Lesson plans

Resources available
- Student Book: pages 24–5 Point of view, implicit meaning and bias; pages 26–7 Analysing language
- Teacher Guide: Reading practice papers and exemplar answers pages 61–91.
- Student Book pages 24–7 could involve around two hours of classroom time.

Assessment objectives
- Detect point of view, implicit meaning and/or bias

Learning objectives
- Point of view, implicit meaning and bias:
  - To understand the terms ‘point of view’, ‘implicit meaning’ and ‘bias’.
  - To know what to look for in detecting the writer’s point of view and implicit meaning
  - To practise identifying point of view, implicit meaning and bias
- Analysing language:
  - To practise identifying point of view, implicit meaning and bias through the language a writer uses

Lesson 1: Point of view, implicit meaning and bias
(Student Book pages 24–25)

To prepare for the lessons, students could be asked to provide clear definitions of ‘bias’ and ‘implicit’, using any resources they have available to them. If they come across an example of its use, they should make a note of it, e.g. a sports referee being accused of bias in a radio, TV or newspaper report. They could also bring in examples where the surface meaning is different from the intended meaning. Some students may provide examples from authors who mock or criticise authority in some way such as Jeremy Clarkson.

Starter
- Ask students ‘traffic light’ their confidence in detecting a point of view, implicit meaning and bias, where red means they are not confident, amber means they are fairly confident, and green means they are confident that they are working at Level 2.

Whole class and independent work
- Introduce the task on page 24.
- Discuss the key terms. You could perhaps compare ‘bias’ to a bowl, which has a weight bias so that it takes a curved path, always tending to one side, or a sports referee who always appears to give the benefit of the doubt to one side rather than the other.
- Introduce the section ‘What does the writer really mean?’ Discuss the cartoon, and other examples where what the speaker/writer thinks may be different from the surface meaning of the words they use.
- Work through the section ‘Reading between the lines’, asking students for extra examples of their own whenever possible. They could make a list of the eight headings (‘The source’... ‘Emphasis or repetition of key words’), and write down a favourite example from the discussion/ of their own for each.
- Introduce the Activity. If necessary, explain that an ‘aerodynamic’ shape allows something or someone to move through the air in a smooth and fast way; ‘fail’ means to move your arms and legs about in an uncontrolled way; ‘the Flying Scotsman’ was a famous steam-train engine, a ‘theodolite’ is a piece of equipment that a surveyor uses for measuring angles (of non-moving objects); a ‘buffer’ is someone who does something very badly. Encourage students to give this information themselves, either from prior knowledge or by looking closely at the context (close reading).
- Discuss students’ answers – compare with ‘Suggested answers’ on pages 27–28. Their own knowledge of the character of Jeremy Clarkson and his views from television programmes such as ‘Top Gear’ may help in their approach. If a student/pair of students volunteers, their answer could be displayed for whole-class discussion.
- Discuss how detailed the reading needed to be for this activity compared with skimming and scanning. This demands close reading rather than skimming or scanning.
- Explore again the meaning of key terms such as point of view, implicit meaning and bias.

Plenary
- Review the work done on point of view, implicit meaning and bias.
- Discuss how knowing the author’s point of view can completely change the way we read a text, as in the extract by Jeremy Clarkson, and is essential in an examination context.

Lesson 2: Analysing language
(Student Book pages 26–27)

Starter
- Ask students to explain the key points about point of view, implicit meaning and bias that they established in the previous lesson.

Whole class and independent work
- Introduce Activity 1.
- Direct students to the key term ‘rhetorical question’.
- Ensure they understand the meaning of ‘susceptible’ likely to suffer from. If necessary, explain that ‘gingivitis’ is a medical condition that makes your gums painful.
- Discuss students’ suggestions for each category – compare with ‘Suggested answers’ on page 28. Ensure they have put them under the correct headings, and have included at least one point under each heading.
- Discuss how the techniques add to the impact of the text.
- Introduce Activity 2.
- Introduce Activity 3. Direct students to the Pass Level 2 tip, and discuss the implications for how they tackle the question. Suggest they start with the points they think are most persuasive and that they think they can explain most clearly.
- Discuss students’ chosen examples – compare with ‘Suggested answers’ on page 29 – and how they make the case for each chosen example being persuasive.
- Ask students to challenge anyone who has given a fact (a quotation) but not an opinion (why it is persuasive).
- Emphasise there are hundreds of things they could say, but that some are more powerful than others. No single point is essential – they can choose what they think is most effective, so long as they can justify their choice.
- The comment on ‘Cash not ash’ does not fit under any of the seven given headings. It is important students realise they can make additional comments on language, even if they do not fit the particular headings.
- Re-emphasise the Pass Level 2 tip: that it is essential to comment on the effect of a technique such as a rhetorical question – just naming it is only the beginning of the answer!

