For students
This book will help you to improve your skills in Standard English (SE). There are lots of activities in reading, writing, and speaking and listening to get you thinking about English in the world around you.

For teachers
This book, written by teachers and examiners, is designed to help students master the wide range of skills needed in order to succeed in the CSEC® English A examination. It seeks to consolidate prior learning and provide a route forward to greater understanding and facility. Each stage of learning is clearly defined, with detailed models provided to enable students to identify exactly what they need to do before being required to do it. Where appropriate, opportunities are provided for discussion, peer and self-assessment and redrafting, and at the end of each unit there is an opportunity for students to check their progress. This approach to learning encourages independence of thought and the confidence to move forward to CSEC® and beyond. It is the authors’ hope that, through the provision of interesting and engaging texts and activities, students will develop not only their skills in English but a love of the written and spoken word which they will carry with them into adulthood.

Learning outcomes
In this unit you will:

- examine a range of...
Reading for information

Reasons for reading
Reading is an essential life skill. Every day of our lives we are required to read a wide range of items. However, we don’t read them all in the same way. When reading a recipe we need to read every word to make sure we follow it correctly. In contrast, when reading a timetable or TV schedule a quick glance is sometimes all that is needed.

Finding information
The way we read depends on what we are reading and our reason for reading it. Sometimes we read a text to find out a particular piece of information. When we do this, we don’t read every word closely. Our eyes move quickly over the whole text until they focus on the key words that locate the detail we are looking for. This type of reading is called **scanning** or **skimming**.

In some texts information is clearly ‘signposted’ to help the reader find the relevant details quickly. Texts that convey information often use **graphics** to help the reader understand points that are being made.
1.1: Reading for information

The Cayman Islands

Just northwest of Jamaica, the Cayman Islands have truly grown up during the past 40 years, driven by tourism and banking. Today they boast one of the highest per capita incomes in the world and are a global provider of specialised financial services. On the tourism side of development, they attract more than two million visitors a year (most by cruise ship) and have been a scuba-diving paradise since the 1960s.

Where to go

To soak up the sun on a gorgeous stretch of sand within reach of assorted restaurants and bars, head to Seven Mile Beach, just north of George Town on Grand Cayman. For a total escape, spend some reflective time hiking or birdwatching on quiet Cayman Brac, or quieter Little Cayman.

The main reason to come to Cayman, though, is the premier diving attractions on all three islands: frolic with the friendly rays at Stingray City off Grand Cayman, shore-dive just a few yards off Cayman Brac, or head to Bloody Bay Wall just off Little Cayman for a superb underwater adventure; snorkelers can explore the wall in about 20 feet of water while a short distance away divers can slip into a 6000-foot abyss.

When to go

There are two seasons: ‘rainy’, lasting from mid-May to October, followed by the ‘dry’ season, November to April. Don’t let the term ‘rainy season’ deter you from visiting; in general you’ll encounter brief afternoon showers followed by sun and higher humidity than in the drier months. Hurricane season, though, is from June 1 to November 30 (at its worst in September), and while the chances of your visit coinciding with a major storm are slim, Cayman is by no means immune.

Food and drink

Thanks to Cayman’s historical connection to Jamaica, it’s no surprise to find jerked meats – heavily spiced meats smoked over hardwoods in enclosed barbecue grills – as one of the island specialities. Turtle, though not as popular as it once was, is part of traditional Cayman cuisine and is usually prepared in stews. Also prevalent is conch, popularly served as fritters but traditionally prepared in stews or as steak.

The local brew in Cayman is Caybrew, a fairly nondescript lager that tourists tend to enjoy more than locals. Rum Punch is as popular here as elsewhere in the Caribbean. More unique to Cayman is Cayman Lemonade made with sweet and sour mix, peach schnapps, cranberry juice, vodka and rum. The tap water in restaurants and hotels on all three islands is desalinated seawater and fine for drinking.

Getting there

Virtually all flights touch down first at Owen Roberts International Airport on Grand Cayman, with connecting flights to Cayman Brac and Little Cayman usually departing the same day. Year-round, up to seven cruise ships dock daily at the port of George Town.

1.1: Reading for information

There are many times when we need to do more than scan a text for certain pieces of information. We need to read closely so that we can understand the details and use them to answer a range of questions.

