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Teacher's Introduction

Overview

This resource has been produced to support teaching and learning of **GCSE English Literature**. The learning content is covered by the following sets of keywords with matching descriptions:

- *Poetry: Part 1*
- *Poetry: Part 2*
- *Prose*
- *Drama*
- *Character*
- *Structure: Part 1*
- *Structure: Part 2*
- *Literary Devices and Terminology: Part 1*
- *Literary Devices and Terminology: Part 2*
- *Literary Devices and Terminology: Part 3*
- *Linguistic Devices and Terminology: Part 1*
- *Linguistic Devices and Terminology: Part 2*
- *Historical Context*
- *Literary Context*
- *Punctuation*

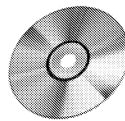
For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom, homework and revision. This variety enables you to take a different approach to different topics – such as using the **Crosswords** as homework for one topic, and the **Match Up** as a starter for another.

Alternatively, differentiate the activity for a given topic; for example, you might want to give your stronger students the **Crosswords** early on while you start weaker learners on the **Match Up** (where terms and definitions are both available). **Domino** and **Bingo** activities add an element of fun and reinforcement, as well as potential for pair and group work. Finally, the **Flash Cards** come into their own for revision and the **Table Fill** and **Write Your Own Glossary** allow students to test their understanding by correctly filling in keywords or definitions.

For more information about the different activities included, see overleaf →

Digital Format!

All of the activities are provided electronically on the accompanying CD. To use on a school network, the entire contents of the CD need to be copied and pasted into an accessible location.



Providing easy access to the activities are two HTML menus:

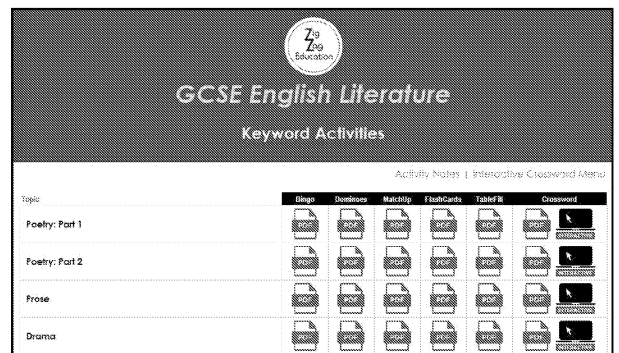
1. Access All Menu



Location: [index.html](#)

This menu, designed primarily for teacher use, includes links to everything provided on the CD – allowing you to easily select what you need when preparing your lessons.

If you intend to give learners access to this menu, then be aware that it does include links to the solutions.



2. Interactive Crossword Menu



Location: [interactive-crosswords/index.html](#)

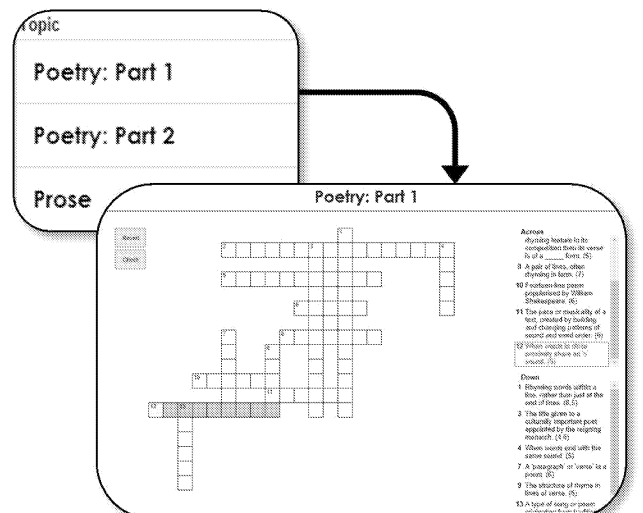
This menu, which can be accessed via the *Access All* Menu, is included to allow learner access to just the interactive crosswords (without the answers).

Free Updates!

Register your email address to receive any future free updates* made to this resource or other English resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to zzed.uk/freeupdates



Activity Types

All activities are provided as PDF files, allowing for easy printing and sharing on your school's internal network or VLE. In addition, each of the single-page activities (*crosswords*, *match-up* and *table fill*), as well as the solutions, are provided on paper.

