MINISTRY OF EDUCATION
SECONDARY ENGAGEMENT PROGRAMME
ENGLISH LANGUAGE
TERM 3
GRADE 10

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paragraph Writing</td>
<td>Comprehension</td>
<td>Poetry</td>
<td>Synonyms</td>
</tr>
<tr>
<td>2.</td>
<td>Comprehension</td>
<td>Homographs and Homophones</td>
<td>Poetry</td>
<td>Parallel Structures</td>
</tr>
<tr>
<td>3.</td>
<td>Comprehension</td>
<td>Summary</td>
<td>Spelling and Usage</td>
<td>Poetry</td>
</tr>
<tr>
<td>4.</td>
<td>Expository Writing</td>
<td>Comprehension</td>
<td>Antonyms</td>
<td>Poetry</td>
</tr>
<tr>
<td>5.</td>
<td>Sentence Fragments</td>
<td>Comprehension</td>
<td>Letter Writing</td>
<td>Error Recognition</td>
</tr>
</tbody>
</table>
What is a paragraph?
Most writing is organized into paragraphs. This helps the reader to follow more easily the points being made. Each paragraph marks a new stage or idea in the writing. In handwritten texts, a new paragraph is usually signaled by the writer starting a new line about an inch in from the margin. In typed texts, paragraphs are often separated by a blank line. Carefully structured paragraphs are the building blocks of writing. They give us the four C’s of effective communication: clarity, coherence, control and credibility.

Clarity
If you want the reader to follow your thought, you need to do three things: Tell the reader where you are going, present your information or explain your thinking and offer your conclusion.

Coherence
Paragraphs help you connect your thoughts. A paragraph may contain a number of points, but every point is linked to a unifying theme and every sentence supports the main purpose. After you have drafted your document, you can check its organization by reading the first sentence of each paragraph. Have you created a logical progression? Have you repeated yourself? Have you omitted a key point?

Control
These building blocks of composition help you set your pace and control your emphasis. Shorter paragraphs create a faster pace and a less formal style. Longer paragraphs create a slower pace and a more formal style. Because first and last sentences have natural prominence, key points go there. Quotations work best in these locations.

Credibility
Credibility results from multiple factors: command of language, knowledge of subject, rapport with audience, word choice, sentence structure and — perhaps surprisingly — paragraphing.
Topic Sentence
The first sentence of a paragraph is sometimes called the topic sentence. It is the main idea of the paragraph.

Read ‘A Star is Born’ and use the topic sentences to help you identify what each paragraph is about.

Sentence order
Sentences should follow a logical order within a paragraph. Here is a sentence breakdown of the first paragraph of the article on Barbadian singer Rihanna below:

Sentence 1 – statement about Rihanna’s childhood
Sentence 2 – information about her birth
Sentence 3 – information about her parents
Sentence 4 – information about the school she attended when her parents split up
Sentence 5 – information about her interest in music at this time

There was nothing too unusual about Rihanna’s childhood. She was born as Robyn Rihanna Fenty on 20 February 1988 in the Parish of St Michael, Barbados. Her father Ronald was Bajan and her mother, Monica, was Guyanese; they split when Rihanna was fourteen. At the time she was attending the Combermere High School in Waterford, St Michael. She always enjoyed singing to friends and family and it was at about this time that she formed a musical group with a couple of her classmates.

As you can see, there is a logical order in the way the details are given to the reader.
A Star is Born

There was nothing too unusual about Rihanna’s childhood. She was born as Robyn Fenty on 20 February 1988 in the Parish of St Michael, Barbados. Her father Ronald was Bajan and her mother, Monica, was Guyanese; they split when Rihanna was fourteen. At the time she was attending the Combermere High School in Waterford, St Michael. She always enjoyed singing to friends and family and it was at about this time that she formed a musical group with a couple of her classmates.

Things changed for the young Rihanna in December 2003. A friend introduced her to Evan Rogers, a music producer from New York City who was on holiday in Barbados. From that point on, she never looked back. Together with Rogers, and co-producer Carl Sturken, she produced a demo CD containing twelve songs. The demo disc was sent to various record labels and people in the music industry and eventually it led to her signing a deal with the label Def Jam Recordings.

Success was soon to follow. In August 2005, the Def Jam label launched Rihanna’s debut album entitled Music of the Sun which made number 10 on the US Billboard 200 chart. In less than a year, Rihanna’s second album entitled A Girl Like Me was released. It turned platinum and its first single, ‘SOS’, topped the charts, with a second entitled ‘Unfaithful’ also becoming an international hit.

Since the beginning of her career, Rihanna has sold millions of albums all over the world and has won a number of awards including the ‘Billboard Chart Achievement Award’ in 2016 and ‘Favorite R&B Artist’ at the 2017 People’s Choice Awards. In 2008 she also received the first of her many Grammy Awards: ‘Best Rap/Sung Collaboration’ for her single ‘Umbrella’. Rihanna is also renowned for her philanthropy. In 2012, she founded the Clara Lionel Foundation which supports education programmes and delivers scholarships to students from Caribbean countries attending college in the United States. In February 2017, she was honoured with the Harvard Humanitarian of the Year award.
As well as having a logical order, the sentences of a paragraph must be coherently linked. Highlighting parts of the sentences can help you to see the connections between sentences. The highlighted parts of the following paragraph show you the connections of ideas within and between sentences.

ACTIVITY

1 Look again at the paragraph above. List:

• All the direct references to Rihanna (date of birth, etc.)
• All references to the year Rihanna turned fourteen.

ACTIVITY 2

2 Now look at the second paragraph of the article below. Track the references to the words in bold letters through the paragraph and highlight them.

3 Write a coherent paragraph about yourself that could be included in a biography. Remember that ideas:
• need to follow a logical order
• should make links within and between sentences.

4 Highlight the links you have made within your paragraph.

PARAGRAPH 2 Things changed for the young Rihanna in December 2003. A friend introduced her to Evan Rogers, a music producer from New York City who was on holiday in Barbados. From that point on, she never looked back. Together with Rogers, and co-producer Carl Sturken, she produced a demo CD containing twelve songs. The demo disc was sent to various record labels and people in the music industry and eventually it led to her signing a deal with the label Def Jam Recordings.

Source: English A for CSEC (A Caribbean Council Study Guide) pg. 23-25

Additional exercises: English A for CSEC: 2nd Edition. Pg. 24-26
Septimus

Mama is in tears with the letter in her hands, and I know she has heard from Seppy. Mama always cries when she hears from Seppy, but at Christmas her tears have a special meaning. Mama’s tears are now, and have long been before Seppy went to Canada, a part of her family’s Christmas rites. For mama, there is no such person as Seppy, our little brother, the last of us, may be Seppy to us, his sisters, but for mama he has always been Septimus. Your father she always insisted called him Septimus because he was the seventh, and that is his name. And so, for the sake of the season, the six of us girls make a point of saying Septimus, just to please the old girl. She’s in tears. I take the letter from her hands and read it. Septimus has sent a little something for her, but it is not this act of filial thoughtfulness that makes mama cry. It is the last sentence of Seppy’s Christmas letter: tell the girls at last I can have a whole apple for Christmas. When I remember the origin of that sentence, I feel a little bit like crying too. We have always lived in the gap- a narrow lane between the cane fields, just a little longer than a cricket pitch, although it seemed boundless at the time I am now remembering. There were three houses in the gap by this time. One belonging to old Bustic, the watch maker, our own, and at the far end, right on the edge of the canes, a ramshackled old grabbed house, smelling of mice, mildew and camphor where aunt Bless lived. The seven of us ruled the gap. We shall never, however rich we may become, ever possess anything as completely as we possess the gap. It was ours, from the stones and potholes to the trees in each backyard, from old Bustic, grumpy, pulling his moustache, to old Bustic’s cow, Blossom, which he put out to graze every morning before he left for his little shop in Bridgetown. I don’t think old Bustic really liked children, but there was nothing he could do about our ownership of him; he used to put up with us and make the best of it. Sometimes, he would even play his guitar for us, and if he had a few drinks, he might even go so far as to yodel- a magnetic performance which made him seem wonderfully different from his tightly wrapped lonely old self. Aunt Bless was a willing, even eager, possession of ours. Her fruit trees, her garden, all the strange things in her front room- she had a cot and epergne, a cut glass decanter full of camphor water, and a collection of turban like hats like those worn by Queen Mary, all of them belong to us. Even her name belonged to us, for it was Septimus who christened her Aunt Bless. Before he was born, we used to call her Aunt Letty (her name was Letitia), but as soon as he could speak, he called her Aunt Bless. Septimus was the first of us to notice that she never used the conventional greetings of ‘good morning’ or ‘good evening’. It was always ‘bless you, Maisie’ (or mama) or bless you, child, to
one of us. Needless to say, Septimus was her favourite. One Christmas eve when the six of us girls were ready to go along to Aunt Bless with a basket of cake and ginger beer which mama made for her every Christmas, Septimus, who must’ve been six or so at the time, did not want to go. He was in a bad mood. Mama had not long before come back from town with her bag full of sweets and presents she had bought for us. There were packages of peppermints wrapped in shiny red paper, oranges, a tiny motor car for Septimus, hair ribbons for us girls in pink and yellow and blue, a big picture book for all of us, and three apples, red and rosy at the top of the bag. Immediately he saw the apples, Septimus grabbed one of them and ran off, we all ran behind him and caught him under the bread fruit tree at the back of the house before he had time to do more than fondle the rich redness of the apple. We dragged him back to the house howling and kicking. Mama gave him a lecture: “no, Septimus” she scolded, “there are only three apples, and we must share them among all nine of us.” We all knew that our father would give Septimus his share, but the principle had to be established that what we had- which was not much- had nonetheless to be shared among all nine of us. “I want a whole apple,” Septimus shouted in protest, too young to understand. “Yuh can’t have a whole one,” mama said, “and that’s that.” When mama spoke, she spoke. “And now she said, drying his tears with her handkerchief, “you must stop crying and go with the girls up to Aunt Bless to take her, her Christmas.” Aunt Bless greeted and hugged all seven of us, one after the other, overpowering us with the scent of khuskhus root which she perfumed her clothes and murmuring, “bless you, child”, with each embrace. She took the basket from Maria, the eldest (very lady like on these occasions- playing mama) who had her protective arm around Septimus who was still sniveling.

“What’s wrong?” Aunt Bless asked, concerned that her darling boy was not happy. “What’s wrong, Septimus? Tomorrow is Christmas!” Septimus did not answer. He just stood there, fighting back the tears and looking foolish. But his feelings were too much for him and he blurted out between his sobs: “I want a whole apple and mama says no!” Aunt Bless grasped the situation right away. She gathered Septimus to her. Her own eyes now swimming with love and feeling, and she hugged and kissed and told him not to mind: that Aunt Bless would see that he got a whole apple, because he was her own little Septimus. At last, Septimus stopped crying and Aunt Bless took him into her bedroom, where it seemed to us children that not even the sun went, and then heard sounds of rummaging and scuffling as if Aunt Bless were turning out all the treasure of her hope chest. And then Septimus’ laughter pealed out as clear and silver as a bell. Septimus came out of the darkness with his eyes shining big and bright as saucers and clutching in his hand the biggest and rosiest apple I have ever seen. All the way home, Septimus held the apple to his bosom. He said not a word to any of us. I think we were a little ashamed of him and the scene we made, and we knew mama would be angry with us for letting him accept the apple. When we got home, Septimus ran to the kitchen and we hurried to tell mama what happened. All of us tried to talk at the same time, and it wasn’t easy for mama to get the story. But she did at last, and she was so angry that she did not speak. She rushed out to the kitchen with all of us trooping behind her. But she was too slow, for Septimus met her at the kitchen door with his saucer in his hand. “Bless you, children,” he said, “bless you, children.” And he handed mama the saucer with nine slices of the apple on it.
Questions

1. What is the significance behind Septimus name?

2. Where did Septimus and his family live?

3. How did Aunt Bless get her name?

4. What point of view is used to tell the story?

5. Briefly, explain the symbolism of the apple.

6. Briefly examine two possible themes of the short story.

Source: A World of Prose

Additional reading and question: A World of Prose
Instructions: Read the following poem and answer the questions that follows.

• Alliteration in its simplest form is the repetition of the first consonant letter of consecutive words in the writing. The words succeed one another in a sentence. The use of sounds within words can be used for the purpose of alliteration. The letters do not have to be the same, but the sound does.

Example: ‘Crooks conspire with the kind king.’ The consonants c and k both make the same sound.

* Repetition is simply repeating words or phrases. The act of saying things over again is repetition. Repetition is a rhetorical device, a way of persuading or motivating a reader. The writer, motivates through stressing in a particular piece of writing, using repetitive words or phrases.

Example: ‘Run, run, run as fast as you can. You can’t catch me I’m the Gingerbread Man’ is repeated each time the Gingerbread Man meets another character in the story.
'God's Grandeur,' by Gerard Manley Hopkins

The world is charged with the grandeur of God.

It will flame out, like shining from shook foil;
It gathers to a greatness, like the ooze of oil
Crushed. Why do men then now not reck his rod?
Generations have trod, have trod, have trod;
And all is seared with trade; bleared, smeared with toil
And wears man's smudge and shares man's smell: the soil
Is bare now, nor can foot feel, being shod.

And for all this, nature is never spent;

There lives the dearest freshness deep down things;
And though the last lights off the black West went
Oh, morning, at the brown brink eastward, springs —
Because the Holy Ghost over the bent
World broods with warm breast and with ah! bright wings.

**Brief Summary**

The word "grandeur" means grandness or magnificence. In "God's Grandeur" Hopkins conveys his reverence for the magnificence of God and nature, and his despair about the way that humanity has seemed to lose sight of the close connection between God and nature during the Second Industrial Revolution.

The speaker describes a natural world through which God's presence runs like an electrical current, becoming momentarily visible in flame-like flashes that resemble the sparkling of metal foil when moved in the light. Alternately, the speaker describes God's presence as being like a rich oil (such as olive oil), whose true power or greatness is only revealed when crushed to its essence. Given this powerful undercurrent of evidence of God's presence in the world, the speaker asks, why do human beings not heed God’s divine authority? The speaker starts to answer his own
question by describing the state of human life: the way that humanity over the generations has endlessly walked over the ground, and the way that industry and economic pursuits have damaged and corrupted the landscape such that it looks and smells only of men (and not of God). Not only has the land been stripped bare of the natural things that once lived upon it, but even the shoes that people now wear have cut off the physical connection between their feet and the earth they walk on.

And yet, the speaker asserts, nature never loses its power, and deep down life always continues to exist. Though the sun will always fade into the darkness of night in the west, morning will always follow by springing up over the edge of the horizon in the east. The source of this constant cycle of regeneration is the grace of a God who guards the broken world much like a mother bird uses its body to watch over and keep warm its eggs and hatchlings.

Questions

1. What is the effect of the repetition of the words “have trod“?
2. What do the words seared, bleared, smeared suggest in "God's Grandeur"?
3. What are examples of alliteration in "God's Grandeur"? How do they contribute to the tone and meaning of the poem?
4. What is the central idea of the poem?

