



MODULE 12 WORKBOOK

Language, Punctuation and Sentences

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PODS

Before continuing, make sure you have watched and have access to the following Pods. To find these, simply log in to GCSEPod and enter the codes given into the search bar, or click the titles below if you're using this PDF on a computer.

Title	Pod Code
1. Punctuation 1: Full Stops, Question Marks, Exclamation Marks and Capital Letters	ENG-77-003
2. Sentences	ENG-77-001
3. Literary Devices and the Effects Used by Writers	ENG-153-006

LESSON 1

Punctuation

Pod

- Punctuation 1: Full Stops, Question Marks, Exclamation Marks and Capital Letters**
ENG-77-003


 Click the Pod name to watch it now on [gcsepod.com](https://www.gcsepod.com), or type the code into the search bar on the GCSEPod website!

Quiz

Watch the pod and answer True (T) or False (F) to the following statements.

Statement	T/F
1. You should use a full stop at the end of a sentence.	
2. You should use full stops between letters or initials.	
3. There is only one occasion when you need to use a question mark.	
4. Exclamation marks shouldn't be overused.	
5. Exclamation marks are used to emphasise weak emotions.	
6. You should use a capital letter at the start of a sentence.	
7. The pronoun 'I' doesn't need to be a capital.	
8. Initials should be in capitals.	
9. You should use a capital letter at the start of speech.	
10. Names or proper nouns should begin with capital letters.	

PRACTISE

Choose the right punctuation to end each of the sentences below.

1. Give the orange juice to your sister, now

- a. !
- b. ...
- c. ?

2. Do you want peanut butter on your toast

- a. a.!
- b. b..
- c. c.?

3. Help me with the dishes

- a. !
- b. .
- c. ...

4. Tell Quentin that it's time to get up

- a. !
- b. .
- c. ?

5. You are in trouble again

- a. !
- b. .
- c. ?

6. Why won't you drive me to school

- a. !
- b. .
- c. ?

7. How many times do I have to ask you

- a. !
- b. .
- c. ?

8. Amazing news

- a. !
- b. .
- c. ?

9. Don't forget to call

- a. !
- b. .
- c. ?

10. Oh no, my tyre is flat

- a. !
- b. .
- c. ?

Rewrite these sentences adding capital letters in the correct places.

1. jack had forgotten his text book again!

.....

2. he loved sports such as cricket.

.....

3. soon after i saw theo, i started to feel ill.

.....

4. manchester united would be playing chelsea in the fa cup.

.....

