

**Sangam SKM College -Nadi**

**Lesson Notes: Week 1**

**Year 11**

**Subject: English**

Strand	Reading and viewing
Sub strand	Comprehension
Content Learning outcome	Students should be able to: <ul style="list-style-type: none"><li>• Read and understand the passage</li><li>• Attempt the questions</li><li>• Write the answers in complete sentence.</li></ul>

**Question 1 Comprehension**

**Read the passage carefully and answer the questions that follow. Use your own words as far as possible.**

**THE 21ST – CENTURY CHALLENGE**

5 People who refuse to accept the truth – that AIDS is caused by a virus, for example, or that global warming is **genuine** and the result of human activity – **will always be with us**. But as the profoundly disturbing facts about the pace of warming become increasingly evident, the cries of climate change denialists seem finally to have been overcome by the mounting series of **grim realities**. Those realities are both obvious and subtle: between 1961 and 1977, the world’s glaciers lost nearly 4000 cubic kilometres of ice; since the Arctic is warming at nearly three times the global average, Greenland’s ice sheet may already have passed the point of saving.

10 Greenland is hardly the only place in acute danger of massive forced change. One projection, by no means the most alarmists, has estimated that the homes of 13 to 88 million people around the world would be flooded by the sea each year in the 2080s. As always, poorer countries will suffer the most. For the first time in memory, mosquitoes, carrying viruses as grave as malaria now appear on Mt. Kilimanjaro and other African highlands – places that for centuries had served as cool reservoirs of safety from some of the developing world’s most devastating  
15 diseases.

Although specific estimates vary, scientists and policy officials increasingly agree that allowing **emissions** to continue at the current rate would **induce** dramatic changes in the global climate system. Some scientists liken climate change to a tidal wave that can no longer be held at bay. These are not issues that can be easily solved – but it’s not too late to prevent the worst  
20 effects of warming, despite what many people say. Still, to avoid the most catastrophic effects of those changes, we will have to hold emissions steady in the next decade, and then reduce them by at least 60 to 80 percent by the middle of the century. Is that possible? Absolutely. But it will **require equal measures of sacrifice and science**. [And the willingness of Americans and Europeans to stop expecting China and India to cut emissions as rapidly as we  
25 must in the West and to stop using their limited progress as an excuse to do nothing.



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Lesson Notes- Week 2

Year 11

English

Strand	Writing and shaping
Sub strand	Affixes/ Confused pairs/Tenses
Content Learning Outcome	At the end of this lesson, students should be able to: <ul style="list-style-type: none"><li>• Use appropriate prefixes and suffixes.</li><li>• Correctly choose the words from the pairs given.</li><li>• Understand the different form of tenses.</li></ul>

Lesson Notes

a) Topic: Affixes

Affixes consist of prefix and suffix. A **prefix** is a word part added to the beginning of a word that changes the word's **meaning**. A **suffix** is a word part added to the end of a word that changes the word's **meaning**.

Refer to Table 1.0 for better understanding.

Table 1.0 Affixes



Source: google images. Accessed on 3<sup>rd</sup> July.

Questions

1. Make five words using the above prefixes.  
Example: 1. **Re-mix**
2. Make five words using the above suffixes.  
Example: 1. Agree-**ment**

## b) Confusing Pairs

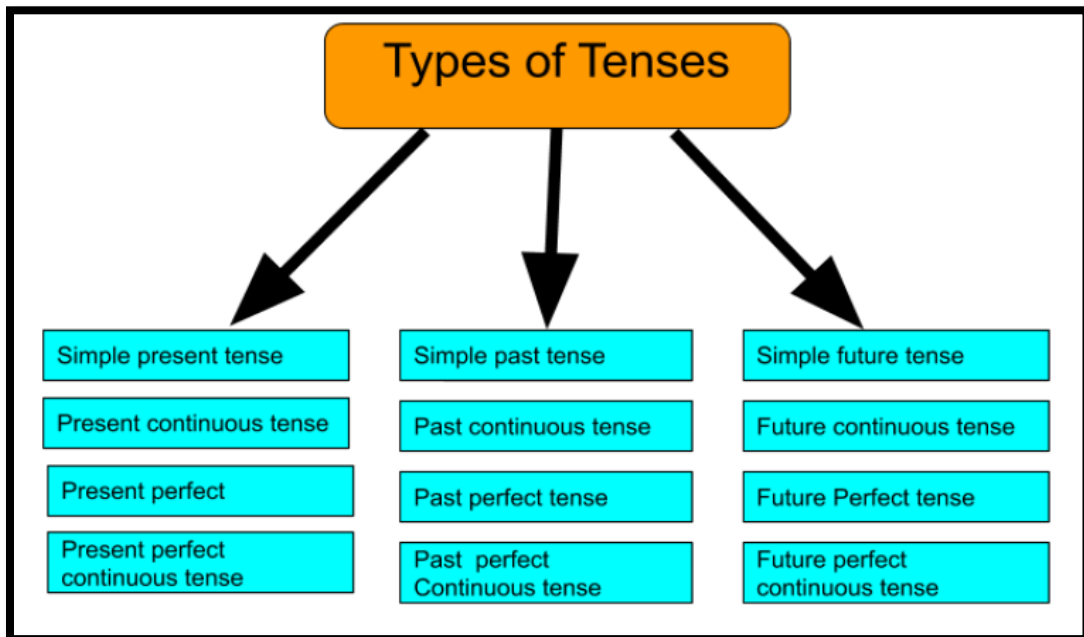
Many pairs of words sound alike or nearly alike, but each has a different **meaning**. For example, affect means to influence something, while effect means the result of something. Words like these can be easily **confused** with each other.

