

# **English Matters for CSEC<sup>®</sup> Examinations**

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## Scope and Sequence

The order in which the skills below are practised varies from one unit to another.

Theme	Reading Comprehension	Listening and Speaking
<b>Section A: Individual and Society</b>		
<b>1. Family Unit</b>	1. <i>Bright Thursdays</i> : Olive Senior (fiction) 2. <i>Families in Flux</i> (expository text) <b>Skills</b> : Survey text, writer's purpose and audience, skim, scan. Answer questions on content.	<b>Listening</b> : Listen to a speech, discuss assumptions. <b>Speaking</b> : Role play characters from reading passage.
<b>2. Life Skills</b>	1. <i>The Chip Chip Gatherers</i> : V.S. Naipaul (fiction) 2. <i>Parents Pray as 10 million Chinese teenagers sit make-or-break exam</i> (newspaper article) <b>Skills</b> : Answering multiple-choice questions	<b>Speaking</b> : Discussion to clarify ideas, rating exercise
<b>3. Role Models</b>	1. <i>Barefoot Soldier</i> : Johnson Beharry (book review, autobiography) 2. <i>For the Unknown Soldier</i> : Cleveland Hamilton (poem) <b>Skills</b> : Answering questions on <i>how</i> a text is written, how to approach a poem	<b>Listening</b> : Summarise information from chat show. <b>Speaking</b> : Give a presentation about a local hero. Recite a poem.
<b>4. Sporting Icons</b>	1. <i>World Champs</i> (newspaper article) 2. <i>Inside the minds of athletes who cheat</i> : (article from scientific journal) <b>Skills</b> : SQ3R method: (Survey, Question, Read, Recall, Review), making notes	<b>Speaking</b> : Discuss information presented in graphical form. Write a summary.
<b>5. Relationships</b>	1. <i>Green Days by the River</i> : Michael Anthony (fiction) 2. <i>Since You</i> : Dionne Brand (poem) <b>Skills</b> : DRTA (predict/ review during and post-reading), approaching a poem	<b>Speaking</b> : Discuss body language. Act out scenes from reading passage.
<b>Section B: Writing Genres</b>		
<b>6. Twist in the Tale</b>	<i>An Astrologer's Day</i> : R.K Narayan (short story) <b>Skills</b> : Study elements of story and story structure.	<b>Listening</b> : Interview with an Indian author. <b>Speaking</b> : Role play interview with an author.
<b>7. The Art of the Storyteller</b>	1. <i>The Oral Tradition</i> (expository text) 2. <i>The Animals' Sacrifice</i> : Colville Young (modern fable) <b>Skills</b> : Summarising paragraphs, denotation and connotation	<b>Speaking</b> : Discuss and solve problems using lateral thinking.
<b>8. Word Pictures</b>	1. <i>In The Castle of My Skin</i> : George Lamming (descriptive writing) 2. <i>Ozymandias</i> : Shelley (poem: sonnet) 3. <i>Tide Rising</i> : A.L. Hendriks (poem: free verse) <b>Skills</b> : Identify sensory language, symbolism. Sound effects in poetry: alliteration, assonance, onomatopoeia, rhythm.	<b>Speaking</b> : Recite poetry

Language Matters	Words Matter	Writing
Sentence structure and punctuation: clauses, phrases, sentence fragments, fused sentences, comma splice	Using a dictionary, creating a vocabulary notebook	Paragraphing Graphic organisers The writing process Informal letter: narrating an event Keeping a writing portfolio
Concord: subject-verb agreement, agreement with collective nouns and indefinite pronouns	Prefixes: <i>il-, in-, ir-, dis-, mis-, un-</i>	Summaries: main idea, topic sentences and additional details Informal letter (persuasive)
Adjectives and adverbs Spelling Common errors	Emotive words Using a thesaurus	Plan and write an autobiography. Write a biography of an international figure.
Tense sequence: simple present/ present continuous, simple past/ past continuous. Punctuation: colon and semi-colon	Identify synonyms in multiple-choice questions.	Expository writing: report on after-school clubs Formal letter about school clubs to school principal
Direct speech punctuation, quotation marks	Imagery: simile, metaphor, oxymoron, personification	Write narrative, presenting character through dialogue. Review poem <i>Airport</i> by Cecil Gray.
Use perfect tenses correctly.	Forms of humour: situation, irony, satire, litotes, puns, sarcasm	Create plot lines and settings for different stories. Write stories based on opening and closing sentences, photographs.
Reported speech	Interpreting proverbs	Introducing and concluding stories. Write a story based on a proverb
Participial phrases, misrelated participles	Clichés, misused metaphors	Write a description of a) a scene in a photograph b) an imaginary scene. Write a story using description.

