



MODULE 3 WORKBOOK

Comprehension and Using Textual Detail

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PODS

Before continuing, make sure you have watched and have access to the following Pods. To find these, simply log in to GCSEPod and enter the codes given into the search bar, or click the titles below if you're using this PDF on a computer.

Title	Pod Code
1. Identifying and Interpreting Explicit and Implicit Information and Ideas	ENG-153-002
2. Inference Skills	ENG-153-003

LESSON 1

Identifying and Interpreting Explicit and Implicit Information and Ideas

Pod

- **Identifying and Interpreting Explicit and Implicit Information and Ideas**
ENG-153-002

 Click the Pod name to watch it now on gcsepod.com, or type the code into the search bar on the GCSEPod website!

Quiz

Watch the pod and answer the questions below. Circle your chosen answer(s).

1. If the information is obvious and found in the text at surface level it is called
 - a. implicit
 - b. fact
 - c. opinion
 - d. explicit

2. If the information is less obvious and requires you to interpret the text it is called
 - a. implicit
 - b. fact
 - c. opinion
 - d. explicit

3. Explicit information is obvious and generally easy to understand. Its meaning is
 - a. unclear
 - b. totally clear
 - c. factual
 - d. opinion based

4. Implicit information is not obvious and is usually hinted at, so you have to
 - a. do nothing
 - b. skip over it
 - c. work out what the writer is suggesting
 - d. read it four times until you get it

5. PEE stands for
 - a. Point, Evidence, Explanation
 - b. Put Evidence in and Expand
 - c. Pupils Excel at English
 - d. Point, Evidence, Engage

6. When talking about implicit information, it's often useful to think about
 - a. what is going on in the text
 - b. the feelings involved
 - c. the characters
 - d. all of the above

7. To avoid making your opinion about the text sound like fact, you should use words like [choose two]
 - a. must
 - b. likely
 - c. is
 - d. perhaps

8. Choose the most appropriate option. When discussing implicit meaning we should look at the writer's
- a. topic
 - b. characters
 - c. punctuation
 - d. word choices
9. Words that tell the examiner I am expressing my opinion are (choose two)
- a. suggests
 - b. implies
 - c. rhetorical question
 - d. form
10. When writing a PEE paragraph, you should use Explanation to
- a. show what you understand from the evidence
 - b. introduce new evidence
 - c. make a point
 - d. compare the text to something else you have read, if appropriate

PRACTISE

Getting started

In the exam, you will have at least one question that asks you to list a number of explicit pieces of information from the text. You will need to find clearly stated information, ideas or opinions. For example:

- List four things you learn about the rollercoaster.
- Write four things the writer tells you about the house from the text.
- List four reasons the parents gave for not wanting the school trip to go ahead.

Tips for Success

- Use short but complete sentences. For instance, instead of putting “Trip unsafe”, write “The parents felt the trip was unsafe.”
- Only use information that is explicitly stated in the text.

1. Read the text below and list four things we learn about the character of Emma:

Emma Woodhouse, handsome, clever and rich, with a comfortable home and a happy disposition, seemed to unite some of the best blessings of existence; and had lived nearly twenty-one years in the world with very little to distress or vex her.

2. List four things that the writer suggests are a problem in the play park.

Most people in this area are aware of the problems that have arisen in the play park in the last year or two. People regularly report damage to and vandalism of the swings and play area, as well as fires that have been started in the bins. We are aware there is a lack of areas for older children and teenagers to meet and 'hang out', and therefore they congregate in the play park and other areas of the park that aren't intended for them.

3. Read the text below and list four things the writer tells us about Aunt Sarah's garden.

Looking up, an image of the window beneath the gable flashed into Sam's mind – the curling paint of the frame, the way the dust formed shapes against the glass if you stared at it long enough – and was gone, quick as a swallow. Next to him, the garden breathed summer through the open window, and Sam could hear the faint click of the gardener's spade as he dug a new bed next to the greenhouses. It was quiet here, far from the city sirens and crowded streets of home, where Sam's bedroom had looked out at terraced roofs, backyards stretching to either side; here, there were no neighbours, and the garden disappeared in trees as far as he could see.

