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**Sample  
Material**

**English**

FOR CARIBBEAN SCHOOLS

**I Sharon Stark**

**City & Guilds 3850**



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# Introduction

Can you think without language? Could you communicate effectively with your family and friends without a shared language? How could you conduct transactions at the bank, or buy items at a supermarket without a language?

Language is one of our most important tools, but the study of language, especially the English language, can be quite challenging.

The City and Guilds Certificate in English (3850) makes English more accessible and is created for you whether you want to improve your English skills for further education or to take advantage of employment opportunities.

The City and Guilds Certificate in English (3850) progresses through three stages, the design of which relies on the findings of research into workplace communication needs. Each stage provides you with the explanations, examples and activities to increase your confidence in communicating in the English language. By using everyday language situations, you see how English forms a basic part of your life and you learn how to comprehend and use English effectively.

## Assessment/examination

Each stage is assessed for:

- 1 Speaking and Listening
- 2 Reading and Writing

Stage	Paper	No. of activities/ sections	Format	Duration
Stage 1	Speaking and Listening	2	Listening comprehension Discussion	
	Reading and Writing	2	Short-answer items and multiple-choice blend Structured response	2 hours
Stage 2	Speaking and Listening	2	Listening comprehension Discussion	
	Reading and Writing	2	Short-answer items and multiple-choice blend Structured response	2 hours
Stage 3	Speaking and Listening	3	Listening comprehension Discussion Presentation	
	Reading and Writing	2	Short-answer items and multiple-choice blend Structured response	2 hours

Remember:

- The full certificate, showing individual grades for Speaking and Listening and Reading and Writing, is awarded to candidates who successfully demonstrate all the skills areas.
- A skill (unit) certificate is awarded to candidates who successfully demonstrate skills in **either** Speaking and Listening **or** Reading and Writing.



# How to use this book

*City & Guilds 3850: English for Caribbean Schools* is structured in three stages with continuous progression of topics and skills demonstrated through everyday practical examples.

Each topic develops from Unit objectives through to Test your knowledge pages. To help you to move from the introduction of the topic to a demonstration of your mastery are features such as key terms, examples, activities and tasks.

- Unit objectives present the expected outcomes for each topic.
- Key terms highlight the important English language terms and concepts. They appear in **blue text** and are explained in the Glossary at the end of the book.
- Examples show potential ways of applying English language concepts to activities. Examples usually have the 'Let's try' icon near them.
- The Real world English features show you how these topics apply in the workplace and other aspects of life outside school.
- Activities have the 'Let's practise!' icon next to them, and help you to master each segment as you progress through the topic.
- Tasks provide you with an opportunity to demonstrate your understanding of the topic.
- The Test your knowledge pages include practice questions.
- Do not write in your textbook. At the back of the book, there is a photocopiable section with copies of some of the forms, tables and documents from the activities in the book. If you need to write the answer, you can photocopy the page(s) that you need. You can write answers in your notebook for the activities and tasks that require written answers.
- Answers for the tasks and Test your knowledge questions and selected activities are provided online at [www.hoddereducation.com/Caribbean/c-g](http://www.hoddereducation.com/Caribbean/c-g)

★ Let's understand

★ Let's try

★ Let's practise!

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# STAGE 1

## Unit 201

### Reading – using different reading strategies for words and phrases

Theme: Entertainment

#### Unit objectives

This unit will help you to understand how to use reading strategies to get information.

You will learn how to:

- skim
- scan
- do detailed reading
- find the meaning of unfamiliar words.

