

Retrieval and Inference

GCSE English · Follows the national curriculum

Name _____ Class _____ Date _____

1. Worked example

Retrieval: from paragraph 2, list four things you learn about the grandmother.

Step 1 · Find the section

Box off paragraph 2 only.

Step 2 · Scan for facts about her

Crossed every Friday; for forty years; brought a flask of sweet tea; brought ginger biscuits; knew the crew's names.

Step 3 · Pick four separate points

Each must be a different fact. 'Tea' and 'biscuits' can count

Step 4 · Write them briefly

1. She crossed every Friday. 2. She did it for forty years. 3. She brought sweet tea. 4. She knew the crew by name.

Answer: Four short, separate, accurate points, all from paragraph 2.

Check: Nothing taken from paragraphs 1, 3 or 4.

2. Now try one with the steps

Explicit or implicit? 'Amara knew nobody.'

Step 1 · Is it stated?

Step 2 · What does it imply?

Step 3 · Separate the two

Answer:

3. Practice

Show your working. The marks tell you how much is expected.

1. For how many years had the grandmother made the crossing? Write the number. [1]

2. On which day of the week did the grandmother travel? [1]

3. What colour was the man's jacket? [1]
-
-
4. Give two things the grandmother brought on the ferry. [2]
-
-
5. What is the difference between explicit and implicit information? [2]
-
-
6. Why should you not use paragraph 3 for a question about paragraph 2? [1]
-
-
7. True or false: Amara knows the names of the crew. [1]
-
-
8. What does 'the envelope ... had gone soft at the corners from being turned over and over' suggest about Amara? [2]
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-
9. The man says 'Same chin.' What can you infer from this? [2]
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-
10. Why might Amara count the gulls 'because it was easier than counting the minutes'? [2]
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11. Write an inference about Amara's feelings in paragraph 3, using the phrase 'could not answer' [2]
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12. Give two clues that suggest the grandmother has died. [2]
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13. How does the contrast between paragraph 2's first sentences and 'Amara knew nobody' create meaning? [3]

14. Explain what the final sentence 'She held it tighter' suggests, and why the writer makes it so short. [3]

4. Before you hand it in

Taking a detail from outside the named lines.

Draw a box round the lines the question names before you read for answers.

Copying out whole sentences for a 1-mark point.

Write a short phrase or a brief quotation that gives exactly the point.

Making an inference with no evidence: 'Amara is sad.'

Clue + 'suggests' + idea: 'Could not answer suggests she is overcome with grief.'

Inventing a story the text does not support.

Ask: could I point to the words that made me think this? If not, drop it.