

## Spelling

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Choose the correct **homophone** to complete this sentence.

*The dog licked **its** / **it's** bowl.*

1

## Spelling

'Its' is the correct **homophone**:  
*The dog licked **its** bowl.*

1

## Punctuation

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Where should the **apostrophe** go in this sentence?

*The two cats owners went away for a week.*

2

## Punctuation

The **apostrophe** should come after the 's' in 'cats', because the owners belong to the cats and cats is plural:  
*The two **cats'** owners went away for a week.*

2

## Sentence Structure

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What type of **sentence** is this?

*Chloe went to town and bought a new bag.*

3

## Sentence Structure

This is a **compound sentence**.

3

## Text Structure and Organisation

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What is a **discourse marker**?

4

## Text Structure and Organisation

A **discourse marker** is a word or phrase that connects sentences and paragraphs, e.g. However, Firstly.

4

## Standard English and Grammar

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What **tense** is used in this sentence?

*He was singing beautifully.*

5

## Standard English and Grammar

The **past continuous tense** is used in the sentence.

5

What is meant by **explicit information**?

6

**Explicit information** is information that is openly stated in a text.

6

What is meant by **implicit information**?

7

**Implicit information** is information that is not openly stated in a text. The information is implied so you have to 'read between the lines' to find it.

7

What is a **summary**?

8

A **summary** is a shortened version of something. A summary contains the main points but leaves out unnecessary details.

8

What does **PEE** stand for?

9

**PEE** stands for Point, Evidence, Explain.

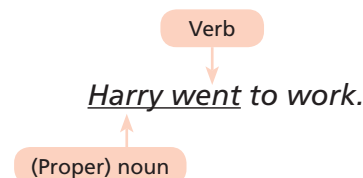
- Make a **point**.
- Give **evidence** (as a quotation or by paraphrasing).
- **Explain** the evidence.

9

What **word classes** do the underlined words in this sentence belong to?  
*Harry went to work.*

10

The underlined words are a **noun** and a **verb**:



10

What is **onomatopoeia**?

11

**Onomatopoeia** is the use of words that sound like their meaning, e.g. 'boom', 'squeak'.

11

What name is given to this example of **figurative imagery**?

*It was as cold and still as a statue.*

12

This example of **figurative imagery** is a **simile**.

12

What is meant by **reverse chronological order**?

13

**Reverse chronological order** means starting with the most recent event and working backwards.

13

What is an **inciting incident**?

14

An **inciting incident** in a story is the event that really gets the story going.

14

List three ways in which we can learn about **characters** in a text.

15

We can learn about **characters** from:

- The narrator's description of them.
- How the character behaves.
- How other characters react to them.
- What the character says and how they say it.
- What other characters say to them and about them.

15

What is a **protagonist**?

16

A **protagonist** is the first-person voice of a character in a narrative, e.g. Jane in *Jane Eyre*.

16

What **person** is this sentence written in?

*She sang loudly, her fabulously powerful voice filling every corner of the room.*

17

This sentence is written in the **third person** (he/she/it/they).

17

What is the difference between a **biography** and an **autobiography**?

18

A **biography** is the story of someone's life, written by someone else.

An **autobiography** is the story of someone's life, written by that person.

18

List three types of **non-fiction** texts.

19

There are many types of **non-fiction** texts, including:

- Reviews
- Newspaper and magazine articles/reports/features
- Biographies/autobiographies
- Letters
- Diaries

19

What is meant by the **purpose** of writing?

20

The **purpose** of the writing is the reason why you are writing, e.g. to entertain, to inform or to advise.

20

List three **organisational features** you could use when writing an **article** for a newspaper, magazine or website.

21

Three **organisational features** you could use when writing an **article** for a newspaper, magazine or website are:

- Subheadings
- Headline
- Strapline

21

In what **period** did Shakespeare live? What was England like during this time?

22

Shakespeare lived from 1564 to 1616, during the reign of Queen Elizabeth I. England was enjoying prosperity during this time. Explorers were discovering and colonizing new lands, and literature and theatre were growing in popularity.

22

List three **themes** that occur in many of Shakespeare's plays.

23

Themes that occur in many of Shakespeare's plays include:

- Ambition
- Kingship
- Fate
- Love
- Revenge
- Betrayal
- Jealousy

There are many more. See p.62 of your revision guide for more themes.

23

What is a **soliloquy**?

24

A **soliloquy** is a speech by one of the characters to the audience. Usually, there are no other characters on stage. Soliloquies reveal a lot about the character.

24

What **poetic feature** does Shakespeare often use to emphasise important thoughts?

25

Shakespeare often uses **rhyming couplets** to emphasise important thoughts.

25

What was **women's position in society** during the nineteenth century?

26

During the nineteenth century, women didn't have the vote, and their career options were very limited. Many writers and thinkers supported women's rights.

26

How are **themes** presented in nineteenth-century novels?

27

**Themes** are presented in nineteenth-century novels through:

- Events that take place in the novel
- Discussion by the narrators and/or characters
- Characters embodying themes
- Settings
- Motifs

27

Why is it important to consider the other **characters** in the novel, as well as the protagonist?

28

It is important to consider the other **characters** in the novel, as well as the protagonist, because they may portray themes or issues, they may be significant to the plot, and they may reveal something about the protagonist.

28

List three different **tones** that the narrative voice could use.

29

Different **tones** that the narrative voice could use include:

- Formal
- Informal
- Authoritative
- Friendly
- Sarcastic

29

Why is it important to consider the **social and historical context** of a text?

30

It is important to consider the **social and historical context** of a text because the time when the text was written may have influenced the writer's attitudes and the themes and issues in the text.

30

How can motifs and symbols present **themes** in a text?

31

Motifs and symbols present **themes** by representing an issue or idea. For example, in *The Lord of the Flies*, the conch is a symbol of democracy.

31

What is an **omniscient narrator**?

32

An **omniscient narrator** is a narrative voice, which shares the thoughts, feelings and experiences of many characters.

32

What is an **act** in a play?  
How many acts do most plays have?

33

An **act** in a play is like a chapter in a novel. Most plays have two acts.

33

What was the **Romantic Movement**?

34

The **Romantic Movement** was a period when 'Romantics' rebelled against the popularity of Greek and Latin poetry, and valued more traditional forms of poetry such as ballads and wrote about love, politics and ordinary people.

34

What is a **persona**?

35

A **persona** is a fictional voice used by the poet. It is the voice of the poem.

35

What is **alliteration**?

36

**Alliteration** is the repetition of a sound at the beginning of two or more words that are placed close together.

36

What **feature** is used in this line from 'Winter Swans' by Owen Sheers?

*'but as we moved on through the afternoon light'*

37

The **feature** used in this line is **assonance** (a series of similar vowel sounds).

37

What is **enjambment**?

38

**Enjambment** is when a poet continues across lines or stanzas without a pause.

38

How is **rhythm** created in a poem?

39

**Rhythm** is created in a poem from the pattern of stressed and unstressed syllables.

39

List three **connectives** you could use when comparing poems.

40

**Connectives** you could use when comparing poems include:

- On the other hand...
- However...
- ... whereas...
- Similarly...
- In the same way...

40