## Finding information quickly

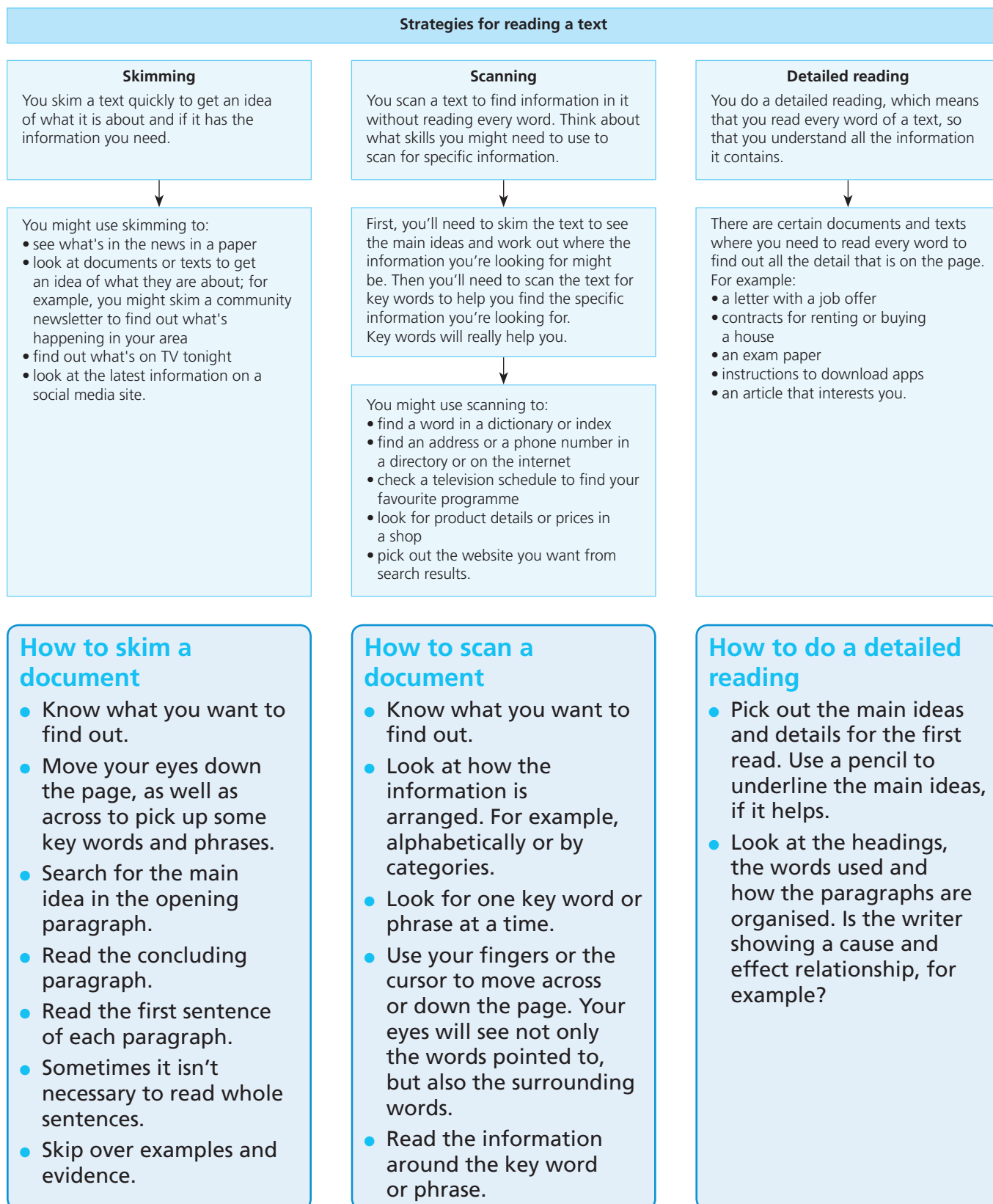
★ Let's understand

In this topic, you will learn three ways of reading different types of information.

We need to read a lot of information daily, but we don't need to read every document in full. For example, would you read the whole sports section of the local paper to find the football results of your favourite team? I doubt it. Depending on your reason for reading you may use one or all three of the following:

- **Skimming** is used to get an idea of what a text is about.
- **Scanning** is used to locate specific information without reading every word.
- **Detailed reading** involves reading everything on the page to get a clear understanding of all the information.







Read this article from a local newspaper.



# A festival like no other!



If you ask **patrons** of the Youth Music Festival if the event was a success, prepare for a **resounding** and **resonating** 'yes!' Youth from across the island turned out on August 4 to see their favourite artistes, and were rewarded with quality performances.

Patrons were equally **elated** by the assorted entertainment options. Unlike other festivals, four **strategically** positioned stages allowed youngsters to roam as the music **compelled**. Additionally, vendors dotted the venue, offering wares ranging from festival merchandise to food items and travel-size toiletries.

Organisers expressed their delight at the positive response to the festival and pledged an even better experience next year!

## Learner tip

Remember:

- Skimming is used to get an idea of what a text is about.
- Scanning is used to locate information without reading every word.
- Detailed reading is used to get a clear understanding of all the information.

- 1 Skim the article to find out what it is about. Look at the heading and the pictures, and run your eyes quickly down the text.  
What do you think it is about?
- 2 Scan the article to find out the response to the festival. Underline the words that prove this.
- 3 Do a detailed reading to find out how the Youth Music Festival is different from other festivals.

Use real magazine, newspaper and online articles to practise your skimming and scanning skills.



## Tasks

TV Guide			
Channel 1	Channel 2	Channel 3	Channel 4
8:30 p.m. <i>West Street</i> In this popular soap, Alysha finds out if she has been given the job at the shop.	7:30 p.m. <i>The Trick</i> A film for the whole family	8:30 p.m. <i>Early Evening News</i> News from around the country	8:00 p.m. <i>Plastic Pollution</i> Looking at how we, as a country, can help to reduce plastic pollution
9:00 p.m. <i>The House Builders</i> Lord Brick gives three teenagers instructions on how to build a garage.		9:00 p.m. <i>Showbiz News</i> Cara Campbell looks at the world of celebrity gossip and the latest films.	9:00 p.m. <i>Gray's Town</i> An action-packed film about two detectives in a large city.
10:30 p.m. <i>Football Highlights</i> All the latest goals from this week's games	10:30 p.m. <i>The Hotel</i> Comedy about a small family hotel	11:45 p.m. <i>Sounds of the '90s</i> Music collection from the 1990s	11:00 p.m. <i>Comedy Night</i> Highlights of some of the best young comedians on TV at the moment



- 1 Skim the TV guide. Highlight when films are showing. Copy the table below, and write the names of the films, times and channels on which they are showing.

Film	Time	Channel

- 2 Scan the TV guide above to answer these questions:

- What is *Gray's Town* about?
- Which channels don't have a news programme?
- What sports programme is showing and at what time?
- What channel has *Sounds of the '90s*?
- Which film is suitable for the whole family?
- Which programme does Cara Campbell host?