**Activity**

8. **Read Texts E and F closely.** They are both about creatures in Caribbean mythology. Answer the following questions:
   a. Where are duennes said to live?
   b. What is unusual about the faces of the duennes?
   c. How can parents protect their children from duennes?
   d. Where are ciguapa said to live?
   e. How are their naked bodies covered?
   f. What might happen to a person who looks a ciguapa in the eye?

9. **Now find details from both texts to answer the following questions:**
   a. Identify at least two ways in which the duennes and the ciguapa are similar.
   b. Identify at least two ways in which the duennes and the ciguapa are different.
   c. Check your answers with another student. Discuss any differences you have.

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**Text E**

**Duennes** are spirits of children who died before they were baptized and, as such, they are fated to roam the forests of Trinidad and Tobago, practising their wide repertoire of pranks, mostly on living children who are enticed away into the forest and are then left abandoned.

**Text F**

**Ciguapa** are the spirits of sea gulls who are a sort of mini witch. They are known to haunt the coasts of Trinidad and Tobago and are said to have the ability to turn people into stone. They are usually seen near fishing villages and are known to take a toll of any caught by fishermen.

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**Text B**

**PRIME TIME**

<table>
<thead>
<tr>
<th>Time</th>
<th>Channel</th>
<th>Program</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.00</td>
<td>ABC</td>
<td>700</td>
<td>News 2 at 4 (N)</td>
</tr>
<tr>
<td>6.30</td>
<td>ABCN</td>
<td>200</td>
<td>The Situation Room With Wolf Blitzer (N)</td>
</tr>
<tr>
<td>7.00</td>
<td>NET</td>
<td>200</td>
<td>America's Wild Spaces 'Hidden Hawaii'</td>
</tr>
<tr>
<td>7.30</td>
<td>CNN</td>
<td>201</td>
<td>America's Wild Spaces 'Death Valley'</td>
</tr>
<tr>
<td>8.00</td>
<td>NTV</td>
<td>402</td>
<td>America's Wild Spaces 'RETURN TO THE BADGE' (CC)</td>
</tr>
<tr>
<td>8.30</td>
<td>TRUTV</td>
<td>206</td>
<td>America's Wild Spaces 'Border Wars A secret stash of money.'</td>
</tr>
<tr>
<td>8.45</td>
<td>TBN</td>
<td>45</td>
<td>Life at the Summit (CC)</td>
</tr>
<tr>
<td>9.00</td>
<td>DHLTH</td>
<td>502</td>
<td>America's Wild Spaces 'A secret stash of money.'</td>
</tr>
<tr>
<td>9.05</td>
<td>BET</td>
<td>701</td>
<td>America's Wild Spaces 'A secret stash of money.'</td>
</tr>
<tr>
<td>9.20</td>
<td>TRUTV</td>
<td>206</td>
<td>America's Wild Spaces 'A secret stash of money.'</td>
</tr>
<tr>
<td>9.30</td>
<td>ESPN</td>
<td>300</td>
<td>America's Wild Spaces 'A secret stash of money.'</td>
</tr>
<tr>
<td>10.00</td>
<td>BBC</td>
<td>204</td>
<td>America's Wild Spaces 'A secret stash of money.'</td>
</tr>
</tbody>
</table>

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**Text C**

**HAPPENINGS**

**FRIDAY, APRIL 16**

**(Friday Dancehall)**

@ St Catherine’s, Portmore, St Catherine.

Featuring: the one and only St Catherine’s Band

Special guest selectors.

Time: 7:00 pm.

**(Aerobics)**

@ Curphey Place, South Avenue

Swallowfield, Kingston 5.

Time: 6.00 pm.

**SATURDAY, APRIL 17**

**(The Dragon Can’t Dance)**

@ Ablaze, Portmore, St Catherine (beside E-service).

Featuring: Special guest selectors nightly.

Time: 7.30 pm.

