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

Explicit Information and Ideas

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What is meant by **explicit information**?

6

Explicit Information and Ideas

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

6

Implicit Information and Ideas

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What is meant by **implicit information**?

7

Implicit Information and Ideas

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

Synthesis and Summary

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What is a **summary**?

8

Synthesis and Summary

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

8

Referring to the Text

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What does **PEE** stand for?

9

Referring to the Text

PEE stands for Point, Evidence, Explain.

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

9

Analysing Language 1

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What **word classes** do the underlined words in this sentence belong to?

Harry went to work.

10

Analysing Language 1

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

Verb

Harry went to work.

(Proper) noun

10

Analysing Language 2

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What is **onomatopoeia**?

11

Analysing Language 2

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

11

Analysing Language 2

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

It was as cold and still as a statue.

12

Analysing Language 2

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

12

Analysing Form and Structure

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

13

Analysing Form and Structure

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

13

Creative Reading 1

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What is an **inciting incident**?

14

Creative Reading 1

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

14

Creative Reading 2

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

15

Creative Reading 2

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

Narrative Writing

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What is a **protagonist**?

16

Narrative Writing

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

16

Descriptive Writing

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

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

17

Descriptive Writing

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

17

Reading Non-fiction 1

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

18

Reading Non-fiction 1

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

Reading Non-fiction 2

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

19

Reading Non-fiction 2

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

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

19

Writing Non-fiction 1

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

20

Writing Non-fiction 1

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

20

Writing Non-fiction 2

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

21

Writing Non-fiction 2

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

- Subheadings
- Headline
- Strapline

21

Shakespeare – Context

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

22

Shakespeare – Context

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

Shakespeare – Themes

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

23

Shakespeare – Themes

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

Shakespeare – Characters

Collins
GCSE AQA Revision • English

What is a **soliloquy**?

24

Shakespeare – Characters

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

Shakespeare – Language and Structure

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

25

Shakespeare – Language and Structure

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

25

The 19th-Century Novel – Context

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

26

The 19th-Century Novel – Context

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

The 19th-Century Novel – Themes

Collins
GCSE AQA Revision • English

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

27

The 19th-Century Novel – Themes

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

The 19th-Century Novel – Characters

Collins
GCSE AQA Revision • English

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

28

The 19th-Century Novel – Characters

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

The 19th-Century Novel – Language and Structure

Collins
GCSE AQA Revision • English

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

29

The 19th-Century Novel – Language and Structure

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

- Formal
- Informal
- Authoritative
- Friendly
- Sarcastic

29

Modern Texts – Context

Collins
GCSE AQA Revision • English

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

30

Modern Texts – Context

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

Modern Texts – Themes

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

31

Modern Texts – Themes

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

Modern Texts – Characters

What is an **omniscient narrator**?

32

Modern Texts – Characters

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

32

Modern Texts – Language and Structure

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

33

Modern Texts – Language and Structure

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

33

Poetry – Context

What was the **Romantic Movement**?

34

Poetry – Context

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

Poetry – Themes

What is a **persona**?

35

Poetry – Themes

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

35

Poetry – Language

What is **alliteration**?

36

Poetry – Language

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

36

Poetry – Language

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

'but as we moved on through the afternoon light'

37

Poetry – Language

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

37

Poetry – Form and Structure

What is **enjambment**?

38

Poetry – Form and Structure

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

38

Poetry – Form and Structure

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

39

Poetry – Form and Structure

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

39

Poetry – Unseen Poetry

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

40

Poetry – Unseen Poetry

Connectives you could use when comparing poems include:

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

40