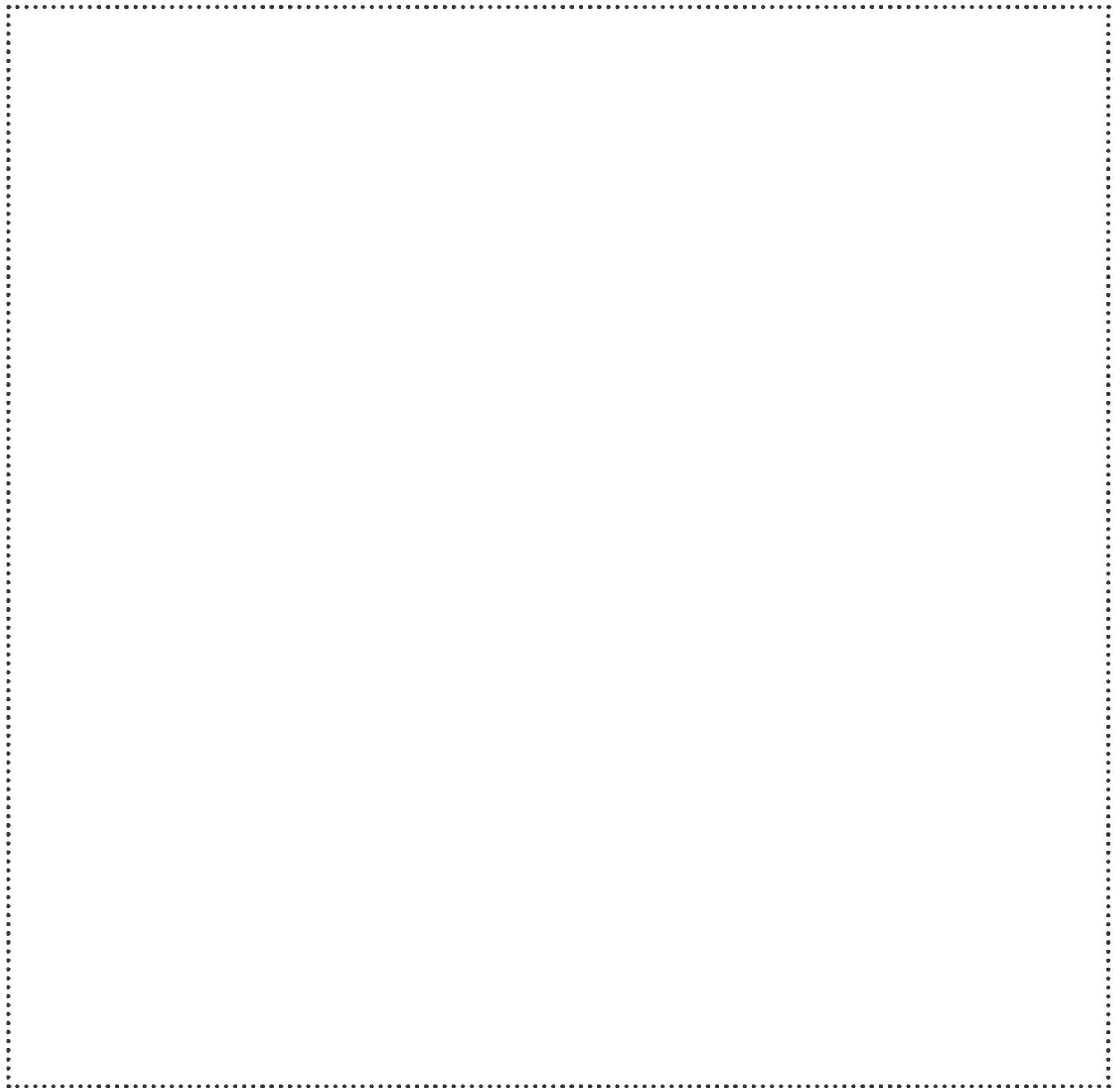
5. the nurse asked, 'have you eaten anything unusual?'

.....

APPLY

For this section, a teacher should preferably review your work.

1. Write the opening paragraph to a story with the title 'A Day to Remember'.
Try to use a range of punctuation and put all capital letters in the correct place.



LESSON 2

Sentences

Pod

- **Sentences**
ENG-77-001



Click the Pod name to watch it now on gcsepod.com, or type the code into the search bar on the GCSEPod website!

Quiz

Watch the pod and answer the questions below. Circle your chosen answers.

1. Which of the below are types of sentences? Choose two:
 - a. A statement
 - b. A paragraph
 - c. A poem
 - d. An exclamation

2. What type of sentence is this: 'Would you like a cup of tea?'
 - a. Statement
 - b. Question
 - c. Request or demand
 - d. Exclamation

3. What type of sentence is this: 'Make me a cup of tea.'
 - a. Statement
 - b. Question
 - c. Request or demand
 - d. Exclamation

4. What type of sentence is this: 'I don't like sugar in my tea.'
 - a. Statement
 - b. Question
 - c. Request or demand
 - d. Exclamation

5. What type of sentence is this: 'This tea is disgusting!'
 - a. Statement
 - b. Question
 - c. Request or demand
 - d. Exclamation

6. A statement sentence must contain:
 - a. a noun and an adjective
 - b. an adverb and a verb
 - c. a subject and a verb
 - d. a subject and a noun