	Reading Comprehension	Listening and Speaking
9. Scenes from Life	<i>The Glass Menagerie</i> : Tennessee Williams (drama) <b>Skills:</b> Character and events revealed through dialogue. Summary: Write a synopsis of a scene.	<b>Listening and speaking:</b> Listen to and discuss a scene from <i>The Glass Menagerie</i> .
10. Marketing Pressures	1. <i>Feeling Thirsty? Bottled Water is the Best Choice</i> (leaflet) 2. <i>Message in a Bottle</i> (persuasive article) <b>Skills:</b> Identify bias, techniques used in persuasive writing.	<b>Speaking:</b> Discuss persuasive techniques used in advertisements.
Section C: Issues		
11. A Heavy Hand	1. <i>Parents still hit on wrong idea.</i> (newspaper article) 2. <i>Great Expectations</i> : Charles Dickens (fiction) <b>Skills:</b> Summary, debate issues arising from text, observe characterisation	<b>Listening:</b> Radio discussion on peer mediation in US schools <b>Speaking:</b> Role play mediating in a dispute
12. A Life of Crime	1. <i>Tsotsi</i> : Athol Fugard (fiction) 2. <i>The Woman Speaks to the Man Who Has Employed Her Son</i> : Lorna Goodison (poem) 3. <i>Breaking Criminal gangs must be police priority</i> : (newspaper article) <b>Skills:</b> Linking texts with common themes	<b>Speaking:</b> Role play interview about a crime, live news reporting
13. Conquest	1. <i>Royal Hunt of the Sun</i> : Peter Shaffer (drama) 2. <i>The Emigrants</i> : Kamau Brathwaite (poem) <b>Skills:</b> Compare fictional presentation with historical account. Enjambment.	<b>Speaking:</b> Role play preparing for writing exercise
14. Born Equal	1. <i>To Kill a Mockingbird</i> : Harper Lee (fiction) 2. <i>The Merchant of Venice</i> : Shakespeare (drama) <b>Skills:</b> Identify assumptions. Discuss different works with a common theme	<b>Listening:</b> News report: discrimination against disability, summary <b>Speaking:</b> Discussion of responses to discrimination
15. The Ethics of Science	1. <i>TV debate on genetic engineering</i> (dialogue) 2. <i>Never Let Me Go</i> : Kazuo Ishiguro (fiction) <b>Skills:</b> Distinguish between fact and opinion, identify arguments for and against an issue, invalid arguments.	<b>Speaking</b> Discussion to clarify views Debate topic of animal experimentation
Section D: Modern World		
16. Keeping in Touch	1. <i>2b or not 2b?</i> (newspaper article) 2. <i>Let's lime on-line! A Caribbean writer's blog</i> <b>Skills:</b> Recognise and discuss implications of new technologies.	<b>Listening:</b> News report about surgery by text <b>Speaking:</b> Teach a skill or game to another student
17. Media Hype	1. <i>The Cult of Celebrity</i> (newspaper article) 2. Biographical article (reports), <i>I Know Why the Caged Bird Sings</i> : Maya Angelou (poem) <b>Skills:</b> Differentiate between fact and opinion.	<b>Speaking:</b> Give a radio report on a well-known personality.

Language Matters	Words Matter	Writing
Pronoun review. Using parallel structures in sentences.	Idioms	Write a one-act play. Write a formal letter to editor commenting on review of school show.
Active/passive voice	Identify and use different forms of persuasive language.	Design a poster and a leaflet. Write the text of a persuasive speech.
Using correct prepositions, phrasal verbs	Word collocations	Character study: perspective, descriptive techniques
Relative pronouns, defining and non-defining clauses	Connectives: cause and effect, compare and contrast	Expository writing: Simple report of an incident Complex report: problems and solutions
Conditional sentences	Euphemism Spelling: common errors	Eye-witness account of historical events Expository essay comparing past and present
Using different future tenses, future in the past	Connectives sequence, explanation, addition, emphasis, Subject verb inversion with: hardly, no sooner	Expository essay on problems faced by teenagers Developing the theme of an essay Persuasive newspaper article
<b>Practice Questions</b> Redundant language Identifying equivalent sentences Identifying faulty diction		Argumentative essay: preparation and planning, developing a thesis statement, using different approaches
Giving instructions and advice	Abbreviations	Expository writing: Instructions for a process Report events in sequence Persuasive (optional): Write text of blog responding to comments
Verbs of possibility, perfect infinitive, passive infinitive	Formal and informal language, colloquialisms, slang, buzzwords	Expository writing: Cause and effect Stories based on proverbs and on first and final sentences

