



# Prepare Yourself

**How to: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to the text.**

## **What does this mean?**

- You make relevant points about a text and develop your ideas about them
- You can find various examples in the text to support your ideas
- You use your knowledge to write a lot about a little.

## **ACTIVITY ONE**

PEE paragraphs are a useful way to remind yourself to make points and back them up in essays.

P = POINT (Usually the first sentence of the PEE paragraph)

E = EVIDENCE (A quote or detailed reference to the text that supports your point)

E = EXPLANATION (The part where you really look closely at your evidence and explain exactly how it supports your point)

Here is an example of a PEE paragraph.

What fascinates me about many of Duffy's poems is the unusual style she uses. An example of this is in her poem, 'Stealing'. Right from the start of the poem she begins in a very 'unpoetic' tone which is almost as if she is talking to you in a normal conversation: "The most unusual thing I ever stole? A snowman." This style of writing catches the reader's attention easily and quickly because it stands out as different. The reader just wants to read on - after all, who would steal a snowman? Duffy writes in a style that almost allows the reader to 'hear' the young person's voice. The words Duffy chooses language and the way she structures these two sentences with the second a short sentence makes the poem look and sound unusual. In class, we heard Duffy say in a video that she likes her poems read aloud, as 'performance poetry'. This poem is no exception.

- 1. Highlight the writer's POINT in red, their EVIDENCE in orange and their EXPLANATION in green.**
- 2. Sum up what the writer is saying in one sentence.**

## ACTIVITY TWO

The following is an extract from The Graveyard Book by Neil Gaiman. Read through it carefully.

There was a hand in the darkness, and it held a knife.  
The knife had a handle of polished black bone, and a blade finer and sharper than any razor. If it sliced you, you might not even know you had been cut, not immediately.  
The knife had done almost everything it was brought to that house to do, and both the blade and the handle were wet.  
The street door was still open, just a little, where the knife and the man who held it had slipped in, and wisps of night-time mist slithered and twined into the house through the open door.  
The man Jack paused on the landing. With his left hand he pulled a large white handkerchief from the pocket of his black coat, and with it he wiped off the knife and his gloved right hand which had been holding it; then he put the handkerchief away. The hunt was almost over. He had left the woman in her bed, the man on the bedroom floor, the older child in her brightly coloured bedroom, surrounded by toys and half-finished models. That only left the little one, a baby barely a toddler, to take care of. One more and his task would be done.

**Next, answer the following questions in your head and then copy and complete the PEE paragraph below:**

1. Is the man Jack a nice person?
2. What is he doing?
3. Choose three words from the text that you think support your answer to question two.
4. Who is he hunting?
5. How does the information about who he is hunting make us feel towards him?

The man Jack is \_\_\_\_\_. We know this because the author uses words like "\_\_\_\_\_" and "\_\_\_\_\_" when talking about him. We also know that he is hunting a \_\_\_\_\_, and that he will probably \_\_\_\_\_ it. The fact that he is hunting a \_\_\_\_\_ makes us feel extremely \_\_\_\_\_ because \_\_\_\_\_s are \_\_\_\_\_ and cannot protect themselves. The fact that the author uses the words "hunt" also makes us think of an \_\_\_\_\_. Finally, the knife he holds has a handle of "\_\_\_\_\_", which brings to mind images of \_\_\_\_\_ and \_\_\_\_\_.

