

Referring to the Text

You must be able to:

- Select appropriate and relevant examples from texts
- Use textual references to support and illustrate your interpretation of the texts.

Referring to the Text

- You can **refer** to a text by **paraphrasing** the text or by **quoting** from the text.
- For all Language questions and some Literature questions, you will have a text in front of you from which you can take your examples.
- For other Literature questions you will have to rely on your memory, so it is a good idea to learn some significant quotations.



Paraphrasing

- Paraphrasing means putting something into your own words. It is useful for summing up, for example:

The writer gives us a number of examples of cruelty to animals such as neglect and physical violence, which he describes in very vivid terms.

- When you are writing about a longer text, such as a novel, you might not need to quote because you are writing about events or feelings and the exact wording is not important:

Lydia clearly does not think much about her family's reputation. When she returns from London she does not express any shame at her behaviour but boasts about being married.

Key Point

It is very important to refer to the text in your answers, both in English Language and English Literature exams.

Using Quotations

- A **quotation** is a word or phrase taken directly from the text. Indicate that you are quoting by putting inverted commas (or quotation marks) around the quotation.
- There are three main ways to set out your quotations.
- If your quotation consists of just a few words (or even one word) and fits naturally into your sentence, you simply put it into inverted commas (quotation marks):

At the start of the soliloquy Juliet refers to 'love-performing night' but later it becomes a 'sober suited matron all in black'.

This is called **embedding**. Examiners like you to embed and it should be the method you use most often.



- If the quotation will not fit easily into your sentence but is fairly short (no more than 40 words of prose or one line of verse), put a colon (:) before it, continue on the same line and use inverted commas:

Benvolio passionately asserts that he is not lying: 'This is the truth or let Benvolio die.'

- If you want to use a longer quotation, leave a line and indent. You must indent the whole quotation. When quoting verse, end the lines where they end in the original. Do not use inverted commas:

This opposition will inevitably cause problems for the lovers and Juliet expresses her dilemma:

*My only love sprung from my only hate!
Too early seen unknown and known too late!*

The use of paradox emphasizes her confusion.

Key Point

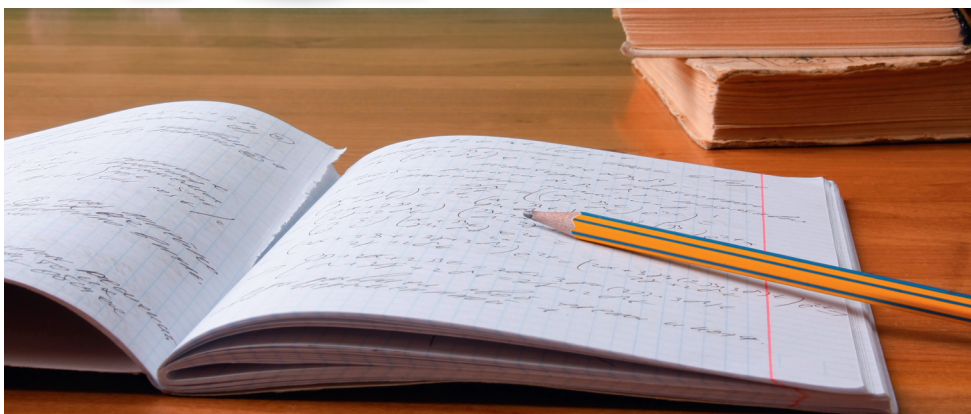
Only put words taken directly from the text inside the quotation marks. Spell and punctuate exactly as in the text.

Using PEE

- Remember to use PEE (Point, Evidence, Explanation).
- First make your **point**, saying what you want to say about the text.
- Then give your **evidence**, either in the form of a paraphrase or a quotation.
- Finally, **explain** or explore the evidence you have given.

The writer is very concerned about what he sees as widespread cruelty to domestic animals. He mentions the 'heartless neglect' of some dogs by their owners. The use of this emotive adjective paints the owners as villains and appeals to the compassion of the readers.

Here the first sentence makes the point, the second gives the evidence in quotation marks, and the third explains/explores the evidence.



Quick Test

1. What are the two different ways of using evidence from the text?
2. When you quote, what goes inside the inverted commas?
3. When should you not 'embed' a quotation?
4. What does PEE stand for?

Key Words

refer
paraphrase
quote (verb)
quotation (noun)
embed

- 1 The following paragraph includes 10 incorrect spellings. Find them and rewrite them correctly.

We where hoping for good whether for Sports Day. Unfortunately, on Friday morning it was poring with rain. Luckily, by ten o'clock it was clear and sunny. I was very exited when I got to the stadium but I had a long weight for my race, the 200 meters. Their were eight of us in the final. I was in the inside lane, witch I don't usually like, but I ran well round the bend and was second comming into the straight. As I crossed the line I was neck and neck with Jo. It wasn't until the teacher congratulated me that I knew I had definately won.

[10]

- 2 The following five sentences have been written without punctuation. Insert the correct punctuation.

a) Peter Kowalski who was the tallest boy in the class easily won the high jump.

b) What are you doing in the sand pit shouted Miss O'Connor get out of there at once.

c) Francesca won medals for the long jump the high jump and the relay.

d) I wasnt entered in any of the races because Im hopeless at running.

e) Jonathan finished last however he was pleased with his time.

[5]

- 3 a) Change each of the following pairs of sentences into single sentences, using conjunctions.

i) Julia stayed off school. She had a stomach ache.

ii) He might be in the changing rooms. He might have already left.

b) Change the following pairs of sentences into single sentences using relative pronouns.

i) Michael announced the results. He has a really loud voice.

ii) The form with the best results won a cup. The cup was presented by Mr Cadogan.

c) Turn the following three sentences into a single sentence.

i) Maria had won the discus competition. She went home early. She was feeling sick.