7. The subject of the statement sentence is [choose two]:
 - a. describing the action
 - b. who or what the sentence is about
 - c. usually placed before the verb in the sentence
 - d. used to hook the reader in

8. The verb in the statement sentence is (choose two):
- a. information about an action
 - b. who or what the sentence is about
 - c. usually placed after the subject in the sentence
 - d. used to hook the reader in
9. A verb can be used:
- a. to describe
 - b. instead of a name
 - c. to compare
 - d. to give information about a state or condition
10. A verb can also be used:
- a. to link the subject to the rest of the sentence
 - b. instead of a name
 - c. to compare
 - d. to describe

PRACTISE

1. A **verb** is an action or 'doing' word, sometimes linking the subject to the rest of the sentence. Highlight the **verb(s)** in the sentences below:
 - a. Rich sprinted to the bus stop.
 - b. Abdi was tired after a long day at college.
 - c. Tia left her umbrella on the train.
 - d. Cora loved a warm bubble bath.

2. An **adverb** is used to describe the verb. For example, in 'He ran quickly,' *ran* is the verb and *quickly* is the adverb. Highlight the **adverb(s)** in the sentences below:
 - a. Lucy looked around nervously.
 - b. He swims well.
 - c. Dexter strode confidently into the interview.
 - d. Sara knitted the jumper expertly.

3. The **subject** of the sentence is who or what the sentence is about. Highlight the **subject** in the sentences below:
 - a. Lucy looked around nervously.
 - b. Jon felt anxious about the performance.
 - c. Ahmed strode confidently into the interview.
 - d. She knitted the jumper expertly.

4. A **noun** is the word in a sentence that names a person, place or thing, e.g. in 'Lucy looked around nervously,' *Lucy* is the noun in this sentence. Highlight the **noun(s)** in the sentences below:

- a. Daisy loved to watch soap operas.
- b. The cat snoozed by the fire.
- c. The table wobbled under the weight of the food.
- d. London is a great holiday destination.