# Test Yourself (a)

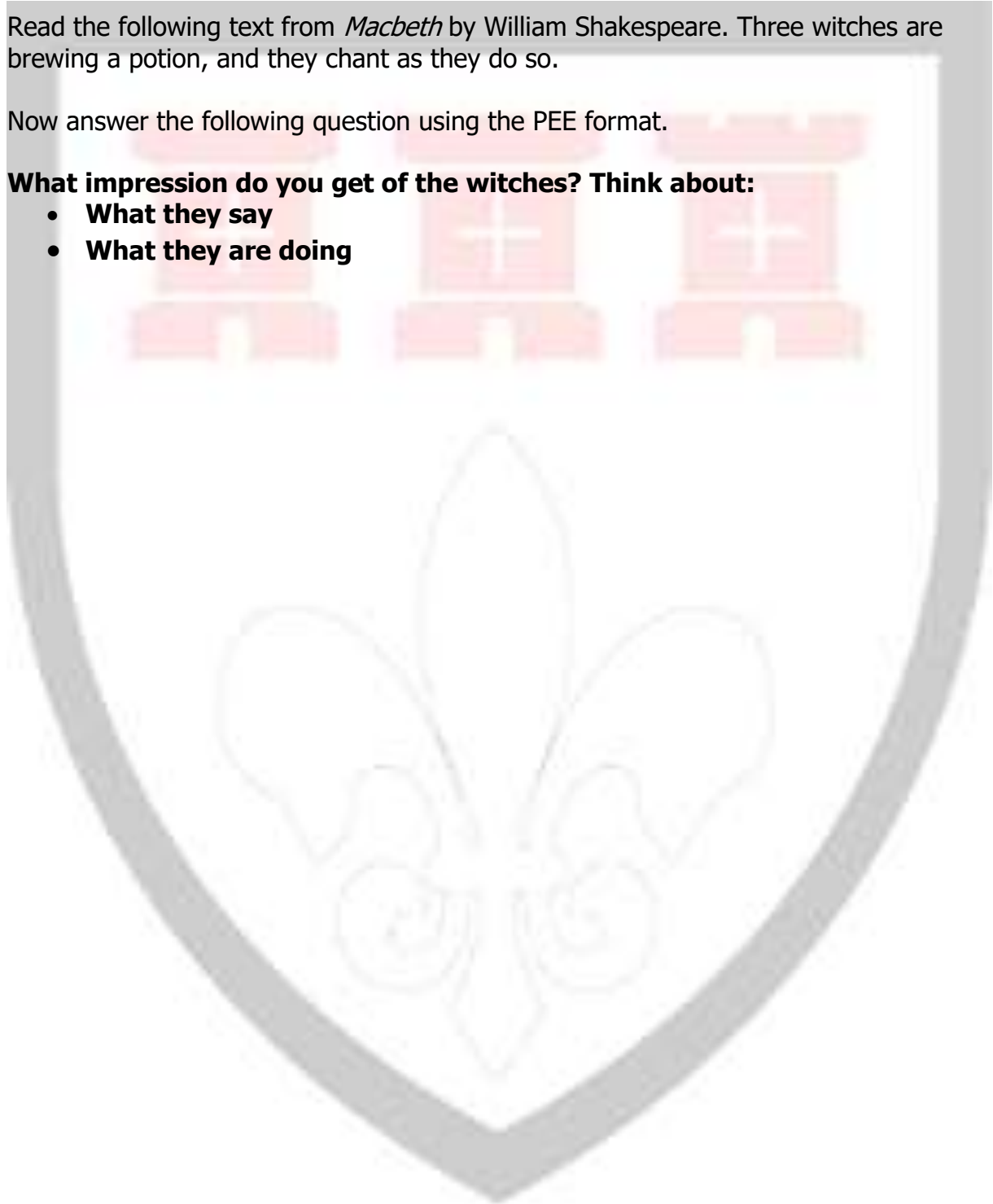
How to understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to the text.

Read the following text from *Macbeth* by William Shakespeare. Three witches are brewing a potion, and they chant as they do so.

Now answer the following question using the PEE format.

**What impression do you get of the witches? Think about:**

- **What they say**
- **What they are doing**



# Test Yourself (b)

**How to Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to the text.**

Read the following text from *Macbeth* by William Shakespeare. Three witches are brewing a potion, and they chant as they do so.

**Complete the PEE table below, which looks at how the witches are presented in this extract.**

Point	Quotation	EXPLANATION
The witches are cruel	"Nose of Turk, and Tartar's lips"	The word "Turk" implies that they are using human body parts in their potion, and therefore the witches seem to have access to dead bodies. The fact that they are using these parts as part of a potion shows us that they do not value people as anything other than ingredients.
The witches are magical	"Scale of dragon"	
	"hell-broth"	The use of the word "hell" has connections to The Devil and the idea of evil. From this we could say that the witches are working for the devil as they brew a potion ("broth") for him.
		This makes the reader feel disgusted as the body parts used belong to slimy, ugly creatures. Shakespeare wants us to feel disturbed and uncomfortable.
The witches are powerful	"dragon", "wolf", "snake"	

**1 WITCH.** Round about the caldron go;  
In the poison'd entrails throw.—  
Toad, that under cold stone,  
Days and nights has thirty-one;  
Swelter'd venom sleeping got,  
Boil thou first i' the charmed pot!

**ALL.** Double, double toil and trouble;  
Fire burn, and caldron bubble.

**2 WITCH.** Fillet of a fenny snake,  
In the caldron boil and bake;  
Eye of newt, and toe of frog,  
Wool of bat, and tongue of dog,  
Adder's fork, and blind-worm's sting,  
Lizard's leg, and owlet's wing,—  
For a charm of powerful trouble,  
Like a hell-broth boil and bubble.

**ALL.** Double, double toil and trouble;  
Fire burn, and caldron bubble.

**3 WITCH.** Scale of dragon; tooth of wolf;  
Witches' mummy; maw and gulf  
Of the ravin'd salt-sea shark;  
Root of hemlock digg'd i the dark;  
Liver of blaspheming Jew;  
Gall of goat, and slips of yew  
Sliver'd in the moon's eclipse;  
Nose of Turk, and Tartar's lips;  
Finger of birth-strangled babe  
Ditch-deliver'd by a drab,—  
Make the gruel thick and slab:  
Add thereto a tiger's chaudron,  
For the ingredients of our caldron.

**ALL.** Double, double toil and trouble;  
Fire burn, and caldron bubble.