**(Saturday-Night Fever)**

@ The Deck, Trafalgar Road, Kingston

Featuring: Bobby T and Gary Gong

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Adapted from Folklore and Legends of Trinidad and Tobago, Paria Publishing Co. Ltd.
Jumbee, jumbie or mendo is the generic name given to all evil spirits in the folklore of some Caribbean countries. Various islands have had a long-held tradition of folklore that includes the jumbee. There are, as you might expect in a region with such a complex history and ethnic make-up, many different kinds of jumbes. Whilst jumbes may vary, there is one constantly recurring factor: people who have been evil in their lifetime are destined to become creatures of evil after their death. (83 words)

The aim of summary is to retain the key points whilst reducing the number of words used. It is possible to reduce the word count further. For example:

There are, as you might expect in a region with such a complex history and ethnic mix, there are many kinds of jumbes. (22 words)

Unsurprisingly, in a region with such a complex history and ethnic mix, there are many kinds of jumbes. (18 words)

One constant belief is that people who have been evil in their lifetime will become creatures of evil after death. (20 words)

With regular practice, you will steadily develop your skills in summary.

Activity

10. Copy the following text and highlight the key points in it:

The soucouyant or soucriant is found in Dominican, Trinidadian and Guadeloupean folklore. She is the old woman who lives alone at the end of the village road, seldom seen, her house always closed up. As evening draws near, she sheds her old and wrinkled skin, and deposits it into a mortar which she carefully hides. Now, as a glowing ball of flame, she flies through the night in search of a victim. Legend tells that soucouyants suck the blood from their victims but, if too much is taken, the victim may die, leaving her killer to assume her skin. To expose a soucouyant, villagers must heap rice around the house or at the village cross roads. The soucouyant will be compelled to gather it grain by grain and will thus be caught by the villagers. In order to destroy a soucouyant, coarse salt must be placed in the mortar containing the soucouyant’s skin. She cannot then put the skin on and will die. (160 words)

11. Rewrite the text in summary linking the key points.

12. Reduce the word count further by cutting or replacing words and phrases.
Symbols are often very similar to signs. They are used instead of words and often contain pictures which help you to guess their meaning. Symbols are frequently used on tourist maps of Caribbean countries.

Activity

13. Look closely at the map of Jamaica. It uses a range of symbols which are listed below. Match the symbol number to the correct identification of its meaning.

<table>
<thead>
<tr>
<th>SYMBOLS</th>
<th>EXPLANATION OF SYMBOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Plantation house</td>
</tr>
<tr>
<td>2.</td>
<td>Airport</td>
</tr>
<tr>
<td>3.</td>
<td>Golf course</td>
</tr>
<tr>
<td>4.</td>
<td>Hotel outside main tourist areas</td>
</tr>
<tr>
<td>5.</td>
<td>Beach/bathing area</td>
</tr>
<tr>
<td>6.</td>
<td>Watersports</td>
</tr>
<tr>
<td>7.</td>
<td>Botanic garden</td>
</tr>
</tbody>
</table>

14. How might these signs and symbols be useful to visitors to Jamaica?

15. Look again at the map of Jamaica. Write a paragraph explaining to a tourist where they could go to do watersports.

16. Think about the task you have just completed. Why is a map a more efficient way of giving this information?
Graphics: cartoons

Graphics are often closely linked with the written text which accompanies them. Newspapers regularly contain cartoons. Cartoons rely on both the words and the drawings to convey meaning.

Whilst cartoons are usually designed to entertain, they often also carry a message about human behaviour. Cartoons may be in single or multiple panels. In the latter case, they are sometimes called cartoon or comic strips.

Activity

Study the cartoon strip on the next page.

17. The graphics remove the need for narrative detail. Without them the first two panels would need further explanation, for example:

‘Following the service, there will be food and refreshments offered to all attending’ announced the minister from the church pulpit.

Curtis was sitting on a church pew. His stomach was rumbling and he was really looking forward to the church food. However, he knew he had to be quiet and patient.

Write your own account of what happens in the next three panels. Remember to include the detail you see in the graphics as well as the detail in the written text.

18. What do the first six panels lead the reader to believe about Curtis?

19. What do the next two panels, which contain no words, show to be the truth about Curtis’s behaviour?

20. Which of the following messages do you think is contained within the cartoon strip? Explain why you think this.
   a. The provision of food after church services is wrong.
   b. Greedy boys should not be allowed to take so much food.
   c. Persons shouldn’t judge others too quickly.
   d. Gluttony is sinful and shameful.
   e. It is good to give to those who have nothing.

21. Plan and sketch a cartoon strip of no more than six panels which carries a message about bullying in schools.

   Start by thinking about the message you want to get across to your reader.

   Then think about the story you need to tell through pictures and words in order to get your message across.