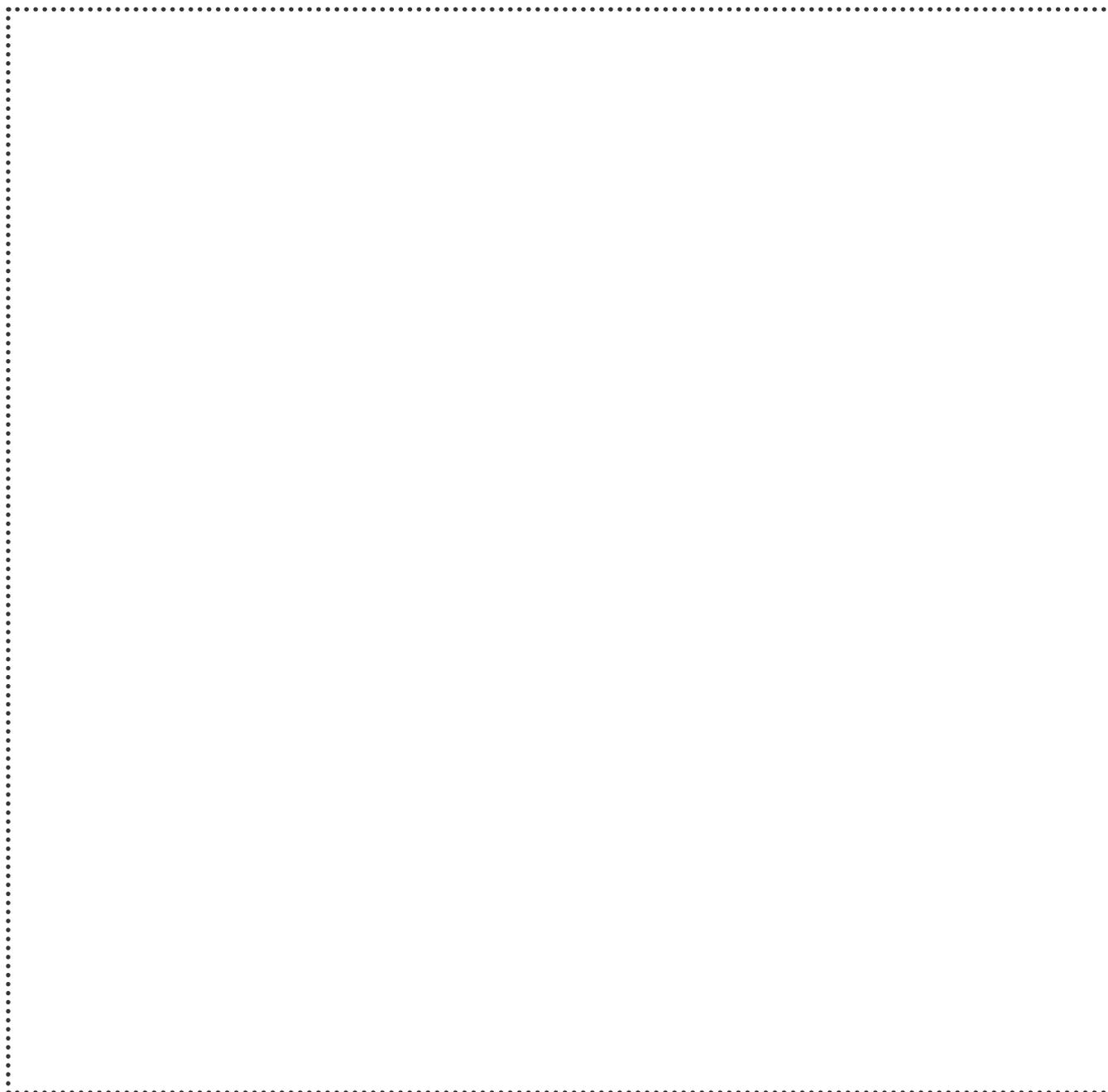
5. **Adjectives** are words that describe a noun. For example, in 'The lazy cat hadn't moved all day,' *lazy* is the adjective in this sentence. Highlight the **adjective(s)** in the sentences below:

- a. Liam was angry with everyone today.
- b. The kitchen table was dirty.
- c. The clock was taller than the door.
- d. It had been a lazy morning.

APPLY

For this section, a teacher should preferably review your work.

1. Write a paragraph describing your favourite meal.
Try to use a range of different word and sentence types.



LESSON 3

Language and Sentences: Taking Things Further

Pod

- **Literary Devices and the Effects Used by Writers**
ENG-153-006



Click the Pod name to watch it now on gcsepod.com, or type the code into the search bar on the GCSEPod website!

Quiz

Watch the pod and answer the following questions. Circle your chosen answers.

1. Which of the below are types of sentences? Choose two:
 - a. A statement
 - b. A paragraph
 - c. A poem
 - d. An exclamation

2. What type of sentence is this: 'Would you like a cup of tea?'
 - a. Statement
 - b. Question
 - c. Request or demand
 - d. Exclamation

3. What type of sentence is this: 'Make me a cup of tea.'
 - a. Statement
 - b. Question
 - c. Request or demand
 - d. Exclamation

4. What type of sentence is this: 'I don't like sugar in my tea.'
 - a. Statement
 - b. Question
 - c. Request or demand
 - d. Exclamation

5. What type of sentence is this: 'This tea is disgusting!'
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 - b. Question
 - c. Request or demand
 - d. Exclamation

6. A statement sentence must contain:
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 - b. an adverb and a verb
 - c. a subject and a verb
 - d. a subject and a noun