	Reading Comprehension	Listening and Speaking
18. A Deadly Disease	1. <i>Worldwide HIV and AIDS Statistics</i> 2. <i>Young Lives Transformed by the Bashy Bus Message</i> (newspaper report) <b>Skills:</b> interpret and summarise statistical information, KWL strategy	<b>Speaking:</b> Prepare a presentation on a health issue for younger students
19. Protect the Planet	1. <i>Nobel Lecture 2007: Al Gore</i> (speech) 2. <i>On Killing A Tree: Gieve Patel</i> (poem) 3. <i>Does global warming increase the threat from hurricanes?</i> (expository article) <b>Skills:</b> Summarising a speech	<b>Listening:</b> Nobel Lecture 2007 <b>Speaking:</b> Observing and practising speaking techniques
20. Breaking with Tradition	1. <i>The Schoolmaster: Earl Lovelace</i> (fiction) 2. <i>The Glass Ceiling</i> (magazine article) <b>Skills:</b> Check assumptions, DRTA	<b>Speaking:</b> Panel discussion of controversial issues
21. The World of Work	Job advertisements Advice on writing a CV and a covering letter Preparing for interviews Sample meeting agenda and minutes	<b>Listening:</b> Talk from employer: What employers are looking for. <b>Speaking:</b> Role play an interview and a committee meeting.
Free-standing unit which can be covered at any time during the English course		
Section E: Putting it all Together (Examination Practice)		
22. People	1. <i>The Humming-Bird Tree: Ian McDonald</i> (fiction) 2. <i>The Cradle of Humanity</i> (newspaper article) 3. <i>The Chain: Christine Craig</i> (poem) <b>Skills:</b> Approaching open-ended and multiple-choice comprehension questions, summary	<b>Speaking:</b> Role play interview with person in picture as preparation for writing task
23. Situations	1. <i>A Criminal Act</i> (biographical article) 2. <i>No Longer at Ease: Chinua Achebe</i> (fiction) 3. <i>Corruption: Freddy Macha</i> (poem) <b>Skills:</b> multiple-choice and open-ended questions, summary	<b>Speaking:</b> Discussion of moral dilemmas: <i>What would you do if ...?</i>
24. Places	1. <i>Extract from Nobel Prize Lecture: Derek Walcott</i> (descriptive) 2. <i>Ecotours to Belize</i> (advertising) 3. <i>Ad. for a Housing Scheme: Anthony McNeill</i> (poem) <b>Skills:</b> Identify persuasive techniques	<b>Speaking:</b> Discussion of own region's/country's tourist assets
25. Global Issues	1. <i>Gold Rush</i> (persuasive article) 2. <i>Savages: Joe Kane</i> (personal narrative) 3. <i>Geography Lesson: Zulfikar Ghose</i> (Poem) <b>Skills:</b> multiple-choice and open-ended questions, summary	<b>Speaking:</b> Discuss how globalisation affects own country

Language Matters	Words Matter	Writing
Review of punctuation including apostrophe, dash, hyphen, brackets	Spelling: prefixes Words with Greek or Latin roots	Summarise a newspaper article. Expository writing: Problems and solutions
Error identification: verbs, awkward sentences	Idiomatic expressions	Persuasive writing in different contexts
Error identification: pronouns, prepositions, adjectives, adverbs	Easily confused words, malapropisms	Argumentative essays: different approaches, introductory and concluding paragraphs
Not included in this unit	Not included in this unit	Prepare a CV and write a covering letter. Write the agenda and minutes of a meeting
<b>Examination Practice</b> Identifying equivalent sentences Identifying synonyms, finding missing words		Stories based on pictures Writing stories based on dialogue
<b>Examination Practice</b> Error identification (grammar) Identifying faulty use of language, completing sentences with more than one word missing		Stories based on proverbs Statements to be included in stories or to open or close stories Checking for accuracy
<b>Examination Practice</b> Punctuation, faulty sentence construction Review of spelling		Persuasive writing: formal and informal letters Descriptive writing
<b>Examination Practice</b> Error identification (grammar) Identifying equivalent sentences Identifying antonyms Selecting words to complete sentences Identify spelling errors		Argumentative writing: essays, magazine articles



# Unit 1 Family Unit

## Responding to Fiction

### Reading Comprehension: Approaching the text

1. **Survey** the whole text to get an overview of it. Look at the *title*, *illustrations* and *headings*. Then glance at it quickly to identify the *text type* (e.g. fiction, expository), *purpose* and *likely audience*.
2. **Scan** or **skim** the whole text.
  - **Scanning**: looking for key facts and specific details (useful for reports and other forms of expository writing)
  - **Skimming**: looking rapidly over the whole text to get a general idea of what it contains (useful for literary texts, persuasive and argumentative writing)
3. **Read** the text **intensively**.
  - Read through the whole text.
  - Study the questions on the text.

Read though the text again. Think about where you can find the information needed to answer the questions. Work out the meanings of words and phrases which were not clear to you during your first reading.

### Before you read

- Survey the text below. What type of text is it? What is the likely audience? What do you learn from the picture?
- Skim the whole text to find out the names of the characters and their relationship.