   Next decide on the characters who will speak in the cartoon and on what they will say.

   Finally, roughly sketch the pictures and add the words.

   Now produce a finished copy of your poster for display in your classroom.
1.1: Reading for information

**Graphics: posters**

Posters are usually designed to achieve a particular purpose and to target a particular reader. As people don’t usually spend a long time reading them, the message needs to be conveyed quickly, clearly and with maximum impact. The words and the graphics are usually closely linked. Think about the following sentences:

- What if this was your friend?
- What if you knew who did it?
- What would you do?

As they stand they do not make a great deal of sense. However, if you combine them with pictures as in the poster on the next page, the pictures give sense to the words.

**For discussion**

1. Study the poster closely. The following are all possible intended purposes. Talk about each one and then rank them in order, placing the one you think is the main purpose first. Give reasons for your choice.
   - a. To make people think about personal responsibility
   - b. To attract attention
   - c. To reassure people that action is being taken to stop knife crime
   - d. To encourage witnesses of knife crime to call Stop Crime Now!
   - e. To persuade people to call Stop Crime Now! if they know someone who has committed a knife crime
   - f. To raise awareness about knife crime.

2. Which of the following do you think is the main intended audience of the poster?
   - The general public
   - School children
   - Victims of knife crime
   - Teenage boys
   - Teenage girls

   Give reasons for your choice, based on evidence in the poster.

3. The images in the poster tell a story. They give the words meaning. Talk about:
   - what story is told by the images
   - how the story of what has happened is gradually revealed to you.

4. Which person is the main focus of the poster – the victim, the perpetrator or the reader? Talk about how this focus is reinforced in each of the three sentences.

**Activity**

Work on your own or in pairs. Your task is to design a poster. Your purpose is either to persuade people not to take drugs or to persuade people not to join gangs. Your intended audience is people of your age.

22. Think about each of the following before starting to draw your poster:
   - What words could you use to get your message across? Remember, people do not want to spend a long time reading the words on a poster. The message needs to be clear and sharp.
   - What images could you use to have maximum impact on your audience? How will your images link with your words?
   - Where will you place the words and images on the poster?

23. Make a rough sketch of your poster and ask for comments from one or two other students.

24. If you have time, you may want to produce a finished copy of your poster for display.
Possessive pronouns

In the comic strip and poster you have come across the use of a number of possessive pronouns:

Look at how that Wilkins boy is loading up his plate, sister.

My boy Joey eats a lot too!

What if this was your friend?

There are 12 possessive pronouns:

my/mine our/ours his/her/hers its/their/their yours/your

The alternatives show the two possible constructions, for example:

That is my book. That book is mine.

I believe these are your books. I believe these books are yours.

Copy the following sentences and fill the spaces with suitable possessive pronouns:

1. When the children opened ___ eyes, they were surprised to see ___ mother standing in front of them.
2. This country is well known for ___ beautiful beaches.
3. We have taken the land and claimed it as ___.
4. She put ___ money in ___ purse.
5. Matthew said the game was ___ but, in fact, it was ___.
6. ___ father is going to see ___ teacher tomorrow.
8. We have all saved up ___ money for the day out.
9. See those children over there. I think these shoes are ___.
10. Matilda is my friend. This room is ___ when she visits me.

Activity

Study the table on the next page and answer the questions to test your understanding.

25. The destination which had the highest number of flight arrivals in 2015 was:
   A Cuba   B Jamaica   C Dominican Republic   D Aruba

26. The highest increase in flight arrivals in 2015 was in:
   A Suriname   B Anguilla   C Antigua and Barbuda   D Curacao

27. How many countries had a decrease in flight arrivals in 2015?
   A 4   B 5   C 6   D 7

28. The figures for January to September are shown for which of the following pairs of countries?
   A Curacao and Jamaica   C Dominica and Bermuda
   B Suriname and Guyana   D Cuba and St Lucia

29. Which country’s figures have not been confirmed?
   A Belize   B Jamaica   C Montserrat   D Martinique

30. Which country had the greatest rise in winter tourist numbers?
   A Anguilla   B Montserrat   C Cuba   D Curacao

31. Write three sentences in which you explain:
   1. which two destinations have seen the greatest percentage fall in summer flight arrivals in 2015
   2. which two destinations have seen the greatest percentage rise in flight arrivals between January and October
   3. which two destinations have seen the least change in flight arrivals in 2015.