Source: A World of Poetry Pg. 92


https://www.enotes.com/homework-help/topic/gods-grandeur
**Week:** One  
**Lesson:** Four  
**Topic:** Synonyms.

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**Synonyms**  
Synonyms are words that are similar, or have a related meaning, to another word. They can be lifesavers when you want to avoid repeating the same word over and over. Also, sometimes the word you have in mind might not be the most appropriate word, which is why finding the right synonym can come in hand.

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**Activity**

**Instruction:** In each of the following sentences, replace the italicized word or phrase with a more descriptive word or phrase that means the same thing.

1. The front page article reported that the senator *suffered* a serious injury in the car crash.  
   A. sustained   b. retained   c. maintained   d. preserved  
2. Her attorney claimed that she suffered great mental *distress* as a result of the accident.  
   A. euphoria   b. rapture   c. disdain   d. anguish  
3. The new business owner remained bold and *determined* in spite of the many setbacks.  
   A. fatigued   b. resolute   c. prominent   d. acute  
4. The masterpiece bought by an antique dealer at the auction was *credited* to Picasso.  
   A. attributed   b. denied   c. excised   d. attested  
5. Americans have become *used* to consuming large quantities of oil to run their homes and automobiles.  
   A. deprogrammed   b. habituated   c. unaccustomed   d. reconciled
6. His hope was to pass on a love of woodworking to his son.
A. impart  b. conceal  c. withhold  d. infringe

7. The most infamous misleading trick in history was a wooden horse sent to Troy by the Greeks.
A. omen  b. veracity  c. authenticity  d. ruse

8. The smooth, thin outer layer on the dining room table was designed to make the table look as if it were constructed entirely of oak.
A. veneer  b. shell  c. epidermis  d. interior

9. Since all of the employees worked together on the project, they met their deadline.
A. evolved  b. advanced  c. deconstructed  d. collaborated

10. Carolyn prevented a petty disagreement between Ethan and Andrew.
A. bramble  b. squabble  c. geyser  d. perseverance

11. There were so many riders on the crosstown bus that I was shoved from one side to the other on my way to work.
A. jostled  b. neglected  c. maneuvered  d. abashed

12. Helicopters are specially designed to float in the air over an area.
A. hydroplane  b. revert  c. transition  d. hove

13. Certain passages were taken from the book for the purpose of illustration.
A. excerpts  b. contents  c. diatribes  d. Indices

14. The rescue team searched among the ruins for signs of life.
A. terminal  b. foundation  c. rubble  d. establishment

15. New experiments enabled manufacturers to make a long-lasting material that would save consumers a great deal of money.
A. fleeting  b. fragile  c. perishable  d. durable

16. The teacher distributed four sheets of paper for each student so each one could complete the necessary assignments for class.
A. grappled  b. allotted  c. mustered  d. asserted

Source: VOCABULARY TEST.pdf

Additional exercises: English for All: Examination Level CSEC. pp. 261, 367
Who would win in a fight, a lion or a tiger? Well, if size has anything to do with the matter, the
tiger would win. That’s because tigers are the largest of all cat species. They grow up to eleven
feet long and weigh as much as 670 lbs. This makes tigers the third largest land carnivore. The
only larger land carnivores are polar bears and brown bears. Tigers are not only large, they are also
fast. They can sprint as fast as 40 miles per hour for short distances and leap as far as 30 feet
horizontally. This makes for an extremely dangerous pounce. You might not think that such large,
fast, and ferocious creatures need help to survive, but they do. The tiger is an endangered species.

Despite all of the tiger’s strengths, the future of the species is uncertain. Tigers face a very high
risk of extinction. It is estimated that at the start of the 20th century, there were over 100,000 tigers
living in the wild. By the turn of the century, the number of tigers outside of captivity dwindled to
just over 3,000. Interestingly, the most serious threats that tigers face come from a much smaller
species, one with an average weight of around 140 lbs. That species is Homo sapiens, better known
as humans. Humans threaten tigers in primarily two ways: hunting and destroying habitat.

Tigers are hunted for many reasons. People have long valued the famous striped skins. Though
trading tiger skins is now illegal in most parts of the world, tiger pelts are worth around $10,000
on the black-market. Though the fur would be incentive enough for most poachers, other parts of
the tiger can also fetch a pretty penny. Some people in China and other Asian cultures believe that
various tiger parts have healing properties. Traditional Chinese medicine calls for the use of tiger
bones, amongst other parts, in some prescriptions.

Tigers have also been hunted as game. In other words, people hunted tigers solely for the thrill and
achievement of killing them. Such killings took place in large scale during the 19th and early 20th
centuries, when a single maharaja or English hunter might claim to kill over a hundred tigers in
their hunting career. Though this practice is much less popular today than it was in the past, it has
not ceased entirely.

Humans have done considerable damage to the world’s tiger population through hunting, but
perhaps more damage has been caused through the destruction of habitat. Tigers once ranged
widely across Asia, all the way from Turkey to the eastern coast of Russia. But over the past 100
years, tigers have lost 93% of their historic range. Instead of spanning all the way across Asia, the
tiger population is now isolated in small pockets in south and southeastern Asia. This is 31 of 66
because humans have drastically changed the environments. Humans have built towns and cities.
Road and transit systems were created to connect these towns and cities. To feed the people living
in these areas, forests and fields have been cleared to create farmland. Large tracts of land have been strip-mined to yield metals and other materials used in manufacturing. All of these activities have consumed habitats that at one time supported tigers.

A major obstacle to preserving tigers is the enormous amount of territory that each tiger requires. Each wild tiger demands between 200 and 300 square miles. Tigers are also both territorial and solitary animals. This means that they are protective of the areas that they claim and they generally do not share with other tigers. Because tigers need so much territory, it is difficult for conservationists to acquire land enough to support a large population of tigers. Even when these considerable spaces are allocated, it is even more difficult to patrol such large areas to prevent poaching. There is no easy way to preserve the wild tiger population without making large sacrifices.

Though tiger population faces many threats and obstacles to recovery, there have been some successes in conservation and preservation efforts. For example, Save China’s Tigers, an organization working to restore the wild tiger population, successfully rewilded a small number of South China tigers. These tigers were born into concrete cages from parents who were also captive and unable to sustain in the wild.

This organization brought these tigers to South Africa and helped them learn the necessary skills for a predator to survive in the wild. Current evidence indicates that the project was been successful. While this is just a small step, it shows that restoring the world’s tiger population is possible.

**Directions:** Read each question carefully and choose the best answer. Refer to the text if necessary.

1. Which of the following is not a reason in the article explaining why tigers are hunted?
   a. Because tiger skins are worth a lot of money
   b. Because tiger parts are used as medicines in some cultures
   c. Because some tigers attack local villages
   d. Because tigers are hunted for enjoyment by some people

2. Which animal does not grow larger than the tiger?
   a. Brown bear
   b. Lion
   c. Polar bear
   d. All of these animals grow larger than a tiger
3. Which number is closest to the estimation of the wild Tiger population in 2003?
   a. 3,000  
   b. 100,000  
   c. 140  
   d. 30,000

4. Which of the following best describes the author’s main purpose in writing this article?
   a. To provide readers with interesting information about the lifestyles of tigers  
   b. To persuade readers to help the world’s tiger population and to offer ways to help  
   c. To entertain readers with stories about how tigers hunt and are hunted  
   d. To explain to readers why the world’s tiger population is endangered

5. Information in the third paragraph is mainly organized using which text structure?
   a. Cause and effect  
   b. Compare and contrast  
   c. Chronological order  
   d. Spatial order

6. Which best explains why tigers have lost so much of their habitat according to the text?
   a. Because humans are afraid of tigers  
   b. Because tiger skins are extremely valuable  
   c. Because humans have changed the land  
   d. Because tigers need so much space to survive

7. Based on information in the text, which best explains why tigers are poached?
   a. Poachers hunt tigers to protect their families from dangerous animals.  
   b. Poachers hunt tigers for medicine to cure sick family members.  
   c. Poachers hunt tigers because they enjoy killing dangerous animals.  
   d. Poachers hunt tigers to earn large amounts money.

8. Which best explains why it is so difficult to preserve the wild tiger population?
   a. Tigers do not get along with most other animals.  
   b. Tigers must make their homes close to rivers and the world’s rivers are evaporating.  
   c. Tigers require a lot of space.  
   d. Tigers hunt in large packs and there are too few tigers left to make these packs.
9. Which of the following is an opinion?
   a. Tigers can grow up to eleven feet long.
   b. Saving the wild tiger population is important.
   c. South China tigers were brought to live in South Africa.
   d. Humans have endangered the world’s wild tiger population.

10. Based on context, which best defines the term “rewilded” as used in the last paragraph?
   a. To preserve animals by keeping them in zoos
   b. To teach animals to coexist with humans
   c. To teach humans to coexist with animals
   d. To bring animals born in zoos back to nature

11. What does this idiom mean: “other parts of the tiger can also fetch a pretty penny”? 
   a. The fur is the only valuable part of the tiger.
   b. Other parts of the tiger are worth a lot of money.
   c. The tiger is a very beautiful animal.
   d. Tigers can be trained to do tricks like in the circus.

12. Which of the following could be best supported by information from the text?
   a. Efforts to save tigers have had some success, but there are many obstacles to recovery.
   b. Efforts to save tigers have failed in the past, but there is reason to continue trying.
   c. Efforts to save tigers have been so successful that they saved tigers from endangerment.
   d. Efforts to save tigers have failed completely.

Source: Reading Work sheets. https://www.ereadingworksheets.com/

Additional reading and questions: A Comprehensive English Course for CXC. Pg. 242-243
Homonyms are words spelled or pronounced alike but different in meaning. Since homonym is used to (ambiguously) describe either a homograph or homophone, it can cause confusion, though it is often heard in classrooms in early grades. The root -nym simply means “word” or “name,” so it applies more broadly than its counterparts.

- **Homographs** are words that are spelled alike, but have different meanings and sometimes different pronunciations. The root graph comes from the Greek word meaning “drawn or written,” thus these terms are written the same. For example, stalk is both a plant stem and a verb meaning to pursue stealthily. Homographs also have different etymologies.

  Not all words that are spelled the same are pronounced identically, so they may be homographs without being homophones, e.g., lead as a metal and as the verb “to show the way.”

- **Homophones** are words that are pronounced the same but are different in spelling and meaning. In this case the combining from phone comes from the Greek word phōnē meaning “voice.” One commonly confused trio of homophones is to, two, and too.

**Directions: Choose the correct word.**

Example: Please try not to (waste, waist) paper.

1. Can I go to the party (to, too, two)?

2. This is my favorite (pare, pair, pear) of jeans.
3. I (sent, scent, cent) a letter to my aunt in Vietnam.

4. The children got (bored, board) during the lecture.

5. Mr. and Mrs. Rodriguez like to work in (there, they’re, their) garden.

6. Alec is going to (wear, ware) his work boots today.

7. Do you think it is going to (rein, rain, reign) this afternoon?

8. I saw a restaurant just off the (rode, road) about a mile back.

9. David’s brother is in a (band, banned) which plays Russian music.

10. Juana wants her socks because her (tows, toes) are cold.

11. The teacher walked down the (aisle, isle) between the rows of desks.

12. Hadil has a (pane, pain) in her shoulder.

13. The school (principal, principle) spoke to a group of parents.

14. The clerk wants to (sell, cell) as many TVs as possible.

15. I don’t want to talk about the (passed, past) anymore.

16. Nobody (knows, nose) what you are thinking.

17. I have (for, four, fore) dollars in my pocket.

18. I need to take a (break, brake) from this exercise!

19. Humans have hands. Dogs have (paws, pause).

20. (He’ll, Heel, Heal) be here in a few minutes.

Source:

Additional reading and exercises: English for All: Examination Level CSEC. Pg. 74
A simile is a comparison between two things. The comparison is made explicit by using the words “like” or “as”.

The comparison adds to the meaning and makes the writing more vivid and interesting. It appeals to the reader’s imagination as well as his senses by the associations it evokes. Successful similes invite us to use our memory and imagination when we hear or read them.

The appropriateness or effectiveness of the simile may be evaluated through the following questions:

- Is it striking, vivid, original, interesting?
- Does it make the meaning clearer?
- Does it provide enjoyment?
- Does it appeal to feeling as well as thought?
- Does it add to the meaning?
- Does it stimulate the reader’s imagination?
- Does it appeal to the senses?

Example: “Far off like floating seeds

The ships diverge on urgent voluntary errands”.

In this simile the ships are compared to floating seeds.
The comparison is appropriate because
1. It appeals to the visual imagination
2. It suggests the smallest of the ship as they are seen from afar on a vast ocean.

Activity

Instructions: Read the poem carefully and answer the questions that follow:

An Africa Thunderstorm

by David Rubadiri

From the west
Clouds come hurrying with the wind
Turning sharply
Here and there
Like a plague of locusts
Whirling,
Tossing up things on its tail
Like a madman chasing nothing.

Pregnant clouds
Ride stately on its back,
Gathering to perch on hills
Like sinister dark wings;
The wind whistles by
And trees bend to let it pass.

In the village
Screams of delighted children,
Toss and turn
In the din of the whirling wind,
Women,
Babies clinging on their backs
Dart about
In and out
Madly;
The wind whistles by
Whilst trees bend to let it pass.
Clothes wave like tattered flags
Flying off
To expose dangling breasts
As jagged blinding flashes
Rumble, tremble and crack
Amidst the smell of fired smoke
And the pelting march of the storm.

Questions

1. Refer to line 14: 'The Wind whistles by' and line 19: 'In the din of whirling wind'. Suggest how the alliteration in these lines is used to describe the wind.

2. Refer to line 10: 'Pregnant clouds'. Explain what the word, 'pregnant' implies about the clouds.

3. Discuss the effectiveness of comparing the approaching storm to 'a plague of locusts' (line 6).

4. Refer to line 9: 'Like a madman chasing nothing.' What impression of the wind is conveyed by this description?

Source: A Comprehensive English Course for CXC English A. Pg. 53-54

Additional reading and exercises: A Comprehensive English Course for CXC English A. Pg. 55-57
Parallel structure, or parallelism, means using the same pattern of words to show that two or more words or ideas are of equal importance. Words and phrases should not only match in structure, but also in tense. Writers use parallel structure to add clarity to their writing and to make it easier to understand. It also adds value to a writer's overall composition and shows that their writing is structurally and grammatically correct.

Examples of Parallel Construction

"Between" and "And"

Incorrect: We debated the difference between the weather in Minnesota in the winter and how hot it is in the summer.

Correct: We debated the difference between the weather in Minnesota in the winter and the weather in Minnesota in the summer.

"Both" and "And"

Incorrect: The films were enjoyable both to watch and for discussing.

Correct: The films were enjoyable both to watch and to discuss.

"Neither" and "Nor"; "Either" and "Or"

Incorrect: Neither the responses to the questionnaire nor what we asked on the survey were answered.

Correct: Neither the responses to the questionnaire nor the responses to the survey were answered.
Parallel structure should be used when you connect clauses with a coordinating conjunction such as: for, and, nor, or, but, so, or yet. Some examples of this include:

- Correct: Every morning, we make our bed, eat breakfast and feed the dog.
  Incorrect: Every morning, we make our bed, eating breakfast and feed the dog.

