just an ordinary street full of ordinary people. Could there really be piles of wizard gold buried miles beneath them? Were there really shops that sold spell books and broomsticks? Might this not all be some huge joke that the Dursleys had cooked up? If Harry hadn't known that the Dursleys had no sense of humour, he might have thought so; yet somehow, even though everything Hagrid had told him so far was unbelievable, Harry couldn't help trusting him. "This is it," said Hagrid, coming to a halt, "the Leaky Cauldron. It's a famous place."

For a famous place, it was very dark and shabby. A few old women were sitting in a corner, drinking tiny glasses of sherry. One of them was smoking a long pipe. A little man in a top hat was talking to the old bartender, who was quite bald and looked like a toothless walnut. The low buzz of chatter stopped when they walked in. Everyone seemed to know Hagrid; they waved and smiled at him, and the bartender reached for a glass, saying, "The usual, Hagrid?" "Can't, Tom, I'm on Hogwarts business," said Hagrid, clapping his great hand on Harry's shoulder and making Harry's knees buckle.

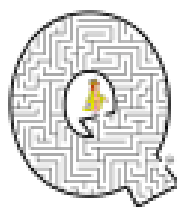
"Good Lord," said the bartender, peering at Harry, "is this? Can this be?" The Leaky Cauldron had suddenly gone completely still and silent. "Bless my soul," whispered the old bartender, "Harry Potter... what an honor." He hurried out from behind the bar, rushed toward Harry and seized his hand, tears in his eyes. "Welcome back, Mr. Potter, welcome back!" Harry didn't know what to say. Everyone was looking at him. The old woman with the pipe was puffing on it without realizing it had gone out.

Hagrid was beaming. Then there was a great scraping of chairs and the next moment, Harry found himself shaking hands with everyone in the Leaky Cauldron. "Doris Crockford, Mr. Potter, can't believe I'm meeting you at last." "So proud, Mr. Potter, I'm just so proud." "Always wanted to shake your hand, I'm all of a flutter." "Delighted, Mr. Potter; just can't tell you, Diggle's the name, Dedalus Diggle." "I've seen you before!" said Harry, as Dedalus Diggle's top hat fell off in his excitement. "You bowed to me once in a shop." "He remembers!" cried Dedalus Diggle, looking around at everyone. "Did you hear that? He remembers me!" Harry shook hands again and again; Doris Crockford kept coming back for more.

A pale young man made his way forward, very nervously. One of his eyes was twitching. "Professor Quirrell!" said Hagrid. "Harry, Professor Quirrell will be one of your teachers at Hogwarts." "P-P-Potter," stammered Professor Quirrell, grasping Harry's hand, "c-can't t-tell you how p- pleased I am to meet you." "What sort of magic do you teach, Professor Quirrell." "D-Defense Against the D-D-Dark Arts," muttered Professor Quirrell, as though he'd rather not think about it. "N-not that you n-need it, eh, P-P-Potter?" He laughed nervously. "You'll be g-getting all your equipment, I suppose. I've g-got to p-pick up a new b-book on vampires, m-myself." He looked terrified at the very thought.

But the others wouldn't let Professor Quirrell keep Harry to himself. It took almost ten minutes to get away from them all. At last, Hagrid managed to make himself heard over the babble. "Must get on -- lots ter buy. Come on, Harry." Doris Crockford shook Harry's hand one last time, and Hagrid led them through the bar and out into a small, walled courtyard, where there was nothing but a trash can and a few weeds.

Hagrid grinned at Harry. "Told yeh, didn't I? Told yeh you was famous."



Questions

1. What did Hagrid complain about on the way to London?
2. Which types of shop did Harry and Hagrid pass on their way through London?
3. What is the name of the pub they enter before going to Diagon Alley?
4. How does J. K. Rowling describe the bartender?
5. Who did he meet in the pub?
6. Who has Harry met before? Can you explain why Harry remembers him?
7. What do we learn about Professor Quirrell in this extract?
8. How is Hagrid portrayed in this extract?
9. How is Harry portrayed in this extract?