- 3 Using your skimming and scanning skills, read this advertisement for a short-term job at the Youth Music Festival, then answer the questions.

## Staff wanted for the Youth Music Festival

### Do you want to earn some money this summer?

Honest, reliable and dynamic staff required for this year's Youth Music Festival. The job will last for three weeks starting the third week of July and ending the first week of August. The work involves setting up and stocking vendor stalls at the venue prior to the festival, and selling in these stalls on the day of the festival.

The pay and conditions are good, with regular breaks and meals provided at no extra cost.

If you are interested and want to be part of an extraordinary event, apply now!

Application forms are available from Miss Dalt  
Telephone: 876 123 4567  
or visit our website: [www.youthmusicfestival.com](http://www.youthmusicfestival.com)

- a When does the job start?
- b For how many weeks will the work last?
- c Is the job short-term or long-term?
- d What kind of people are the advertisers looking for?
- e Who should you contact to get an application form?
- f Meals are provided at an extra cost. True or false?



### Learner tip

- Remember to look for key words as you skim and scan.
- The first line of a paragraph will usually give you an idea of what the text is about.
- Scan the text and highlight key words to help you find the information that you need.
- Remember that you do not have to read all the information to get the answers.

- 4 Read the notice posted around the venue of the Youth Music Festival, then answer the questions.



- a What is the text about?
- A A notice telling people how much they will enjoy the festival
  - B A notice advising patrons what to do if a fire starts at the festival
  - C A list telling patrons how to start a fire at the festival
  - D A list of possible fire hazards at the venue
- b Scan the text to find the things that patrons are advised against if there is a fire.
- i Patrons should not panic.
  - ii Patrons should not tell the vendor about a fire if one breaks out in the stall.
  - iii Patrons should not push if they are in a crowd when a fire starts.
  - iv Patrons should not run towards a fire.
- A i, ii, iii
  - B ii, iii, iv
  - C iii, iv, i
  - D iv, i, ii
- c Skim the text to find additional things that the organisers of the festival have installed to help in the event of a fire.
- A Fire alarms only
  - B Fire marshals only
  - C Fire extinguisher in every stall only
  - D All of the above



# Finding the meaning of unfamiliar words

☆ Let's read

In this topic, you will learn how to use a dictionary, as well as a variety of reading strategies to help you understand unfamiliar words.

As you develop your skills you will need to be able to:

- read a text and work out why it has been written
- understand its contents
- be able to tell someone else what you have read or found out.

It can be frustrating if you come across a word you do not understand while reading. Look at this word, taken from the job **advertisement** on page 5.

**Dynamic** person required to work in new company.

Is this the job for you? Are you dynamic? Do you know what the word dynamic means?

In this case, you should not guess. You should use a dictionary to help you to find the meaning of the word.

**Dynamic** – (of a person) positive in attitude; full of energy and new ideas: *A dynamic advertising executive.*

**Dictionaries** are very useful for helping you to find the meanings of words that you do not recognise or understand.

Dictionaries list words in **alphabetical order**, so you will need to understand alphabetical order to be able to find a word. In English, we use letters to form words and the letters have a set order – A, B, C ... to Z. This is the English alphabet. There are 26 letters in the English alphabet:

Upper case:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lower case:

a b c d e f g h i j k l m n o p q r s t u v w x y z



## Tip for assessment

You will probably be tested on how to use a dictionary in your Certificate in English reading assessment, so make sure you have a dictionary to refer to.

### Learner tip

A dictionary is a useful tool but use it when necessary – try not to depend on it all the time.

To find a word in a dictionary you need to understand the importance of the alphabetical order of the second letter, as well as the first. **For example:**

a**cc**ount

a**dd**ress

a**n**imal

a**pp**le.

In a dictionary you may need to use the first and second letters to find the word you are looking up.

The words listed above all start with **a**; therefore, the second letter becomes important if we want to find them in a dictionary.

If a word has the same first two letters, such as in ‘**a**pple’ and ‘**a**pologise’, you will need to use the third letter to find the word ‘apologise’.

### Real world English

It is useful to know that there are many online dictionaries. If you have a computer, mobile phone or tablet that connects to the internet, these dictionaries provide a quick way to find out the meanings of words.

Reread the newspaper article on page 3.

What does the word ‘resounding’ mean?

Look up ‘resounding’ in a dictionary. What does it mean?

**Resounding** – loud, great, definite



So, now you know that the word ‘resounding’ means loud, great and definite!

What does ‘resonating’ mean? Again, look this up in a dictionary.

### Learner tip

Remember to use the first, then the second and, if you need to, the third, fourth or even fifth letter of a word to look up its meaning in a dictionary.

**Resonating** – producing or being filled with a deep, full echoing sound

Look up ‘resounding’ and ‘resonating’ in the dictionary. Which is first?

They both begin with **r**. The second letters are both **e**. The third letters are both **s**. The fourth letters are both **o**. So you need to use their fifth letters.

Also try these words:

‘compelled’ and ‘compared’

‘astounded’ and ‘assorted’

‘merchandise’ and ‘merciless’.

# Tasks

★ Let's practise!