- Correct: I will not sing a song, nor will I dance.
  Incorrect: I will not sing a song, nor dance.

In addition to coordinating conjunctions, parallel structure is also used with correlative conjunctions such as: either...or, neither...nor, not only...but also. Some examples of this use include:

- Correct: They argued not only about the article, but also about the review.
  Incorrect: They argued not only about the article, but they argued also about the review.

- Correct: Either she likes to see him or she doesn't like to see him.
  Incorrect: Either she likes to see him or doesn't like seeing him.

The examples below show how to repair faulty parallelism.

Source: https://academicguides.waldenu.edu/writingcenter/grammar/parallelconstruction

Activity
Directions: Each sentence below contains faulty parallelism with coordinate conjunctions. Revise each sentence so that the elements joined by the coordinate conjunction are parallel to one another.

1. What I said or my actions upset everyone in the room.
2. She suggested that I write a memoir and to send it to a good publisher.
3. The instructor advised me to use the rearview mirror often, and I should observe the speed limit.
4. People are paying more now for health insurance but to get less coverage.
5. Doing strenuous exercise and poor nutrition habits can lead to illness.
6. We put the pictures and what our itinerary was into the album.
7. Many young people like to skateboard and watching the techniques of other skateboarders.
8. Joe wants to buy a vest that has buttons or closing with a zipper.
9. Her ideas are usually sound and of importance.
10. Good sense and being thoughtful are two valuable assets.

Additional reading and exercises: Developing Proficiency in CXC English A. Pg. 247
At one time or another, these white nomads have been almost everywhere in the Arctic, even near the pole itself. Once full grown, they seldom seek out others of their kind, except in the spring mating season. No one is sure of their life span in the wild, but one captive lived years in a zoo.

Most carnivorous of all bears, they eat principally seals, though in some regions their diet includes kelp, grasses, berries, carrion, sea birds and even garbage near settlements.

Recent study indicates that the polar bear may surpass the Kodiak brown bear as the world’s largest carnivore. Last spring Dr. Jomkel accurately weighed a big Canadian male at 1450 pounds; we may yet find one even larger. The average female weighs less than half as much as the male.

Wandering across icy wastes, the polar bear, the very symbol of the Arctic, has always held a special place in men’s minds. Its glossy white fur was treasured in medieval Europe, and as far away as Egypt. In Norway, polar bear pelts spread before cathedral altars, kept clerics’ feet warm while they celebrated mass. A live polar bear was a gift befitting kings and princes.

Traditionally, these giants of the Arctic were hunted with spears, lances and dogs. The hunt was a test of manhood, and many Eskimos consider it so today, even with modern weapons. A young man of Thule, Greenland, isn’t worthy of the daughter of a great hunter until he has killed his first bear.

The slaughter of these mighty animals for their fur continues at an ever increasing rate, giving rise to fears of extinction. Even optimistic estimates put the total bear population at less than 20,000.

At the first international scientific meeting on the polar bear, held in Fairbanks, Alaska, in 1965, scientist from United States, Canada, Denmark, Norway and the Soviet Union noted that more than 1300 were killed yearly in the western hemisphere. (In the Soviet Arctic the polar bear has been protected since 1956.)

At the Fairbanks conference it became obvious that more research was needed. How was increasing hunting pressure affecting the world’s polar bear population? Was the “white polar bear” a single species in eternal migration around the polar ice field or were there separate populations?
Only intensified tagging programs, biochemical tests, skeletal studies, and long observation could answer such question.

**Questions**

1. The polar bear is said to be “carnivorous” (line 4) because it
   (A) Is known to feed even on garbage
   (B) Includes grasses and berries in its diet
   (C) Eats more than all other kind of bears
   (D) Feeds chiefly on seals and sometimes sea birds

2. The reference to the polar bear as a “symbol of the Arctic” (line 10) means that
   (A) The polar bear appears on the Coat of Arms of the Arctic
   (B) People usually think of the Arctic when the polar bear is mentioned
   (C) Images of the polar bear are worshipped by people of the Arctic
   (D) The few surviving polar bears remind people that vast herds once existed.

3. According to the passage the polar bear was valued
   (A) As a symbol of the Arctic
   (B) Because of the glossy white fur
   (C) As a gift for kings and princes
   (D) Because of the special place in men’s min

4. Which of the following is stated in paragraph five (lines 14-17)?
   (A) Polar bears are killed as proof of manliness.
   (B) Eskimos prefer traditional methods of hunting.
   (C) Modern methods of hunting the polar bear are very efficient.
   (D) In Greenland, a polar bear is one of the expected wedding gifts.
5. According to paragraph five (lines 14-17), a young man of Thule who kills a polar bear
   (A) can marry any girl he wishes
   (B) must do so with traditional weapons
   (C) is worthy of a bride of some importance
   (D) has to complete the initiation rites required for adulthood

6. The Fairbanks conference revealed that
   (A) all white polar bears belong to the same family
   (B) there was insufficient information about the polar bear
   (C) there were fewer than 20,000 surviving polar bears
   (D) tests and tagging programmes would reduce the slaughter of polar bears.

7. Which of the following is stated in the passage?
   (A) Dr. Jomkel is a Canadian expert on polar bears.
   (B) In Norway, polar bear pelts were worn during the celebration of mass.
   (C) An accurate estimate of the polar bear population is 20,000.
   (D) The Soviet union has been a protector of polar bears for many years.

8. According to the extract, the biggest threat to the polar bear population is
   (A) hunting by man
   (B) too rigid eating habits
   (C) fewer feeding grounds
   (D) changes in the environment
Directions: Read the following extract carefully and then answer questions on the basis of what is stated or implied.

Times Change

Times change. Some years ago, if you asked an Antillan about graduation ceremonies, he knew you were referring to annual events at the University, when those who had been successful in passing their exams and earning a university degree were presented with an important document which qualified them to work as doctors or engineers or to take on special responsibilities in other fields of work.

This of course, was what the word ‘graduation’ meant according to the educational tradition we had been following for ages, the British system. In North America, however the world had developed a different significance. Elaborate graduation exercises were used to mark the end of any school courses or training programme. Recently, a grandmother was invited to travel from Antilla to the United States to attend the graduation ceremony of her six-year-old grandchild who had completed the kindergarten stage of education, and would be wearing full academic garb for the occasion: suit, gown and mortarboard, if you please.

Maybe we won’t go to quiet this extreme in Antilla, but sometimes I’m not so sure. Last year we saw pictures in the newspapers of people in the mortarboards and gowns who were graduating from a six-week training programme somewhere in the city!

Some people will say that there’s nothing wrong with students at any level having their success marked with a ceremony: it no doubt serves as an encouragement, and improves the self-concept. There are two problems here. First, our graduation ceremony don’t always mark success in anything but remaining in a particular institution for a specified period of time. Secondly, something is wrong when the culmination of many years of advanced training is made to seem no more significant than the completion of some junior stage of learning.

The danger we run of letting graduation ceremonies distort our values is one thing. Of equal concern, especially in a country like ours, is the fact that many of the graduation exercises that we see are actively encouraging poor people to spend money that they don’t have on frocks that won’t be worn again, or flowers and hairstyles that fade in a day, or rings that leave jewelers laughing, or suits that will deprive younger brothers of food, and on shoes to look as new and expensive as everybody else’s.

Pity the poor parent with two children graduating. Pity the one who has to stay at home. Pity the poorer parent who can’t go up to it all. Pity the child whose friends ask questions. And pity the child whose best friend is too poor.

You ask why so few children fail to turn up for graduation, in a poor country, in hard, hard times. I ask you in return why poor people continue to spend so much money on funerals and weddings; why land is sold to pay for coffins and nine-nights, and why debts destroy so many new marriages.
Blame the students who are caught up in the pride of the moment of recognition? Blame the parents who have to keep up with the Joneses, and can’t let down their imploring children? No. I say blame the schools for allowing it all.

Questions

9. What is the main intention of the writer in paragraph two (Lines 5-10) of this extract?
   (A) To show how gullible the older people of Antilla are
   (B) To give an idea of what graduation involves in the United States
   (C) To define by example, what he (The author) means by ‘graduation’
   (D) To give the reader a clear picture of what graduation is like in Britain

10. What is the writer’s feeling in the last sentence of the second paragraph: “Recently, a grandmother …suit, gown and mortarboard, if you please!” (lines 7-10)
   (A) Pride
   (B) Anger
   (C) Surprise
   (D) Disapproval

11. The writer uses the words “…if you please!” (Line10) to imply that the
   (A) reader is pleased to have this information
   (B) writer has pleasing manners
   (C) reader shares the writer’s viewpoint
   (D) writer is critical of the practice mentioned

12. Which of the following BEST expresses the writer’s opinion of the graduation which he refers to in the last sentence (lines11-13) of the third paragraph?
   (A) He is not sure what opinion he has about it
   (B) He feels that the people deserved the graduation ceremony
   (C) He thinks it carries the idea of graduation too far.
   (D) He is pleased that Antillans have not carried the idea of graduation to the extent which the United States has.
13. What is the writer’s objection in paragraphs four and five (lines 14-23) to Antilla’s adopting the form of graduation as it is practiced in North America?
(A) It reduces the value placed on important achievements.
(B) It is an attempt to impose foreign values on a poor country.
(C) It makes poverty worse in a country that is already poor.
(D) It has a disastrous effect on the country’s education system.

14. In line 21, “frocks”, “flowers”, “hairstyles” and “shoes”, are mentioned MAINLY to
(A) give a vivid picture of what graduation ceremonies are like.
(B) show the reader that some people are not as poor as we think.
(C) emphasize the extent to which money is wasted in graduation ceremonies.
(D) convince the reader that graduation ceremonies are important to success.

Source: CXC Paper 1 June, 2001

Additional readings and exercise: A Comprehensive English Course for CXC English A. Pg. 64-65
To effectively summarize, one must be able to apply a range of everyday skills:

- Comprehension
- Construction Shift
- Paraphrase
- Select main ideas and key points
- Economy of words
- Writing in continuous prose

**Steps Involved in Summary Writing:**

- Read the instructions carefully
- Read passage and interpret meaning and intention.
- Identify sections of the passage with the main idea and key points.
- Extract the main ideas and key points and paraphrase them.
- Practice economy of words. Pay attention to word limit
- Examine points to determine effective paragraphs
- Write first draft
- Review your draft
- Write final summary

Example:

Read the following extract carefully and then write a summary in NOT MORE THAN 120 words. Your summary must be in continuous prose, in paragraph form, and, as far as possible, IN YOUR OWN WORDS. If you exceed the word limit only the first 120 words will be read and assessed.

As seeds get better, much of the world’s soil is getting worse and people are going hungry. Scientists say if they can get the world out of the economically triggered global food crisis, better soil will be at the root of the solution. Soils around the world are deteriorating with about one-fifth of the world’s cropland considered degraded in some manner. The poor quality has cut production by about one-sixth. Some scientists consider it a slow-motion disaster. In sub-Saharan Africa, nearly 1 million square miles of cropland have shown a “consistent significant decline”, according to a March 2008 report.

A generation ago, through better types of plants, Earth’s food production exploded in what was then called “green evolution”. Some people thought the problem of feeding the world was solved and moved on. However, developing these new “magic seeds” was the easy part. The crucial element, fertile soil, was missing. “The first thing to do is to have good soil,” said Hans Herren, winner of the World Food Prize. “Even the best seeds can’t do anything in sand and gravel.”

The cause of the current global food crisis is mostly based on market forces, speculation and hoarding. But beyond the economics lie droughts and floods, plant diseases and pests, and all too often, poor soil. Soil and water issues “have been taken for granted”, said soil scientist Rattan Lal. “It is a problem that is not going to be solved. It’s going to get worse before it gets better.”

The current crisis could have been avoided “if we, the world, had promoted fertilizer in Africa and we have known for ages it works,” said Pedro Sanchez, Columbia University tropical agricultural director. In that way, the problem with soil is a prime example of a larger failing of agricultural science.

The staples of modern agricultural scientific techniques include irrigation, crop rotation, reduced tilling, use of fertilizers and improved seeds. “Fixing soil just isn’t exciting enough to interest governments and charities,” commented the leading researcher at the International Rice Research Institute, where they have been trying to pinpoint the right combination of nitrogen and fertilizer. “Better seeds work wonders, but finding money for soil health is difficult and because of that, less work accomplished.”

Adapted from “Poor soils ... and the food crisis”. Sunday Express, May 11, 2006, p. 37.
Summary in Continuous Prose:

According to scientists, though seed quality has improved, the answer to the global food dilemma would be improved soil. Consequently, the ‘green evolution of the late nineteen hundreds failed because the vital aspect of fertile soil was excluded. Market forces and skeptic practices are responsible for this crisis, with poor soil, plant health and natural disasters seen as underlying factors.

Additionally, experts believe that fertilizers are proven effective and promoting their use in Africa could have averted the present problem. They also contend that although improving seed quality is commendable, soil health is vital to food security. However, this is not of interest to governments, hence, less progress is made due to lack of revenue for soil health. (118 Words)

Exercise 1

1. Read the following article on tattoos carefully and list FIVE MAIN points discussed, then write a summary of the article in NOT MORE THAN 120 words.

If this limit is exceeded, only the first 120 words of your answer will be read and assessed. As far as possible, use your own words. Your summary must be in continuous prose.

Tattoos Since the beginning of civilization, they have served as marks of identification, spiritual protection and decoration. Now at the cusp of another millennium, tattoos and other varieties of body markings are resurfacing as a popular form of individual self-expression. Tattoos are timeless and can be as unique as the bearers they adorn. They don't fade away like favourite T-shirts, or get lost or broken like school rings. They stay with you forever, until death. They become a part of you from the day you sit in the artist's chair, etching your emotions alongside the needle's sting, transforming an instant of your life into a symbol for the world to see. Tattoos and other body markings arrived in the Caribbean with African slaves and indentured workers from China and India. They were sometimes the only permanent keepsakes of peoples snatched from their ancestral places. The Caribbean's original Amerindian inhabitants also used tattoos to mark spiritual milestones. The Taino of the Northern Caribbean Islands, for instance, used vegetable dyes to affix images of their guardians onto their skin. These images also indicated an individual's lineage, or his or her social position. Each tattoo was both a personal history book and a mark of belonging. Over the centuries, however, tattoos and other forms of bodily adornment have mutated, exchanging religious and cultural significance for individualist associations. Sometimes that mark of individuality has been confused with rebellion and non-conformity, often alluding to a stain of bad character. Tattoo-wearers have seemed wild, dangerous, even just plain bad. But today, tattoos have come full circle. Celebrities, writers, lawyers, housewives, all proudly display their marks of rebellion. An entirely new perception of the art of tattooing has arisen, which is more than just a preoccupation with style. This rediscovered form of expression has spawned an entire subculture
of individuals among us. They carry this common bond of distinction through their daily routines. Via the images on their forearms, shoulders, ankles, or torsos, they connect to each other, announcing to the world that it is OK to be unique and different.

Adapted from "Pictures made flesh". Caribbean Beat, July/August 2003.