### Questions

Select the correct words from the brackets

1. There was little \_\_\_\_\_ in selling Indian sweets [**prophet / profit**]
2. The appearance of the dark clouds suggested that a storm was \_\_\_\_\_  
[**imminent / eminent**]
3. The Coca Cola games torch was \_\_\_\_\_ by a runner from our school  
[**born / borne**]

## c) Tenses



Source: google images. Accessed on 3<sup>rd</sup> July

### Questions

1. Make a sentence using each of the tenses given above.

## Lesson Notes- Week 3

### Year 11

### English

Strand	Listening and Speaking
Sub strand	Varieties of English ( Advertisement & Instruction)
Content Learning Outcome	At the end of this lesson, students should be able to: <ul style="list-style-type: none"><li>• Identify the tone and aim of this registers.</li><li>• Differentiate between linguistic and non-linguistic features.</li><li>• Understand the purpose of each feature.</li></ul>

#### Lesson notes

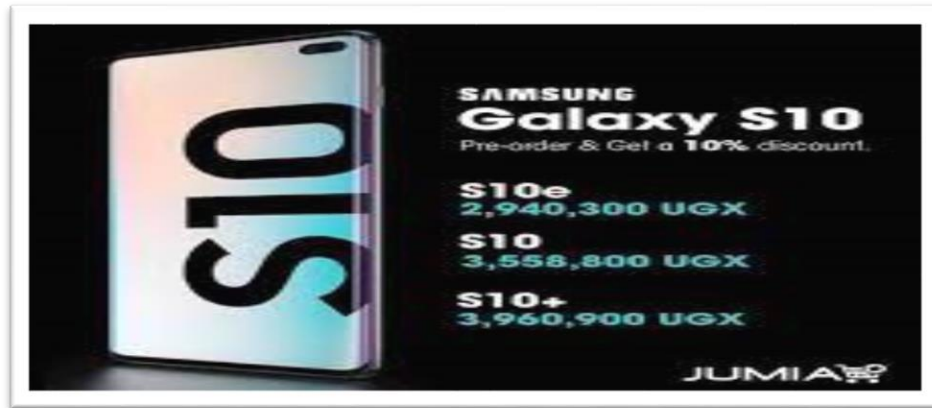
#### Revisional Notes

Copy this in your Grammar book, Varieties section.

Register	Advertisement	Instruction
Aim	Mainly to persuade	To instruct
Tone	informal, personal, persuasive, emotive	Formal
Linguistic features	<ul style="list-style-type: none"><li>• Emotive vocabulary</li><li>• Adjectives</li><li>• Unqualified claims</li><li>• Personal pronouns</li><li>• Proper nouns</li><li>• Neologism</li><li>• Euphemism</li><li>• Alliteration</li></ul>	<ul style="list-style-type: none"><li>• Imperative verbs</li><li>• Simple sentence construction</li><li>• Concrete nouns</li></ul>
Non linguistic features	<ul style="list-style-type: none"><li>• Bold print</li><li>• Pictures</li><li>• Captions</li><li>• Cartoons</li><li>• Logo /trademarks</li></ul>	<ul style="list-style-type: none"><li>• Bold heading</li><li>• Enumeration</li><li>• Listing</li></ul>

## Question 1: Language of Advertisement

Sample 1: Study the sample given below and answer the questions.



Source: google images. Accessed on 7<sup>th</sup> July, 2021

### QUESTIONS

1. What is the purpose of the above sample?
2. Describe the tone of the sample and explain how it is achieved?
3. Identify two features of this register (*not already mentioned*) and explain the relevance of each to this advertisement?

## Question 2: Language of Instruction

Sample 1: Study the sample given below and answer the questions.



### QUESTIONS

1. What is the purpose of the above extract?
2. What do you think is the reason behind the use of imperatives?
3. Comment on tone and explain how it is achieved?

Source: google images. Accessed on 7<sup>th</sup>  
July, 2021