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English resources



Welcome to the English catalogue

CONTENTS

How to use this catalogue	2
Guide to our products	3
What's new / highlights	4
Digital Resources	5-6
Digital Resources for Key Stage 3 and 4	7-8
GCSE English Language	9-10
GCSE English Language for AQA	11-12
GCSE English Literature for AQA	13-16
A/AS Level English for AQA	17-18
Cambridge School Shakespeare	19
Cambridge School Chaucer	21-22
Cambridge Topics in English Language	23-24
Digital Classroom	25
International Resources	25-28
Cambridge EAL and ESL Resources	28-30

We use the following icons throughout this catalogue to help you identify products easily



Print Book



Digital Resource



Print and Digital Pack

FIND WHAT YOU NEED QUICKLY AND EASILY:

"I'm looking for resources for a particular qualification"

You can use the contents list on the left to find what you need by page number. We've also made it easy for you to flip through this catalogue and find what you need easily by introducing running headings for different sections, for example Digital Resources, GCSE English Literature for AQA or A/AS Level English.

"I want to know about your digital resources and technical support"

Pages 5 and 6 provide you with an introduction to our Cambridge Elevate digital resources for English, plus a brief overview of how to get on board, and what to do if you need further digital support. Throughout the catalogue we have highlighted how to buy digital resources, either as a standalone product, or as part of a package.

"I want to order approval copies"

If you would like to see an approval copy you can order these via our customer services department educs@cambridge.org or request one from your sales consultant.

*Please note approval copies must be returned after 30 days or they will be chargeable at their full selling price.

"I would like a FREE 30-day digital trial"

If you would like access to our digital resources for a trial period, so that you can view the rich digital content provided, sign up for a FREE trial via our website cambridge.org/education/digital-trials. Your unique trial login details will be sent to you via email. To ensure successful delivery of your Cambridge Elevate 30-day trial unique login details to your email inbox, please whitelist educs@cambridge.org.

"How do I place an order?"

You can place an order directly via your sales consultant, via customer services educs@cambridge.org or via our website www.cambridge.org/education.

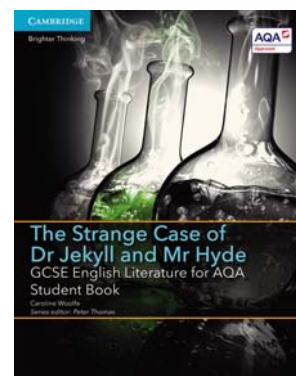
GCSE and A/AS Level English



Print book

Student books

Our publishing for GCSE and A/AS Level English is written specifically for the 2015 AQA specifications. With coverage of every aspect of the new exams, the student books focus on developing students' skills and knowledge, providing end-to-end course coverage and saving hours of teacher planning time. Our series editors Imelda Pilgrim, Peter Thomas and Marcello Giovanelli are experienced practitioners with a wealth of subject expertise.



Digital resource

Cambridge Elevate enhanced editions

In addition to our print student books, the Cambridge Elevate enhanced editions provide a range of interactive features, including customisable content, videos, audio and images. The rich digital content brings texts to life, making literature and language more accessible. The GCSE 'Assess to Progress' feature provides expert marking support, progress tracking and reporting, helping teachers save time.

Our Cambridge Elevate enhanced editions are available to purchase in three different ways: with a print student book as part of a pack (individual student two-year licence); as a whole-school site licence for an unlimited number of students and teachers (one-year licence) or as an individual licence (two-year licence).



Digital resource

FREE teacher's resources

Written for the AQA GCSE and A/AS Level English specifications and mapped to each student book, our FREE teacher's resources are full of teaching ideas and best-practice advice from experienced teachers. With practical support, these resources include unit-by-unit guidance, with additional suggestions for extension and differentiation opportunities as well as suggested approaches and answers to activities. Our teacher's resources are available as a downloadable PDF from our website or with additional digital content on Cambridge Elevate when you purchase our Student Books or packs.

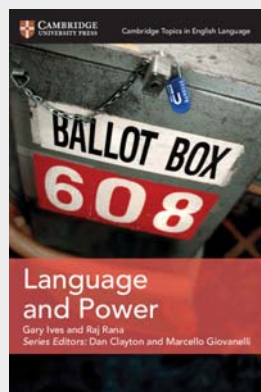


Print and digital pack

Comprising the enhanced digital edition of a student book and teacher's resource, with the accompanying print student book, our packs provide a cost-effective solution that includes everything necessary for teaching and learning the AQA 2015 English qualifications. Our GCSE English Language packs also include the *Writing Workshops* Student book and digital editions at no extra cost (see pages 9 & 10 for more details).



Highlights



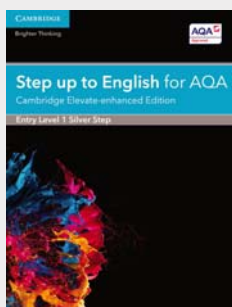
Cambridge Topics in English Language

Series editors: Dan Clayton and Marcello Giovanelli

A series of introductory study guides to major scholarly topics in the fields of English linguistics and stylistics. The books guide students through major modern issues and concepts such as gender, diversity and changing attitudes to language. Suitable for students of A and AS Level English Language and English Language and Literature (UK and International boards), and IB English A: Language and Literature.

AQA-APPROVED RESOURCES FOR GCSE AND A/AS LEVEL

Many of our resources were entered into the AQA approval process and are AQA approved, so you can be confident that they meet your and your students' needs.



Step Up to English for AQA

Pages 7-8

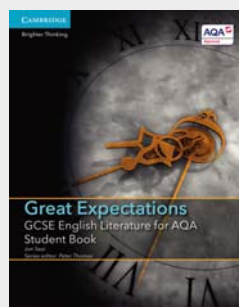
Helps Entry Level learners at Key Stages 3 and 4 'Step up' towards GCSE English.



GCSE English Language for AQA

Pages 11-12

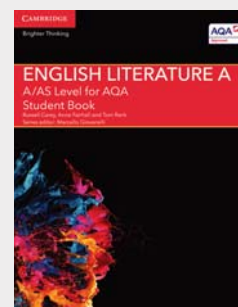
GCSE English Language for AQA *Progress* and *Progress Plus* is a set of blended print and digital resources providing coverage for the new English Language GCSE.



GCSE English Literature for AQA

Pages 13-14

Written for the AQA GCSE English Literature specification, our print and digital resources provide in-depth support and build students' skills and confidence in writing and engaging with texts.



A/AS Level English for AQA

Pages 17-18

The content of these resources covers all four A/AS Level syllabus specifications.

AQA-
approved
resources

AQA only approves the student textbooks. Other resources shown are not part of the AQA approval process.

What is Cambridge Elevate?

Cambridge Elevate editions are digital versions of our comprehensive textbooks, available through our new digital teaching and learning subscription service.

Cambridge Elevate offers rich digital content to engage and motivate students and includes a range of tools available online through browsers, or offline through iOS or Android apps, so students can access the content anytime, anywhere.