Additional reading and exercises: A Comprehensive English Course CXC English A. Pg. 319-332
Week: Three
Lesson: Three
Topic: Spelling & Usage

Instructions- For items 1-8, select A, B, or, C for the word that is spelt incorrectly. Select D if no word is misspelt.

1. The newly constructed pavilion came as a surprise to the enthusiastic sport fans. No error
   A     B  C   D

2. The government [official] announced that retrenchment was inevitable because of the diminishing rate of returns. No error.
   A     B
   C     D

3. The snake’s head was poised, and ready to display its defence tactics. No error
   A           B            C             D

4. The argument became uncontrollable by the addition of other disagreeable parties. No error
   A   B     C            D

5. Much of the glamour and excitement of the celebration went unnoticed by nearby residents. No error
   A     B     C
   D

6. His physician advised him to be more selective in what he ate. No error
   A      B         C          D

7. Efforts to retrieve the confiscated photographs proved to be unsuccessful. No error
   A           B                          C       D

8. Sufficient consideration, should be given to the idea of maintaining the principals of Democracy. No Error
   A          B       C
   D
Instructions: Some of the following sentences are unacceptable because of inappropriate grammar, idiom or vocabulary. Some sentences are acceptable as they stand. No sentence contains more than one inappropriate element.

Select the ONE underlined part that you feel is inappropriate and choose the appropriate letter A, B, C. If the sentence is acceptable as it stands, choose D.

9. While driving through the fields on a conducted tour the farmers were appal to see several
   A   B   C
   Diseased cattle. No Error
   D

10. The soundness of the proposal introduced by the opposition members was quite evident
    A   B
    though the presentation was both criticised by the President and the Secretary of State. No error
    C   D

11. We always feel good whenever our cricketers play well enough to win a series of matches
    A   B   C
    convincingly. No error
    D

12. The two robbers, not knowing the value of the loot, were unable to agree on how to divide it
    A   B
    among themselves. No error
    C   D

Source: CSEC Syllabus 2015 / Specimen Paper 2017/01218010

Additional exercises: A Comprehensive English Course CXC English A
Example: “But when she was gone, I looked about me for a place to hide in, and got behind one of the gates in the brewery lane, and leaned my face against the wall there, and leaned my forehead on it, and cried. As I cried, I kicked the wall, and took a hard twist at my hair, so bitter were my feelings and so sharp was the smart without name, that needed concentration”

Comment

The experience is one of embarrassment. The expressions “hide in”, “got behind the gates”, ‘leaned my forehead on it”. Contribute to that feeling of embarrassment.

Activity

Instructions: Read the poem and answer the questions that follow

THE GARDEN OF LOVE – William Blake

I went to the Garden of Love,
And saw what I never had seen:
A Chapel was built in the midst,
Where I used to play on the green.
And the gates of this Chapel were shut,
And 'Thou shalt not' writ over the door;
So I turn'd to the Garden of Love
That so many sweet flowers bore;
And I saw it was filled with graves,
And tomb-stones where flowers should be;
And Priests in black gowns were walking their rounds,
And binding with briars my joys and desires.

Questions

1. Refer to line 1: 'I went to the Garden of Love'. How does the word, 'Garden' create an expectation in the mind of the reader?

2. Refer to lines 3–4: 'A Chapel was …'/'on the green.' Explain the significance of these lines in the context of the poem.

3. Refer to lines 5–6: 'And the gates …'/'over the door'. Discuss how the diction in these lines contributes to the speaker's tone.

4. Refer to the final stanza: 'And I saw ...'/'joys and desires.' Comment on how these lines convey the central idea of the poem.

Source: A Comprehensive English Course CXC English A. Pg. 146

Additional exercises: A Comprehensive English Course CXC English A. Pg. 147-148
Expository writing is writing that seeks to explain, illuminate or 'expose' (which is where the word 'expository' comes from). This type of writing can include essays, newspaper and magazine articles, instruction manuals, textbooks, encyclopedia articles and other forms of writing, so long as they seek to explain. Expository writing differs from other forms of writing, such as fiction and poetry. In fact, this lesson itself is an example of expository writing.

Types of Expository Writing:

There are 5 kinds of expository writing. They include:

- Problem and Solution
- Cause and Effect
- Compare and Contrast
- Definitions and Classification
- How-to/Process

What Each Type Means:

Problem and Solution: These writings are exactly what one might expect: identifying an issue, giving details about it and suggesting solutions or one solution that is best from many. For example, someone may choose to write about a problem such as population explosion. After explaining the problem in detail, he or she would explore the solutions. Needless to say, the writer also has to justify the solutions proposed and how they can be implemented, if they are actually feasible or not.
Cause and Effect: Why did something happen and what impact it might have are the two central aspects of this type of writing. They may include environmental problem or ask for opinions about an issue and how it will affect the future or what impact does a historic event have on the lives of a nation’s citizen etc. The outcomes can be definitively true or can be based on assumptions, but either way, must be validated.

Compare and Contrast: This type of writings has two features: comparison which works with the similarities of two contents and contrast which works with the differences of the two contents. For example, if you are told to write an essay asking if children should be playing inside or outside the home, you can compare why play is important and then create a contrast to show how one is better or worse than the other.

Definitions and Classification: This type of writing is the one you’re reading right now. This will explain what something is and how many types of the thing can there be. For example, expository writing and its types.

How-to/Process: This type of essays will tell you about a task and how to complete that task. For example, an essay about how to make tea. You will need to first address the problem, then give the main steps the reader will take, and the end result. You can also include substitute steps in the conclusion or beside the main steps.

Expository Essay Structure

- Paragraph 1: Introduction with a hook to grab your readers’ attention, and a thesis statement that clearly presents the main concept and goal of your paper.
- Paragraph 2: Body, 1st point/argument with supporting evidence.
- Paragraph 3: Body, 2nd point/argument with supporting evidence.
- Paragraph 4: Body, 3rd point/argument with supporting evidence.
- Paragraph 5: Conclusion with a concise summary of your key points/arguments and a thesis restatement.

Activity: Write expository essays on the following topics:

1. Describe some nonmaterial things that make you happy.
2. Describe the effects of marijuana.

Source: English for All Examination Level (CSEC) – A Two Year Course pg. 156

Additional reading and exercise: A Comprehensive English Course CXC English A. Pg. 179-180, 189-190, 197-202
Instructions: Read the following passage carefully and then answer questions 1–8 on the basis of what is stated or implied.

After a decade of hard work, 2006 was the year Richie Spice joined the top tier of international reggae artists. Who can forget that summer’s soundtrack, “Brown Skin”? Its infectious lyrics and heavy rotation across the islands had boys serenading girls, and dance floors grooving until the early hours. It brought Spice invitations to perform in New York, London, Port of Spain, and elsewhere, alongside artists like Anthony B and Capleton, and won him a reputation for mesmerizing live performances. November saw the release of Spice’s latest album, In the Streets of Africa, featuring, alongside newer tracks, “Youths So Cold”, “Open the Door” and “Brown Skin”. It was the culmination of years of effort, plus immense talent, a supportive record label, and an enthusiastic international fan base.

Born Richell Boner in Kingston, Spice endured years of label-less grind on his own — playing stage shows, writing lyrics, and recording singles with little support — before Devon Wheatley and his label, Fifth Element, came along. “The songs were there,” Spice recalls. “They were all good songs, but they weren’t getting any promotion, and with just me going out there singing them, it was like one man against the world.” According to Spice, Fifth Element came along and put their strength and promotion behind the songs, and people took to them and accepted them.

With his Fifth Element album release, 2004’s Spice in Your Life, his emotive singing and sincere message got noticed in the United States. Ignoring any urge to kick back and relax after his first taste of hype, Spice kept working hard to maintain momentum, worried that his sincerity could work against him. “When you are singing positive songs, success may take a little longer, but it has to manifest,” says Spice philosophically.

After his long journey to reggae’s “higher heights”, Spice offers this advice to others setting out to make it: “Whenever you reach anywhere, there is a lot of work to be done, so just go to it and do the necessary things until you reach that space where you are supposed to be.” As 2006 has proven, he certainly knows what he is talking about.

1. Based on paragraph one, which adjective BEST describes the song “Brown Skin”?

(A) Lyrical

(B) Romantic

(C) Conscious

(D) Provocative
2. Richie Spice had to work hard for years because he
(A) Recorded few singles
(B) Had to perfect his talent
(C) Hadn’t developed viable music
(D) Needed a record label to promote him

3. Richie Spice’s international success BEST shows that
(A) It takes ten years to succeed in music
(B) The music industry is difficult to enter
(C) A record label is essential for any artist
(D) Live performance is the basis of a music career

4. which of the following does the passage suggest lead to an artiste’s popularity?
   I. Faith
   II. Talent
   III. Support
   IV. Persistence
   (A) I and II only   (B) II and III only   (C) I, III and IV only   (D) II, III and IV only

5. The word “grind” (line 10) indicates that trying to achieve success without a label
   (A) Wastes time
   (B) is very boring
   (C) Demands determination
   (D) Uses up physical energy

6. “The world” (line 14) refers to
   (A) Audiences
   (B) Record labels
   C) Radio stations
   (D) Competing artistes
7. The MAIN intention of the author is to
(A) Outline Richie Spice’s path to success
(B) Advise budding artistes about record labels
(C) Instruct readers of the pitfalls in a music career
(D) Highlight the particular things that made Richie Spice successful

8. The purpose of the passage is to
(A) Direct
(B) Inform
(C) Persuade
(D) Entertain

Source: CSEC Syllabus 2015 / Specimen Paper 2017/01218010
Additional exercises: A Comprehensive English Course CXC English A. Pg. 105-106
Activity

Instructions: Choose the antonym for each of the words in italics.

1. The prescription which you recommended seemed to *aggravate* the patient’s condition.
   - a. improve  
   - b. enhance  
   - c. ameliorate  
   - d. alleviate

2. Teachers must employ creative skills to stimulate *reluctant* learners.
   - a. nervous  
   - b. enthusiastic  
   - c. willing  
   - d. obedient

3. The witness gave a *vague* description of the incident.
   - a. sure  
   - b. special  
   - c. vivid  
   - d. complete

4. Far from making us complacent, *achievement* should encourage us to excel.
   - a. failure  
   - b. misfortune  
   - c. success  
   - d. deficits
5. The notice was posted in the most conspicuous place.
   a. unknown  b. unusual  c. obvious  d. obscure

6. In order to improve its service, the firm retrenched several workers.
   a. warned  b. hired  c. rewarded  d. interviewed

7. At the annual general meeting, no one questioned the integrity of the accountant.
   a. incompetence  b. shortcomings  c. dishonesty  d. limitation

8. The prime minister is applauded for every decision he makes.
   a. criticized  b. blamed  c. appreciated  d. rejected

9. The idea of eating meat was repugnant to her.
   a. agreeable  b. encouraging  c. positive  d. attractive

10. The evidence which she presented to the attorney was pertinent to the case.
    a. appropriate  b. trivial  c. irrelevant  d. peripheral

11. The supply of fruits and vegetables is copious because of weather conditions.
    a. consistent  b. regular  c. scarce  d. abundant

12. Harvey earned the reputation of being called an indolent person by many.
    a. ineffective  b. industrious  c. incompetent  d. insubordinate

Source: English for All Examination Level (CSEC) – A Two Year Course pg. 188

Additional exercises: A Comprehensive English Course CXC English A. Pg. 68-69
Instructions: Read the following poem carefully and then answer Items 1–8.

REMEMBER – Christina Rossetti
Remember me when I am gone away,
Gone far away into the silent land;
When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.
Remember me when no more day by day
You tell me of our future that you plann'd:
Only remember me; you understand
It will be late to counsel then or pray.
Yet if you should forget me for a while
And afterwards remember, do not grieve:
For if the darkness and corruption leave
A vestige of the thoughts that once I had,
Better by far you should forget and smile
Than that you should remember and be sad.

Questions
1. Account for the repetition of the word, 'remember' throughout the poem.

2. Refer to lines 5–8: 'Remember me when … then or pray.' Explain what these lines suggest about the speaker's relationship with her loved one.
3. Refer to lines 1–2: 'gone away, /Gone far away'. How do these words set the initial mood of the poem?

4. Explain what the use of the phrase, 'the silent land' (line 2) conveys about the speaker's state of mind.

5. The speaker of this poem is self-centered. Do you agree with this statement? Justify your response by referring to imagery and/or diction.


Additional exercises: A World of Poetry – Identify a poem where repetition is used.
A fragment is only part of a sentence although it is written as if it were a sentence. A fragment is a phrase or a subordinate clause.

Example 1: Lenny always playing cricket in the park after school
Correction: Lenny always plays cricket in the park after school.

Example 2: Because he likes to meet his friends who are practicing for the competition
Correction: He likes to meet his friends who are practicing for the competition.

How Do You Fix a Sentence Fragment?

• Add a verb or a verb phrase.

FRAGMENT: For example, the cows grazing on the hillside.

COMPLETE SENTENCE: The countryside seemed at peace. Take, for example, the cows grazing on the hillside. OR: The cows were grazing on the hillside. OR: We saw the cows grazing on the hillside. (There are usually many ways to correct a sentence fragment.)

• Attach the sentence fragment to the sentence before it or after it.

FRAGMENT: Rivers cut deep canyons in the landscape. Weaving their way hundreds of miles through forests and mountains until they reach the ocean.

COMPLETE SENTENCE: Rivers cut deep canyons in the landscape, weaving their way hundreds of miles through forests and mountains until they reach the ocean.

• Use a conjunctive adverb (however, therefore) instead of a subordinating conjunction (although, because, since).
FRAGMENT: Jason never thought he could play baseball. Although, he eventually worked hard and started for his high school team.

COMPLETE SENTENCE: Jason never thought he could play baseball. However, he eventually worked hard and started for his high school team.

• Attach a clause with a relative pronoun (who, whom, that, which, whose) to the sentence it belongs to.

FRAGMENT: Mom always asked me to walk the dog. Who never had to go out anyway?

COMPLETE SENTENCE: Mom always asked me to walk the dog, who never had to go out anyway.

• Attach a verb phrase that is punctuated as a sentence (the fragment) to the sentence it belongs to.

FRAGMENT: The psychologist met with his clients in a relaxing environment. And encouraged them to meditate after the session.

COMPLETE SENTENCE: James counselled his clients in a relaxing environment and encouraged them to meditate after the session.

Activity 1

Instructions: Reconstruct the sentence fragments below to make sentences.

1. After the receptionist led the family to the table.
2. Being that Leonel Messi scored two goals in the last three minutes of the match.
3. Reprimanded by her coach for wearing the wrong colored shoes to the state championship match.
4. Despite Ramona having denied ever meeting Maggie’s husband at Le Chalet restaurant.
5. Limp, with orange-red tentacles waving from its bloated carcass next to the shoreline.
6. Sipping champagne in first class during Flight 321 from Kansas City to Atlanta.
7. Crossing 8th street quickly and running in the general direction of Marlins Stadium.
8. Stuffed with ground ham, onions, carrots, diced chestnuts and a peeled lemon.
9. But never after eating a five-course dinner at his fiancé’s mansion.
10. Without the material advantages of most of his classmates at Tufts University.
11. Dressed elegantly in a blue blazer Khaki pants and new penny loafers.
12. By giving half of his inheritance to Christ Journey Church for use in missionary work.


