



CAMBRIDGE

International Education

Explicit and implicit meaning

Lesson plan

Learning objectives:	To identify and understand explicit information in a text. To infer implicit meaning and understand attitudes or underlying messages.	
Lesson objective:	To practise responding to R1-style comprehension questions effectively.	
Vocabulary:	Implicit / explicit / inference / deduction.	
Previous learning:	None	
Plan		
Activities		Resources
Beginning (5 mins)	Reading between the lines. The main objective is to introduce the difference between explicit and implicit information. Show two sentences on the board: Ask learners: <ul style="list-style-type: none">• What is explicitly stated?• What can we infer (implicit meaning)? Discuss answers briefly. Clarify that: <ul style="list-style-type: none">• Explicit = directly stated• Implicit = suggested or implied Now follow with some more example sentences for discussion.	PowerPoint slides.
Middle (50 mins)	Text exploration as a class (15 minutes) Hand out the short nonfiction extract (Text A)	Text A.

Lesson plan		
	<p>As a class, annotate on board and on extracts:</p> <ul style="list-style-type: none"> • Explicit facts (names, places, actions, events) • Implicit clues (how people feel, tone of voice, author's attitude) <p>Share feedback.</p> <p>Independent practice (20 minutes)</p> <p>Learners answer Paper 1 (Text A) comprehension questions independently:</p> <ul style="list-style-type: none"> • Mixture of identifying explicit information and making inferences. <p>Encourage learners to underline evidence in the text to support their answers before they write the answer down.</p> <p>Circulate and gives feedback – answers are on slides.</p>	<p>Mini question paper – could just follow the questions on the PowerPoint.</p>
End (5 mins)	<p>Explicit vs Implicit quiz.</p> <p>The objective is to Consolidate understanding of the difference between explicit and implicit information.</p> <p>Learners stand up. Teacher reads a sentence and asks:</p> <p style="text-align: center;"><i>Is this an explicit statement or an implicit suggestion?</i></p> <p>Learners sit down if they think it's mostly implicit – remain standing if it's mostly explicit. (Could do holding up hands here or writing I or E on mini white boards).</p>	<p>PowerPoint slides.</p>
Additional Information		
Differentiation	Assessment	
<p>Teacher provides support during class annotation</p> <p>Teacher actively differentiates while</p>	<ul style="list-style-type: none"> • Starter discussion reveals prior understanding of explicit and implicit meaning • Annotations during text reading check comprehension • Check independent answers and provides guidance – could do class answers to mark <p>Quiz and exit task confirm final understanding</p>	

Lesson plan

learners work on independent answers.

Reflection and evaluation

Reflection:

Were the lesson objectives realistic?

What did the learners learn today?

What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings?

What changes did I make from my plan and why?

Summary evaluation

What two things went really well? (Consider both teaching and learning.)

1.

2.

What two things would have improved the lesson? (Consider both teaching and learning.)

1.

2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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