Available as part of a print Student Book and digital pack or as a standalone digital product, our Cambridge Elevate editions and enhanced editions offer a flexible learning solution.

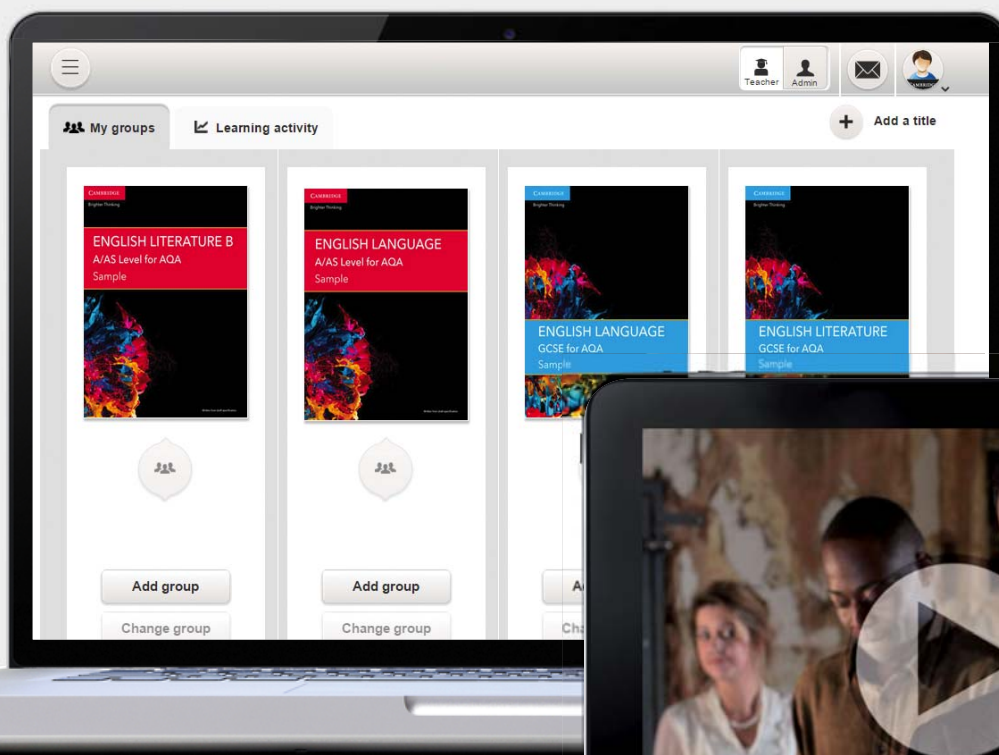
As a teacher you can:

- Create student groups to use your selected resources
- Annotate text with highlights, notes, hyperlinks and audio notes
- Share annotations and message your students via the platform
- Create shareable links and shortcuts between books within the platform and out to the wider web

With our 'Assess to Progress' feature you can:

- See an overview of test results from your student groups
- Identify specific questions and individual student results
- Monitor class and student progress

Cambridge Elevate enhanced editions can include rich additions to the text to facilitate learning, such as rich audio and video content which is easily accessible via the separate media contents tab.



Other key things you need to know about Cambridge Elevate

It's an app - available online and offline through the Cambridge Elevate app supported by iOS7.1 and higher and Android 4.1 and higher, which makes it great for using with tablets.

We provide FREE support - there are Quick Start Guides and FAQs on our website www.cambridge.org/education/cambridge-elevate. The platform also offers a 'walkthrough' for initial setup, inline help and a user manual, and there is a dedicated technical support team to assist you.

How to buy Cambridge Elevate

Cambridge Elevate editions are available to purchase as:

- Standalone digital editions
- Print and digital packs

Options for you

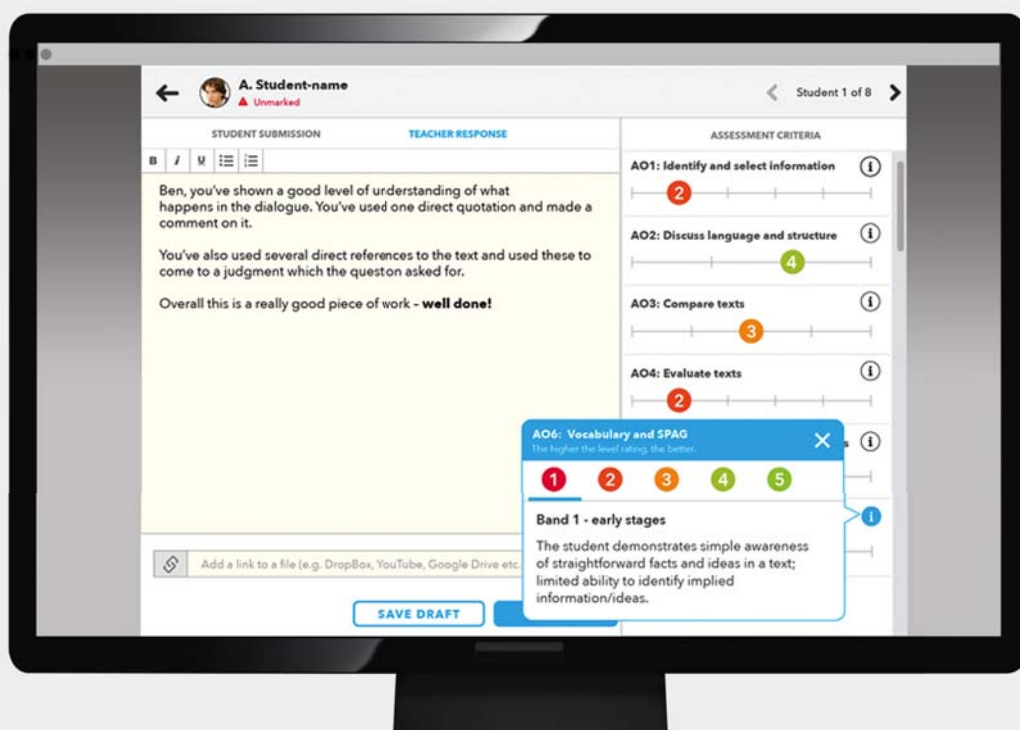
- As an individual you can purchase an individual licence
- As a school you can purchase individual licences OR a whole-school licence for any number of students and teachers

N.B. When you buy Cambridge Elevate editions you are buying a subscription (license) to the edition for a length of time.

For Cambridge Elevate Technical Support email ptsupport@cambridge.org
For orders, queries and information contact educs@cambridge.org

► Assess to Progress

'Assess to Progress' provides progress tracking, expert marking and assessment for learning support. It's part of all our GCSE for AQA titles at no extra cost. Assignments and exam-style questions are taken directly from the Student Books and include a five-stage breakdown for each assessment objective criterion, helping students understand how they are being assessed and how they can improve.