14. In addition to costing more than half of the entire budget allocation.

15. For example, the large cattleya orchid on the balcony overlooking the pool.

16. While I was quietly waiting to take my flu vaccine shot at the doctor’s office.

17. With nowhere to turn to after leaving home and staying at his girlfriend’s house for two weeks.

18. Like the time that Aunt Joan took us all to Disney World for spring break.

Source: A comprehension English Course CXC English A Pg. 192


Instructions: Read the following passage carefully and then answer Items 1–10

When Fourth Mistress, Lotus, was carried into the Chen family garden on a sedan chair she was nineteen. The servants were washing some old yarn by the side of the well when they saw a young college girl, dressed in a white blouse and black skirt, step down from the chair, her face covered with dust and looking unbearably exhausted. A rattan suitcase was placed horizontally beneath her black skirt. In the autumn sunlight, Lotus's slender figure appeared tenuous and delicate, she looked as dull and lifeless as a paper doll.

Lotus walked over to the edge of the well and spoke to Swallow, who was washing yarn. “Let me wash my face. I haven’t washed my face in three days.” Swallow drew a pail of water for her and watched her plunge her face into the water; Lotus's arched-over body shook uncontrollably like a waist drum played by some unseen hands. Swallow asked, "Do you want some soap?" Lotus did not speak.

Swallow made a face in the direction of the other maidservants standing around the well, covered her mouth and laughed. Just then Lotus gave Swallow a sidelong glance and said, "Don't just stand there laughing like a fool, wipe the water off my face!" Swallow kept on laughing. "Who do you think you are, acting so fierce?" Lotus pushed Swallow away violently, picked up her rattan suitcase and walked away from the well; she walked a few paces, turned to face the servants, and said, “Who am I? You’ll all find out, sooner or later.”

The following day everyone in the Chen household learned that Old Master Chen had taken Lotus as his Fourth Mistress. Chen gave Swallow, who had been living in the servants’ quarters, to Fourth Mistress as her private bondmaid. When Swallow went to see Lotus, she was afraid; she lowered her head as she called out, “Fourth Mistress.” Lotus pulled Swallow over in front of her, examined her carefully for a minute, and said to Chen, “At least she doesn’t look too dreadful.” Then she spoke to swallow, “Squat down: let me look at your hair.”

Swallow squatted down and felt Lotus’s hands picking through her hair, then she heard Lotus say, you don’t have lice, do you? I’m terribly afraid of lice.” Swallow bit her lip and did not speak; she felt Lotus’s hands, like the ice-cold blade of a knife, cutting into her hair, hurting her slightly. Lotus said, “What’s in your hair? Smells terrible; take some perfumed soap and hurry over and wash your hair.”
Swallow stood there motionless, with her hands hanging down. Chen glared at her. "Didn't you hear what Fourth Mistress said?" Swallow said, "I just washed my hair yesterday." Chen yelled at her, "Don't argue about it; if she tells you to go wash, you go wash. Careful I don't beat you."

Swallow poured out a pan of water and washed her hair under the crab apple trees. She felt she'd been horribly wronged; hatred and anger pressed on her heart like an iron weight. The afternoon sun shone down on the two crab apple trees; a clothesline was strung between them, and Fourth Mistress white blouse and black skirt were waving in the breeze. Swallow looked all around; the back garden was completely quiet, and no one was there. She walked over to the uniform on the clothesline, spat right on Lotus's white blouse, then turned and spat again on her black skirt.


**Questions**

1. What image of Lotus is created in paragraph 1?
   (A) She is quiet but deadly.
   (B) She is tired but strong.
   (C) She is young and attractive.
   (D) She is boring and unenthusiastic.

2. What figurative device is used in the sentence “Lotus’s arched-over body shook uncontrollably like a waist drum played by some unseen hands” (lines 8–9)?
   (A) Simile
   (B) Imagery
   (C) Contrast
   (D) Personification

3. Which narrative point of view is used in this passage?
   (A) First person
   (B) Second person
   (C) Third person limited
   (D) Third person omniscient
4. Which of the following words BEST describes Swallow?
(A) Shy  
(B) Fragile  
(C) Vindictive  
(D) Submissive  

5. What effect does the writer achieve by the repeated references to Lotus’s uniform, her white blouse and black skirt?
(A) It highlights the negative effects of concubinage as a theme.  
(B) It demonstrates that the uniform is a symbol of strength and freedom.  
(C) It reinforces the character’s youthfulness and that she has just completed her formal education.  
(D) It focuses on the similarities and differences between Lotus and Swallow.  

6. Which of the following BEST describes the conflict between Lotus and Swallow?
(A) A historical conflict involving social status and the treatment of women  
(B) A personal conflict between two jealous women who want the Master’s attention  
(C) A social conflict between two women who demonstrate the injustice of gender bias  
(D) A political conflict in which both are powerless in their roles of exploiter and exploited  

7. How does Swallow feel while Lotus examines her hair (lines 21–27)?
(A) Horrified  
(B) Humbled  
(C) Honoured  
(D) Humiliated  

8. Which of the following does NOT describe Old Master Chen?
(A) Wealthy  
(B) Violent  
(C) Generous  
(D) Authoritative  

Source: CSEC Syllabus 2015 / Specimen Paper 2017/01219010
The most commonly used form of written communication is the letter. For both business and social purposes, the ability to write letters is an important accomplishment. For effective communication you need to know the essential of letter writing.

The three general principles on which all letters are based are:

- Clarity: This ensures that the content is clearly expressed and that there is no ambiguity
- Conciseness: All irrelevant and uninteresting details which interfere with effective communication must be excluded.
- Courtesy: in all letters, social as well as business, you must be polite and courteous in tone. Abusive language, irony, sarcasm, are objectionable.

**Parts of a letters**

1. The heading
2. The Inside address
3. The salutation
4. The body of the letter
5. Complimentary close and signature
Activity

1. You have visited a friend with whose family you spent the weekend. Write a letter of thanks for the hospitality with which you were treated.

2. Write a letter to your school principal about the insanitary condition of the toilet facilities at the school

Source: A Comprehensive English Course CXC English A Pg. 120-125, 243-246

Additional reading: A Comprehensive English Course CXC English A Pg. 120-125, 243-246
Example:

1. I waited in line gave my tickets to the agent and boarded the plane.

Answer: The correct answer is "I waited in line, gave my tickets to the agent, and boarded the plane." This is because since we have a list of three items, we need to separate each item with a comma. One comma is incorrect, as is no commas. Leaving out the commas leads to confusion.

Directions: Correct any of these errors in the following sentences: fragments, comma splices, subject verb agreement, pronoun-antecedent agreement, faulty pronoun reference or case, comma misuse, apostrophe misuse, dangling modifiers, misplaced modifiers, or non-parallel structure.

1. Feeling tired from the long trip the man decided to stop driving and take a quick nap.

2. Since I like to eat fresh spinach out of our garden.

3. Santa Claus has a big belly, white hair, and he wears a red cap.

4. Anyone who wants to see their grade should send a request by e-mail.

5. There is a swing in my backyard attached to a tree.

6. I tried to explain the situation to Jerry during history class. This annoyed our professor.

7. The girls smiles looked beautiful after the braces were removed.

8. Entering the cold, chilly room without any hesitation.
9. After adding three cups of ground chickpeas, the pot should be heated.

10. Because Laura and her sister always fight, she decided to move out of the house.

11. It's true that the small dog has a pink collar around its neck.

12. I want to go to the concert, however, I don’t think that I have the money.

13. To read a novel is more interesting than watching a movie.

14. Jed and Marie went downtown to shop for clothes to eat at a restaurant and to see a play.

15. The basketball team is having their best season this year.

16. The results of the survey on the political atmosphere in this country is frightening.

17. The instructor said that she expected us to do well on the exam during her lecture.

18. Just between you and I, this party is not much fun.

19. Trying to get a tan, the seagulls annoyed the girl on the beach.

20. A big bag of gold coins are hidden behind the sofa in the cabin.

Source:

http://www.englishdaily626.com/error_identification.php

Additional exercises: A Comprehensive English Course CXC English A Pg. 164-165
## MINISTRY OF EDUCATION
### SECONDARY ENGAGEMENT PROGRAMME
#### ENGLISH LANGUAGE
##### TERM 3
##### GRADE 10

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Compound-Complex Sentences</td>
<td>Poetry</td>
<td>Comprehension</td>
<td>Slang &amp; Proverbs</td>
</tr>
<tr>
<td>7</td>
<td>Dangling modifiers</td>
<td>Comprehension</td>
<td>Sentence completion</td>
<td>Redundancy</td>
</tr>
<tr>
<td>8</td>
<td>Persuasion – Advertisement</td>
<td>Spelling</td>
<td>Comprehension</td>
<td>Poetry-symbolism</td>
</tr>
<tr>
<td>9</td>
<td>Adverbial &amp; Adjective clauses</td>
<td>Equivalent Sentences</td>
<td>Comprehension</td>
<td>Synonyms</td>
</tr>
<tr>
<td>10</td>
<td>Summary – Economy of words.</td>
<td>Comprehension</td>
<td>Sequence of Tenses</td>
<td>Usage</td>
</tr>
</tbody>
</table>
A compound-**complex sentence** has at least two **independent clauses** and at least one **dependent clause**. In simple terms, an **independent clause** can be a sentence on its own while a dependent **clause** cannot.

- **Example:** *Kate doesn’t like cartoons because they are loud, so she doesn’t watch them.* This sentence has two **independent clauses** and one **dependent clause**. The dependent clause “because they are loud” cannot stand on its own as a complete sentence; it is dependent. As you’ve probably figured out, the independent clauses “Kate doesn’t like cartoons” and “she doesn’t watch them” can be complete sentences on their own.

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**Overall Review**

<table>
<thead>
<tr>
<th>Simple</th>
<th>Types of Sentences</th>
<th>Compound</th>
</tr>
</thead>
<tbody>
<tr>
<td>-CONTAINS ONE independent clause</td>
<td><strong>Independent Clause</strong>-</td>
<td>-HAS TWO or more independent clauses AND NO dependent clauses</td>
</tr>
<tr>
<td>-AND NO dependent clauses</td>
<td>-DOES express a complete thought</td>
<td>-JOINED by comma and a coordinating conjunction (FANBOYS) OR a semi-colon</td>
</tr>
<tr>
<td>-makes ONE complete thought</td>
<td>-CAN stand alone as a sentence</td>
<td>-clauses MUST be closely related</td>
</tr>
<tr>
<td></td>
<td>-HAS a subject and a verb</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Dependent Clause</strong>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-DOES NOT express a complete thought</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-CANNOT stand alone as a sentence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-HAS a subject and a verb</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-STARTS with relative pronoun OR a subordinating conjunction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-AKA – subordinate clause</td>
<td></td>
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<td></td>
<td>-3 types – adjective, adverb, noun clauses</td>
<td></td>
</tr>
</tbody>
</table>

**Complex**

-CONTAINS ONE independent clause
-AND ONE or more dependent clauses
-HAS relative pronoun (that, which, who, whom, whose) or subordinating conjunction (A WHITE BUS) to indicate dependent clause
-HAS TWO or more independent clauses
-AND has ONE or more dependent clauses
Activity 1

Underline the independent clause in the complex sentence below.

1. Because my coffee was too cold, I heated it in the microwave.
2. Although he was wealthy, he was still unhappy.
3. She returned the computer after she noticed it was damaged.
4. Whenever prices goes up, customers buy less products.
5. As she was bright and ambitious, she became a manager in no time.
6. Wherever you go, you can always find beauty.
7. Evergreen trees are a symbol of fertility because they do not die in the winter.
8. Although it was very long, the movie was still enjoyable.
9. You should take your car in for a service because it's starting to make weird noises.
10. The actor was happy he got a part in a movie even though the part was small.
11. After the tornado hit, there was very little left standing.
12. The museum was very interesting, as I expected.
13. Now that he's rich and famous, people make allowances for his idiosyncrasies.

Activity 2

Identify whether the sentences are simple, complex, compound or compound-complex.

1. Vampires Dairies is my favorite television show, but I also love True Blood.
2. The student wiped the white board that was filthy with last week’s notes.
3. The trendy fashion designer released her new line on Wednesday.
4. Trina and Harem went to a bar in Hollywood to celebrate their anniversary.
5. Wicked Regina cast a spell on the entire city, so the citizens decided to rebel.
6. While waiting for the paint to dry, Angela went to Home Depot, and Martin organized the kitchen appliances.

7. After listening to the Kanye West CD, I have new respect for his music.

8. After the teacher chose groups, John and Sara were selected as partners for a project, yet Sarah did most of the work.

**Activity 3**

**Combine the sentences to make one compound-complex sentence.**

1. Susan teaches the kids who live in the neighborhood. They meet in the evenings after she comes home from work.

2. The doctor wants to prescribe physical therapy, and he asked me to see a specialist. He recommended Dr. Smith.

3. Anthony told us about the assembly of the products. Unfortunately, he didn't tell us about where they were made.

4. We managed to finish the exercise on time and passed the exam. However, it was very difficult.

5. The man spoke little English. Mary understood him, but couldn't help.

6. We didn't have much time, so we didn't read the final chapter. However, we still enjoyed the book.

7. We will miss our father greatly. He taught us many lessons. Those lessons have helped us succeed in life.

**Source:** [https://www.grammar-monster.com/glossary/complex_sentence.htm](https://www.grammar-monster.com/glossary/complex_sentence.htm)

**Additional exercise:** English for All pg. 173-175
Read the poem carefully, then answer the questions that follow:

THE ZULU GIRL – Roy Campbell
When in the sun the hot red acres smoulder,
Down where the sweating gang its labour plies,
A girl flings down her hoe, and from her shoulder
Unslings her child tormented by the flies.
She takes him to a ring of shadow pooled
By thorn-trees: purpled with the blood of ticks,
While her sharp nails, in slow caresses ruled,
Prowl through his hair with sharp electric clicks.
His sleepy mouth plugged by the heavy nipple,
Tugs like a puppy, grunting as he feeds:
Through his frail nerves her own deep languors ripple
Like a broad river sighing through its reeds.
Yet in that drowsy stream his flesh imbibes
An old unquenched unsmotherable heat –
The curbed ferocity of beaten tribes,
The sullen dignity of their defeat.
Her body looms above him like a hill
Within whose shade a village lies at rest,
Or the first cloud so terrible and still
That bears the coming harvest in its breast.
Questions

1. Refer to line 1: 'When in the sun the hot red acres smoulder'. How does this line set the initial mood of the poem?

2. Explain what the word, 'flings' (line 3) suggests about the girl's state of mind. (2)

3. Refer to line 11: 'Through his frail nerves her own deep languor’s ripple'. Discuss the significance of this description in the context of the poem.

4. The concluding stanza offers visions of the future. Do you agree with this statement? Justify your response by referring to imagery and/or diction.


