#### Sangam SKM College -Nadi

**Lesson Notes: Week 1** 

#### Year 11

**Subject: English** 

Strand	Reading and viewing	
Sub strand	Comprehension	
Content Learning	Students should be able to:	
outcome	Read and understand the passage	
	Attempt the questions	
	<ul> <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

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.

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 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 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 must in the West and to stop using their limited progress as an excuse to do nothing.

Individuals can do a lot. According to one 2008 study by researchers at Carnegie Mellon University, for instance, if we all simply skipped meat and dairy just one day each week, it would do more to lower our collective carbon footprint that if the entire population of the Unites States eat locally produced food every day of the year. In fact, producing just one kilogram of beef causes the same amount of greenhouse gas emissions as driving a small car more than 112 kilometres. The most important way to **rein** in carbon emissions is to charge for them, either through taxes or with a cap and trade system. Obviously, when the cost of polluting is low, there are few incentives to stop it, and the cost of pollution remains far too low.

The Kyoto Protocol was never ratified in the United States because the Bush administration and the U.S. Congress feared it would result in large job losses; however, the Obama administration and an increasing number in Congress understand that the real costs of global warming will be, and in many cases are already, far higher than the costs of pretending the problem does not exist. Climate-induced crises pose the risk of destabilising entire regions of the world.

By: Michael Specter

Adapted from: Climate Change Perspective, eJournal USA, Vol.14 No.9, Sept 2009.

## A. Multiple-Choice Questions

- 1. The word **genuine** (line 2) is the opposite of
  - A. fair. `B. true. C. false. D. reliable
- 2. **Grim realities** (line 5) refer to
  - A. the realities that are seen very clearly.
  - B. the fact that the world is getting warmer very fast.
  - C. human activities that do not affect climate changes.
  - D. the many people who believe there is no global warming.
- 3. The meaning of the word **induce** (line 17) as used in the passage is
  - A. neutralise. B. increase. C. prevent. D. reduce.
- 4. A synonym for **rein** (line 28) as used in the passage is
  - A. emit. B. choose. C. release. D. control.

#### **B.** Sentence Completion

- 5. Mosquitoes that carry viruses are now appearing on Mt. Kilimanjaro and other cold places because ......
- 6. In the next ten years, it is imperative for people to reduce ......
- 7. USA did not sign the Kyoto Protocol because .....

#### C. **Open-ended Questions**

- 8. What kind of people will always be with us?
- 9. What is the most fearful concern for all countries?
- 10. Explain in your own words, how **emissions** cause global warming?
- 11. What will require equal measures of sacrifice and science?

## Question 2 Summary Writing

Give a summary of the **grim realities** by including some facts of how climate change has already caused problems. Also include some of the things that can happen in future if we are not careful. Your summary must be about 80 - 90 words.

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#### **Lesson Notes-Week 2**

#### Year 11

## **English**

Strand	Writing and shaping	
Sub strand	Affixes/ Confused pairs/Tenses	
Content Learning	At the end of this lesson, students should be able to:	
Outcome	<ul> <li>Use appropriate prefixes and suffixes.</li> </ul>	
	<ul> <li>Correctly choose the words from the pairs given.</li> </ul>	
	<ul> <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

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## b) Confusing Pairs

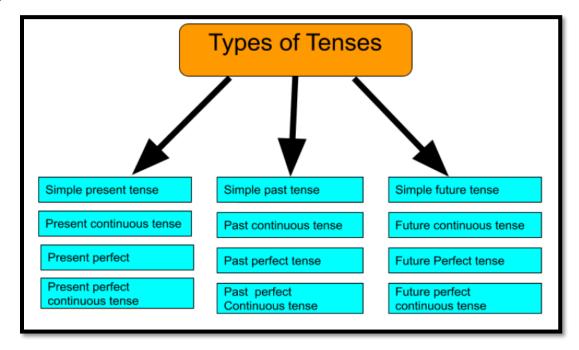
Many pairs of words sound alike or nearly alike, but each has a different **meaning**. For example, affect means to influence something, while effect means the result of something. Words like these can be easily **confused** with each other.

#### Questions

#### Select the correct words from the brackets

- 1. There was little \_\_\_\_\_\_ in selling Indian sweets [prophet / profit]
- 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.

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## **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:  • Identify the tone and aim of this registers.  • Differentiate between linguistic and non-linguistic features.  • Understand the purpose of each feature.	

## **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,	Formal
	emotive	
Linguistic	Emotive vocabulary	Imperative verbs
features	<ul> <li>Adjectives</li> </ul>	Simple sentence construction
	<ul> <li>Unqualified claims</li> </ul>	Concrete nouns
	Personal pronouns	
	Proper nouns	
	<ul> <li>Neologism</li> </ul>	
	• Euphemism	
	Alliteration	
Non lingusitic	Bold print	Bold heading
features	• Pictures	• Enumeration
	<ul> <li>Captions</li> </ul>	• Listing
	<ul> <li>Cartoons</li> </ul>	
	Logo /trademarks	

## **Question 1: Language of Advertisement**

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



Source: google images. Accessed on 7th 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.



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

## **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?

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