TRY BEFORE YOU BUY - FREE 30-DAY DIGITAL TRIAL

Experience Cambridge Elevate and see for yourself how it can enhance your teaching. Get your FREE 30-day digital trial of Cambridge Elevate via our website www.cambridge.org/education/cambridge-elevate or contact your local sales consultant.

Step up to English for AQA

Helping Entry Level learners at Key Stages 3 and 4 'Step up' towards GCSE English

This is a digital-only resource which is available on our Cambridge Elevate platform on a five year subscription. The resource supports all AQA Step up to English Entry Level Certificate levels. Please note you will need to purchase the *Teacher Planning and Delivery* resource in addition to each Entry title to use this resource and the *EAL Booster* is also available as an optional purchase. Alternatively you can buy the complete bundle which includes all the Entry Levels, the *EAL Booster* and the *Teacher Planning and Delivery* resource.



- Supports all AQA Step up to English Entry Level Certificate levels
- All worksheets and activities in editable format, so they can be tailored to the learners' specific needs
- Each project develops a range of skills required by the assessment objectives
- Course length is flexible to meet learners' needs and time available
- The *Teacher Planning and Delivery* resource is for Entry Level 1, 2 and 3 and is full of practical information for planning and delivering the course. **Teachers must buy this to make full use of the Entry Level and EAL Booster resources**
- Additional resources to help your EAL learners access the course and step up towards GCSE
- A *Complete Bundle Pack* is also available including resources for Entry Level 1, 2 and 3, EAL learners and full teacher planning and delivery support

*Please note - all components except for the Teaching Resources have been approved by AQA.

Step up to English Course Structure



Teacher Planning and Delivery Resource

This contains a thorough introduction, lesson plans and the resources for each Entry Level. Purchase of this resource is required in order to make full use of the Entry Level and *EAL Booster* resources.

Cambridge Elevate enhanced edition: 9781107576704



Entry Level 3

Detailed coverage of the AQA Step up to English Entry Level 2 (Gold Step) Certificate with content and skills holistically integrated throughout 15 projects.

Entry Level 3, Cambridge Elevate enhanced edition:
9781107576636



Entry Level 1

Detailed coverage of the AQA Step up to English Entry Level 1 (Silver Step) Certificate with content and skills holistically integrated throughout 14 projects.

Entry Level 1, Cambridge Elevate enhanced edition:
9781107576612



English as an Additional Language Booster

Designed specifically for EAL students, with activities that will help develop language skills in preparation for GCSE.

Cambridge Elevate enhanced edition: 9781107576650



Entry Level 2

Detailed coverage of the AQA Step up to English Entry Level 2 (Silver Step) Certificate with content and skills holistically integrated throughout 14 projects.

Entry Level 2, Cambridge Elevate enhanced edition:
9781107576629



Complete Bundle Pack

(includes all the Entry Levels, the *EAL Booster* and the *Teacher Planning and Delivery* resource.)

This complete pack contains 15 engaging and active projects across three different levels, with dedicated resources for EAL learners and full planning and delivery support.

Cambridge Elevate enhanced edition:
9781107576728

GCSE English Language Writing Workshops

FIVE STAR Amazon Review

" Unlike the vast majority of these guides, this one is written by people who not only are good at focusing on exams and techniques but also know how to write, and can write really well. ...our English department uses it very successfully with students of a wide range of abilities who have all related to it very well; it has been fantastic. Strongly recommend. "

Writing Workshops provides a practice-based approach to developing writing skills for GCSE English Language. The resource draws on DfE and NATE guidance and has been written by two experienced authors who have run successful writing workshops at GCSE for many years.

Mike Ferguson has taught English for 30 years, 18 of those years as Head of English. He was a Senior Examiner of GCSE Literature for over 28 years and is also a published poet.

Martin Phillips is an experienced secondary English teacher trainer and local authority English adviser.

Writing workshop 13

Create drama and suspense

Your writing improvement focus for this workshop will be:

- communication:** writing a short narrative to create drama and suspense for the reader
- organisation:** selecting vocabulary and use grammatical structures to create suspense.

An image can create drama and suspense because we 'read' the visual clues. What clues can you find in the following image?



42

13 Create drama and suspense

READING

1 Writers use language clues to create drama and suspense. Read Source A, an extract from a novel. A police raid is described to create drama in the action as well as suspense about the surprise and outcome of the raid for both the main character, Callum, and the reader.

Source A

There was no warning. No knock at the door. No warning shouts. Nothing. The first I knew about it was the CRASH when our front door was battered in. Shouts. Calls. A scream. Footsteps charging. Doors banging. More shouts. More footsteps – pound, pound, pound up the stairs. By the time I was fully awake and had swung my legs out of bed, smoke was everywhere. At least I thought it was smoke. I dropped to the floor.

'Jude? JUDE!' I yelled, terrified that my brother was still asleep. I jumped up, looking around for him.

It was only then that I realized it wasn't smoke filling my room, filling the house. The strong smell of garlic caught in the back of my throat and brought instant tears to my eyes. I coughed and coughed, my lungs threatening to explode from my body and my eyes were streaming. *Tear gas.* I struggled to my feet and groped my way to the front door.

'DOWN! GET DOWN!' A voice, no, more than one voice, screamed at me.

I turned in the direction of the voice, only to be pushed to my knees, then down to the ground. My chin hit the hard floor, making me bite down on my tongue. My arms were jerked behind my body. Hands bent back. Cold, hard steel cutting into my wrists. My eyes hurt. My lungs hurt. My tongue hurt. I was pulled to my knees, then yanked up. Pushed and pulled and punched forward. I couldn't see. I closed my burning eyes – and I admit, I was crying by now, trying to clear the tear gas, desperate to stop the pain. My lungs were being filed with sandpaper. Stop breathing. Just stop. But I couldn't. And each breath was strong as ammonia, sharp as a razor.

'JUDE! MUM! DAD!' I called out, only to choke over the words. Only to choke. I couldn't take much more. My body began to seize up, curl in on itself. And suddenly we were out. Out of the house. Out into the cool, night air. I tried to draw a breath. My lungs were being sliced. I gasped. More air – clean, fresh air. Just as I was pushed into the back of a car, I heard my mum crying.

'MUM!' I called. I blinked, and blinked again, looking around, trying to see her. Shapes and shadows swam before me. The car took off. My hands were still handcuffed behind my back. My whole body hurt.

And I still didn't know why.

From *Noughts and Crosses*
by Malorie Blackman



GCSE English Language Writing Workshops Purchasing Options



Print and Digital Pack

Includes a *Writing Workshops* Student book, FREE Teacher's Resource and a 2-year individual purchase Cambridge Elevate enhanced edition.

Print and Digital Pack: 9781107526860

Contains
everything you
need to teach
the course



Student Book

The Student Book provides a practice-based approach to developing writing skills for GCSE English Language.

Writing Workshops: 9781107526877



Cambridge Elevate enhanced editions

The Cambridge Elevate enhanced editions map directly to the Student Books with extensive annotation tools and rich digital content.