Additional reading and questions: A Comprehensive English Course CXC English A Pg. 155
Read the passage carefully, then answer the questions which follow:

I never knew her real name and it is quite likely that she did have one, though I never heard her called anything but Gold Teeth. She did, indeed, have gold teeth. She had sixteen of them. She had married early and she had married well, and shortly after her marriage she exchanged her perfectly sound teeth for gold ones, to announce to the world that her husband was a man of substance.

Even without her gold teeth my aunt would have been noticeable. She was short, scarcely five feet, and she was fat, horribly, monstrously fat. If you saw her in silhouette you would have found it difficult to know if she was facing you or whether she was looking sideways.

She ate little and prayed much. Her family being Hindu, and her husband being a pundit, she, too was an orthodox Hindu. Of Hinduism she knew little apart from the ceremonies and taboos, and that was enough for her. Gold Teeth saw God as a power, and religious ritual as a means of harnessing the power for great practical good, her good.

I fear I may have given the impression that Gold Teeth prayed because she wanted to be less fat. The fact was that Gold Teeth had no children and was almost forty. It was her childlessness, not her fat, that oppressed her, and she prayed for the curse to be removed. She was willing to try any means, any ritual, any prayer- in order to trap and channel the supernatural power.

And so it was that she began to indulge in surreptitious Christian practices.

She was living at the time in a country village called Cunupia, in County Caroni. Here the Canadian Mission had long waged war against the Indian heathen, and saved many. But Gold Teeth stood firm. The minister of Cunupia expended his Presbyterian piety on her; so did the headmaster of the Mission school. But all in vain. At no time was Gold Teeth persuaded even to think about being converted. The idea horrified her. Her father had been, in his day, one of the best-known Hindu pundits, and even now her husband’s fame as a pundit, as a man who could read and write Sanskrit, had spread beyond Cunupia. She was in no doubt whatsoever, that Hindus were the best people in the world, and that Hinduism was a superior religion. She was willing to select, modify and incorporate alien eccentricities into her worship; but to abjure her own Faith- Never!
1. What particular feature made Gold Teeth noticeable?
A. her silhouette
B. her name
C. her religion
D. her physical built

2. She was “an orthodox Hindu” means that
A. she held the accepted views of Hindu religion
B. she was critical of her Hindu religion
C. she never bothered too much about the teachings of Hindu religion
D. she used her religion to suit her purposes.

3. “Taboos” are
A. restrictions
B. rites
C. festivals
D. prayers

4. Gold Teeth replaced her natural teeth with gold ones because
A. she wanted shining teeth
B. gold is long-lasting
C. she thought it was a sign of wealth
D. at an early age it was a fashion to wear gold

5. “Her husband was a man of substance”. He was
A. free and open
B. a jeweler
C. of great renown
D. wealthy
6. The Canadian Mission had a long waged war against the Indian heathen. Here the writer refers to
A. a conflict between the Canadian Mission and the Hindu
B. the attempt of the Canadian missionaries to convert heathens to Christianity
C. a long and bitter war between the Canadian Mission and the heathen
D. the vain attempt of the Canadian Mission to influence Gold Teeth to change her religion

7. Which of the following statements is not true?
A. Gold Teeth was not convinced by the attempts of ministers to convert her.
B. She felt Hinduism was a superior religion
C. She was critical of other religions
D. In spite of her religious background she did not know very much about her religion.

8. The writer’s tone can best be described as
A. critical
B. abusive
C. humorous
D. indignant

Source: A Comprehensive English Course CXC English A Pg. 94-9
Additional reading and exercises A Comprehensive English Course CXC English A Pg. 11-12
Slang is an informal mode of speech. It is more common in spoken language than in written communication. It is used by persons belonging to particular groups that share common experiences and interests. Slang expressions emerge out of situations, events and contexts that are close to people. These expressions may go out of use or become part of general language use as colloquial vocabulary. Slang expressions are colourful and witty, but sometimes considered to be undignified.

Examples: The term “lit” refers to something that is amazing

Did you see her new car? It was lit.

Example: The term “crib” refers to someone’s living quarters such as an apartment or home.

Hey, you want to spend some time with me and my friends at my crib?

A proverb is a traditional saying which offers advice or presents a moral in a short or pithy manner.

Example: “The poor carpenter blames his tools”

Meaning: Take ownership of your mistakes instead of finding blame elsewhere.

Source: English for All pg. 169
Activity

Match each slang word or expression on the left with its meaning on the right

a) whip up                           i) effort with energy
b) bomb                              ii) astonishing
c) broken                            iii) do speedily
d) go to town                        iv) sudden great effort
e) have a crack at                   v) excellent
f) take some doing                   vi) using an opportunity
g) mind- boggling                    vii) penniless

Explain in your own words as clearly as you can, the following proverbs and use them in a sentence.

1. Absence makes the heart grow fonder.
2. A cat has nine lives.
3. A chain is only as strong as its weakest link.
4. Actions speak louder than words.
5. A drowning man will clutch at a straw.
6. Adversity and loss make a man wise.
7. A fool and his money are soon parted.
8. A journey of thousand miles begins with a single step.
9. A leopard can’t/ doesn’t change its spots.
10. All good things come to an end.
A modifier changes, clarifies, qualifies, or limits a particular word in a sentence in order to add emphasis, explanation, or detail. Modifiers tend to be descriptive words, such as adjectives and adverbs. Modifier phrases, such as adjective clauses and adverbial phrases, also exist and tend to describe adjectives and adverbs.

A dangling modifier is a word or phrase that modifies a word not clearly stated in the sentence. A modifier describes, clarifies, or gives more detail about a concept.

Examples: Having finished the assignment, Jill turned on the TV.

"Having finished" states an action but does not name the doer of that action. In English sentences, the doer must be the subject of the main clause that follows. In this sentence, it is Jill. She seems logically to be the one doing the action ("having finished"), and this sentence therefore does not have a dangling modifier.

The following sentence has an incorrect usage:

Having finished the assignment, the TV was turned on.

"Having finished" is a participle expressing action, but the doer is not the TV set (the subject of the main clause): TV sets don't finish assignments. Since the doer of the action expressed in the participle has not been clearly stated, the participial phrase is said to be a dangling modifier.

Strategies for revising dangling modifiers:

1. Name the appropriate or logical doer of the action as the subject of the main clause:

Having arrived late for practice, a written excuse was needed.

Who arrived late? This sentence says that the written excuse arrived late. To revise, decide who actually arrived late. The possible revision might look like this:

Having arrived late for practice, the team captain needed a written excuse.

The main clause now names the person (the captain) who did the action in the modifying phrase (arrived late).
2. Change the phrase that dangles into a complete introductory clause by naming the doer of the action in that clause:

**Without knowing his name, it** was difficult to introduce him.

Who didn't know his name? This sentence says that "it" didn't know his name. To revise, decide who was trying to introduce him. The revision might look something like this:

**Because Maria did not know his name,** it was difficult to introduce him.

The phrase is now a complete introductory clause; it does not modify any other part of the sentence, so is not considered "dangling."

3. Combine the phrase and main clause into one:

**To improve his results, the experiment** was done again.

Who wanted to improve results? This sentence says that the experiment was trying to improve its own results. To revise, combine the phrase and the main clause into one sentence. The revision might look something like this:

**He improved his results by doing the experiment again.**

**Activity**

**Directions:** Draw a line under the dangling modifier in each of the following sentences.

1. Driving in heavy L.A. traffic, my head started to pound.

2. Fishing for bass, our boat flipped over.

3. Crossing the border, my car was searched.

4. Searching my wallet, my missing credit card was found.

5. A shovel was used, digging the hole.

**Directions:** Write “DM” if a dangling modifier is present or “C” if the sentence is correct.

___ 1. Chasing his brother, Ryan fell and bruised his knee.

___ 2. Feeling nervous, stomachs were queasy.

___ 3. Running scared, the bear climbed the tree.

___ 4. Laughing hysterically, the story was repeated.

___ 5. Slipping on the wet pavement, her leg was broken.
Directions: Rewrite the following sentences to repair any dangling modifiers.

1. After walking for hours, the car looked wonderful.
2. While watching a classic film, commercials are irritating.
3. To please the children, some fireworks were set off early.
4. At the age of twelve, my mother entered me in a contest.
5. By taking good care of myself, the flu never kept me from work this winter.
6. Budgeting his money carefully, his debts were finally paid.
7. To lose weight, fatty foods should be avoided.
8. By digging test wells, new oil sources were located.

Source:
Developing proficiency in CXC English A Pg. 243
Elements of Language- Fourth Edition pg. 673-678
https://owl.purdue.edu/owl/general_writing/mechanics/dangling_modifiers_and_how_to_correct_them.html#text=A%20dangling%20modifier%20is%20a%20doer%20of%20that%20action

Additional readings and exercises: English for All: Examination level (CSEC) Pg. 73
Directions: Read the following extract carefully, then answer the questions on the basis of what is stated or implied.

God help those who help themselves, it is said, with fingers pointing at a self-made man who has attained wealth and position, forgetting that thousands of others labour and starve, day in, day out without ever improving their material lot. This moral so readily administered seemed true for Gikonyo. People in Thabai said: Detention camps have taught him to rule himself.

Gikonyo was among the first group of detainees to pass through the pipe-line back to the village. (The pipe-line was the official euphemism for the chain of concentration camp that all detainees have to pass through). When he returned his only companions were an old saw and a hammer. Fortunately he had come back during August and September harvests, when carpenters are in great demand to construct barns and stores for the maize and beans and potatoes. People in Thabai had known him before the emergency. Now he worked harder and finished each barn on time. He got more orders. But if he promptly fulfilled his part of the contract, he expected no less from the other side. Thus, he insisted on getting the money at the agreed day and time. He would not countenance a delay. He treated the poor and the rich alike. The only difference was that he could give a man who so requested a longer time in which to find money. But on the date agreed, whether after one, two or three months, the money had to be ready. “Detention had changed him,” they moaned. But they trusted and came to respect his scrupulous honesty. At least he did fulfil, on time, his own part of the bargain.

Instead of buying clothes for himself or family, Gikonyo did what Indian traders used to do. He brought maize and beans cheaply during the harvest, put them in bags, and hoarded them in his
mother’s smoky hut. That’s where ha and Mumbi also lived. He argued they (his wife and mother) have been naked and starved for the last six years. A few months of waiting won’t make a difference. When the job-boom created by the harvest ended, Gikonyo did odd things here and there, waiting for the opportunity. At Thabai and most villages around Rung’ei, most families finished their harvested food by January. Then there always followed one or two months of drought before the long rains started in March. Even then people had to wait for the crops to grow. That was the time Gikonyo gave up hack-work as a carpenter and entered the market. He went to the market very early in the morning, bought one or two bags of maize at a wholesale prize from licensed, and at times black-market, maize suppliers from the Rift Valley. Later in the day his wife and mother would join him. Along with other market women, Mumbi and Wangari would sell the maize at a retail prize using tiny calabashes for a measure. With the money obtained, Gikonyo would again haggle for another bag and the two women did the retail selling. The profits gained would be re-invested in the business on the next market-day. Sometimes Gikonyo would buy a bag of maize and then sell it there and then to another person at a higher price. He was never rude to customers. He talked with humble conviction and put himself at their service; always ready to apologize, he instead on giving his customers prompt attention. This way, he coaxed in money. Women, especially, liked doing business with him. “Such a tongue, and so honest too,” they said. So his frame spread through the market. All the time Gikonyo waited until the maize-grain was very scarce. The supply from the European farms in the Rift Valley was severely controlled. At the right time, he poured what he had hoarded on the market for a high price.

It had been a life of struggle. At first other men derided him for doing a woman’s job. Brushing sides with women’s skirts. But when his fortune changed, they started respecting him. Some even tried to follow his example with varying degrees of success.

A Grain of Wheat, by Ngugi Wa Thoing’o; Heinemann.1967

1. According to the passage a “self-made man” may be defined as one who

A. acquires material wealth and position with support
B. labours hard but achieves little
C. needs God’s assistance in order to succeed and prosper
D. achieves material success and status through his own efforts.

2. Gikonyo’s return to his village was timely because

A. it was the harvest period
B. he was able to reunite with his family
C. his skills at a carpenter were most needed then
D. he was free to do whatever he wished
3. According to the passage, Gikonyo turned to market vending
   A. when the harvest season began
   B. when the period of drought started.
   C. when people were waiting for their crops to grow
   D. when he gave up work as a carpenter.

4. According to the passage, the “job-boom” occurred in
   A. February- March
   B. August – September
   C. January- February
   D. October- November

5. How much time did Gikonyo served in the Detention camp.
   A. Two months
   B. Six years
   C. Three months
   D. A few months

6. What was Gikonyo’s MAIN strategy in business?
   A. He secured the help of his mother and wife
   B. He sold was he bought cheaply at a higher prize
   C. He was polite and courteous to customers
   D. Ha attended to his clients promptly.

7. The term “black- market” in the passage refers to
   A. the people who sold goods at market
   B. a time when goods were scarce
   C. the practice of illegal trade
   D. goods sold at a higher price.

Source: Developing Proficiency in CXC English A, Pg. 102-103
Additional readings on stated and implied questions Pg. 96-98
Sentence completions test the skill to use the information observed in complex and incomplete sentences in order to correctly complete them. It tests a candidate’s vocabulary power and skill to follow the logic of sentences. These sentences are often quite complex.

Example: Because of _____ respect the captains of the two teams did not engage in hostile and aggressive dialogue at the meeting.

A. proper  B. humble  C. mutual  D. affectionate

**Directions: Choose the best word(s) to complete each sentence.**

1. The National Parks Service, in _______ with its mission, preserves the great outdoors for all to enjoy.
   a. contention  b. amnesty  c. conflict  d. accordance

2. Although the freeway system continues to grow, it often cannot keep pace with a _______ population.
   a. burgeoning  b. beckoning  c. capitulating  d. exasperating

3. She had a reputation as a _______ hostess and could always be found in the midst of a group telling a humorous story or joke.
   a. jovial  b. maudlin  c. predominant  d. tractable

4. Understanding the troubling world economic conditions, the recent graduates spoke _______ about job prospects for the future.
   a. warily  b. luxuriously  c. coyly  d. narrowly
5. The ________ of sunshine and warm weather were the perfect combination for a vacation by the seashore.
   a. assumption   b. confluence   c. seclusion   d. treatise

6. After the ________ of his license, he was forbidden to drive.
   a. institution   b. foundation   c. revocation   d. preservation

7. Allan ________ placed the bill in the wrong folder, and it was not paid in a timely manner, which adversely affected his credit rating, causing distress.
   a. purposely   b. inadvertently   c. voluntarily   d. deliberately

8. Do you have the ________ paperwork to register for your class?
   a. punitive   b. grandiose   c. restorative   d. requisite

9. Do not ________ yourself; you must pass the last exam of the semester to graduate.
   a. delude   b. depreciate   c. relinquish   d. prohibit

10. Although Hunter was too ________ to reveal information to us when we first met him, he soon began to talk more than anyone.
    a. customary   b. reticent   c. animated   d. conceited


Additional readings and exercises: English for All: Examination level (CSEC) Pg. 56, 210
Redundancy is the repetition of meaning in an expression, or in the inclusion of unnecessary words. Too many adjectives, adverbs and phrases frequently create redundancy and wordiness. Unlike repetition, redundancy does not add emphasis. Redundancy contributes nothing new to the meaning which the writer wishes to convey.