Graphics: tables

Information is often presented in the form of tables. This avoids the need for repetition and allows the reader to find details quickly. It also enables easy comparison between one thing and another.

Table 1: Commercial flights arriving in the Caribbean, 2015-2016

<table>
<thead>
<tr>
<th>Destination</th>
<th>Period</th>
<th>Tourist Arrivals</th>
<th>Overall</th>
<th>% Change Winter#</th>
<th>Summer#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anguilla</td>
<td>Jan-Jul</td>
<td>204</td>
<td>12.0</td>
<td>11.2</td>
<td>13.1</td>
</tr>
<tr>
<td>Antigua &amp; Barbuda</td>
<td>Jan-Sep</td>
<td>834</td>
<td>5.8</td>
<td>6.5</td>
<td>5.0</td>
</tr>
<tr>
<td>Aruba</td>
<td>Jan-Oct</td>
<td>3200</td>
<td>5.8</td>
<td>5.3</td>
<td>6.2</td>
</tr>
<tr>
<td>Bahamas</td>
<td>Jan-Jun</td>
<td>3360</td>
<td>-2.2</td>
<td>-0.6</td>
<td>-5.1</td>
</tr>
<tr>
<td>Barbados</td>
<td>Jan-Oct</td>
<td>2116</td>
<td>7.2</td>
<td>9.9</td>
<td>5.1</td>
</tr>
<tr>
<td>Belize</td>
<td>Jan-Sep</td>
<td>860</td>
<td>2.5</td>
<td>4.6</td>
<td>0.4</td>
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<td>Bermuda</td>
<td>Jan-Sep</td>
<td>869</td>
<td>3.3</td>
<td>9.3</td>
<td>3.2</td>
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<td>British Virgin Islands</td>
<td>Jan-May</td>
<td>796</td>
<td>3.5</td>
<td>3.9</td>
<td>1.1</td>
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<td>Cayman Islands</td>
<td>Jan-Oct</td>
<td>1140</td>
<td>7.3</td>
<td>8.2</td>
<td>6.4</td>
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<td>Cuba</td>
<td>Jan-Sep</td>
<td>6521</td>
<td>8.4</td>
<td>11.9</td>
<td>4.1</td>
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<tr>
<td>Curacao</td>
<td>Jan-Sep</td>
<td>1302</td>
<td>15.7</td>
<td>16.3</td>
<td>15.1</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>Jan-Oct</td>
<td>450</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Dominica</td>
<td>Jan-Sep</td>
<td>252</td>
<td>-2.6</td>
<td>-1.5</td>
<td>-3.4</td>
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<td>Dominican Republic</td>
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<td>5.2</td>
<td>2.6</td>
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<td>Dominica</td>
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<td></td>
<td></td>
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<td>Guyana</td>
<td>Jan-Oct</td>
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<td>-4.1</td>
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<td>Jamaica</td>
<td>Jan-Jul</td>
<td>5674</td>
<td>2.7</td>
<td>5.1</td>
<td>-0.6</td>
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<td>Martinique</td>
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<td>3.0</td>
<td>4.1</td>
<td>1.9</td>
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<td>4.9</td>
<td>-1.0</td>
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<td>5.8</td>
<td>4.6</td>
<td>7.3</td>
</tr>
<tr>
<td>St. Lucia</td>
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<td>965</td>
<td>-2.2</td>
<td>2.1</td>
<td>-14.1</td>
</tr>
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<td>St. Maarten</td>
<td>Jan-Jun</td>
<td>952</td>
<td>-5.5</td>
<td>-3.6</td>
<td>-10.8</td>
</tr>
<tr>
<td>St. Vincent &amp; the Grenadines</td>
<td>Jan-Sep</td>
<td>252</td>
<td>2.1</td>
<td>3.7</td>
<td>0.8</td>
</tr>
<tr>
<td>Suriname</td>
<td>Jan-Sep</td>
<td>722</td>
<td>6.9</td>
<td>5.1</td>
<td>8.2</td>
</tr>
<tr>
<td>US Virgin Islands</td>
<td>Jan-Sep</td>
<td>2342</td>
<td>-4.8</td>
<td>-3.9</td>
<td>-5.8</td>
</tr>
</tbody>
</table>

Unconfirmed figures

*Fictional data
Interpreting graphics

There are many other ways in which information can be presented graphically. Graphs, bar charts and pie charts are frequently used to present information in a way which requires few words. It is important to understand how they work if you are to read and use the information they contain. The following population pyramid shows the age and gender distribution of the population of Suriname.