Individual purchase (2 years): 9781107526907

Whole-School Site Licence Unlimited Users (1 year):
9781316602409



Teacher's Resources

Our **FREE** digital Teacher's Resources are full of teaching ideas and best-practice advice. Available as a PDF download from our website or as a Cambridge Elevate enhanced edition (CEEE) when you purchase the Student Book or print and digital pack.

The Teacher's Resource PDF can be downloaded from
[cambridge.org/education/free-teachers-resources](https://www.cambridge.org/education/free-teachers-resources)

CEEE: 9781107533677

Bring the voice of the writer into your classroom!



Purchasing the Cambridge Elevate enhanced edition gives you and your students access to motivational short video interviews with a range of writers talking about their craft including:

Poet **Lemn Sissay**, Author **Willy Vlautin**, Short story writer and creative writing teacher **Alison Clink** and Poet **Tom Phillips**.



GCSE English Language for AQA

Series editor: Imelda Pilgrim

GCSE English Language for AQA *Progress* and *Progress Plus* is a blended print and digital set of resources providing coverage in building and mastering the skills, knowledge and understanding required for the new English Language GCSE. The offering is differentiated, with *Progress Plus* resources for more confident students. *Progress* provides additional support.

- Features high-quality 19th-, 20th- and 21st-century texts across a range of genres, specifically selected to help students prepare for challenging unseen texts
- Spelling, punctuation and grammar advice is fully integrated throughout
- 'Assess your progress' features within each unit and dedicated reading and writing progress tests draw on learnt skills and introduce students to exam requirements
- Contains assessment tests and in-depth exam preparation, including two full practice papers

READING

Unit 2

Examine how writers use language to affect readers

Make progress

- explore how writers' purposes affect their language choices
- explore the effects of grammatical features
- explore how writers use imagery
- explore how writers use language to create tone.

UNDERSTAND PURPOSE

When you explore a writer's use of language, it is helpful to think about the **purposes** of the writing – what the writer's intentions were. Some forms of writing may have more than one purpose. Health and safety leaflets, for example, have the purpose of informing readers about aspects of health and safety, but the writer may also intend to describe and persuade.

The purpose of writing may be to:

- entertain
- inform
- express a point of view
- explain how to do something
- argue
- persuade.

Find out if the purpose of reading will change in the future on Cambridge Elevate.

2 Reading: Examine how writers use language to affect readers

EXAMINE THE EFFECTS OF LANGUAGE CHOICES

Writers use language to achieve their purpose. In the following text, the writer's purpose is to provide clear instructions about how to reach a destination.

By changing the language slightly, the writer can make the journey seem simple and worth doing.

Whatever the purpose of the writing, writers choose words that will engage the reader.

Simple, factual place names give clear information about the route.

Direct, simple verbs (including imperatives) are used to give clear instructions.

Adjectives emphasise how simple the journey is.

Adverbs emphasise how straightforward the journey is.

An adjective persuades readers to use the hotel.

Take the easy drive south on the M40 until you reach the A34 exit for Oxford. Simply exit the motorway and take the first left at the big roundabout. The beautiful hotel is on the left-hand side, just a kilometre down the road.

ACTIVITY 1

- 1 Work with another student. Look at the list of purposes for writing. Discuss any main purposes for writing that you think could be added to the list, then copy the list and add up to four of your own ideas.
- 2 When you have completed your list, look at each purpose in turn and, next to each one, make a note of any kind of writing that is mainly for that purpose – for example next to 'entertain' you might note down 'song lyrics'.
- 3 Choose three of the kinds of writing you have identified. Which ones have more than one purpose? For example song lyrics may be intended to entertain, but many songs also express a point of view about the world or describe an event in the writer's life.

Watch a video about the purpose of reading on Cambridge Elevate.

"The tone is excellent: so many exam preparation books adopt a jolly, jokey, cringe-making style; this doesn't. This takes the student seriously and offers useful advice and clear explanations." Amazon Review for *Progress*

GCSE English Language for AQA Purchasing Options



Print and Digital Pack

Includes a *Progress Plus* and *Writing Workshops* print Student Book, 2-year individual purchase Cambridge Elevate enhanced editions.

Progress: 9781107453173

Progress Plus: 9781107453036



Student Books

The Student Books provide in-depth support and build students' skills and confidence. Featuring a wide range of 19th-, 20th- and 21st-century texts, these resources have spelling, punctuation and grammar support integrated throughout.

Progress: 9781107453135

Progress Plus: 9781107452978



Cambridge Elevate enhanced editions

The Cambridge Elevate enhanced editions map directly to the Student Books with extensive annotation tools, rich digital content and assessment tools.

Single User Licence (2 years)

Progress: 9781107453142

Progress Plus: 9781107453005

Whole-School Site Licence, Unlimited Users (1 year)

Progress: 9781107453203

Progress Plus: 9781107453081



Teacher's Resources

Our **FREE** digital Teacher's Resources are full of teaching ideas and best-practice advice. Available as a PDF download from our website or as a Cambridge Elevate enhanced edition (CEEE) when you purchase the Student Book or print and digital pack.

Progress and Progress Plus PDFs can be downloaded from [cambridge.org/education/free-teachers-resources](https://www.cambridge.org/education/free-teachers-resources)

Progress CEEE: 9781107521896

Progress Plus CEEE: 9781107453227

AQA only approves the student textbooks. Other resources shown are not part of the AQA approval process.



Digital Highlights

The Cambridge Elevate enhanced editions include rich digital content including interviews with writers such as Benjamin Zephaniah and Lemn Sissay as well as people from the worlds of business, media and advertising.

These digital editions also include 'Assess to Progress', an assessment tool that provides progress tracking, expert marking and assessment for learning support (see pages 3 & 4).

GCSE English Literature for AQA

Series editor: Peter Thomas

Written for the AQA GCSE English Literature specification, our print and digital resources provide in-depth support and build students' skills and confidence in writing and engaging with texts.

- Detailed activities based around characters, plot and writer's craft encourages students to develop whole-text understanding.
- Encourages skills development and progression based on GCSE English Literature assessment objectives.
- An exam preparation section with guidance and practice including example answers.

19th-Century Literature

Great Expectations | Frankenstein | A Christmas Carol
The Strange Case of Dr Jekyll and Mr Hyde

Shakespeare

Macbeth | Romeo and Juliet

Modern Texts and Poetry

Poetry* | Short Stories* | An Inspector Calls

*Please note these items have not been entered into the AQA approval process.

1
Setting up prospects and problems
How does Dickens introduce his characters and setting?

Your progress in this unit:

- explain how Dickens establishes characters and setting at the start of the novel
- explore the link between characters and setting
- write the opening to your own story with a distinct setting
- understand a literature writing task
- create your own key extract from the opening of the novel.

SETTING AND CHARACTER
The setting for a story should not only be an interesting place, it should also be linked to character and plot. The characters in a good story are part of the landscape.