### Bertram's Mistake

Laura's father had never married her mother. The question never came up for, said Myrtle without even a hint of malice in her voice, "Mr Bertram was a young man of high estate. Very high estate." She was fond of telling this to everyone who came to her house and did not know the story of Laura's father. How Mr Bertram had come visiting the Wheelers where Myrtle was a young servant. They had what she liked to call a 'romance' but which was hardly even imprinted on Mr Bertram's mind, and Laura was the result. The fact that Mr Bertram was a man of 'high estate' had in itself elevated Miss Myrtle so far in her own eyes that no one else could understand how she could have managed to bear her sons afterwards for two undoubtedly humble fathers.



Miss Myrtle had no regrets about her encounter with Mr Bertram even though his only acknowledgement of the birth was a ten dollar note sent to her at the time. But then he had been shipped off to the United States by his angry parents and nothing further had been heard from him.

Miss Myrtle was unfortunate in her choice of fathers for her children for none of them gave her any support. She single-handedly raised them in a little house on family land and took in sewing to augment what she got from her cultivation of food for the pot and ginger for the market. She did not worry about the fate of her sons for they were, after all, boys, and well able to fend for themselves when the time came. But her daughter was a constant source of concern to her, for a child with such long curly hair, with such a straight nose, with such soft skin (too bad it was so dark) was surely destined for a life of comfort. For years, Miss Myrtle sustained herself with the fantasy that one day Laura's father would miraculously reappear and take her off to live up to the station in life to which she was born.

Then after so many years passed that it was apparent even to Myrtle that Mr Bertram had no intention of

helping the child, she screwed up her courage, aided and abetted by the entire village it seemed, and wrote to Mr Bertram's parents.

The letter caused consternation when it was received by the old people for they had almost forgotten about what the family referred to as 'Bertram's Mistake' and they thought that the woman had forgotten about it too. Although Myrtle was only 17 at the time and their son was 28, they had never forgiven what Miss Christie called the uppity black gal for seducing their son. Now like a ghost suddenly materialising they could see this old scandal coming back to haunt them.

At first the two old people were angry, then as they talked about the subject for days on end, they soon dismissed their first decision which was to ignore the letter, for the little girl, no matter how common and scheming her mother was, was nevertheless family and something would have to be done about her. Eventually they decided on limited help – enough to salve their consciences but not so much that Myrtle would get the idea that they were a limitless source of wealth.

*From Bright Thursdays by Olive Senior*

**1a** Turn to the next page and read the information about answering questions.

**1b** Find examples below of the different question types described. Discuss these with another student before writing your answers.

1. What was Miss Myrtle doing at the time she met Laura's father?
2. According to the first paragraph, what is the difference in attitude between Miss Myrtle and Bertram towards their relationship?
3. In what way did Bertram support his child?
4. How did Miss Myrtle support her family?
5. What do you learn about Laura's appearance?
6. How did Bertram's parents feel about Laura's birth? How do you know this?
7. Why do you think Miss Myrtle finally decided to write to Bertram's parents? Give evidence from the text to support your answer.
8. What do you learn from the extract about the attitude of Bertram's parents towards Miss Myrtle?
9. Explain in your own words why Bertram's parents decided to help Laura.
10. Do you think Bertram's parents have a duty to help Laura? Why? Why not?

**Discussion:** What is Miss Myrtle's attitude towards her sons? Do you think that parents treat sons differently from daughters? In what way? Why might this be?

## Answering Questions (1): Question-and-answer relationships

**Comprehension questions** require you to *provide information* or to *give your opinion* – **either** about *what* the writer says – **or** about *how* he or she says it.

In the first two units of this book, we focus on different types of questions you are likely to find about *what* the writer says, e.g.

1. Questions which ask you **to find a specific piece of information**, e.g. *Where was Miss Myrtle working at the time she met Laura's father?* Answer this type of question briefly. Don't write any extra information – you will not receive any marks for it.
2. Questions which ask you **to study the text and work out the answer**, e.g. *According to the first paragraph, what is the difference in attitude between Miss Myrtle and Bertram towards their relationship?*
  - Look out for *clues* in the questions. They may tell you where to find the required information, e.g. *the first paragraph*. If this is the case, do not include information from other parts of the passage.
  - When you have located the section where the information can be found, look for *clues* the writer has left for you, e.g. *without a hint of malice, romance, hardly imprinted*.
3. Questions which ask you **to make deductions or give opinions and to justify them**, e.g. *Why do you think Miss Myrtle finally decided to write to Bertram's parents? Give evidence from the text to support your answer.*
  - Look for *clues* in the text to help you answer the first question, e.g. *her daughter – a constant source of concern, destined for a life of comfort*.
  - Write your answer in *two* sections, e.g. a) state why you think Miss Myrtle wrote to Bertram's parents, b) give evidence from the text to support your views.
4. Questions which ask you **to state your own opinion based on what you have read**, e.g. *Do you think that Bertram's parents have a duty to help Laura? Why? Why not?*
  - You will not find the answer to this type of question in the text. You have to think carefully about what you have read, then formulate your own opinion. There are no right or wrong answers.
  - When you write your answer, give reasons to justify your point of view and support them with evidence from the text, e.g. *Miss Myrtle had very little money, the child was their granddaughter*.