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 - b. who or what the sentence is about
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9. A verb can be used:
- a. to describe
 - b. instead of a name
 - c. to compare
 - d. to give information about a state or condition
10. A verb can also be used:
- a. to link the subject to the rest of the sentence
 - b. instead of a name
 - c. to compare
 - d. to describe
11. Literary devices are specific techniques that a writer uses to create an effect:
- a. True
 - b. False
12. Alliteration is when two or more words close together begin with the same sound. Select the example of alliteration from the list below:
- a. Rough, prickly surface
 - b. Rough, tough surface
 - c. Jagged, sharp surface
 - d. Smooth, silky surface

13. Similes make a comparison between two things using 'like' or 'as'. Select the simile from the list below:
- a. Her hair was gold.
 - b. Her golden hair shone brightly.
 - c. Her hair shone like gold.
 - d. Her hair was golden.
14. Metaphors suggest a comparison between two things – but you are saying one thing is the same as the other and you don't use 'as' or 'like'. Select the metaphor from the list below:
- a. The assignment was a breeze.
 - b. The assignment was as easy as a walk in the park.
 - c. The assignment was really easy.
 - d. The assignment caused Sally problems.
15. Personification is when human characteristics are given to non-human objects. Select the personification from the list below:
- a. The table leg was broken.
 - b. The wind blew around.
 - c. The wind whispered.
 - d. The table leg jutted out at an angle.
16. Onomatopoeia is when a written word sounds like the noise it is describing. Select the onomatopoeia from the list below:
- a. Cut
 - b. Cry
 - c. Sizzle
 - d. Haunt

17. Repetition is when the same word or phrase appears more than once. Select the repetition from the list below:
- a. The fire was very hot.
 - b. The fire was very, very hot.
 - c. The heat from the fire was very hot.
 - d. The blazing fire heated the room.
18. Connotations are the things we associate with certain words. Select the appropriate connotations for the word 'Red' from the list below:
- a. Red = calm, pure, otherworldly
 - b. Red = nature, water, happiness
 - c. Red = drama, danger, anger
 - d. Red = good, safe, secure
19. For language and structure questions, you achieve the most marks for how effectively you discuss the effect of the language or structure:
- a. True
 - b. False

PRACTISE 1

1. What is a noun?
 - a. A 'doing' word
 - b. A person, a place or a thing
 - c. Describes a noun
 - d. Acts instead of a noun: I, You, She, It , This

2. Highlight the nouns in the list below:
 - a. Running
 - b. Dog
 - c. Snake
 - d. Fast
 - e. Angry
 - f. Home

3. What is a verb?
 - a. A 'doing' word
 - b. A person, a place or a thing
 - c. Describes a noun
 - d. Acts instead of a noun: I, You, She, It, This

4. Highlight any verbs in the sentence below:

Sophie slammed the door and ran upstairs, sobbing.

5. What is a pronoun?
- a. A 'doing' word
 - b. A person, a place or a thing
 - c. Describes a noun
 - d. Acts instead of a noun: I, You, She, It, This

6. What is an adjective?
- a. A 'doing' word
 - b. A person, a place or a thing
 - c. Describes a noun
 - d. Acts instead of a noun: I, You, She, It, This

7. Highlight the adjectives in the list below:
- a. Interesting
 - b. Difficult
 - c. Sniggered
 - d. Emotion
 - e. Sophie

8. Write a sentence explaining what a simile is.

.....

9. Create a simile about your current environment.

.....

10. Write a sentence explaining what a metaphor is.

11. Which of the sentences below are similes and which are metaphors?

His hug was like a warm blanket being wrapped around me.	
My feet were lead as I ran through the sludge.	
Her eyes were lasers, staring right through me.	
It was like waking up in a dream.	

12. What is personification?

13. What is the effect of the personification in the following sentence?

The police car prowled the village, its surveying eyes searching the streets for a criminal.

14. What is hyperbole?

15. Rewrite this sentence into a longer sentence and then paragraph using hyperbole to add interest.

The ice was thick on the ground.