1 Work in pairs. One of you should choose a setting and describe it briefly. The other then describes a character to put in that setting, explaining why the character is there. For example they might live there or work there, they may have been born there or they could be there to attack the place.

You can use one of the settings you described before or choose a new one - perhaps a multi-story car park or a graveyard.

Watch writers discussing their ideas on Cambridge Elevate.

GETTING CLOSER - FOCUS ON DETAILS
How does Dickens use the early chapters to draw his readers into the story?

Read through the key details and quotations from Chapters 1-7 to get an overview of the section you are about to explore.

Chapter 1
Pip, a young orphan boy, is visiting the graves of his family on Christmas Eve. He encounters a convict whose legs are shackled in irons.

"Blacksmith, eh?" said he. And looked down at his leg.

Chapter 2
Pip thinks about stealing some food and drink from his sister, Mrs Joe Gargery - with whom he lives - for the convict. My sister ... had brought me up 'by hand.'

Chapter 3
The following morning he returns to the marshes with brandy, a pie and a file for the convict. The last I heard of him, I stopped in the mist to listen, and the file was still going.

Chapter 4
At Christmas dinner, Uncle Pumblechook drinks the brandy that Pip has diluted with tar water. Pip is afraid that they will also discover the missing pie and accuse him. But, I ran no further than the house door, for there I ran head foremost into a party of soldiers with their muskets.

Chapter 5
Pip and his sister's kindly husband, Joe, accompany the soldiers in their search for the convict. He is caught and says he stole the pie.

Chapter 6
Pip feels guilty.

Chapter 7
Pip reads to Joe.

Key terms
setting: the description of the place in which a novel is set.
characters: the people in a story; even when based on real people, characters in novels are invented or fictionalised.

Digital Highlights

Cambridge Elevate enhanced editions feature rich digital assets including bespoke audio clips and video, bringing literature to life. They include:

- Dramatised key scenes and character 'hot seating' giving students valuable insights into characters, plots and themes
- Story catch-ups with characters summarising the plot, ideal for revision and reinforcing key storylines

- Language discussions with actors helping students engage with the craft of writing, interrogating the author's use of language and the effect on the audience
- Audio readings of every poem in the GCSE AQA Poetry anthology, including some by the poets themselves

Digital editions also include: 'Assess to Progress', an assessment tool that provides expert marking support.

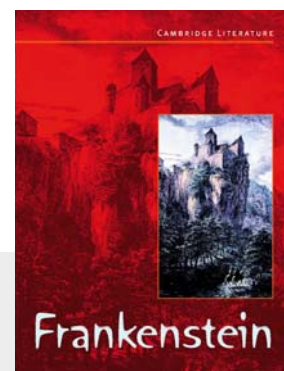
19th-Century Literature Purchasing Options

Bringing Victorian literature to life with beautifully produced multimedia resources



**ALSO
AVAILABLE**

Frankenstein
The full text
9780521587020



Print and Digital Pack

Includes a print Student Book, FREE Teacher's Resource and 2-year individual purchase Cambridge Elevate enhanced edition.

Great Expectations: 9781107454033

Frankenstein: 9781316501016

A Christmas Carol: 9781316504666

The Strange Case of Dr Jekyll and Mr Hyde: 9781107454279



Student Books

The 19th-century Literature Student Books provide in-depth study support, exploring each text chapter by chapter and as a whole.

Great Expectations: 9781107454125

Frankenstein: 9781316501030

A Christmas Carol: 9781316504604

The Strange Case of Dr Jekyll and Mr Hyde: 9781107454224



Cambridge Elevate enhanced editions

The Cambridge Elevate enhanced editions map directly to the Student Books with extensive annotation tools, rich digital content and assessment tools.

Individual Purchase (2 years)

Great Expectations: 9781107454194

Frankenstein: 9781316501047

A Christmas Carol: 9781316504611

The Strange Case of Dr Jekyll and Mr Hyde: 9781107454248

Whole-School Site Licence, Unlimited Users (1 year)

Great Expectations: 9781107454897

Frankenstein: 9781316501054

A Christmas Carol: 9781316504673

The Strange Case of Dr Jekyll and Mr Hyde: 9781107454958



Teacher's Resources

Our **FREE** digital Teacher's Resources are full of teaching ideas and best-practice advice. Available as a PDF download from our website or as a Cambridge Elevate enhanced edition (CEEE) when you purchase the Student Book or print and digital pack.

Teacher's Resources can be downloaded from cambridge.org/education/free-teachers-resources

Great Expectations: CEEE: 9781107455047

Frankenstein: CEEE: 9781316504680

A Christmas Carol: CEEE: 9781316504710

The Strange Case of Dr Jekyll and Mr Hyde:

CEEE: 9781107455160

AQA only approves the student textbooks. Other resources shown are not part of the AQA approval process.

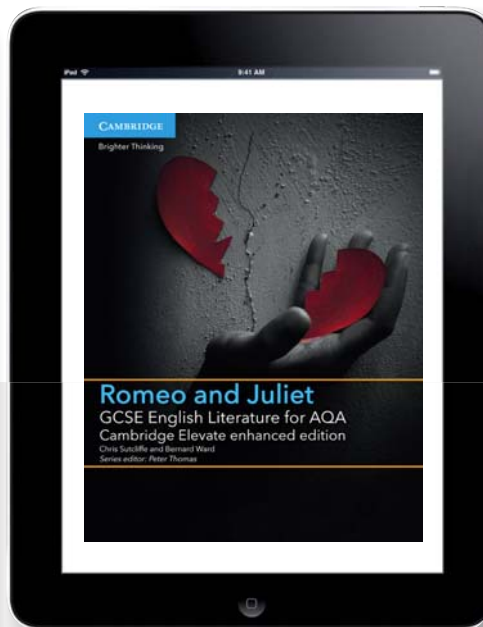
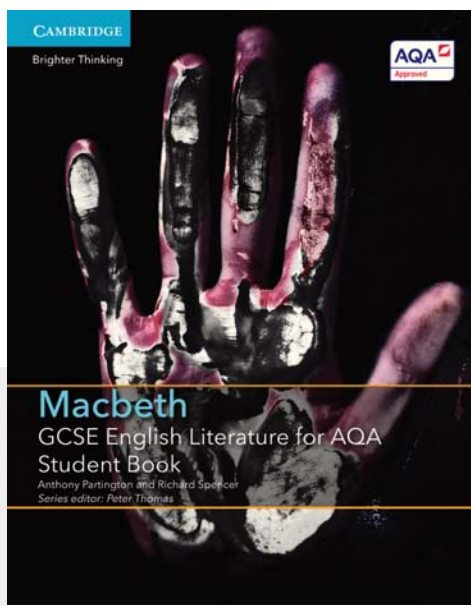
"As a secondary school English teacher, I have to say this is a very well prepared resource. We have more or less planned our entire scheme of work around it. Some excellent resources. Very engaging and well presented."