Write the answers **in your own words** as far as possible. Do *not* copy out chunks of the text. Look at this example:

**Question:** Explain *in your own words* why Miss Myrtle's daughter was a constant source of concern to her.

**Answer A:** *She was a constant source of concern because a child with such long curly hair, with such a straight nose and such soft skin was surely destined for a life of comfort.*

**Answer B:** *Miss Myrtle was concerned about her daughter because she felt that such a beautiful child should not have to live in poverty.*

Answer A copies directly from the text and includes a lot of unnecessary information.

Answer B summarises the information given in the text and expresses it in the writer's own words.

## Vocabulary

### Understanding Words in Context

When you meet new words, do *not* immediately reach for a dictionary to look them up. You can often work out the meaning from the **context**. Look for *clues* to help you, e.g.

- *Although Bertram treated Miss Myrtle badly, she always spoke of him without malice.*

The word *although* suggests that Miss Myrtle's reaction to Bertram's bad treatment is unexpected – in fact she reacts *without malice*. In this context the word *malice* means *bitterness* or *resentment*.

**1a** Select the options which are closest in meaning to the underlined words.

**1b** Note down the clues which helped you choose this option.

1. Miss Myrtle was convinced that her relationship with a man of *high estate* had elevated her above her neighbours.  
a. rewarded      b. lowered      c. shamed      d. raised
2. She felt no regrets about her brief encounter with Bertram which resulted in Laura's birth.  
a. friendship      b. marriage      c. affair      d. quarrel
3. Except for sending a ten dollar note, Bertram did not acknowledge the birth of his daughter.  
a. recognise      b. appreciate      c. register      d. know about
4. Miss Myrtle had to take on extra work to augment what she earned from her garden.  
a. replace      b. supplement      c. assist      d. supply
5. For many years she sustained herself with the belief that Laura's father would return.  
a. tormented herself      b. deceived herself      c. kept herself going      d. was convinced
6. The letter caused consternation as the old people had never forgiven Miss Myrtle.  
a. surprise      b. alarm      c. happiness      d. refusal
7. They thought she was a scheming woman who planned to extort money from them.  
a. annoying      b. thieving      c. cunning      d. undesirable

## Speaking

**Role play** can help you to

- clarify your ideas about a text.
- gain insight into the characters.

**Hot-seating** is a type of role play. One student sits in the *hot seat* and plays the role of a *character* from a book or a play. The other students interview this character. They ask questions about his/her behaviour and motives.

### Group work

**1a** Write questions you would like to ask the following characters:

- a. Miss Myrtle      b. Mr Bertram      c. one of Laura's grandparents.

**1b** Choose students to play the roles of these characters and organise a hot-seating activity.





## Words Matter

### 1 Study this entry from the *Macmillan School Dictionary*.

guide word

pronunciation

part of speech

**concern 1** /kən'sɜ:n/ noun

1. [C/U] a feeling of worry, or something that worries you: *The trip was cancelled because of **concerns** about security. Doctors said her condition was **causing concern**.* 2. [C/U] something that you think is important: *My only **concern** is to find my daughter.* 3. [singular] a responsibility: *if the children are not attending school, than that is the parents' **concern**.* 4. [C] a business: *a large **concern** employing 60 people*

definitions

**concern 2** /kən'sɜ:n/ verb [T]

1. to worry someone: *It **concerns** me **that** these people are not getting the support they need.* 2. to be about a particular subject: *The story **concerns** a friend of mine.* 3. to involve or affect someone: *My past doesn't **concern** you.*

examples

### 2 Look in your own dictionary. Find examples of

- a word used as more than one part of speech.
- a word with two or more different meanings.
- a countable noun and an uncountable noun.
- a transitive verb and an intransitive verb.

The following abbreviations are used in dictionary entries:

**C:** countable noun \*

**U:** uncountable noun \*

**T:** transitive verb \*

**I:** intransitive verb \*

### 3 Which of the meanings given above does the word *concern* have in these sentences?

- Her daughter was a constant source of *concern* to her.
- Bertram's parents found him a job with a small *concern* in the USA.
- Bertram said that his parents should not *concern* themselves about Laura.
- He said that what he did with his life was his own *concern*.

### 4a Write your own dictionary entries for the following words.

- a. support                      b. note                      c. station                      d. subject

### 4b Compare these entries with the entries for these words in your dictionary.

#### Recording vocabulary

In previous books in this series, you were encouraged to keep a **vocabulary notebook**. It is important to continue to do this as you prepare for the CSEC examination in English.