PRACTISE 2

Read the sentence chains below and have a go at making the changes. You might want to do additional research or review the Sentences Pod again. What effect do your changes have on the sentence?

1. The sheriff shot the deputy.

a. Rewrite the sentence adding two adjectives before the nouns.

.....

b. Add a descriptive setting/location.

.....

c. Re-write the sentence as speech, including speech marks, the speaker's name and a powerful verb to describe how the sentence is spoken.

.....

d. How else might the sentence be written? Rearrange the sentence in a different way.

.....

2. There is no such thing as fairies.

a. Add an adjective.

.....

b. Re-write the sentence as speech, including speech marks, the speaker's name, and a powerful verb to describe how the sentence is spoken.

.....

c. How else might the sentence be written? Rearrange the sentence in a different way.

.....

3. All I could see was the shut door; all I could feel was sad.

a. Change the verb 'see' for a more powerful one.

.....

b. Change the end of the sentence to make it more interesting.

.....

c. Re-write the sentence with a different tone: delighted, angry or fearful.

.....

.....

.....

4. The Prime Minister spoke to the crowd.

a. Add an adverb to the sentence.

.....

.....

.....

b. Give some detail to 'the crowd'.

.....

.....

.....

c. Re-write the sentence using a verb at the beginning and adding more impact by the Prime Minister on the crowd.

.....

.....

.....

5. My dog watches at the window.

a. Extend the sentence by adding another clause.

.....

.....

.....

b. Add an adjective to describe the dog.

.....

.....

.....

c. Add a location and describe it.

.....

.....

.....

d. Use emotive language to make the reader feel sorry for the dog.

.....

.....

.....

6. The lonely man sat at home.

a. Add a three-point list to the description of the man.

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b. Use an adjective to describe the home.

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c. Add a rhetorical question.

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d. Add a statistic about the number of lonely people in the country.

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e. Where might we read this writing?

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7. His ball broke my window.

a. Change the 'His' for a proper noun.

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b. Rewrite the sentence to use direct address.

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c. Change the sentence to read as speech and punctuate properly.

.....

d. Add hyperbole.

.....

8. The angry waitress ruined the meal.

a. Change 'angry' to be more emotive.

.....

b. Add a metaphor or a simile.

.....

c. Re-write the sentence as speech, including speech marks, the speaker's name, and a powerful verb to describe how the sentence is spoken.

.....

9. Now is the winter of our discontent.

a. Rewrite the sentence to a past tense.

.....

b. Rewrite the sentence as a rhetorical question.

.....

c. Rewrite the sentence so that it is not 'metaphorical'.

.....

d. Rewrite the sentence as a popular magazine lede.

.....

e. Explain how this is effective.

.....

10. The burglar was caught red handed.

a. Add an adjective to describe the burglar.

.....

b. Add a 'quote' and punctuate.

.....

c. Rewrite the sentence and add a statistic.

.....

d. Rewrite the sentence into a paragraph of a newspaper report.

.....

APPLY

Answer the questions below and check your response against the Tips for Success. Use a separate sheet of paper for this task.

Tips for Success

Content

- The choice of language and style is matched to the audience.
- It is also generally matched to the purpose of the task.
- The vocabulary is chosen for effect and makes use of appropriate language devices.

Organisation

- The text should have an effective structure.
- The writing is engaging with a few connected ideas.
- The overall piece is written in paragraphs with good organisation.

Remember to focus on the language you use, your punctuation and your sentences.

1. Write a speech to be delivered to Year 7 pupils explaining what they should expect from secondary school.
2. 'Under 18s should be banned from buying or consuming energy drinks.'
Write an article for a broadsheet newspaper in which you argue for or against this statement.
3. '90% of old people in the UK say they feel lonely.'
Write a letter to your local MP exploring this issue and advising them about potential solutions.
4. Describe a time you felt overwhelmed.
5. Write a story with the title 'The Secret'.

6. Write a description suggested by this image.



7. Write a story inspired by this image.