Amazon review for *The Strange Case of Dr Jekyll and Mr Hyde*

GCSE English Literature for AQA

Shakespeare Purchasing Options

Lift Shakespeare off the page with multimedia resources that give meaning to language, contexts and themes.



Print and Digital Pack

Includes a print Student Book, FREE Teacher's Resource and 2-year single-user Cambridge Elevate enhanced edition.

Macbeth: 9781107453975

Romeo and Juliet: 9781107453937



Student Books

The Shakespeare GCSE Literature Student Books provide in-depth study support, exploring each text chapter by chapter and as a whole.

Macbeth: 9781107453951

Romeo and Juliet: 9781107453821



Cambridge Elevate enhanced editions

The Cambridge Elevate enhanced editions map directly to the Student Books with extensive annotation tools, rich digital content and assessment tools.

Individual Purchase (2 years):

Macbeth: Individual Purchase: 9781107453968

Romeo and Juliet: Individual Purchase: 9781107453883

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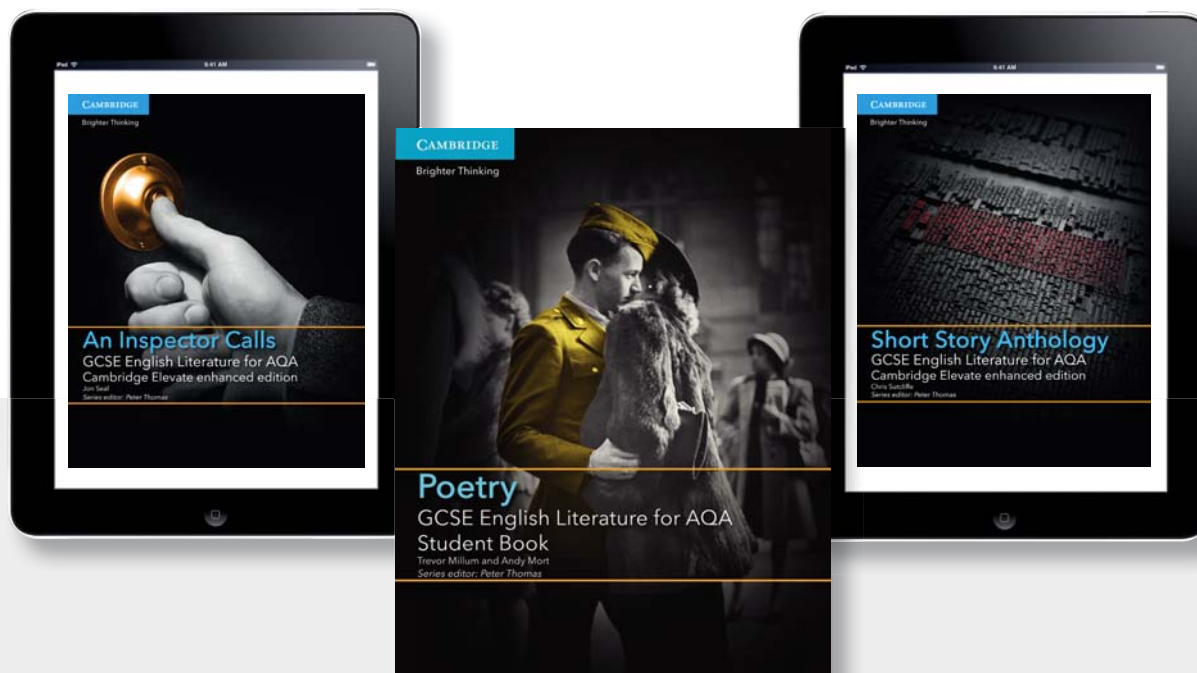
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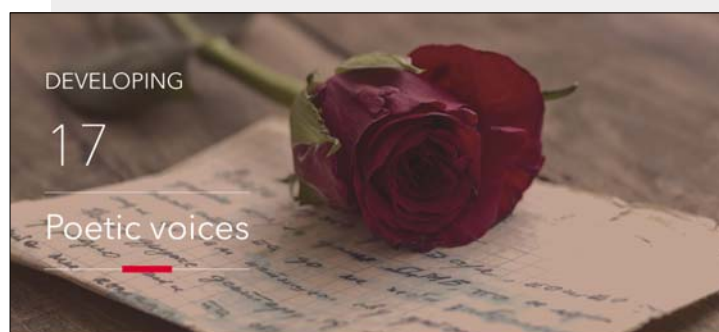
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In this unit, you will:

- develop your understanding of what poetry is and how it is distinctive as a form
- develop your understanding of the nature and function of poetic voice and how this has changed over time
- develop your understanding of how poetic voice can be seen as a representation and projection of identity
- develop your understanding of how poets use language to present time, place, people and events
- explore how best to prepare for assessment on this unit.

This relates to 'Views and voices' in the AS Level specification and to 'Telling stories' in the specification for A Level.

17.1 Introduction

In Unit 3 you were introduced to the three main literary genres of prose, poetry and drama. In this unit, you will explore poetry in more detail, developing your understanding of its voices, forms, language and importance in literary studies.

Poetry is language in its raw and unrestricted form, and in this unit the emphasis will be on how the language of poetry is shaped to create meaning. When writing poetry, poets may exploit, manipulate, mould and bend language beyond the usual 'restrictions' that are often adhered to in other literary genres. Poetry breaks and bends rules, and the breaking and bending of these rules is what makes this literary genre so interesting and engaging. Studying poetry with a firm linguistic focus allows us to examine and investigate just how writers manage to do this. In Text 17A, journalist John Carey and poet Seamus Heaney give appropriately poetic descriptions of poetry itself.

Text 17A

The language is like lava, its molten turmoil hardening into jagged shapes, still hot from the earth's core ... to read [poetry] is to experience the psychic equivalent of 'the bends'. It takes you down to levels of pressure where the under-truths of sadness and endurance leave you gasping.

Source: John Carey and Seamus Heaney describing Ted Hughes' 1998 poetry collection *Birthday Letters*



Watch tutorial video, Poetic Voice, on Cambridge Elevate

ACTIVITY 1

Expected shared conventions of poetry

In Section 3.2, 'genre' is defined as 'a way of grouping texts based on expected shared conventions'. Poetry can sometimes be difficult to define as a literary genre.

- What do you think the expected shared conventions of poetry are?
- What kinds of things do poems talk about?
- How are they set out and what are their different forms?
- Do they use certain language to create meaning?

17.1.1 What is poetic voice?

A useful starting point for defining **poetic voice** is to think of the variety of ways that the word 'voice' can be used. Consider these sentences:

- 1 She voiced her opinion.
- 2 He has a good voice.
- 3 I've finally found my voice.
- 4 I've lost my voice.
- 5 The proud voice of the working class.
- 6 Don't use that tone of voice with me.