1 Read this article that was in a local newspaper on 29 October 2019.

Chair of the St Ann Alumni, Wendy Brown, has declared the inaugural Icy Cold Water North Castle 5-km Run/Walk a major achievement.

'We were very well supported! Several groups including parents, running clubs and schools from St Ann supported the 5-km,' Brown said.

Hundreds more than expected turned out for the race, which was followed by the 'Beach Party' AfterShow at Puerto Seco Beach Park in the parish.

Patrons were treated to performances by Dizzyman and past student, Mikhail; and there were lots of games and prizes.

Proceeds from the event will go towards the development of North Castle High School.

- a The following words are used in the article. Put them in alphabetical order.
- proceeds
  - inaugural
  - alumni
  - patrons
  - declared
- b Look up the meaning of the word 'dictionary'.
- c Use a dictionary to find out the meanings of the words in part a above. Write the words and meanings in your notebook.
- 2 Select the word that is *closest in meaning* to the underlined word in each sentence.
- a The performer seemed confident that he had impressed the crowd.  
A relaxed                      B safe                      C certain                      D secure
- b There was blatant disapproval from some people in the crowd.  
A loud                      B brutal                      C blunt                      D obvious
- c They said his song choices were not exciting enough for a teenage crowd.  
A stimulating                      B tedious                      C emotional                      D eccentric
- d Others said that he was just nervous, as it was his first time performing in front of such a large group.  
A eager                      B shaken                      C unruly                      D anxious

- 3 Read this article from a local newspaper and answer the questions that follow.

---

## Jamaica's Dalton Harris through to the next round of X Factor UK!



Jamaican singer Dalton Harris's blistering rendition of 'I Have Nothing' on Saturday's live show on X Factor UK was not only enough to keep him in the competition, it also put him on the iTunes Top 100 UK charts.

His studio recording of the song, made popular by the late Whitney Houston, from the soundtrack of her 1992 film *The Bodyguard*, immediately shot onto the popular downloads chart following his performance, which was, for many, the highlight of Saturday's second live performance show of the televised talent competition.

Harris was among the top contestants to be declared safe during Sunday's elimination show. At the end of the night, it was Janice Robinson from The Overs and LMA Choir from The Groups who were sent home.

On Saturday Harris sealed his slot for the next week, doing a song that, incidentally, was one of the final tracks chosen by Tessanne Chin during her victorious campaign in a similar competition, *The Voice*, back in 2013.

---

- a The following words are used in the article. Put them in alphabetical order.
- rendition
  - blistering
  - elimination
  - victorious
  - incidentally
  - highlight
- b Use a dictionary to:
- i find out if you are correct
  - ii find the meaning of each word.



# Test your knowledge

## ★ I know I can!

- skim a text for a main idea
- scan a text for key information
- do a detailed read in order to obtain all the information in a text
- find the meanings of unfamiliar words

- confidently ☐ with further guidance ☐
- confidently ☐ with further guidance ☐
- confidently ☐ with further guidance ☐
- confidently ☐ with further guidance ☐

1 Which of these words would come first in a dictionary?

- A mountain
- B frozen
- C eagle

2 Which of these words would come last in a dictionary?

- A baboon
- B balloon
- C baby

3 Read the newspaper article and answer the questions that follow.



## Minister of Youth preaches safety first ahead of Youth Music Festival

1 The Youth Music Festival is an annual must-see event among the nation's youth. Each year, attendants are treated to thrilling musical performances and lyrical gymnastics by the year's most popular entertainers. After today's launch of this year's festival, the Minister of Youth spoke with our reporter.

10 ***Minister, other than enjoying themselves, what is one important thing that teenagers need to think about at the Youth Music Festival?***

15 Safety. The organisers work very hard to provide entertainment in a safe environment, but that does not mean that the attendees can afford to be careless with their personal safety. The organisers try, but they can't predict every situation, so festival-goers must always stay alert to any possible danger.

20 ***What are some of the ways that festival-goers can ensure their own safety?***

Right away I think of safety in numbers! Teens should attend with at least one other person or in a small group. That way, each person will have someone looking out for him or her. I would even take it a step further and say to arrange a meeting place and time in case you get separated from your friend or group. And, as most teenagers have cell phones, they should use the charging stations around the venue in order to stay in touch with companions.

It should go without saying really, but just in case: teenagers should remember to stay hydrated. They should also secure money and other valuables such as mobile phones in moon bags or money belts. One final thing,

and I know everyone wants to be fashionable, but remember to wear comfortable clothes and shoes. Consider using repellents to keep those pesky mosquitoes away. Don't forget your hats, sunscreen, sunglasses and perhaps some earplugs. And please, check in with your parents!

***You mentioned that the organisers have worked very hard to provide a safe environment for the teenagers to enjoy this year's festival. Can you share some of those safety features with us?***

Certainly. First, let me just say that the

organisers have done a great job of planning for the security of the nation's teenagers for the day. I have it on good authority that there will be safety marshals patrolling the venue. They are youth counsellors and social workers who are equipped with the skills to sensibly help any festival-goer who gets into difficulty. These safety marshals will have the support of police officers who will be stationed at the venue that day. There are also two medic posts with trained nurses. After that unfortunate incident a few years ago, we now have surveillance cameras mounted all around the venue.