APPLY

Tips for Success

- Use short but complete sentences. For instance, instead of putting “Trip unsafe”, write “The parents felt the trip was unsafe.”
- Only use information that is explicitly stated in the text.

1. Read the text below and list four things we learn about Lisa and her life.

Lisa pictured them, smug in their air-conditioned isolation. They probably didn't have to be in work fifteen minutes ago, probably didn't have a manager who would look at the clock, pointedly, as she rushed in, sweating and dishevelled, hovering nearby while Lisa tried to engage a busy stranger in unwanted conversation about insurance. This couple had all their insurance – car, home, life – sorted. This couple, she thought, didn't have children or, if they did, they were grown-up and gone, not lying impossibly deeply asleep when they should be dressed breakfasted and out the door to school. This couple had probably had a pot of tea and home-made marmalade for breakfast – maybe with a half-grapefruit each – rather than a gulp of instant coffee.

LESSON 2

Implicit Meaning and Inference Skills

Pod

- **Inference Skills**
ENG-153-003



Click the Pod name to watch it now on [gcsepod.com](https://www.gcsepod.com), or type the code into the search bar on the GCSEPod website!

Quiz

Watch the Pod and answer the questions below. Circle your chosen answers.

1. Inference is simply working out the meaning of a text from the
 - a. clues and suggestions within it
 - b. facts and opinions within it
 - c. obvious surface meanings
 - d. the amount of writing on the page

2. Implicit information is information that is
 - a. stated clearly
 - b. a fact that can be proved
 - c. an opinion
 - d. implied or hinted at

3. To improve your inference skills, you need to think like a detective and
 - a. solve a crime
 - b. look at the words on the page and think 'What do these words suggest?' and 'What can I deduce from this?'
 - c. explore only what the characters say
 - d. look for obvious meaning in words

4. When you infer things, you must make sure they are [choose two]
 - a. completely made up
 - b. within reason and linked to the text
 - c. justified with evidence
 - d. only about the characters

5. When inferring it's important to consider [choose two]
 - a. the writer's purpose
 - b. the number of chapters in the book
 - c. the presentation of the characters
 - d. the number of characters

6. Words can have different meanings depending on the text's background, also known as the
 - a. characters
 - b. setting
 - c. word count
 - d. context

7. The opening of a text can help you to
 - a. make predictions about what will follow
 - b. decide whether you need to read it or not
 - c. know everything you need to know
 - d. answer all the questions in your exam

8. Endings can be used to
 - a. set the scene
 - b. introduce new characters
 - c. give some resolution
 - d. introduce dialogue between characters

9. Adjectives are
 - a. doing words e.g. 'run'
 - b. words that describe the action e.g. 'run fast'
 - c. words that are the name of a person, place or object e.g. 'wobbly table'
 - d. words that describe the noun e.g. 'wobbly table'

10. When writing a PEE paragraph, you should use Explanation to
 - a. show what you understand from the evidence
 - b. introduce new evidence
 - c. make a point
 - d. compare the text to something else you have read, if appropriate

PRACTISE

Implicit information is not clearly stated, so you need to 'read between the lines' to work out what is being implied or suggested.

1. Look at the scenarios below and, for each one, try to say what is being implied or suggested.

Example:



Answer: The second person obviously doesn't like the music that much because they've said it's '*not the worst*' rather than saying that they've *enjoyed* it.

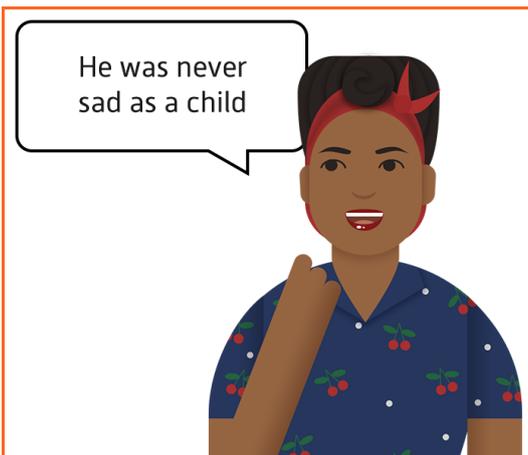
Scenario 1:



Answer:

A large rectangular area with a dotted border, intended for writing an answer to Scenario 1.