The activities included in this resource are as follows:

Bingo

Each student is given a different bingo card containing a selection of words from the set. The teacher reads the definitions using the Keyword Answers and the student must match the definition to the words on their card to complete rows, columns, and the full bingo card. The bingo activity is available for sets with 12 or more words.

✓ PDF

Crosswords

These traditional keyword activities are equally effective as lesson or homework activities – and are also an excellent way to ease students into their revision programme.

✓ PDF ✓ PAPER



In addition to the photocopiable worksheets and PDF, the crosswords are provided in interactive format on the accompanying CD-ROM. These are web-based (HTML5) and will run straight from your Internet browser.

Dominoes / Loop Cards

This is essentially another match-up activity, but this one is designed to be used in a more active way to engage students. It is recommended that students work in pairs or small groups.

✓ PDF

Half of each card contains a keyword, and the other contains a description. To complete the activity, students must align all the cards in the correct order. There is a 'Start' and a 'Finish', meaning that if any cards are left outside of the chain, then students have gone wrong somewhere.

Match Up

Students match descriptions to their keywords by drawing lines between them. Because there are similar descriptions and keywords, students are likely to make the odd mistake while completing the activity, so it is recommended that they use a pencil to start with! By eliminating the keywords that they are familiar with, students can then think about and learn the ones that they are less confident with.

✓ PDF ✓ PAPER

Flash Cards

These are a helpful revision tool. To make the cards, fold the page in half, then cut each card and stick together so the keyword is on one side and the definition on the other. In addition, students could use these to play a game of pairs. Cut each card in two and place face down on the table. Students will then take it in turns to turn over two cards, with the aim of matching up a keyword to its definition. Matched-up cards are removed and the game is finished when all the cards have been matched.

✓ PDF

Glossary Builders

Table Fill

Nothing fancy – students simply write the keyword which is being described, without any other help. Because this activity tests the students' own knowledge, it is best used as a homework activity at the end of each topic or during revision. This then acts as a check that they have grasped the key terminology for each topic. Alternatively, this could be given to students at the beginning of the topic, to see what they already know.

✓ PDF ✓ PAPER

Write Your Own Glossary

Like the Table Fill, this activity can be used to test pupils before learning a topic, or as a revision tool after learning a topic. Students are given a list of the keywords and need to produce their own definitions. Using Table Fill and Write Your Own Glossary, lessons can be differentiated for all levels of learner.

✓ PDF

Selected Activities and Completed Glossary Page

This sample shows one example of several activities.
The whole resource contains approximately 100 activities –
6 or 7 activities for each of the 15 topics.

The resource covers 215 key terms.

Poetry: Part 1 (Table Fill)