![Population Pyramid](image)

Pie charts are also often used to show you things about distribution. In a pie chart, the full circle represents 100 per cent. The segments give a visual representation of the distribution, so that you can see quickly which is the largest, smallest, etc.

### Activity

32. What does the population pyramid tell you about:
   - the balance between males and females
   - the approximate number of people aged below 10
   - the approximate number of people aged above 60
   - the approximate total population of Suriname?

33. Study the following statements. Using information given to you in the pie charts, decide which are true and which are false.
   - In Guyana:
     a. The largest ethnic group is African.
     b. Rasta and Jehovah’s Witnesses are the two smallest religious groups.
     c. There are roughly similar numbers of Anglicans and Muslims.
     d. East Indians and Amerindians account for more than half the population.
     e. Less than 1 per cent of the population is Chinese.
     f. The Roman Catholic population is smaller than the Anglican population.
     g. 1 in every 20 persons is Seventh Day Adventist.

34. List two or more advantages of presenting information in a pie chart.

35. Create a pie chart to show the age distribution of students in your class by month of birth. Your teacher will first need to ask all students for their month of birth and put these figures on the board. Your pie chart will contain twelve segments to represent the twelve months and the year. The size of each segment will depend on the number of students whose birthday falls in that month.

Writing a report based on graphics

There may be times, in English and other subjects, when you need to write a report based on information contained in graphics. The first step is to study them closely, identify trends and make deductions based on them.

### Activity

36. Study the following bar charts and answer these questions:

**Trinidad and Tobago: population distribution by age: 2000**

![Bar Chart 2000](image)

**Trinidad and Tobago: predicted population distribution by age: 2025**

![Bar Chart 2025](image)
37. To the nearest thousand, how many people are aged 0–4 in 2000 and b 2025?
38. To the nearest thousand, how many people are aged 10–14 in a 2000 and b 2025?
39. What do your answers to 25 and 26 suggest about predicted birth rates in Trinidad and Tobago?
40. To the nearest thousand, how many people are aged 10–19 in a 2000 and b 2025?
41. Think about your answer to 40. How might this affect the future of secondary schools in Trinidad and Tobago?
42. If the adult workforce is mainly aged 20–60, what is predicted to happen to this workforce by 2025?
43. To the nearest thousand, how many people are aged 60–64 in a 2000 and b 2025?
44. Think about your answer to 43. How might this affect government planning for retirement age and pensions?
45. To the nearest thousand, how many people are aged 75 and over in a 2000 and b 2025?
46. Think about your answer to 45. How might this affect plans for care for the elderly?
47. What is the general trend in the population distribution by age? Given that all services are paid for through the taxes on the working population, what problems might occur in the future in Trinidad and Tobago?

Now that you have studied the figures closely and considered their implications, you are almost ready to write a report. First read the following advice:

HOW TO WRITE A REPORT

Language should be clear and precise:

Use factual detail only:

Base your deductions on facts:

Organise your report in a logical order:

Write in the present tense:

Useful terms to introduce deductions are:

Start with a general overview:

Close with a final deduction:

Activity

48. Write a report on the predicted changes in population distribution by age in Trinidad and Tobago between 2000 and 2025, and the possible consequences of these changes.

Use your answers to 37–47 to help you order and present your information.

Use the advice given on the previous page to help you write your report.

You could use the following sentence to start your report:

Significant changes are anticipated in the population distribution by age in Trinidad and Tobago between 2000 and 2025.

Taking it further

1. Carry out research in your class or year group to find out:
   - how many students use cell phones
   - the different makes of cell phones used and by how many students
   - how much time students spend texting on their cell phones
   - how much time students spend talking on their cell phones
   - whether there is significant difference between girls and boys in cell phone use.
2. Record your findings graphically.
3. Reading for information is a skill that can be practised regularly and easily. Collect examples of the texts you read each day (everything from cereal packets to school textbooks). For each text, write no more than five bullet points listing the main information it gives. With a partner compare your lists of bullet points and discuss similarities and differences.