- Check the meaning of unfamiliar words and record them in your notebook.
- Write your own example sentences.
- Note down other words with the same root.

#### Example:

**malice:** feeling of wanting to hurt someone or be unkind to them: *Although his words upset me, I bear him no **malice**.* **malicious** (adj.), **maliciously** (adv.)

\* Definitions for these terms can be found in the Glossary, page 343.

# Responding to Non-Fiction

## Expository Writing

Expository writing is used to *explain, describe* or *inform*. It is found in a variety of sources, e.g. *non-fiction books, reports of events, descriptions of processes*. Although expository writing presents facts, it is not always objective. It often expresses the writer's opinion of the material presented or suggests a solution to a problem. It differs from persuasive or argumentative writing, where the writer's main purpose is to present and defend a point of view.

### Before you read

Scan the report below.

- Read the headings. What do you expect to find in the report?
- What do the statistics indicate?

### Families in Flux

#### Traditional family structures in the Caribbean are being eroded.

##### Great diversity across the region

The diversity found in family structures across the Caribbean can be attributed to the diverse origins of its population. Immigrants to the New World brought their own traditions and adapted them to their new circumstances. This has led to numerous permutations of the two basic family structures, the *extended family*, where different generations live together, and the *nuclear* family, consisting of parents and their children.

##### African family structures

The African Caribbean population, which makes up 80 – 90% of the total population of the Caribbean, has its own unique family structures and child-rearing practices. The African societies from which it originates lived in combined *nuclear* and *extended* family patterns consisting of a number of related families living in separate houses within one compound. Families were not universally headed by males. The Akan tribe of Ghana was, and is still, a *matrilineal* society where children belong to their mothers and the queen-mother (the aunt, niece or cousin of the ruler) is co-ruler with joint responsibility for affairs of state.

##### Segregation of sexes

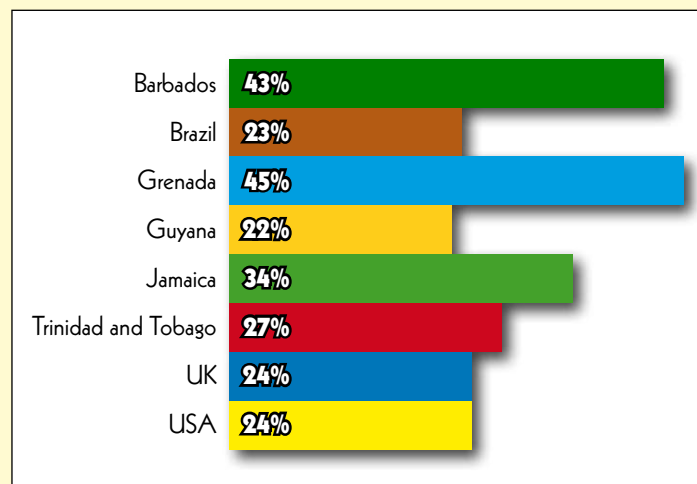
Africans brought to work on Caribbean plantations were forbidden from forming their own families. The sexes were segregated and were not permitted either to live together or to marry, meaning that fathers were not able to live with their children. Plantation society thus became *matrifocal* – mothers were more significant than fathers in bringing up their children.

##### Households headed by women

After Emancipation, a wide variety of family structures developed, which included grandmother-dominated households, absent fathers and common-law unions. The number of African Caribbean families with a *matrifocal* structure remains significant; a high proportion of African-Caribbean families are headed by a female.

##### Indian traditions

The Indian Caribbean population arrived in the Caribbean after Emancipation and was able, therefore, to maintain the extended-family tradition which prevailed throughout India. The family unit was strongly *patriarchal*, the father being seen as the authority figure and the primary breadwinner, while the mother had a nurturing role, taking care of the children and managing the domestic tasks. Until recently, marriage was considered to be the central pillar of Indian Caribbean society, and the ultimate goal for women.



Percentage of one-parent families

### Changing family structures

Significant changes have taken place in the structure of Indian-Caribbean families. As more women graduate from higher education and hold responsible jobs, they feel less inclined to accept a purely domestic role. Even so, fewer families are headed by Indian Caribbean females when compared with African-Caribbean families and these family heads are more commonly widows, not single mothers.

### 'Nuclear' families on the increase

It is clear that the roles played by different family members are changing. Female emancipation and the influence of the media have fuelled this change. It seems likely that in a society where once the extended family and the community were responsible for raising children, variants on the nuclear family will become the norm.



Information and statistics taken from the website:

<http://family.jrank.org/pages/203/Caribbean-Families-Family-Structure.html>

## 1 Read the information given below then answer the questions.

### Answering Questions (2)

1. **Objective questions** require you to find information in a text, or to deduce it from the context. They do not ask you to give your personal opinion. You could be asked
  - to identify the correct answer from a set of options (multiple-choice questions)
  - to say whether statements are true or false.