- a Skim the text. How would you describe it?
- A An advertisement persuading young people to attend a music festival.
  - B A newspaper article about safety tips for patrons of the music festival.
  - C A letter to the Editor about the Minister of Youth.
  - D A review of safety measures taken by organisers of the music festival.
- b Skim the text to find out how frequently the music festival occurs.
- A This is the first time
  - B Once per month
  - C Once per year
  - D First time since the unfortunate event
- c Scan the text to find out why the Minister thinks that teenagers/festival-goers need to take some responsibility for their personal safety at the festival.
- A Even though they try, the organisers can't really plan for every situation.
  - B The Minister thinks it is a part of the process of growing up.
  - C The organisers can't employ enough safety marshals to keep everyone safe.
  - D The Minister thinks that there aren't enough surveillance cameras.

- d** Skim the text to find where the Minister speaks about how teenagers can protect themselves at the music festival. Do a detailed reading to find the things he mentions that teenagers can do to protect themselves at the festival.
- i** Travel to the festival with at least one other person.
  - ii** Stay connected with travel companions and parents.
  - iii** Stay hydrated.
  - iv** Do not accept drinks from strangers.
  - v** Wear comfortable clothing.
  - vi** Secure your valuables.
- A** i, ii, vi  
**B** ii, iii, iv  
**C** iii, v, i  
**D** iv, vi, ii
- e** Use context clues to get a general idea of the meaning of the word 'repellents' in line 41.
- A** Product that encourages insects to bite.
  - B** Product that discourages insect bites.
  - C** Device that keeps the wearer safe from attacks from other people.
  - D** Device that alerts a person of danger.
- f** Skim to the last paragraph of the text. Do a detailed reading to find out how the Minister feels about the safety plans the organisers are putting in place for the day of the festival.
- A** He thinks that the organiser can do a better job of avoiding unfortunate incidents.
  - B** He thinks that safety marshals and police officers are enough to protect patrons.
  - C** He believes that the surveillance cameras will keep everyone safe.
  - D** He believes the organisers have a great safety plan in place.



# Unit 202

## Reading – using reading strategies

Theme: Entertainment

### Unit objectives

This unit will help you to use reading strategies to find information for specific purposes. You will learn how to:

- identify the main points and ideas in a text
- use organisational features to understand a text.



### Picking out the main points in texts

We don't have the time to read every word in all the texts we see and this is when your **skimming** and **scanning** skills will come in useful.

In addition to these skills, there are other ways to **pick out the main points** that you need to know and understand to be able to say what the text is about.

There are **six main purposes** of texts, to:

- inform
- persuade
- entertain
- explain
- instruct
- describe.

### Finding the topic

We can often tell what a piece of text is about from the first sentence.

This is known as a **topic sentence**.

The use of a **new paragraph** in a piece of text means that a new point, idea or piece of information is being introduced into the text.

This could be to do with:

- time
- people
- topic
- place.

New paragraphs also help you to pick out the main points of a text and to follow the text in a logical order.

In addition, new paragraphs can make it possible for you to **work out** the meaning of **unfamiliar words**. For example, from a text that describes how someone likes to clean their house every day and calls that person **fastidious**, you can work out that 'fastidious' has to do with cleanliness or attention to detail.



## Finding the sequence

To get an idea what a text is about, we can look at the **beginning**, **middle** and **end**. When we are doing this, we often draw on our own knowledge and experience to make sense of what is being said. Explanatory texts usually use words called connectives that explain things in order, one after another, for example: **first**, **next**, **then** and **finally**. Try it, put these five extracts in order:

**A** Then I looked in my account and I noticed that an amount of \$4500.00 had been taken as payment, instead of \$450.00.

**B** Sadly, I am returning a T-shirt that I purchased from you online last week. There are several reasons for this.

**C** First, the colour was described as 'deep red' but it is in fact bright pink.

**D** So, to conclude, in light of these errors I would like a full refund please ... that is \$4500.00 not \$450.00! Thank you.

**E** Second, I ordered size LARGE but the T-shirt I received is EXTRA SMALL.

## Seeing the picture

☆ Let's try

For a piece of text **describing** something, we often use some or all of our five senses (**sight**, **sound**, **smell**, **taste** and **touch**) to build up a picture or imagine what someone is saying or the way they are saying something. Describe how this extract below makes you feel. Which senses and emotions does it evoke (bring to mind)?

As she walked down the steps from the airplane, she could smell the sea, even taste it in the air she breathed. Or was it the tears in her eyes she tasted, as she thought of the seaside home her parents had lost when the hurricane had struck the previous year?



## Using illustrations

**Images** can also be an important part of a text and can help with the meaning of the text.

**For example:**

- a symbol on household products or equipment to help with following instructions
- a diagram that gives more detailed information than the text
- a picture of people that shows if they are happy or sad.

Look at this image on a **leaflet** advertising a music festival.

What does the image tell you?

- a There will be five players at the festival.
- b The green and blue stage will be round.
- c There will be music from around the world.
- d The festival will be held at the sea front.

## Grammar support toolkit

### The importance of punctuation and capitalisation

**Punctuation** and **capitalisation** are important. They can change the meaning of a word or sentence, for example:

**Let's eat, Grandma.** means something very different to **Let's eat grandma!**

The **apostrophe** is there because 'let's' is a contraction. In the first version of the sentence, the **comma** indicates a pause and tells us that the person being named after the comma is being addressed. The capital **G** lets us know that Grandma is the name of the person being addressed. The sentence tells us that the speaker is hungry and would like to eat with grandma.

