

Boost Free Lessons - Year 7 English

Lesson 1: Literal and Implied Meaning

Name: _____ Grade: _____ Date: _____

Worked Example 1

What is the literal meaning of the sentence below, and what does it imply?

Mia glanced at the clock, then at her untouched dinner.

1. The **literal** meaning is exactly what the words say: Mia looked at a clock, then at a plate of food she had not eaten.
2. The **implied** meaning is what the writer suggests without stating it.
3. Ask what each detail is doing. Glancing at a clock suggests waiting or running short of time.
4. An untouched dinner suggests she has no appetite. Put the two clues together.

Literally she looks at a clock and a full plate. The writer implies she is anxious or waiting for something.

Worked Example 2

What does the writer imply has just happened?

The kitchen smelled of burnt toast and the smoke alarm was still ringing.

1. No sentence tells you directly what happened, so you must use the clues.
2. Burnt toast is evidence that food has been left too long.
3. The word **still** tells you the alarm has been going for a while, so this happened moments ago.
4. Combine the clues into one conclusion.

The writer implies that someone has just burnt the toast, without ever saying so.

Remember: The **literal** meaning is what the words say. The **implied** meaning is what they suggest. Every detail a writer includes is a clue, so ask yourself why it was chosen.



Question 1: For each sentence, write what the writer implies.

1. Jordan zipped his jacket to the chin and shoved his hands into his pockets.

2. The classroom fell silent when the principal walked in.

3. Ava read the message, then turned her phone face down.

4. There were three empty seats at the birthday table.

5. Sam's shoes squelched with every step down the corridor.

6. The dog's tail thumped against the door before the key turned.

7. Noah checked his answer twice before raising his hand.

8. Dust covered every surface in the room.



Question 2: Read the passage below, then answer the questions.

Tom pushed open the front door. His schoolbag hit the floor with a thud and he walked past the plate of biscuits without looking. Upstairs, his bedroom door clicked shut. The house stayed quiet for a long time.

1. What does Tom literally do in this passage?

2. What does the writer imply about how Tom is feeling?

3. Which single detail most suggests something is wrong? Explain your choice.

4. Why do you think the writer mentions the biscuits?

5. What does the last sentence imply?

6. Rewrite the passage's meaning in one sentence that states Tom's feelings literally.



Question 3: Answer the following questions.

1. Write a sentence that implies someone is nervous, without using the word nervous.

2. Write a sentence that implies a room has been left in a hurry.

3. Write a sentence that implies two characters have had an argument.

4. Write a sentence that implies it is very early in the morning.

5. Explain why writers often imply things instead of stating them directly.





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Answers and Model Responses: Literal and Implied Meaning**Question 1**

1. It is very cold.
2. The students are nervous of, or have great respect for, the principal.
3. The message upset her, and she does not want to look at it again.
4. Three guests did not come, so people are missing.
5. He has walked through water or heavy rain.
6. The dog knows its owner is coming home before the door opens.
7. He is unsure of himself, or lacks confidence.
8. Nobody has been in the room for a long time.

Question 2

1. He opens the door, drops his bag, walks past the biscuits and shuts his bedroom door.
2. He is upset, disappointed or angry about something that happened.
3. Walking past the biscuits without looking. Ignoring a treat suggests he is too upset to want it.
4. They are something he would normally want, so ignoring them shows how he is feeling without the writer saying it.
5. That Tom stayed alone in his room for a long time, and that nobody came to check on him.
6. Tom came home feeling upset and went straight to his room.

Question 3

1. Model response: Her hands would not keep still, and she read the first line four times without taking it in.
2. Model response: A chair lay on its side and the back door swung open in the wind.
3. Model response: They sat at opposite ends of the couch, and neither reached for the remote.
4. Model response: The street lights were still on and the only sound was a single magpie.
5. Implying makes the reader work things out, which draws them into the text and makes the writing feel more real than simply being told.