Example: The driver reversed back to the car and consequently caused an accident. The words “reversed” and “back” convey the same idea.

Activity 1

Directions: Correct the following sentences, avoiding redundant expressions

1. Members of the staff and their families possessed sole monopoly over the recreation park.
2. In the end, we eventually agreed to refer the matter to the legal authority.
3. Without warning, unexpectedly it began to rain.
4. We must cooperate together to make the venture a success.
5. The students in the class demonstrated mutual respect for one another.
6. Your contribution to the sale will be refunded back to you, if the sale is cancelled.
7. He was killed in a fatal accident.
8. They all agreed and unanimously decided to take part in the cycling competition.
9. They all travelled slowly in a leisurely way.
10. The disinterested and impartial observer could have seen the injustice on the field.

11. He has a unique style of writing, quite unlike any other.

12. They both worked together in collaboration in order to complete the project.

13. Personally I don’t agree with the statement he made about his rival.

14. There were much injustice in the unfair treatment given to him.

15. The boys’ complexion is brown in colour.

16. The spectators at the cricket match were few in numbers.

17. The roof of the house was triangular in shape.

18. The girl wears clothes that are too large in size.

Source: A Comprehensive English Course for CXC English A. Pg. 81, 93

Additional readings and exercises English for All: Examination level (CSEC) Pg. 130, 131
Advertising is one of the most important means of communication you encounter daily. You have seen or read advertisements on billboards, fences, posts, shop fronts, television, newspaper and magazines, or heard them on radio.

**Purposes of Advertisements**

- To provide information about a product or service
- To persuade someone or a group to purchase a product or service.

**Features of Advertisement**

1. **Audience-centered** – Audience– centered techniques appeal to specific individuals or groups, based on age, sex, education, and economic background, psychological needs such as financial security, happiness, and popularity.


2. **Product-centered**- Product– centered techniques highlight the special features of the product or service to influence the client. Such features are price, quality, performance, service, reliability and economy.


3. **Impact-centered** –Impact –centered techniques use key persuasive methods:

1. Visual impact (layout, picture, clear texts, bullets, bold type, use of capitals)
2. Language use (appropriate reading level, conversational tone, emotive words, literary devices, concrete details)

Example: ACUTE CLOTHING. Be the envy of the crowd. Express the sophisticated look of fashion stars. Trendy styles for the hip and modern youth and the stylishly elegant mature. Wide range of colours and materials at incredible prizes.

**Activity 1**

**Read closely the advertisement and answer the questions which follow.**

New SOOTHE clears unsightly teenage skin blemishes swiftly..... quickly.....reaches the root of infection, sinks right into your skin. It works invisibly – no one can see it on your face-checks infections and clears away blemishes quickly. SMOOTHE’S antiseptic ingredients include Hexachlorophene, the medically approved antiseptic that promotes rapid healing for most common skin troubles: spots, pimples, sunburn, bites and stings, minor cuts and burns. It’s so pleasant to use too: non- greasy, non- staining, you just smooth it onto your skin. You can feel how mild and kind it is. SMOOTHE- and see how quickly your skin troubles go!

1. What is the main appeal in the advertisement?
   A. To be healthy
   B. To be attractive
   C. To be successful
   D. To be popular

2. “SMOOTHE” is an example of
   A. Pun
   B. Repetition
   C. Simile
   D. Metaphor
3. The main persuasive technique used in the advertisement is
A. Illustration
B. Contrast
C. Repetition
D. Medical research

4. The advertisement claims that the product
A. Needs only one application
B. Works effectively
C. Works rapidly
D. Require frequent use

5. To wish audience is the advertisement directed?
A. Teenagers
B. Adults
C. Men
D. Women

6. “… how mild and kind it is” is an example of
A. Metaphor
B. Alliteration
C. Contrast
D. Personification

Source: English for All: Examination level (CSEC) Pg. 304-309
Additional reading and exercises: A Comprehensive English Course for CXC English A. Pg. 290, 291
Instructions: Choose the correct spelling for the missing word in each of the following sentences.

1. There are two types of ________: viral and bacterial.
   a. neumonia   b. pneumonia   c. pnunonia   d. newmonia

2. The ________ size of the cathedral was typical of the Middle Ages.
   a. colossal   b. collossal   c. collosal   d. colassa

3. All of the ________ is set up for the gymnastic tournament.
   a. apperatus   b. aparatus   c. apparatus   d. apparatus

4. With such huge debt, he was forced to file for ________.
   a. bankruptsy   b. bankruptcy   c. bankropcy   d. bankrupcy

5. The auto repair shop specialized in rebuilding ________.
   a. carbueretors   b. carburetors   c. carboretors   d. carborators

6. All day long there was an ________ drone of automobiles from the freeway.
   a. incessent   b. insessant   c. incesant   d. incessant

7. All of a sudden they found themselves facing a terrible ________.
   a. delemma   b. dilemma   c. dillemma   d. dilemma

8. That method is the most ________ way to get the job done.
   a. eficient   b. eficeint   c. efficient   d. efficient

9. The labor union took steps to ________ the poor working conditions.
   a. ameliorate   b. amiliorate   c. amieliorate   d. amilierate
10. My ________ needs to be paid every month.
   a. morgage   b. morgauge   c. mortgage   d.morgauge

11. His curt answer ________ me even more.
   a. agravated   b. agravaeted   c. aggravated   d. aggravated

12. The pilot was a ________ in the Air Force.
   a. leutenant   b. lieutenant   c. leutienant   d.lutenant

13. Please try to ________ me on the trip.
   a. acompany   b. acommpany   c. accompeny   d. accompany

14. The lights of the Aurora Borealis are a natural ________.
   a. phenominon   b. phenominnon   c. phenomenon   d.phinominon

15. Since it was a formal affair, he had to wear a ________.
   a. tuxcedo   b. tuxedo   c. tucxedo   d tuxeedo


Additional exercises: **English for All: Examination level (CSEC) Pg. 75, 298**
Week: Eight
Lesson: Three
Topic: Comprehension

**Instructions:** Read the following passage carefully and then answer the questions on the basis of what is stated or implied.

**MUSIC TOO LOUD, I CAN'T STUDY**

THE EDITOR: I just can't take it anymore. I just can't take the noise forced on me by a restaurant and bar located across the street. The noise is unbearable and I cannot concentrate on my studies. I am writing the CXC exams in May/June this year and I must pass all my subjects. I am attending a reputable girls' school and I want to make good grades to get into the CAPE class. I work hard and every report so far indicates that I am an above-average student.

I want to make my mother proud. She is a hard-working woman, especially since my father passed away two years ago. We have been struggling to make ends meet without complaint. But I must complain now because the restaurant and bar is intent on frustrating my ambitions and the sacrifices my mother is making. I appreciate the help of the Government in providing opportunities for education but this is going to be futile unless it is possible to take full advantage of them. Can you imagine having to struggle with a Math problem with thunderous noise bombarding your eardrums and everything in the house jumping up and down as if the place is haunted? Can you imagine speaking to a classmate about homework and you can't hear each other? Can you imagine stuffing cotton in your ears in order to get some sleep? Can you imagine trying to explain to your teacher that you didn't do your homework or that you sleep in class because of the noise coming from the restaurant and bar?

The noise coming from this place is a serious obstacle that I am unable to overcome and I am seeking help in dealing with it.

Can you imagine my mother and her 16-year-old daughter going to this place in the midst of riotous drinking to ask them to turn down the music because I want to study or just to get some sleep? I understand that residents have been calling the police but the response has been ineffective. At the moment of writing this letter (Sunday 19, at 9:30 a.m.) they are blasting away after going late into last night.

Under the guise of Carnival they will continue their merciless onslaught. From Carnival Friday night right up until Ash Wednesday morning they will continue non-stop. There will be total madness.

"Music too loud, I Can't Study", Newsday.

23 February, 2008.
1. "I just can't take it anymore" (line 1) implies that the writer is 
   (A) Crying  
   (B) Arguing  
   (c) Hurting  
   (D) Shouting  

2. The effect that is created by the repetition of "I" in the first paragraph can be BEST described as highlighting the writer's 
   (A) View  
   (B) Voice  
   (c) Protest  
   (D) Frustration  

3. Which of the following words BEST conveys the emotion that the writer is seeking to arouse in the reader? 
   (A) Love  
   (B) Empathy  
   (C) Horror  
   (D) Anger  

4. The sentence "I work hard and every report so far indicates that I am an above-average student" (line 5) suggests that the writer 
   (A) is boastful  
   (B) is pleading  
   (C) wants to sustain this performance  
   (D) is about to fail her examinations
5. Which of the following language devices does the writer use MOST in paragraph 2 to explain her plight?

(A) Pun  
(B) Contrast  
(C) Repetition  
(D) Rhetorical Questions

6. The last line of the passage expresses the view that

(A) Carnival will be more festive  
(B) The noisy atmosphere will become worse  
(C) The writer will become hysterical  
(D) The writer's mother will quarrel with the restaurant owner

Source: CSEC English ‘A’ June, 2016- P1

Additional exercises Developing Proficiency in CXC English A, Pg. 165-168
A symbol is an object and the idea it represents. Traditional symbols are used in everyday life. They are recognised and understood by most people. Water is usually associated with purification, the dove with peace, and a tree with life. Most features of the natural, social and cultural world- rivers, streams, rocks- as well as domestic objects- bread, salt, wine- can also be used as symbols. The meaning of the symbol represents the idea or though in concrete form. When the reader understands the meaning the poet intends, the symbol is successfully created.

Example: read the poem by William Blake below and observe the symbolism of the storm:

The sick rose
O Rose, thou art sick!
The invisible worm
That flies in the night,
In the howling storm,

Has found out thy bed
Of crimson joy,
And his dark secret love
Does thy life destroy.

Storm: a symbol of chaos, confusion, fear, wildness, destruction and change. The storm can also be seen as blowing away the old and frail and giving the new room to expand. If the storm is seen to have creative effects, there must first be great wildness and destruction.
Activity

Read closely the following poem and answer the questions which follow:

A Poison Tree

I was angry with my friend:
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow
And I water’d it in fears,
Night and morning with my tears;
And I sunned it with smiles
And with soft deceitful wiles.
And it grew both day and night
Till it bore an apple bright;
And my foe beheld it shine,
And he knew it was mine,
And into my garden stole
When the night had veil’d the pole:
In the morning glad I see
My foe oustretch’d beneath the tree.

William Blake

Questions

1. Explain the main symbol in the poem, in your own words.
2. Show how the symbol gathers meaning as the poem develops
3. What clues help you to define the symbol?

Source: English for All: Examination level (CSEC) Pg. 269-270

Additional reading and exercises: A Comprehensive English Course for CXC English A. Pg. 160 – 161
Adjective Clauses

An adjective clause is a multiword adjective that includes a subject and a verb.

When we think of an adjective, we usually think about a single word used before a noun to modify its meanings (e.g., tall building, smelly cat, argumentative assistant). However, an adjective can also come in the form of an adjective clause. An adjective clause usually comes after the noun it modifies and is made up of several words, which, like all clauses, will include a subject and a verb.

- My friend who lives in London looks like Homer Simpson.
  (The clause acts like an adjective. It could be replaced with an adjective, e.g., "my London-based friend.")
- You should never make fun of something that a person can't change about themselves.
  (YouTuber Phil Lester) (This clause could be replaced with an adjective, e.g., "unchangeable.")

Adjective Clause (Three Traits)

1. relative pronoun
2. subject and verb
3. information about the noun (the rat)

Adverbial Clauses
An adverbial clause is a group of words that plays the role of an adverb. (Like all clauses, an adverbial clause contains a subject and a verb.)

- He lost his double chin after he gave up chocolate.
  (The clause acts like an adverb. It could be replaced with an adverb, e.g., "recently.")

- I am not afraid of the pen, the scaffold or the sword. I will tell the truth wherever I please.
  (Labour-rights campaigner Mary Harris Jones aka "Mother Jones")
  (This clause could be replaced with an adverb, e.g., "there.")

### Activity

**Instructions:** Find the *adjective, adverb*, or *noun clauses* in these sentences. If it is an *adjective* or *adverb clause*, tell which word it modifies.

1. If the manager is unable to help, try the assistant manager.

2. The mayor is the person to whom you should write the letter.

3. The man whose neck was broken has recovered completely.

4. The scientist said that the ozone levels were dangerous.

5. The city council objected when the mayor changed his mind.

6. It is unfortunate that Mr. Jones will not return.
7. Why you don't do your work is ridiculous to me.

8. This cemetery is where your Grandfather is buried.

9. The report that the island is under water is very misleading.

10. We offered whoever told the truth clemency.

Source:
https://www.grammarmonster.com/glossary/clause.htm#:~:text=A%20clause%20is%20a%20group,a%20subject%20and%20a%20verb.

Additional reading and exercises: English A for CSEC, Study Guide Pg. 10
Exercise # 1: Read the following sentences and select the one closest in meaning to the original sentences.

1. So engrossed was he in his task that he did not hear his sister enter the room.
   (A) His task was so difficult that he did not observe his sister’s entry.
   (B) He did not hear his sister enter the room because of the job he was doing.
   (C) His sister’s entry did not attract his attention because he was enjoying what he was doing.
   (D) He was so preoccupied with what he was doing that he was unaware of his sister’s entry.

2. The news shocked me so much that I almost forgot what to say.
   (A) The news was so shocking that I could not move.
   (B) I could hardly remember my message after such shocking news.
   (C) I nearly didn’t speak again after the shock of the news.
   (D) I was so shocked by the news that I could hardly speak.

3. Recent floods have made the roads impassable.
   (A) People are unable to travel because of the floods
   (B) Because of heavy showers, commuters were forced to detour.
   (C) The roads cannot be used as a result of the floods.
   (D) Travelling has been brought to a standstill because of the floods

An equivalent sentence is similar in meaning to the original, even though the structure and words are different. Engaging in identifying equivalent sentences is an important activity that can be used to improve your paraphrasing skills and, by extension, summary writing.
4. The Europeans who were not well off were those who came to the West Indies in search of wealth.

(A) Europeans settled in the West Indies because they were told they would become richer.

(B) Unemployment at home caused Europeans to come to the West Indies to seek their fortune.

(C) Financial difficulties at home made Europeans who came to the West Indies decide to settle there.

(D) Europeans who came to the West Indies to seek their fortunes were the ones who were not wealthy.

5. Water pollution is a common problem because people thoughtlessly dump their garbage in water courses.

(A) People throw their garbage in water courses making this an unusual problem.

(B) If people did not dump their garbage in water, we would not have a pollution problem.

(C) Water pollution takes place because people negligently dump their garbage in water courses.

(D) Even though water pollution is a problem, people still dump their garbage in water courses.

6. Students who use the internet to access information must be careful to select what is relevant and what is accurate.

(A) In using the internet, a large number of students exercise caution in choosing information.

(B) In using the internet to research, students should carefully select correct and concise information.

(C) Students who use the internet do not collect accurate and necessary information from it.

(D) Students believe that the internet is the best source for suitable information.