_____ [5]

4 Rewrite the following sentences using Standard English.

a) Me and Hayley is going to town tomorrow.

b) You guys can come wiv us if youse want.

c) We was well chuffed with what we bought.

d) I don't know nothing about what they done at school.

e) I aint skiving off again coz I wanna get my GCSEs.

_____ [5]

5 Insert each of the following five connectives or discourse markers in the text below to help it to make sense.

however as well as also as a result of consequently

I am disgusted by the plan to close our library. (1)_____ having a massive impact on our community, this act of vandalism shows how little interest the council has in education.

(2) _____ this attitude, our children are being deprived of a wonderful resource.

Adults, especially older people, (3) _____ benefit greatly from the library. The council says we can use Hartington Library, but that is much too far away for most pensioners.

(4) _____, they will lose what has become for many a real lifeline, making them feel part of the community. (5) _____, it does not have to be like this. There are other ways for

the council to save money: we could start with cutting down on the Mayor's free trips to America! [5]

6 Rewrite the following paragraph on a separate piece of paper, correcting errors in spelling, punctuation and grammar.

My first experiance of Bingley Park Library was when I was five. My grandmother, who were an avid reader, visitted the library every week and always borrowed four books. She read more or less anything but she especially liked detective story's, gardening books, and film star's biografies. Naturally, she wanted the rest of her family to be as enthusiastic as she was about books therefore, as soon as I could read, me and her marched down to bingley park. It was an imposing and rather frightening edifice for a child of five, the librarian, Miss Maloney, was just as imposing and twice as intimidating.

[10]

[8]

- 2 Look at the whole text.

What impression do you get of the narrator and his story?

- Write about your impressions of Dr Mortimer and his story.
- Evaluate how the writer has created these impressions.
- Support your opinions with quotations from the text.

Write your answer on a separate piece of paper.

[20]

Writing

- 3 You have been asked to write a creative piece for your school magazine or website.

Either

Write a description suggested by this picture.



Or

Write the opening of a story set in a wild, isolated place. Write on a separate piece of paper.

[24 marks for content and organization; 16 marks for technical accuracy; total 40]

Reading

Read the passage below and then answer the questions.

In this extract from *The Hound of the Baskervilles* by Sir Arthur Conan Doyle, Dr Mortimer is telling Sherlock Holmes and Dr Watson about the death of Sir Charles Baskerville, who believed his family was cursed and haunted by a mysterious beast.

‘It was at my advice that Sir Charles was about to go to London. His heart was, I knew, affected, and the constant anxiety in which he lived, however chimerical¹ the cause of it might be, was evidently having a serious effect upon his health. I thought that a few months among the distractions of town would send him back a new man. Mr Stapleton, a mutual friend who was much concerned at his state of health, was of the same opinion. At the last instant came this terrible catastrophe.

‘On the night of Sir Charles’s death Barrymore, the butler who made the discovery, sent Perkins the groom on horseback to me, and as I was sitting up late I was able to reach Baskerville Hall within an hour of the event. I checked and corroborated all the facts which were mentioned at the inquest. I followed the footsteps down the yew alley, I saw the spot at the moor-gate where he seemed to have waited, I remarked the change in the shape of the prints after that point, I noted that there were no other footsteps save those of Barrymore on the soft gravel, and finally I carefully examined the body, which had not been touched until my arrival. Sir Charles lay on his face, his arms out, his fingers dug into the ground, and his features convulsed with some strong emotion to such an extent that I could hardly have sworn to his identity. There was certainly no physical injury of any kind. But one false statement was made by Barrymore at the inquest. He said that there were no traces upon the ground round the body. He did not observe any. But I did – some little distance off, but fresh and clear.’

‘Footprints?’

‘Footprints.’

‘A man’s or a woman’s?’

Dr Mortimer looked strangely at us for an instant, and his voice sank almost to a whisper as he answered:

‘Mr Holmes, they were the footprints of a gigantic hound!’

¹ *chimerical* – fanciful or imagined

- 1 This extract comes from the end of the second chapter of *The Hound of the Baskervilles*, a detective story featuring Sherlock Holmes.

How has the writer structured the text to interest you as a reader?

You could write about:

- how Dr Mortimer builds up to the discovery of the body
- how the information about the footprints is revealed
- any other structural features that interest you.

Mixed Exam-Style Questions

English Literature: Shakespeare

- Answer the question on the play you have studied.

11 *Julius Caesar*

Read the extract specified and answer the question below.

Here, Antony addresses the Roman people after the death of Caesar.

Act 3 Scene 2

From

ANTONY Friends, Romans, countrymen, lend me your ears.

To

Come I to speak in Caesar's funeral.

Starting with this speech, explore how Shakespeare presents Antony as a politician.

Write about:

- how Shakespeare presents Antony as a politician in this speech
- how Shakespeare presents Antony as a politician in the play as a whole. [30 marks + AO4 4 marks]

12 *Much Ado About Nothing*

Read the extract specified and answer the question below.

Here, Benedick approaches Beatrice after Hero has been rejected by Claudio.

Act 4 Scene 1

From

BENEDICK Lady Beatrice, have you wept all this while?

To

BEATRICE It is a man's office but not yours.

Starting with this conversation, write about how Shakespeare presents ideas about honour.

Write about:

- how Shakespeare presents ideas about honour in this dialogue
- how Shakespeare presents ideas about honour in the play as a whole. [30 marks + AO4 4 marks]