Without this punctuation and capitalisation, and with the **exclamation mark** adding urgency, the second sentence meaning is quite different; it tells us ... Grandma had better start running! The apostrophe has a number of uses, as follows.

- 1 to form the **possessive**: **the girl's surfboard; John's phone; the women's cricket club**
- 2 to show where **letters are missing** in a contraction: **it is – it's; let us – let's; I am – I'm**
- 3 to form certain **plurals** that might otherwise be confusing: the plurals of letters such as **a's**.

Capitalisation should be used in the following contexts (there are other contexts that you may wish to look up online):

- 1 at the beginning of every sentence and after a **full stop**
- 2 for the names of people, places, languages, religions and nationalities
- 3 for the days of the week and the months of the year, as well as major holidays such as Christmas and Eid
- 4 for the personal pronoun **I**.

Turn to page 54 to learn more about capitalisation; turn to page 59 to learn more about punctuation.

Read the newspaper article.



# Daily News

The 'EXPANDY umbrelly' has become a monster success for Selena Shaw. She was fed up carrying around cumbersome long umbrellas for her three sons.

She realised there was a gap in the umbrella market for a lightweight, compact alternative to long umbrellas, that would be really good for children living in cities.

First, Selena did some drawings of what she thought they should look like. Then she asked a friend, who is a product designer, to take them to a factory to see if they could be made.

When 'EXPANDY umbrelly' was finally made, Selena and a friend took them to exhibitions and built a website to advertise the new umbrellas. Now they are sold in major high-end stores and can be bought online. A great new business venture.

Choose the correct answers to the questions.

1 What is the main point of the article?

- A To describe Selena Shaw
- B To explain how to make umbrellas
- C To describe Selena's business success

**The main point of the article is C, To describe Selena's business success** ('Now they are sold in major high-end stores and can be bought online').

The text is not about how Selena Shaw looks or how to make umbrellas. The main point is about her success.

2 What had Selena identified?

- A Long umbrellas were no good.
- B City children needed new umbrellas.
- C Children need lightweight, compact umbrellas.

**Selena had identified C, Children need lightweight, compact umbrellas.** ('She was fed up carrying around cumbersome long umbrellas.')

3 Underline the connective words in the newspaper article.



## Tasks

1 Read the newspaper article again.

### Learner tip

To follow the order of the text, look for the connective words, 'first', 'next' and 'then'.

# Daily News

The 'EXPANDY umbrelly' has become a monster success for Selena Shaw. She was fed up carrying around cumbersome long umbrellas for her three sons.

She realised there was a gap in the umbrella market for a lightweight, compact alternative to long umbrellas, that would be really good for children living in cities.

First, Selena did some drawings of what she thought they should look like. Then she asked a friend, who is a product designer, to take them to a factory to see if they could be made.

When 'EXPANDY umbrelly' was finally made, Selena and a friend took them to exhibitions and built a website to advertise the new umbrellas. Now they are sold in major high-end stores and can be bought online. A great new business venture.



Choose the correct answers to the questions.

- a What does the word 'cumbersome' mean?
  - A large and heavy
  - B large and light
  - C large and dirty
- b What did Selena do first with her drawings?
  - A Took them to a factory
  - B Gave them to an engineer
  - C Took them to an exhibition
- c Where did Selena take the umbrellas first?
  - A To major high-end stores
  - B To exhibitions
  - C To city schools

- d Where can the umbrellas be bought from now?
- A At exhibitions and online
  - B In shops and online
  - C In shops and exhibitions
- e Selena Shaw was successful because she:
- A loved umbrellas
  - B worked hard on her new idea
  - C needed new umbrellas for her sons.
- 2 Read the text, then choose whether the statements below are true or false.

Chris threw down the book and ran to the window. He pulled back the curtain and tried to force open the window. It wouldn't budge – it was locked. He started to bang his fist against the glass and shout. Outside, nothing moved. No one was coming to help him.

	True	False
This text describes a feeling of joy.		
Chris is scared.		
First, Chris bangs on the window.		
'Budge' means to 'break'.		
This is the last paragraph of a story.		

- 3 Rewrite the paragraph about Chris using connectives.
- 4 Add a second paragraph to describe what you think happened next.

### Learner tip

Think about the tips you have been given about an explanatory text and a **descriptive text**. Remember, the explanatory text uses the way it is structured to help you read it. A descriptive text tries to build a picture in your mind.

### Tip for assessment

Read the questions slowly. You do not have to write full sentences. You will not be marked on spelling, punctuation and grammar.





## How text is organised

When you look at a newspaper, a web page, a takeaway menu or a book, there are **certain parts** of the text that you look at or go to first to find the information you want.

In a newspaper, your attention may be drawn to a heading that is printed in bold letters.

You may have used the **contents page** of a book to find out where you need to look for a particular subject. When you order a takeaway meal, you look for the headings to see what you might like to order. The tools that help you to find information are called **organisational features**.

The most common tools are as follows.

### 1 **Contents pages** tell you what you will find in the text.

In a book, the contents page is found at the front.