Before answering this type of question

- find the relevant section of the text.
- read it carefully to make sure that you understand it fully.

2. You are often asked to **paraphrase** (give the meaning of a word or phrase *in your own words*), e.g.

- *Explain in your own words the meaning of the phrase 'child-rearing practices'.*

Look at each word in the phrase and decide which word(s) could be used to replace it.

*child-rearing* – bringing up children      *practices*: ways/methods

The meaning of the phrase is, therefore *methods of bringing up children*.

**Golden rule:** Answer as briefly as you can. You will lose marks for lengthy, muddled explanations.

1. Match the words to the definitions.

- |                           |  |
|---------------------------|--|
| 1. <i>extended family</i> | a. society where children belong to the mother's side of the family      |
| 2. <i>nuclear family</i>  | b. society where women are at the centre of the family unit              |
| 3. <i>matrilineal</i>     | c. society where men have most or all of the power                       |
| 4. <i>matrifocal</i>      | d. family unit consisting of one or both parents and their children      |
| 5. <i>patriarchal</i>     | e. family unit where parents, children and other relatives live together |

2. Explain in your own words the meaning of the underlined words in the following phrase:  
*numerous permutations of the two basic family structures.*

3. Describe the typical family structure in the African societies from which the African Caribbean population originates.

4. What reasons are given in the report for the important role played by women in African Caribbean families?

5. Explain in your own words the meanings of the following expressions

- |                         |                            |
|-------------------------|----------------------------|
| a. the authority figure | b. the primary breadwinner |
|-------------------------|----------------------------|

6. Select the most suitable options to complete the following sentences.
  1. Fathers were not part of the family as plantation owners \_\_\_\_\_ males and females.  
a. restricted                      b. segregated                      c. forbade                      d. permitted
  2. In East Indian families mothers \_\_\_\_\_ their children and looked after the home.  
a. disciplined                      b. educated                      c. cared for                      d. trained
  3. There are now many highly educated women holding down \_\_\_\_\_ jobs.  
a. managerial                      b. common                      c. famous                      d. domestic
7. Are the following statements based on the article true or false?
  - a. The majority of the population living in the Caribbean is African Caribbean.
  - b. The Akan tribe in Ghana has not maintained its matrilineal traditions.
  - c. On coming to the New World, Africans recreated their traditional family patterns.
  - d. Traditionally East Indian women were not expected to have a career.
  - e. The writer believes that the structure of the family will become more diverse.
8. According to the writer how do contemporary Indian Caribbean family traditions differ from those of African Caribbean traditions?
9. What opinion(s) are expressed by the writer of the article?

**Discussion:** What different types of family unit exist in your community? How do you think family units in the Caribbean might evolve over the next 50 years?

## Listening and Speaking

### Pair work

- Where do you think the person in the photograph comes from?
- What kind of lifestyle might she have?

### 1 Listen to the extract for the first time.\*

- Who was the main speaker?
- Why was she giving a talk?
- After hearing her talk, did you revise your assumptions about the woman in the photograph? In what way?

### 2 Listen to the extract again. Answer the questions.

1. What is the meaning of the following terms?

- a. Social Anthropology
- b. matriarchal society
- c. monogamy

2. Make notes about the lifestyle of

- a. Mosuo women                      b. Mosuo men                      c. Mosuo children

### Pair work

### 3 Discuss.

- What did you learn about the geographical situation of the Mosuo people? Could this situation have helped them to preserve their traditions?
- Do you agree that their family structure might be preferable to family structures in your community? Why? Why not?
- Do you believe that women make better heads of household than men?

\*Transcripts of the Listening exercises can be found in the Reference Section on page 346.



Mosuo Tribeswoman



[illegible]

When Laura was older she went to live with Bertram's parents, who sent her to school. Instead of feeling happy as she had expected, Laura soon began to feel homesick and missed her mother. Her elderly grandparents constantly found fault with her and criticised her mother. One day she heard some exciting news about her father who lived in the USA. She heard that he was returning home and bringing his new American wife with him.

You have learned that a **sentence** is a group of words which

- contains a *subject* and a *finite (full) verb*. – expresses a *complete idea*.
- **Many women** now **hold** prestigious jobs  
subject                      verb

A group of words which does *not* contain both a subject and a finite verb or does not express a complete idea is an *incomplete sentence* or *sentence fragment*, e.g.

- *many women in responsible jobs* no verb
- *who are holding responsible jobs* not a complete idea

**1a** Which of the following are sentence fragments?

1. they talked about the subject for days on end
2. families headed by females on the increase
3. show me the letter
4. where could I find out more about the Akan tribe
5. prevented from forming their own families
6. could you lend me your dictionary
7. it seems likely that the future will bring more change
8. a society where males are the authority figures

As a general rule, however, do **not** use sentence fragments in a formal piece of writing.

