Evidence, and particularly quotes, are essential to essay writing. Without evidence, an argument cannot be proven and the person who is reading your essay has no reason to believe your claims. Quotes prove to us that your ideas are supported by the text, and show that you have a detailed understanding of what you are discussing.

However, quotes cannot simply be thrown into an essay. Like all your writing, they must be written FLUENTLY. In order to achieve this, they must be INCORPORATED into your own sentences seamlessly.

What does INCORPORATED mean? Put simply, if you were to read the sentence aloud, no one should be able to tell where the quote is – it’s as if the words are all your own.

**RULES FOR QUOTES:**

1. **Use them frequently:** include as many as you can, aiming at this point for five or six per paragraph.

2. **Keep them short:** one or two words can be fine, and there’s no need for them to be over six words in length. This also makes them easier to memorise.

3. **Use them to replace your own words:** this means they become part of your argument, rather than sitting out on their own.

4. **Never quote a full sentence:** in other words, never allow a sentence to be fully quoted, as it will remain disconnected from your argument and will become useless.

5. **Never begin a sentence with a quote:** only use a quote after you have established an idea.

6. **Never end a paragraph with a quote:** they should be explained a linked to your analysis. If you use them in your linking sentence, you won’t be summarising your argument.
EXAMPLES OF FLUENTLY INCORPORATED QUOTES:

Below you can find a series of examples of quotes that have been fluently incorporated into sentences. There is no single right or wrong way to do this, so study them carefully and compare them to your own responses.

Even though Billy at first feels uncomfortable about challenging gender stereotypes, complaining that he “feels like a right sissy”, it is not long until he decides that a boy doing ballet is as “perfectly normal” as “football, or boxing, or wrestling”.

Billy’s commitment to the idea that he should “always be [him]self” helps him to confidently resist his community’s expectations of what is and isn’t “for lads”.

It becomes clear that Billy doesn’t belong in boxing, with other characters viewing his attempts as a “bloody tea dance” that disgraces his “father and the traditions of [the] boxing hall”.

Whereas other characters think Billy is “a right wanker” for practicing ballet, Michael thinks he’s “wicked”.

For most of the film society looks down upon Billy’s dancing as something that is meant “for girls, not for lads” and that male dancers are nothing more than “poofs” and “wankers”.

Mrs Wilkinson echoes Billy’s mother’s message that he should “always be [him]self” and her support is essential to Billy realising his dream of becoming “a ballet dancer”.

For Billy, dancing is something that allows him to “express [him]self”. The feeling is something primal and intrinsic, like “there’s a fire in [his] body”, and allows his spirit to fly free “like a bird”.

Billy has to struggle with his identity and his family’s heritage in order to determine whether “being a ballet dancer would be better than being a miner”.

Billy feels “fire in [his] body… like electricity” when he dances.

PRACTICE INCORPORATING USING THE FOLLOWING QUOTES:

Billy: “I feel like a right sissy”
Jackie: “Lads do football, or…boxing, or…wrestling. Not frigging ballet.”
Billy: “Some ballet dancers are as fit as athletes.”
Billy: “I don't want [a childhood]. I wanna be a ballet dancer.”
Jackie: “Thanks for everything you've done for Billy. But he is my son, isn't he? I'll handle this myself.”
Jackie: “What've we got to offer that Billy? ... He might be a f***ing genius, for all we know.”
Mrs Wilkinson: “This is when you go out and find life...”