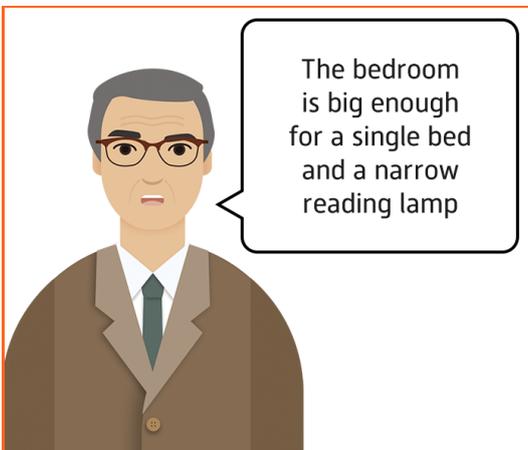
Scenario 2:



Answer:

A large rectangular area with a dotted border, intended for writing an answer to Scenario 2.

Scenario 3:



Answer:

A large rectangular area with a dotted border, intended for writing an answer to Scenario 3.

By looking for the implicit, unobvious meaning in the text, you are **inferring** information. It's a skill you will need to use in many of your exam questions.

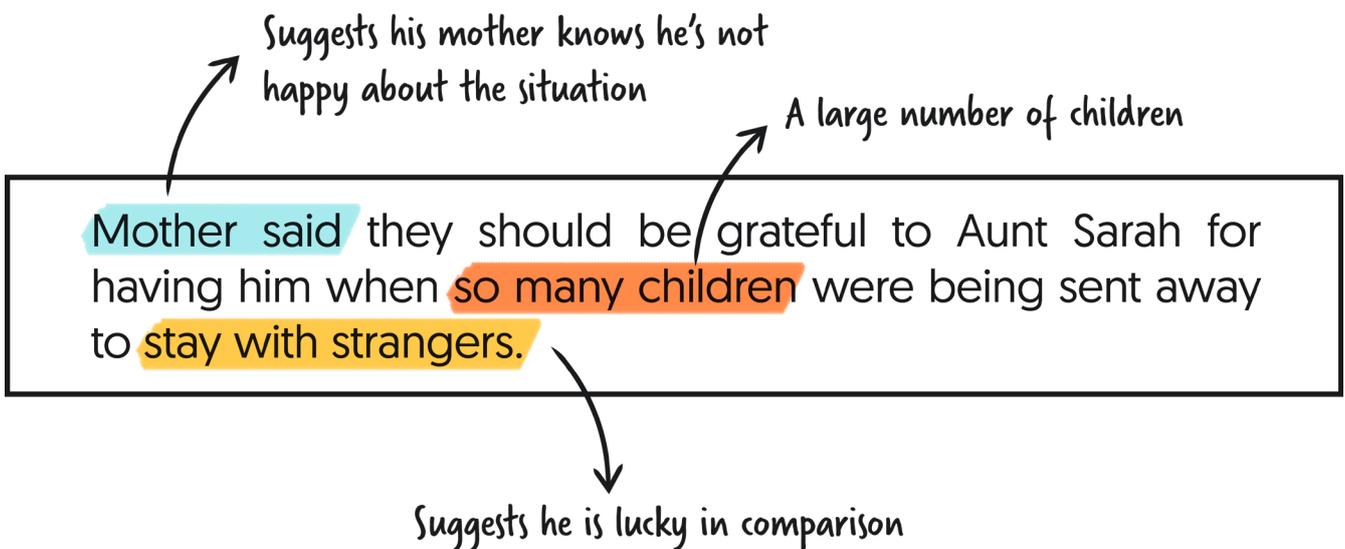
2. Read the extract below taken from a short story about a boy who is evacuated during the war.

Mother said they should be grateful to Aunt Sarah for having him when so many children were being sent away to stay with strangers, but he had not wanted to move in with the old woman who sat blanketed on the terrace despite the warmth of the day: she was a stranger to him.

He watched her now, picturing the slow blink of her papery eye-lids, and shivered, despite the warmth. Reaching into his pocket, he pulled out his soldier. It was his favourite one of the tin soldiers that Father had given him, before he didn't come back, and Sam liked the way you could line them up carefully to confront each other across the carpet.

