

# 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

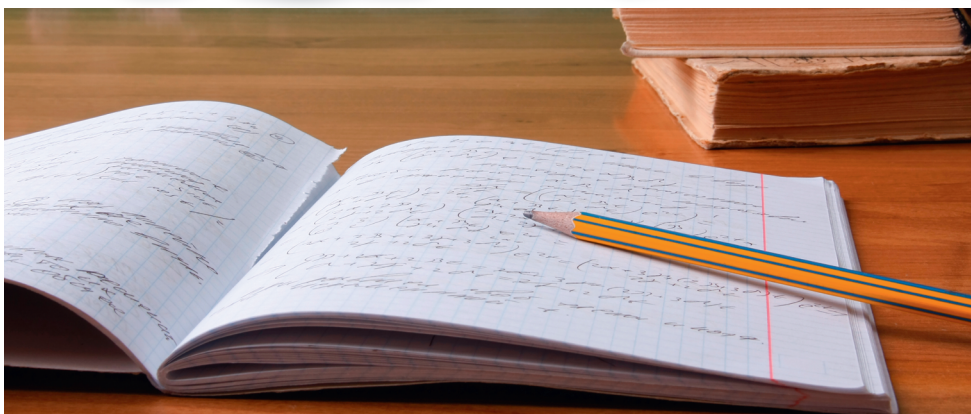
Only put words taken directly from the text inside the quotation marks. Spell and punctuate exactly as in the text.

## 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]

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[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 chimerical<sup>1</sup> 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!’

<sup>1</sup> *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]

### 13 *Macbeth*

Read the extract specified and answer the question below.

Here, Macbeth has murdered Duncan, and has returned with the blood-stained daggers.

#### **Act 2 Scene 2**

*From*

LADY MACBETH      Infirm of purpose!

*To*

LADY MACBETH                                  I hear a knocking

At the south entry. Retire we to our chamber.

A little water clears us of this deed.

Starting with this dialogue, write about how Shakespeare presents the relationship of Macbeth and Lady Macbeth.

Write about:

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

### 14 *Romeo and Juliet*

Read the extract specified and answer the question below.

Here, Romeo has just seen Juliet for the first time.

#### **Act 1 Scene 5**

*From*

ROMEO      O, she doth teach the torches to burn bright.

*To*

Did my heart love till now? Forswear it sight.

For I ne'er saw true beauty till this night.

Starting with this speech explore how Shakespeare presents Romeo's love for Juliet.

Write about:

- how Shakespeare presents Romeo's feelings in this speech
- how Shakespeare presents Romeo's feelings in the play as a whole. [30 marks + AO4 4 marks]



# Key Technical Skills: Reading

## Analysing Language 1

1 How would you describe the register of the following sentences?

Choose from:

formal

technical

dialectal

colloquial

- a) 'Appen he were took badly but he'll be all reet. ....
- b) It may be that the gentleman was feeling ill. It is, however, likely that he will recover. ....
- c) Me mate wasn't feeling too good but he's OK now. ....
- d) The patient suffered a brief episode of disequilibrium, which could be a symptom of a number of chronic conditions. .... [4]

2 Read the passage below and identify the word class (part of speech) of the highlighted words:

Since the party, she had been more **eager** than ever, and had planned many ways of making friends **with** him; **but** he had not been seen lately, and Jo began to think he had gone away, when she one day spied a brown face at an upper **window**, looking **wistfully** down into their garden, where Beth and Amy **were snowballing** one another.

From *Little Women* by Louisa May Alcott

|              |  |                     |  |
|--------------|--|---------------------|--|
| a) eager     |  | b) with             |  |
| c) but       |  | d) window           |  |
| e) wistfully |  | f) were snowballing |  |

 [6]

- 3 a) The passage above is only one sentence. What sort of sentence is it? .....
- b) Give an example from the passage of a proper noun. ....
- c) Is the clause 'he had not been seen lately' in the active or passive voice? .....
- d) What tense is 'had planned' in the first line? .....
- e) In what 'person' is the narrative written? ..... [5]

Total Marks ..... / 15

# Key Technical Skills: Reading

## Analysing Language 2

- 1 State whether each of the following sentences contains a metaphor or a simile and describe the effect of the comparison.

|  | Metaphor or simile? | What is its effect? |
|--|---------------------|---------------------|
| a) He ran like the wind.                   |                     |                     |
| b) An army of insects invaded the kitchen. |                     |                     |
| c) Her heart was as cold as ice.           |                     |                     |

[6]

- 2 Read the passage below. Find an example of each of the techniques listed in the table below.

Time was not on their side. The fire fizzed and crackled around them as the brave Brown brothers entered the building. Inside, great flames came in waves.

|                    |  |
|--------------------|--|
| a) personification |  |
| b) onomatopoeia    |  |

[2]

- 3 Read the passage below, from *The Hound of the Baskervilles* by Arthur Conan Doyle.

October 16th – A dull and foggy day, with a drizzle of rain. The house is banked with rolling clouds, which rise now and then to show the dreary curves of the moor, with thin, silver veins upon the sides of the hills, and the distant boulders gleaming where the light strikes upon their wet faces. It is melancholy outside and in. The baronet is in a black reaction after the excitements of the night. I am conscious myself of a weight at my heart and a feeling of impending danger – ever-present, which is the more terrible because I am unable to define it.

And have I not cause for such a feeling?

How does the writer use language to describe the thoughts and feelings of the narrator?

On a separate piece of paper, comment on:

- the writer's choice of words and phrases
- language features and techniques
- sentence form.

[8]

**Total Marks** ..... / 16

# Practice Exam Papers

## Section A: Reading

Answer all the questions in this section.  
You are advised to spend about 45 minutes on this section.

- 1 Read again the first paragraph of Source A.

List four things that can be seen through the window of the confectioner's shop.

[4 marks]

- 2 Look in detail at this extract from the first paragraph of the source (lines 1–9).

In the cool blue twilight of two steep streets in Camden Town, the shop at the corner, a confectioner's, glowed like the butt of a cigar. One should rather say, perhaps, like the butt of a firework, for the light was of many colours and some complexity, broken up by many mirrors and dancing on many gilt and gaily-coloured cakes and sweetmeats. Against this one fiery glass were glued the noses of many gutter-snipes, for the chocolates were all wrapped in those red and gold and green metallic colours which are almost better than chocolate itself; and the huge white wedding-cake in the window was somehow at once remote and satisfying, just as if the whole North Pole were good to eat. Such rainbow provocations could naturally collect the youth of the neighbourhood up to the ages of ten or twelve.

How does the writer use language to describe how attractive the shop window is to children?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

- 3 Now think about the whole of the source.

This text is the opening of a short story.

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

You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the extract develops
- any other structural features that interest you.

[8 marks]

- 4 Focus this answer on the latter part of the source, from line 9 ('But this corner was also attractive to youth at a later stage') to the end.

How does the writer bring to life the two characters, making the reader interested in them and their story?

In your response you should:

- Write about your impressions of the characters.
- Evaluate how the writer has created those impressions.
- Support your opinions with quotations from the text.

[20 marks]

## Section B: Writing

You are advised to spend 45 minutes on this section.

- 5 You are going to enter a creative writing competition, judged by people of your own age.

**EITHER**

Write a description suggested by this picture.



**OR**

Write the opening of a story about a student who is doing a holiday job in a shop or cafe.

[24 marks for content and organization and 16 marks for technical accuracy]

[40 marks]