Sentences (1) and (3) relate to the content of voice - how well an intended message is being conveyed to an audience, correlating voice with the language a **speaker** chooses to use. Sentences (2) and (4) relate to the physical, acoustic properties of the human voice. Sentence (5) suggests that voice can be used in a **metonymical** sense, representative of a group of people, ideology, company or institution. Sentence (6) relates to the quality of voice - the prosodic features a speaker chooses to use to further support

and express meaning. We will see how each one of these meanings can be applied to poetry.

Poetic voice includes all of these elements - the content, phonology, persona and attitudes adopted by a writer in order to represent a particular person, place, group or object. All poets use poetic voices in slightly different ways, just like the way you use your own voice. Your own voice is unique to you - a vocal 'fingerprint' that forms a large part of your identity. Considering poetic voice is an important way of comparing similarities and differences across poems.



Key terms

poetic voice: the way in which a poet's sense of identity is projected through language choices so as to give the impression of a distinct persona with a personal history and a set of beliefs and values

speaker: the 'I' of a poem - sometimes synonymous with 'narrator'

metonymy: when a word or phrase is referred to by one of its characteristics rather than its name

ACTIVITY 2

Constructing poetic voice

Read Text 17B and describe the poetic voice being used. Think carefully about the idiolect of the speaker and how this contributes to the meaning created.



See 16.3.4 for an explanation of idiolect in literature



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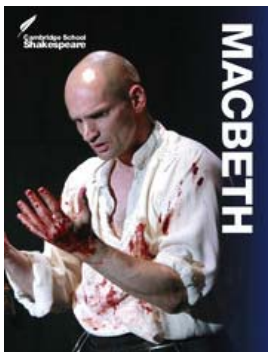
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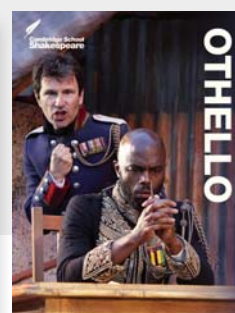
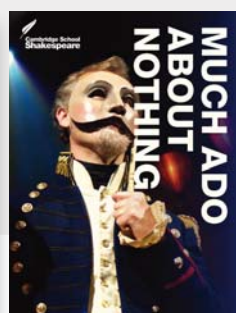
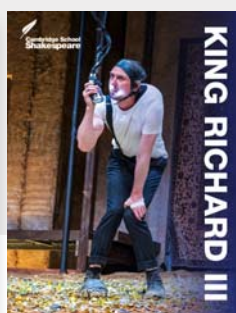
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979	thogh we a time abide even if we wait a while	1000	Again the knight this olde wyf gan rise the old woman rose, turning towards the knight
980	out it moot it must come out	1001	heer forth ne lith no wey there is no way through here
982	leere learn	1003	Paraventure perhaps
986	the goost the soul, spirit	1004	kan muchel thing know a great deal
987	sojourne stay longer	1005	leeve mooder dear mother [term of respect for old woman]
989–92	in his wey ... yet mo it happened that his road took him by a forest edge, where he saw twenty-four ladies, or even more, performing a dance	1006	I nam but deed, but if ... I'm a dead man unless
993	drow ful yerne eagerly drew near	1008	me wisse tell me
996	he niste where he knew not where		quite youre hire reward you
997	that bar lyf that was living		
999	A fouler ... devise no man could imagine an uglier creature		



▲ 'Save on the grene he saugh sittinge a wyf; A fouler wight ther may no man devise.'

78

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Her story reveals that women cannot keep secrets—she tells her audience to read the ending in Ovid's book if they wish. The knight, his quest uncompleted, turns disconsolately for home. He sees a group of dancers, who vanish, leaving him with an old hag, who offers help.

Heere may ye se, thogh we a time abide,
Yet out it moot; we kan no conseil hide. 980
The remenant of the tale if ye wol heere,
Redeth Ovide, and ther ye may it leere.
This knight, of which my tale is specially,
Whan that he saugh he mighte nat come therby—
This is to seye, what wommen love moost— 985
Withinne his brest ful sorweful was the goost.
But hoom he gooth, he mighte nat sojourne;
The day was come that homward moste he tourne.
And in his wey it happed him to ride,
In al this care, under a forest side, 990
Wher as he saugh upon a daunce go
Of ladies foure and twenty, and yet mo;
Toward the whiche daunce he drow ful yerne,
In hope that som wisdom sholde he lerne.
But certeinly, er he cam fully there, 995
Vanished was this daunce, he niste where.
No creature saugh he that bar lyf,
Save on the grene he saugh sittinge a wyf;
A fouler wight ther may no man devise.
Again the knight this olde wyf gan rise, 1000
And seyde, "Sire knight, heer forth ne lith no wey.
Tel me what that ye seken, by youre fey!
Paraventure it may the better be;
Thise olde folk kan muchel thing," quod she.
"My leewe mooder," quod this knight, "certeyn 1005
I nam but deed, but if that I kan seyn
What thing it is that wommen moost desire,
Koude ye me wisse, I wolde wel quite youre hire."