Sources: CSEC English A, June 2016 & July 2020- Paper 1
Additional reading and exercises: Developing Proficiency in CXC English A. Pg.207
Instructions: Read the following passage carefully and then answer the questions on the basis of what is stated or implied.

The teenagers of the 1990s will surely be remembered as the ambitious generation. Overwhelmingly, teenagers today expect to graduate from college and work as professionals. Large numbers expect to become physicians, lawyers, or business managers; few would consider working as machinists, secretaries, or plumbers.

Contrary to popular descriptions of teenagers as slackers, the majority of young people graduate from college, do not use hard drugs, do not commit acts of violence, and do not have babies in their teenage years. Most adolescents are concerned about their futures and believe that obtaining a bachelor’s degree is the necessary first step in moving up the economic and social ladder.

Although ambitious, many adolescents find it difficult to fulfill their dreams. Often unaware of the steps that they can take to help them achieve their ambitions, most teenagers begin the transition from high school to college or to the labour market without a clear educational or career path. However, anchoring ambitions in an understanding of the relationship between educational credentials and later employment opportunities can be advantageous.

Some adolescents have complementary educational and occupational goals, or what we call aligned ambitions. These teenagers know the type of job they want and how much education they need to get it. They are more likely to select a path or construct a life plan that enhances their chances of reaching their occupational goals.

Life plans are important for transforming ambitions from dreams to everyday goals. Such plans vary in form and are influenced by families and schools. Coherent and realistic life plans are especially useful for choosing a path that leads to success in adulthood. Plans give adolescents a sense of order, encourage them to engage in strategic effort and sustain high levels of motivation, and help them use familial and organizational resources.

Teenagers with high ambitions but no clear life plans are misaligned they are drifting dreamers who have limited knowledge about their chosen occupations, about educational requirements, or about future demands for these occupations. Without such information, their life plans are neither realistic nor well formed. These drifting dreamers come from all racial and ethnic groups and all social classes.
1. The writer’s attitude to teenagers of the nineties is  
   A. negative  
   B. positive  
   C. indifferent  
   D. hostile  

2. According to paragraph one, the expectations of most teenagers is to become  
   A. technicians  
   B. artists  
   C. professionals  
   D. business persons  

3. Most teenagers hope to graduate with  
   A. high school certificate  
   B. college degree  
   C. university certificate  
   D. bachelor’s degree  

4. In paragraph four, the phrase “aligned ambitions” refers to  
   A. becoming qualified for various jobs  
   B. matching education with job aspirations  
   C. acquiring qualifications for a specific career  
   D. suitable education for the job market  

5. According to paragraph five, which of the following helps teenagers to achieve their goals?  
   A. motivation  
   B. family resources  
   C. Life plans  
   D. schools
6. According to the passage, “drifting dreamers” are young people
   A. who have ambitions that are uncontrolled
   B. who are unsure about their chosen occupations
   C. who are unaware of the demands of their jobs
   D. who have lofty ambitions but no realistic plans

7. The writer uses the repetition of “do not” in paragraph two to
   A. give examples of teenagers’ behaviours
   B. to emphasize the intentions of teenagers
   C. to deny the truth about teenagers
   D. to refute popular views about teenagers.

Source: Developing Proficiency in CXC English A. Pg.26-28

Additional reading and exercises: Developing Proficiency in CXC English A. Pg.33-35
Synonyms are words that are similar, or have a related meaning, to another word. Synonyms are words that are similar, or have a related meaning, to another word. They can be lifesavers when you want to avoid repeating the same word over and over. Also, sometimes the word you have in mind might not be the most appropriate word, which is why finding the right synonym can come in hand.

Instructions: for each of the sentences, select the word that is nearest in meaning to the word that is bold.

1. Incessant rains caused heavy flooding throughout the country and widespread damage and inconvenience.
   a. frequent       b. endless       c. continuous     d. intermittent

2. When he assumed duty as Minister of Health, he became oblivious of his responsibilities to his constituents.
   a. careful       b. forgetful     c. averse        d. considerate

3. The police service initiated a new plan of action for curbing crime and violence in society.
   a. made          b. improved      c. developed     d. introduced

4. After their lengthy deliberations, the jury gave a verdict that was unbiased.
   a. final         b. appropriate   c. lenient       d. impartial
5. His general behaviour towards his guest seemed **hostile**.
   a. strange   b. rude   c. unfriendly   d. positive

6. Because of the composition of the group, there were **diverse** views on the issue of capital punishment.
   a. differing   b. specific   c. flexible   d. multiple

7. Violence in schools is **prevalent** among male students who are members of gangs.
   a. widespread   b. vast   c. excessive   d. enormous

8. Bobby’s contribution to the debate revealed a **superficial** interpretation of the issue.
   a. surface   b. simple   c. trivial   d. shallow

9. Reanna was a reserved person, but she could become quite **animated** on certain topics.
   a. lively   b. aggressive   c. vital   d. agitated

10. Michael was **admonished** by Father because of the aggressive way he spoke to people.
    a. warned   b. chastised   c. advised   d. corrected.

11. At the conference, researchers shared **novel** ideas on many current problems.
    a. exciting   b. interesting   c. original   d. creative

12. Our parents unsuccessfully tried to **dissuade** my brother from active involvement in sports.
    a. stop   b. prevent   c. discourage   d. influence

**Source**: English for All: Examination Level CSEC. Pg. 25, 261
**Additional exercises**: Developing Proficiency in CXC English A. Pg.15-16
A summary presents the basic meaning (core ideas) of a longer stretch (piece) of information in language that is different from the original. It does not change the emphasis of the original piece of information. It is concise, coherent and readable.

**Economy of words** is the skill used to effectively shorten a piece of writing.

- Outside of identifying the main points and stripping away the examples, explanations and illustrations, you can also be economical with your use of language.
- Clauses can become phrases and phrases can become one word.
- Appropriate groupings can be used for multiple things mentioned.
- In other words, you spend fewer words to express an idea as you normally would, without changing the original meaning.
Example:

Paragraph:
- Going to the market with my mother was exciting. I wanted to touch and see everything. We purchased lots of things. We bought mangoes, apples, cherries, banana and guava and passion fruit to make drink and shakes. Mom even bought strawberries for me. We also purchased calalu, bora, pumpkin and eggplant. We did not buy cabbage, because dad does not like cabbage. It was an awesome experience.

Main points
- **Going to the market with my mother was exciting.** I wanted to touch and see everything. **We purchased lots of things. We bought mangoes, apples, cherries, banana and guava and passion fruit to make drink and shakes.** Mom even bought strawberries for me. **We also purchased calalu, bora, pumpkin and eggplant. We did not buy cabbage, because dad does not like cabbage.** It was an awesome experience. (68 words)

Paraphrase of the main points
- I was thrilled to go to the market with my mother. Many things were bought to make drinks and shakes, including passion fruit, guava, banana, cherries, apples and mangoes. Vegetables such as eggplant, pumpkin, bora, and calalu were purchased also. Cabbage was not among the vegetables purchased, because my father dislikes it. (52 words)

Stripping away unnecessary details:
- I was thrilled to go to the market with my mother. Many fruits were bought to make drinks and shakes. Vegetables were purchased also. Cabbage was not among the vegetables purchased, because my father dislikes it. (35 words)

Economy of words:
- I was thrilled to go to the market with my mother to buy many fruits to make drinks and shakes and various vegetables. Cabbage was excluded because my father dislikes it. (29 words)

Word Limit of 20 words:
- I was thrilled to accompany my mother to the market to buy fruits and vegetables. (15 words)
Exercise: paraphrase and shorten the following by economizing on words where possible

1. Some argue that the approximately 11 million undocumented immigrants in the United States ought to receive a path to US citizenship, while others claim that these immigrants need to be deported back to their home countries.

2. Many diseases have threatened and ravaged the human existence since the inception of civilization but have been countered effectively through the progress of medical science.

3. The islands of the Caribbean are distant enough to add the enchantment of adventure to a holiday trip and they offer such a variety of attractions that there is something to appeal to every taste.

4. In only a few hours, Hurricane Frederic had swept Mobile back to an earlier era. Gone were air conditioning, ice, television, telephones and in many areas, drinking water.

5. After thousands of years of growth so slow that each generation hardly noticed it, the cities are suddenly racing off in every direction.

6. In many localities, different groups such as the schools, parents, civic groups, religious organizations, the police and health care organizations, are cooperating to figure out what will work best in their communities to address the issue of drug abuse.

Source: English for All: Examination Level CSEC. Pg. 248

Additional readings and exercises: English for All: Examination Level CSEC. Pg. 248-257
When the traditional family unit is discussed, it is usually in terms of the external social changes that are threatening its existence as an institution. Little thought is given to the internal problems of normal homes. The central problem for most family members is, of course, how to get along with each other. This internal matter is not without its external implications; for only where there are orderly and peaceful families can there be an orderly and peaceful society.

Of all the social changes that have affected the family in recent years, by far the most significant has been the increase in the number of mothers of school-age children who have taken outside employment. In Canada, some 75 per cent of women in this category now have full-time or part-time jobs. For the most part, economic imperatives have left women no choice but to work for money. An income sufficient to maintain an average family style took one Canadian 48 hours a week to earn in the 1950s. It takes two people 65 to 75 hours a week to earn that income today.

The conflicts between work and family life and scarcity of time to devote to children have taken a personal toll on women in the form of stress and depression. Obviously, individuals under stress are harder to deal with than those who are not, so the tensions of work are carried over into tensions in mother-child relationships. Men, too, report feeling 'stressed out' and squeezed between work and family obligations. Males raised in the tradition of mothers doing everything in the home are inclined to be lax in doing housework and awkward in the unaccustomed role of actively nurturing children. But if a two-income family is to run smoothly and fairly, the household workload must be shared.

Another profound change in family relationships lies in the relatively high incidence of divorce and marital separations in Western society. The fact that so many couples feel they must go their separate ways illustrates just how difficult it is for people to live together satisfactorily at the best of times.

1. According to paragraph I (lines 1-5), which of the following results from conflict between family members?
   A. Disorder in societies
   B. Anxious parents and children
   C. Disruptive behaviour in homes
   D. High levels of tension between parents
2. According to the extract, all of the following threaten the existence of the family EXCEPT
A. the high divorce rate in western society
B. conflicts between employers and working parents
C. problems family members experience in getting along
D. the increase in the number of mothers of school-age children working outside of the home

3. The word that is closest in meaning to "imperatives" (line 9) is
A. demands
B. matters
C. concerns
D. guidelines

4. In paragraph 2 (lines 6-12), the writer compares income in the 1950s to income today to show that
A. people today work longer hours for the same pay as in the 1950s
B. people earned more in the 1950s than today
C. people today do not work as hard as people in the 1950s
D. a single income cannot adequately support an average family

5. The writer's main purpose is to
A. focus on the problems experienced by men
B. reveal the problems experienced by men, women and children
C. highlight some of the internal problems threatening the family
D. show that single income families function better than two-income families

6. The writer's main intention in lines 15--20 is to show that
A. men in two-income households never help in the home
B. two-income households always experience stress
C. children in two-income households are neglected
D. sharing of the household work load can help a two-income family to run smoothly
7. Couples feel they must "go their separate ways" (lines 22-23) because of
A. high divorce rates
B. problems with existing agreeably
C. difficulty with Western societies
D. changes in relations in good times

8. The tone of the passage may be best described as
A. analytical
B. mocking
C. indignant
D. complaining

Source: CSEC English A: January 2017. Paper 1

Additional reading and exercise: A Comprehensive English Course CXC English A. Pg. 166-167
The tense of a verb must logically indicate the time and extent of an action or a state of being. It must coordinate with the other time reference in the sentence. The logical relationship between verbs in a sentence is called sequence of tenses. It is important to have the correct sequence of tenses to avoid confusion.

Examples:

1. The president welcomes the guests and directs them to their respective seats.
   In this example, the verb in the main clause is in the present, and the time being referred to in the subordinate clause is in the present. Therefore, the verb in the subordinate clause must be in the present tense.

2. Mother opened the door and took the groceries inside.
   In this example, the verb in the main clause is in the past, and the time being referred to in the subordinate clause is in the past. Therefore, the verb in the subordinate clause must be in the past.

3. I will go to the exhibition if you accompany me.
   In this example, the verb in the main clause is in the future. We normally use a present tense with if to refer to the future.

In sequence of tenses, while the tense remains unchanged, the forms may change.

Example: I am informing (present continuous) you about the dilapidated condition of our road. Residents use (present simple) this road to enter and exit the village. Heavy oil tankers have damaged (present perfect) the surface and residents have been pleading (present perfect continuous) in vain for assistance.

In the above example, four forms of the same tense—present tense—have been used.
Activity 1- Select the correct tense to complete the sentences.

1. I knew that she ___ Madrid before, so I asked her to recommend a good hotel.
   - has visited
   - has been visiting
   - visited
   - had visited

2. She promised to help me if I ___ the answer myself.
   - haven't found
   - didn't find
   - won't find
   - wouldn't find

3. He said that they ___ each other for many years.
   - know
   - have known
   - knew
   - had known

4. I saw that she ___ to hold back her tears.
   - tries
   - is trying
   - has been trying
   - was trying

5. He knew that she ___ as her eyes were red.
   - is crying
   - has been crying
   - was crying
   - had been crying

6. I asked her whether she ___ there with me, but she said no.
   - goes
   - is going
   - will go
   - would go

7. She said that the robber ___ her when she was opening the door to her apartment.
   - attacked
   - has attacked
   - was attacking
   - had attacked

Source: English for ALL: Examination Level. Pg 65-67
Additional exercises: https://usefulenglish.ru/grammar/tenses-exercise-nine
Instructions: Some of the following sentences are unacceptable because of inappropriate grammar, idiom or vocabulary. Some sentences are acceptable as they stand. No sentence contains more than one inappropriate element.

Select the ONE underlined part that you feel is inappropriate and choose the corresponding letter, A, B or C. If the sentence is acceptable as it stands, choose D.

1. Overcome by fear, I ran passed my home without realizing that I had done so. No error
   A    B       C    D

2. I believe that if his attitude improves his general performance will also improve. No error
   A      B          C           D

3. There is hardly a point to our knocking as no one is not at home. No error
   A        B      C      D

4. June prefers to lie in bed not wanting to go to school nor does any work. No error.
   A     B    C        D

5. He divided the sweets among you and me. No error
   A            B         C        D

6. As night drew near, the hurricane grew even worst, exceeding the previous records. No error
   A            B            C   D

7. I formed the brilliant idea of climbing the fence and to hang from the top of the rail until the Bull went away. No error
   A         B    C
   D

8. The team was not in no mood to continue the game and went off the field. No error
   A     B       C    D
9. As John listened to the lesson being taught he began to lose interest. **No error**

A   B   C   D

10. It does not **necessary** matter which family member structure one belongs to, the extended

A   B   C   D

or the nuclear. **No error**

A

11. Police officers **are needed** to be vigilant in their investigations, **particularly** when crime is **at**

A   B   C   D

**such** a high level. **No error**

C   D

12. He is the **only one** of my older friends who **have always** advised me. **No error**

A   B   C   D


Additional exercises: English for All: Examination Level CSEC. Pg. 277, 344, 334