Plenary
- Ask each student to decide (perhaps with the help of a partner) if they think their answers are would be more impressive with technical terms. (Perhaps list examples such as: imperative, rhetorical question, rhyme, sarcasm, sentence, simile, statistics.)
- Discuss their answers – compare with ‘Suggested answers’ on page 29.
- After completion of the tasks, review performance again.

Plenary
- Direct students to the Peer/Self assessment box on page 24. What have they learned about the terms ‘point of view’, ‘implicit meaning’ and ‘bias’, how to detect a writer’s point of view, what makes texts effective and how to explain what makes a text effective from this sequence of lessons? Get them to note down key points to remember for examination success.
- Ask students to review their self-assessment by ‘traffic lighting’ their confidence once again. Has their self-assessment rating improved?
- Ensure students are clear about:
  - precisely what they have learned during the lessons
  - what they still feel they need to learn/achieve.

Suggested answers

Point of view, implicit meaning and bias

Activity
1 Precautions you can take to make it less likely that you will become a victim of crime when travelling.
2 Answers could include:
   - Pictures and illustrations: adult with children, all smiling, as if they are happy to travel by train, family group, including young children, on a train – suggesting a secure and safe environment; arrow suggesting speed of train travel, the word SAFE highlighted in white capitals.
   - Language: emphasising how safe people are e.g. ‘violent crime is rare’, ‘Women are not usually the victims of violent crime’, including use of italics ‘very few become victims of crime’; use of personal pronoun ‘you’ to involve the reader e.g. ‘even less likely you will become a crime victim’; ‘You are actually very safe when travelling by rail’, use of imperatives to indicate what you should feel/ think: ‘Travel safe’.
   - Statistics: ‘1 reported crime for every 300,000 journeys’ to suggest just how rare crime is; ‘Millions of people travel every day’, suggesting you will be following a popular choice.
Point of view, implicit meaning and bias

3 Answers could include:
- To encourage people to travel by train: persuade.
- To reduce the fear of crime when travelling: persuade.
- To get the real facts across, rather than newspaper distortions about the likelihood of crime: persuade.

4 Sample answer:
Jeremy Clarkson probably believes that it is unfair for the school to make his daughter run on the school's sports day when it is not one of her strengths. He believes strongly in competition, and thinks having 'no competition' on a sports day, which is usually based on competition, is daft.

5 Sample answer:
A 'bungalow' is one of the least aerodynamic shapes you can think of, so Jeremy Clarkson is suggesting his daughter is overweight and totally unsuited to running, although he can't fault her effort. Saying she has 'the coordination of an American bombing raid' implies that American bombing raids are not well planned. He is mocking the American military. The use of 'flail' suggests his daughter's arms and legs are behaving in totally uncoordinated ways. He is making fun of the school for putting her on display (but we don't find out what she thinks about his comments!). He uses 'Luckily' sarcastically to mock the school's approach. He really thinks that having no competition on sports day is completely crazy.

Activity 1
Analysing language

Activity 1
1 To discourage people from starting to smoke/encouraging smokers to stop.
2 Gasp Smoke Free Solutions: The reader would expect them to be against smoking.

Activity 2
1 OK, nice, amazing, bad, awful, horrific, irritated, upset, devastated
2 painfully, horrible, unsightly, terrible, nasties
3 all emphasise the negative side of smoking and add to the impact of the text.

Activity 3
Sample answer:
The writer uses rhyming in the headline: 'Be smart. Don't start' to add bite and impact to the opening, making it more likely a casual reader will read on. Rhyming is also used to contrast 'cash' and 'ash' – to suggest smoking is like burning money.

Powerful statistics are used to shock the reader, such as claiming every single cigarette smoked reduces your lifespan by '5.5 minutes', there are '4,000 chemicals' in a cigarette and 20-year-old smokers 'have the same fitness levels' as 35-year-old non-smokers.

'Smoking is like committing suicide slowly and painfully' is a deliberately powerful comparison (a simile), intended to shock the reader into thinking about the actual long-term effects of smoking. Another technique used is sarcasm. For example, 'Well sure it does' seems at first to be agreeing that smoking 'makes you look older' and more mature, but it is followed by a dash ‘-', making it clear the agreement is sarcastic: you will look older and more 'wrinkled'.

The writer of the leaflet uses a series of imperatives, mostly in short sentences from two to five words long: 'Be smart', 'Don't start', 'Live longer', 'Keep your looks', 'Don't get nasty diseases', 'Stay fit and active' to give very clear advice on what readers should or should not do, in short, sharp and effective bursts.

A rhetorical question, 'Crazy isn't it?', suggests that every sensible person will agree that smokers are actually paying out good money (£2,000 a year) to ensure they have an early death. It is an appeal to the 'authority' of common sense.

Note: Strictly speaking, making text bold, italic or highlighted is not an aspect of 'use of language.'