79

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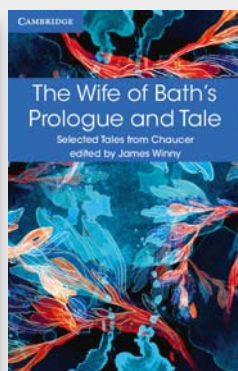
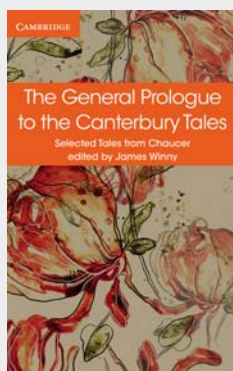
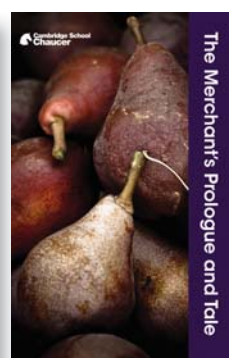
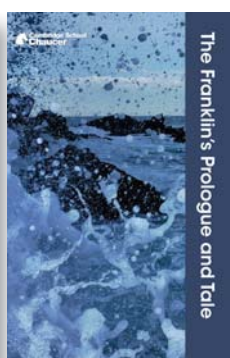
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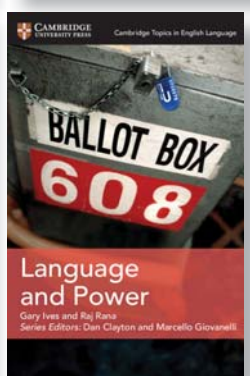
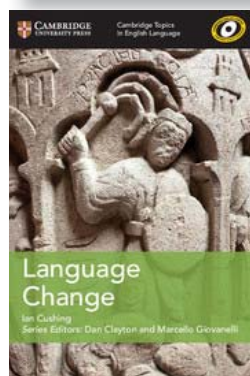
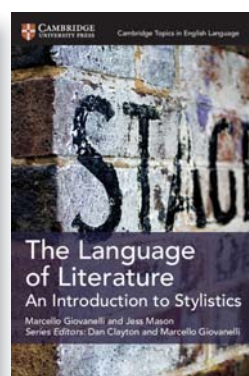
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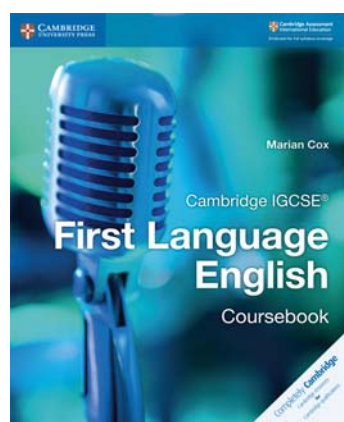
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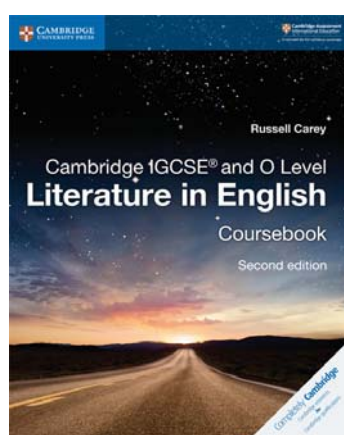
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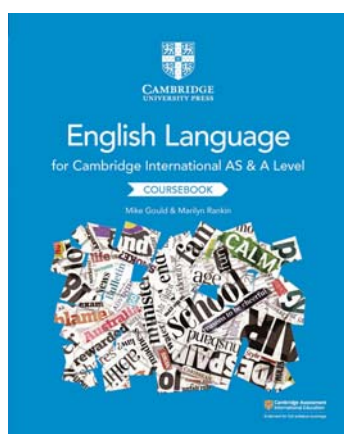
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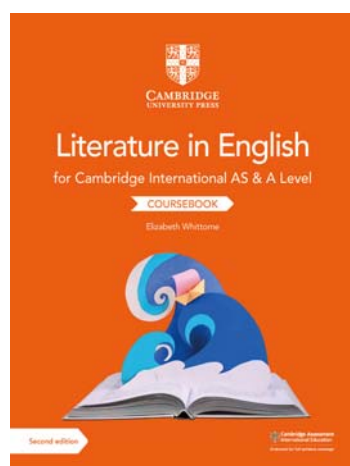
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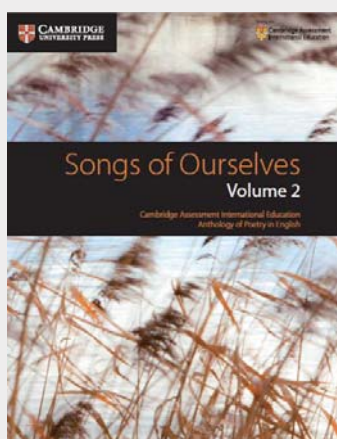


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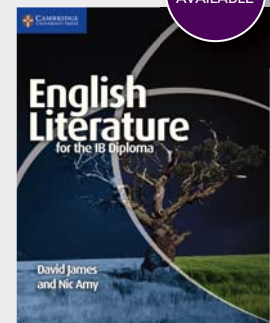
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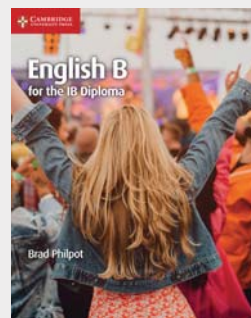
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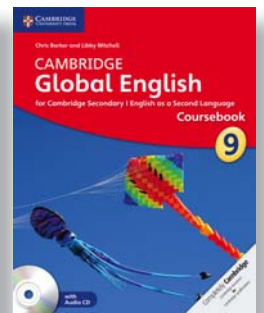
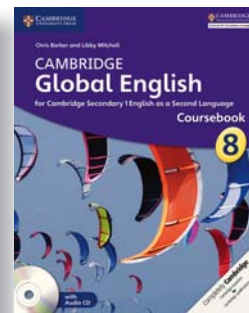
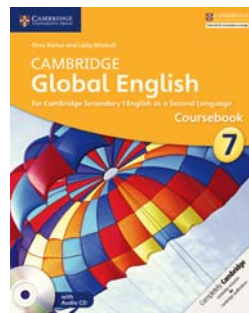
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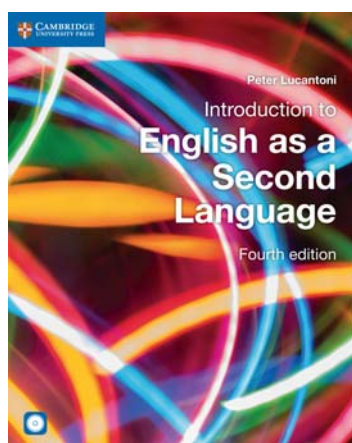
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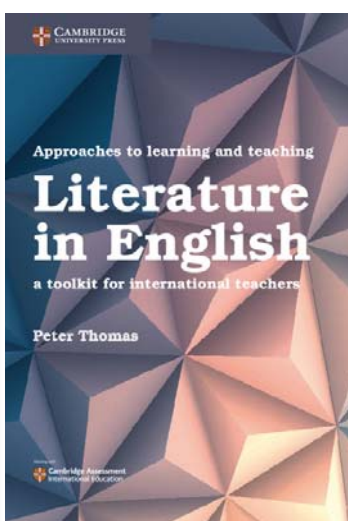
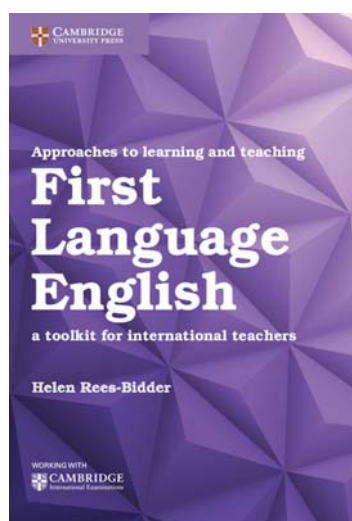
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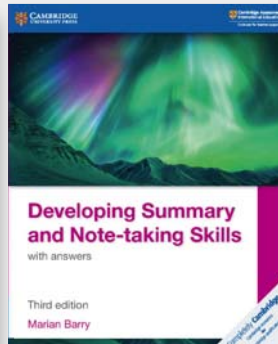
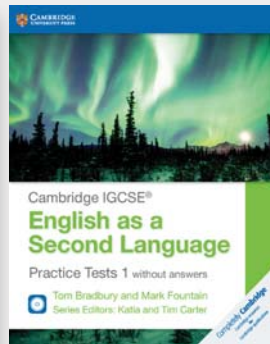
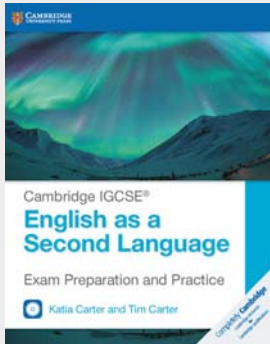


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