On a website, **tabs** across the top of the page can help you to select the type of products or information you want.

Contents	
Introduction	iv
How to use this book	v
<b>Stage 1</b>	<b>1</b>
Unit 201 Reading – using different reading strategies for words and phrases	1
Unit 202 Reading – using reading strategies	14
Unit 203 Reading – reading for meaning	27
Unit 204 Speaking and listening – speaking and listening to provide information	34
Unit 205 Speaking and listening – speaking and listening to obtain information	40
Unit 206 Speaking and listening – speaking and listening to take part in a discussion	45
Unit 207 Writing – using grammar, punctuation and spelling in writing	50
Unit 208 Writing – using planning and organisation in writing	97
Unit 209 Writing – writing to communicate	105
<b>Stage 2</b>	<b>132</b>
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Unit 303 Reading – reading for meaning	151
Unit 304 Speaking and listening – presenting information by speaking and listening	160
Unit 305 Speaking and listening – speaking and listening to obtain information	165
Unit 306 Speaking and listening – speaking and listening to take part in a discussion	169
Unit 307 Writing – using grammar, punctuation and spelling in writing	175
Unit 308 Writing – planning and organising writing	199
Unit 309 Writing – using structure and content to communicate	206
<b>Stage 3</b>	<b>232</b>
Unit 401 Reading – using reading to develop vocabulary	232
Unit 402 Reading – using reading strategies	238
Unit 403 Reading – reading for meaning	254
Unit 404 Speaking and listening – presenting information by speaking and listening	260
Unit 405 Speaking and listening – obtaining information by speaking and listening	266
Unit 406 Speaking and listening – speaking and listening to take part in a discussion	270
Unit 407 Writing – using grammar, punctuation and spelling in writing	274
Unit 408 Writing – planning and organising writing	314
Unit 409 Writing – writing for clear communication	317
Glossary	329
Photocopiable resources	331
Index	348

### 2 **Headings** tell you what a text is about so that you don't have to read everything to find out if it is of interest to you. These can be called headings, topics or titles.

#### FREE WIFI IN EVERY CAFÉ

All cafés in Jamaica are going to make sure that they have free WiFi before 2021.

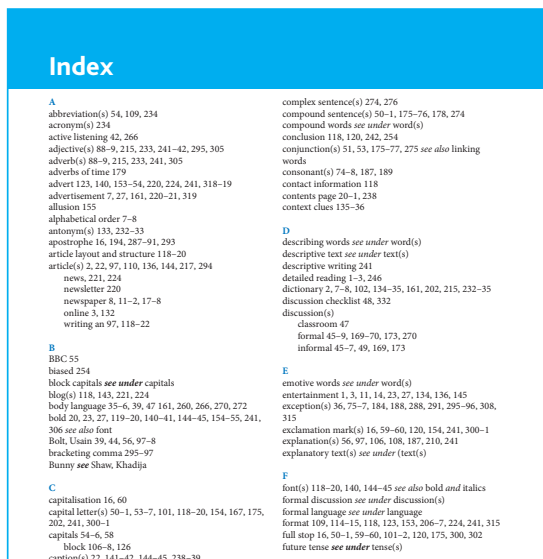
#### Bigger profits

The cafés hope that this will encourage people to come in during the day and buy food and drink.

- 3 **Menus** are not always about food! You can look, for example, at menus on a computer to see what you want to do, such as *print*. The menus give you headings too and are organised in sections, so that you can find information without having to read everything.



- 4 **Indexes** help us to find specific information. Contents pages can give us a place to go to find a general topic, for example, 'chicken', but an index will tell us which page to go to for precise information, such as 'chicken salad' or 'chicken curry'. In a book, the index page(s) is(are) usually found at the back.



Do your own research. Look for real examples of organisational features in texts.





## Tasks

### Learner tip

The tools you use will depend on the information you need.

### Learner tip

There are many tools to find information and they are used in different ways, depending on the purpose of the text. For example, the photograph caption for a recipe will give very different information to a photograph caption in a newspaper. The **subheadings** in an article will differ from those used in an instruction manual.

- 1 Read the sentences below and write the missing words in your notebook next to the letters. You may use a word more than once.

**heading contents index menu**

- a I can find a choice of dishes in a café by looking at the \_\_\_\_\_.
- b The first thing to look at in a newspaper is the \_\_\_\_\_.
- c To find a topic in a book I need to look at the \_\_\_\_\_ page.
- d A recipe to make chocolate cookies can be found in the \_\_\_\_\_.
- e To choose a program on a computer I need to look at the \_\_\_\_\_.

- 2 Below are some more tools that will help you to find information. Copy the table, then pick the tools you think can be used to find information in each type of text.

**sections subheadings bullet points numbered lists**  
**lists photographs captions chapter headings**  
**alphabetical order**

Type of text	Tools that may be used
a CV to apply for a job	
b Recipe for chocolate cookies	
c Instruction manual to build a table	
d Web page for a supermarket site	
e School textbook	

- 3 Highlight the tools in each text (below and on the next page) that help you to find information.