**1c** State whether the sentences you have written are *statements*, *questions*, *commands*, *requests*, or *exclamations*.

## Common Errors (1)

**Fused or run-on sentences** (two main clauses written together as one sentence), e.g.

- *Miss Myrtle worried about her daughter she wrote to Bertram's parents.* ✗

The two ideas in the sentence are related to one another but are *not* joined by a connective.

The sentence should be rewritten

- **either** as two sentences: *Miss Myrtle worried about her daughter. She wrote to Bertram's parents.*
- **or** as one sentence joined by a connective: *Miss Myrtle worried about her daughter **so** she wrote to Bertram's parents.*

## 2 Rewrite these fused sentences:

a) as two sentences.    b) as one sentence joined by a connective.

1. I read the story quickly I wanted to find out what happened.
2. Carl waited a long time for his friends they never came.
3. Sushila loves horror stories she often reads them late at night.
4. My brother saved up his pocket money he bought the latest computer game.
5. Our teacher told us we would have a test it would take place on Monday.
6. We are going to move to town my father has a new job.

## Common Errors (2)

**Comma splices** (two main clauses wrongly joined with a comma), e.g.

- *They decided to help Laura, they wanted to save their consciences.* ✗

This can be rewritten as:

- **Two sentences:** *They decided to help Laura. They wanted to save their consciences.*
- **Two clauses linked by a semi-colon:** *They decided to help Laura; they wanted to save their consciences.*
- **Two clauses linked by a connective:** *The old people decided to help Laura **as** they wanted to save their consciences.*

**Note:** In the sentence: *After reading the letter, they decided to help their granddaughter*, the comma is correctly used. (*After reading the letter* is not a main clause.)

## 3 Rewrite the sentences in which commas are used incorrectly.

1. My sister wants to be an accountant, she is studying for her accountancy exams.
2. My friend told me a secret, I kept it to myself.
3. To pass the time on the plane, I read a book.
4. After reading the book, I recommended it to my friends.
5. The ending was surprising, I did not expect the lovers to quarrel.
6. Looking out of the plane window, I noticed we were coming in to land.

## 4 Rewrite the following paragraph using correct punctuation.

Having finished the book, I asked my friends what they thought of it. I was surprised, Cindy said she had not enjoyed it. Nikisha liked it she thought the ending was really exciting. Carlos said, he had not understood it. The ending very puzzling. Mrs Phillips, our English teacher, came in, she asked us what we were talking about. She was surprised, Cindy said she had not enjoyed it. After discussing the book for a few more minutes. Mrs Phillips told us to get on with our work.

## Writing

### Review of Paragraphing

Study the points below to remind you of what you learned about paragraphing in *Macmillan English Books 1–3*.

- Each paragraph should consist of **one main idea** + **supporting detail**, e.g. examples or evidence.
- You should keep your paragraphs *short* to maintain your readers' interest. Include *one or two examples* or pieces of *evidence* – not more – to illustrate your point.
- Many paragraphs contain a **topic sentence** which indicates what the paragraph is about. The topic sentence is usually, but not always the first sentence.
- Paragraphs should be *linked* so that the ideas or events they describe follow a logical sequence. Begin a new paragraph to indicate
  - a change of time or place
  - comparison or contrast
  - a new idea
  - an extension or development of an idea

### Pair work

- Look back at the first reading passage in the unit (page 12). What is the main idea of each paragraph? What is the link between the paragraphs?
- Look back at the second reading passage (page 17). Identify the topic sentences.

### 1 Read the following paragraphs. Identify the topic sentences.

If there is no topic sentence, write your own topic sentence for the paragraph.

a. Luis glanced at the date on the calendar: Friday, March 13. He was not superstitious, but things always seemed to go wrong whenever it was Friday 13<sup>th</sup>. Only the previous month, on Friday February 13<sup>th</sup>, he had tripped over when running for the bus and damaged his cell phone irreparably. He wondered what was in store for him today.

b. One of ten children, Olive Senior was born into poverty. She spent her early childhood in rural Trelawny before being sent to live with prosperous relatives in the parish of Westmoreland. She worked for some years for the *Jamaica Gleaner* before winning a scholarship to study journalism abroad.

c. The Ashanti, one of the Akan tribes, are famous for their craft work. One of these crafts is weaving *kente*, a cloth made of colourful strips with complex geometric patterns. The Ashanti are also well known for wood-carving, pottery and metalwork. These crafts, with the exception of pottery, are practised only by male specialists.

### 2a Copy the paragraph framework. Use it to make notes about these topic sentences.

1. Many women are no longer prepared to stay at home and look after the children.
2. The people who live in the Caribbean have come from many different parts of the world.



### 2b Write a paragraph about each topic sentence.