3. Look closely at the quotations below and annotate each one to say what is being implied or suggested rather than said explicitly.

For example:



 The quotation is enclosed in a black box. Three handwritten annotations with arrows point to specific parts of the text:

- An arrow points from the handwritten note "Suggests his mother knows he's not happy about the situation" to the phrase "Mother said".
- An arrow points from the handwritten note "A large number of children" to the phrase "so many children".
- An arrow points from the handwritten note "Suggests he is lucky in comparison" to the phrase "stay with strangers".

a.

The old woman who sat blanketed on the terrace despite the warmth of the day

b.

He watched her now, picturing the slow blink of her papery eyelids, and shivered, despite the warmth.

c.

It was his favourite one of the tin soldiers that Father had given him, before he didn't come back.

4. Now read the next paragraph from the text:

After lunch, he'd been playing with the soldiers in the library when, suddenly aware of the silence, he'd looked up to find Aunt Sarah in the half-open doorway.

"Your father gave you those, then, did he?"

Pleased at her interest, Sam brightened: "Yes, for my birthday. D'you like them?" He looked down at the red and deep blue they wore, not the colour of Father's old uniform that Mother had hidden in her wardrobe back home. "I think they're meant to be soldiers from the olden days."

She grunted. "Soldiers are soldiers," she said after a moment, "and they all end up in the same place, no matter the colour of their uniform."

Sam bit his lip and stared at the lines of soldiers until he knew he wouldn't cry but, when he looked up again, the doorway was empty. He managed to avoid crossing paths with his aunt for the rest of the afternoon.

- a. Highlight four quotations that imply or suggest more than what is obvious about Sam's situation.
- b. Annotate the quotations to help you work out what is implied or suggested.
- c. Just using your inference skills, what is being implied or suggested about Sam's father?

Re-read the full extract and write up your answer to the question in **two PEE paragraphs** using the grids on the next page.

Mother said they should be grateful to Aunt Sarah for having him when so many children were being sent away to stay with strangers, but he had not wanted to move in with the old woman who sat blanketed on the terrace despite the warmth of the day: she was a stranger to him.

He watched her now, picturing the slow blink of her papery eye-lids, and shivered, despite the warmth. Reaching into his pocket, he pulled out his soldier. It was his favourite one of the tin soldiers that Father had given him, before he didn't come back, and Sam liked the way you could line them up carefully to confront each other across the carpet.

After lunch, he'd been playing with the soldiers in the library when, suddenly aware of the silence, he'd looked up to find Aunt Sarah in the half-open doorway.

"Your father gave you those, then, did he?"

Pleased at her interest, Sam brightened: "Yes, for my birthday. D'you like them?" He looked down at the red and deep blue they wore, not the colour of Father's old uniform that Mother had hidden in her wardrobe back home. "I think they're meant to be soldiers from the olden days."

She grunted. "Soldiers are soldiers," she said after a moment, "and they all end up in the same place, no matter the colour of their uniform."

Sam bit his lip and stared at the lines of soldiers until he knew he wouldn't cry but, when he looked up again, the doorway was empty. He managed to avoid crossing paths with his aunt for the rest of the afternoon.

Tips for Success

- Make a clear **point** linked to the focus of the question
- Support your point with **evidence** from the text
- Show your understanding by **explaining** what you have inferred

5. After reading this extract, what is your impression of Sam and how he is feeling about living with Aunt Sarah? Complete the grids below.

Example answer:

POINT	It's clear Sam isn't happy about living with Aunt Sarah.
EVIDENCE	It says, "Mother said they should be grateful"
EXPLAIN	This suggests Sam has told her about his unhappiness but that she feels it's not that bad and that it could be a lot worse for him, as it is for so many other children.

POINT	
EVIDENCE	
EXPLAIN	

POINT	
EVIDENCE	
EXPLAIN	

b. What seems unusual about Aunt Sarah?

[Dotted-line response box for question b]

c. Why might Aunt Sarah choose not to explain to Sam why he could not climb the attic?

[Dotted-line response box for question c]

Using the notes that you have made, answer the following question:

2. After reading this extract what is your impression of Sam's situation?

Write up three ideas using PEE paragraphs. Use a separate sheet of paper, or the space below, for this task.

[Large dotted-line response box for question 2]