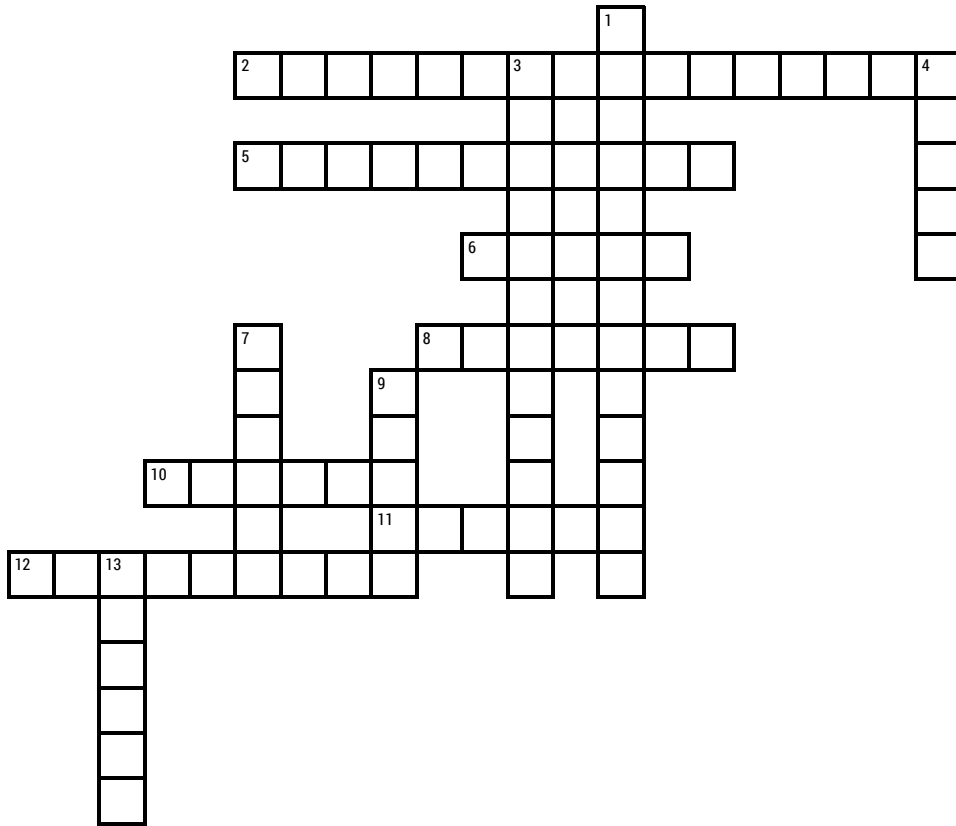
Form of song or poem from traditional folk culture, with a narrative. Usually in verses of four lines (quatrain) and with a refrain.	
A type of verse which does not utilise rhyme, often in the form of iambic pentameter.	
Two consecutive lines of rhyming verse.	
When a sentence is split over two or more lines of poetry, often used to influence the pace at which the poem is read.	
A form of blank verse in which each line alternates between five unstressed or stressed syllables.	
Rhyming words within a line, rather than just at the end of lines.	
The rhythmic structure of the lines in verse.	
The title given to a culturally important poet, appointed by the reigning monarch.	
When words end with the same sound.	
The pace or musicality of a text, created by building and changing patterns of sound and word order.	
When words in close proximity share an 's' sound.	
A poem made up of 14 lines, often written in iambic pentameter.	
A 'paragraph' or 'verse' in a poem.	

Poetry: Part 1 (Match Up)

1	A form of blank verse in which each line alternates between five unstressed or stressed syllables.
2	A 'paragraph' or 'verse' in a poem.
3	A poem made up of 14 lines, often written in iambic pentameter.
4	A type of verse which does not utilise rhyme, often in the form of iambic pentameter.
5	Form of song or poem from traditional folk culture, with a narrative. Usually in verses of four lines (quatrain) and with a refrain.
6	Rhyming words within a line, rather than just at the end of lines.
7	The pace or musicality of a text, created by building and changing patterns of sound and word order.
8	The rhythmic structure of the lines in verse.
9	The title given to a culturally important poet, appointed by the reigning monarch.
10	Two consecutive lines of rhyming verse.
11	When a sentence is split over two or more lines of poetry, often used to influence the pace at which the poem is read.
12	When words end with the same sound.
13	When words in close proximity share an 's' sound.

Ballad	
Blank verse	
Couplet	
Enjambment	
iambic pentameter	
Internal rhyme	
Metre	
Poet Laureate	
Rhyme	
Rhythm	
Sibilance	
Sonnet	
Stanza	

Poetry: Part 1



Across

- 2** A form of blank verse in which each line alternates between five unstressed or stressed syllables. (6,10)
- 5** The on-running of lines in poetry. (11)
- 6** If a poem possesses no rhyming feature in its composition then its verse is of a ____ form. (5)
- 8** A pair of lines, often rhyming in form. (7)
- 10** Fourteen-line poem popularised by William Shakespeare. (6)
- 11** The pace or musicality of a text, created by building and changing patterns of sound and word order. (6)
- 12** When words in close proximity share an 's' sound. (9)

Down

- 1** Rhyming words within a line, rather than just at the end of lines. (8,5)
- 3** The title given to a culturally important poet, appointed by the reigning monarch. (4,8)
- 4** When words end with the same sound. (5)
- 7** A 'paragraph' or 'verse' in a poem. (6)
- 9** The structure of rhyme in lines of verse. (5)
- 13** A type of song or poem originating from traditional folk culture. (6)

Poetry: Part 1