### CRISPY BARS

#### Ingredients:

100 g (4 oz) butter  
 100 g (4 oz) marshmallows  
 100 g (4 oz) toffee  
 100 g (4 oz) rice crispies

- 1 Put the butter, marshmallows and toffee in a pan.
- 2 Boil the mixture for two minutes.
- 3 Take off the heat and stir in the rice crispies.
- 4 Place on a baking tin and spread the mixture evenly.
- 5 Cut into squares.

## The must-have gadgets

All the top new gadgets are being unveiled at Europe's top gadget show.



### Biggest trend

Love them or loathe them, Dick Tracy-style smartwatches are leading us into an era of wearable technology. Samsung unveiled the Galaxy Gear, which allows you to make calls, take photos, and record videos and conversations – all from your wrist.

### Biggest innovations

It's nice to know not everything has to have a tippy-tappy touchscreen these days. Sony's HMZ-T3 personal viewer is effectively a wireless home cinema that gives the impression of having a 75-inch screen strapped to your face.

Now copy the table below and list the tools that you highlighted for each text.

Text	Tools used
Must-have gadgets	
Crispy bars	

### Tip for assessment

Picture the texts you have seen and considered. Imagine where the tools are placed or have been used in the text.

- 4 You decide to enter a climbing challenge to raise money for charity. You have to fill in a form (as shown below) with your details, and describe why you want to raise the money for charity. You can photocopy the form on page 334.

Competition Entry Form	
Mr	Mrs Ms (Tick)
First name (please print) _____	
Surname (please print) _____	
Address _____	
_____	
_____	
Telephone _____	
Email _____	
In no more than 50 words, describe why you want to go on the challenge to raise money for charity.	
_____	
_____	
_____	
_____	
_____	
_____	
_____	
_____	

### Learner tip

The way a form is laid out with columns, headings, bold words and sections helps you to find information, understand information or emphasise important points.

# Test your knowledge

## ★ I know I can!

- identify and use connective words to understand a text
- use organisational features to understand a text
- pick out the main ideas of a text
- list reasons for capitalisation and use of the apostrophe

confidently ☐ with further guidance ☐

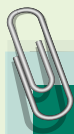
confidently ☐ with further guidance ☐

confidently ☐ with further guidance ☐

confidently ☐ with further guidance ☐

1 Before reading in detail, predict the main point of the text. Which features helped you decide?

2 Now read the text in detail and answer the questions that follow.



## Shopping today

*Melissa Roberts reports on readers' views*

### Usha: Shopping for brands



These days, I go to the supermarket and I have to choose between lots of different brands

of soap powder, shampoo, toothpaste, instant noodles and I don't know what else! I can never make out what's what. It was much easier to shop when you could only buy one kind of everything.

### Gloria: Getting food on the table

It used to take my mother hours to get a meal ready, but it takes me far less time. The food manufacturers have come up with all sorts of new ideas, you know – food that's already prepared and frozen or put into tins. Packaging and transporting these products is highly energy-inefficient and it is bound to damage the environment because of the increased CO<sub>2</sub> emissions.

Though this kind of food is easy to cook, I'm trying to cut down on it. I think my mother's food tasted better than the things I buy pre-cooked. We had our own herb garden when I was young – but these days a lot of people can't be bothered.

### Wayne: Home-grown



When I was young nearly everything we bought was home-grown – very few things used to come from elsewhere in the Caribbean, let alone

from abroad. Nowadays, the shelves are full of items imported from abroad. Maybe it's because of the number of tourists we're getting. Although people often think that things from abroad must be better, I think they should buy home-grown stuff from our own island. It's cheaper and better, too, to my way of thinking!



- a Why was shopping easier years ago?
  - b What kind of food is easier to cook?
  - c Who does Wayne blame for the imported products?
  - d What food is cheaper and better?
  - e Did you correctly predict the main point of the text?
  - f What is the purpose of this text?
- 3 a Fill in the gaps with connectives from these words:

**first   so   then   finally   before**

Welcome to the Women's Cricket T20 Blaze! We have a very exciting match ahead for you ...

Jamaica vs Barbados, two of cricket's top guns.

\_\_\_\_\_, here's what you can expect to happen today.

\_\_\_\_\_, the match coin is tossed and the winning captain chooses whether to bat or field.

Both teams will go back to the pavilion for a team talk and some last-minute preparations.

\_\_\_\_\_, the umpires come out onto the pitch.

\_\_\_\_\_, the players join them; fielders first and then the batters.

\_\_\_\_\_, when everyone is out on the pitch and ready, we can sit back and enjoy a rollicking game of cricket!

- b What is the purpose of this text?
- 4 Choose the correct answer to complete the sentences about organisational tools.
- a You want to know if a book about music contains a chapter on hip hop. You check the:
    - A back cover
    - B contents page
    - C index
    - D glossary.
  - b You know that the cookbook you have contains a chapter about desserts but you want to know if there's a recipe for gizzada. You check the:
    - A book title
    - B chapter headings
    - C table of measurements
    - D index.

- c You want to design a leaflet for a festival fundraiser. You decide to use the following features:
  - A contents page, headings and a glossary
  - B headings, boxed text and artwork
  - C bullet points, an index and a key
  - D chapters, columns and artwork.
- d You have been asked to write a health and safety guide for new college starters. Your guide will include:
  - A headings, numbered instructions and a map
  - B captions, an index and cartoons
  - C headings, photographs and tables
  - D a menu, alphabetical order and subheadings.



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