**RATU NAVULA COLLEGE**

**LESSON NOTES**

**SCHOOL: RATU NAVULA COLLEGE YEAR/LEVEL: 11**

**SUBJECT: ENGLISH**

**LESSON # 40**

**STRAND: READING AND VIEWING**

**S/STRAND: COMMUNICATION TEXT TYPES**

**L/O: READ AND EMONSTRATE UNDERSTANDING OF VARIETY OF TEXT.**

**COMPREHENSION: COMPREHENSION**

Steps to follow:

1. Read the comprehension and answers the questions provided.

2. Identify the key words in the question.

3. Go to the passage and locate the key words.

4. From the sentence which has the key words, see if the words given in the answers are in the sentence or paragraph.

5. From the sentence or paragraph,you should be able to form your answer.

**Successful Individuals**

Gandhi was a great political leader. He was born in India in 1869. Although his parents were not rich people, Gandhi was able to go to school, where he worked hard. He was married very young, according to Indian custom, when he was only thirteen. For some time after that, he continued to work at school. Then he went to study law in England.

Gandhi next went to South Africa. There the Indians and Africans had a hard life. There were many unjust laws against them. Gandhi tried to change these laws in a peaceful way. He always refused to fight. Gandhi stayed in Africa for twenty years. During this time some of the unjust laws were changed.

Mother Teresa, as she is popularly known, was born in 1910 in Yugoslavia. Her father, who kept a grocery there, was originally from Albania in Southern Europe. Mother Teresa says when she was a young girl at school she had a special call from God to help the poor, so she decided to be a missionary.

To prepare for her life as a missionary, she went to train in Dublin, Ireland. From there she went to India to begin her religious life as a teacher in Northern India. She started teaching at a Convent School in Calcutta in 1928 and remained there for twenty years. During her teaching career, she decided to dedicate the rest of her life to community service. She particularly wanted to help the illiterate, the needy, the sick and the dying. She chose Calcutta for this and her fame has spread world-wide because of the work she started there.

Muhammad Ali will certainly be remembered as one of the most famous boxers in the history of the sport. He was born in 1942, as Cassius Clay, in America. In 1964, when he was only twenty-one years old, he won the World Heavyweight Boxing title from Sonny Liston (The Bear), a boxer who had never been beaten before. As World Champion, Ali went on to beat many other powerful boxers, like (Smokin’) Joe Frazier and George Foreman. He remained World Champion until 1978. His greatest weapons in the boxing

**Choose** **the** **best** **answer** **and** **circle** **the** **letter** **of** **your** **choice**

1. **parents** [line 1] refer to

A. Indian parents

B. Ghandi’s parents

C. All parents

D. Poor parents

2. A synonym for **unjust** [line 6] is

A. Unfair

B. Illegal

C. moral

D. Impractical

3. **religious** [paragraph 4] as used in the passage refers to Mother Teresia’s

A. religion

B. way of life

 C. modesty

 D. aim

4. The phrases, ‘dance like a butterfly’ and ‘sting like a bee’ (paragraph 5) is an example of a/an

A. simile.

B. metaphor.

C. onomatopoeia.

D. personification.

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

5. The successful individuals in the passage are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Ghandi became successful by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_

7. The meaning of the phrase ‘ **popularly** **known**’ ( paragraph 3) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Teresa was \_\_\_\_\_\_\_\_\_\_\_\_ years old at the end of her twenty year stay in Calcutta .

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

Use your own words as far as possible to answer the questions given below. Write complete sentences.

9. Identify the work Teresa started in Calcutta.

 10. Indicate the figure of speech Ali uses to describe himself.

 11. Relate the similarity between the three individuals.

**LESSON # 41**

**STRAND: WRITING AND SHAPING**

**S/STRAND: COMMUNICATION TEXT TYPES**

**L/O: IDENTIFY ADJECTIVES AND ITS USES**

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**Adjectives**

* describe nouns and pronouns which gives information such as number, appearance and quality.
* are describing words.

There are **three degrees of adjectives** and these are used for comparison (refer to the table below).

|  |  |  |
| --- | --- | --- |
|  | **Degrees of Adjectives**  |  |
| **Positive adjective**: used to describe only and **not to compare**.  | **Comparative adjective**: used to compare **two** things or people.  | **Superlative adjective**: used to compare **more than two** people or things.  |
|  | **Examples**  |  |
| small young happy useful  | small**er** young**er** happ**ier** **more** useful  | small**est** young**est** happ**iest** **most** useful  |

Adjectives can also be formed from the following suffixes:

-ous -uous -some -ish -less -ible -al -ent -ant -ful

**Activity**

***(i) Underline the adjective(s) in the sentences given below.***

1. I have two elder brothers and one younger sister.

2. The Blue group discussed their common personalities.

3. They prefer meeting in small groups.

4. She enjoyed the hot, delicious curry.

5. Jone looked very handsome in his pink shirt.

6. Henry is an ardent reader.

7. Paul is an assiduous pupil.

8. Wendy is responsible enough to stay on her own.

9. Peter is a troublesome man.

1. ***Fill in the missing spaces in the table given below.***

|  |  |  |
| --- | --- | --- |
| **Positive**  | **Comparative**  | **Superlative**  |
| high |  |  |
|  | more difficult |  |
|  |  | most interesting |
| dangerous |  |  |
| little |  |  |
|  | newer |  |
|  |  | most careful |
| modern |  |  |
| beautiful |  |  |
| shy |  |  |

***iii) Form at least 6 adjectives from the following suffixes.***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **-ous** | **-uous** | **-ful** | **-ish** | **-less** | **-ible** | **-some** | **-ant** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
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**LESSON # 42**

**STRAND: WRITING AND SHAPING**

**S/STRAND: COMMUNICATION TEXT TYPES**

**L/O: IDENTIFY AND DIFFERENTIATE LINGUISTIC AND NON-LINGUISTIC FEATURES OF PERSUASIVE LANGUAGE.**

**Language of Advertisement**

* Promotion of products through radio, newspapers, television and internet.

**Tone:** Persuasive-achieved through the usage of emotive vocabulary.

**Mode:**

* Printed-through newspapers, flyers and banners.
* Spoken- through radio and T.V advertisement and through door to door sales.

**Features**

**Linguistic Features (language usage in this sample)**

1. **Emotive words-** these are usually pleasing to hear and read.
* Words are mostly ‘positive adjectives’ such as tasty, sweet, delicious etc
* Its effect is that the advertiser hopes to win the affection for the products being advertised.
1. **Adjectives**
* Positive, comparative and superlative adjectives are used. For e.g. great, greater, greatest.
* Adjectives are intentionally used to make a positive statement about the quality of product being advertised.
1. **Euphemism**- are words or expressions which are considered more pleasant and acceptable than the words they replace.
* E.g. Fragrance is a euphemistic word for smell.
1. **Unqualified Claims-** these are claims (or expressions) that may not be true.
* Unqualified claims are used to overstate the quality and the use of products to make it more noticeable and attractive.
* Can also lead to cheating by the advertiser.
* Some examples of unqualified claims are: The World’s Number One, Best For Your Car etc
1. **Alliteration-** the use of consonant sounds in a series of words. For example, Wonder White washes whiter than snow.
* Are used to create a pleasant sound effect to attract the attention of the people.
1. **Imperative verbs**
* Are used to create a sudden response in the readers to buy the product. For e.g. BUY TODAY!!
* Effectiveness: creates a commanding tone
1. **Rhetorical Questions-** questions to which no answer is required.
* Effectiveness: capture the attention of the reader.
1. **Pun-** are words with double meanings used to create a more effective and interesting presentation.
2. **Pronouns** -replaces a noun.
* Used to create a personal tone between the advertiser and the reader.
1. **Neologism -**words that are formed by combining two words (coinage) such as Breakfast + Lunch= Brunch.
* Effectiveness: capture the person’s attention and for a favorable impact.

**Non-Linguistic Feature**

1. **Bold Prints**- attract the attention of the readers. Rhetorical questions often appear in bold letters.
2. **Pictures**- attract the attention of the readers. Pictures are used for appeal.
3. **Cartoons**- presents the advertisement in a funny way. The aim is to make a memorable impression to promote the product.
4. **Logos and Trademarks**- symbols imprinted on the advertisements. Provides authenticity of the product and allows the readers to recognize the products.

**Activity Questions**

Refer to the notes on Language of Advertisement and answer the following questions.

1. Explain the effectiveness of emotive words in advertisements.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Define Euphemism and give examples.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Give 2 examples of Neologism.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Study the sample below and answer questions that follow.

**EMPIRE HOTEL**

As famous as Fiji’s old capital, the Empire Hotel in Levuka is located on the historic waterfront of Ovalau.

The food and entertainment are superb and the facilities luxurious.

Stay in a dream world at the **EMPIRE HOTEL**.

QUESTIONS

1. Identify the tone of the above sample.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How the tone in (1) above is achieved?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Identify a persuasive adjective used and comment on its effectiveness.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Identify a non-linguistic feature used in the above sample and give an example.

**LESSON # 43**

**STRAND: WRITING AND SHAPING**

**S/STRAND: COMMUNICATION TEXT TYPES**

**L/O: IDENTIFY AND DIFFERENTIATE LINGUISTIC AND NON-LINGUISTIC FEATURES OF LANGUAGE OF INSTRUCTION .**

**LANGUAGE OF INSTRUCTION**

**TONE**

 Impersonal or commanding-use of imperative verbs.

**MODE**

Written-in certain cases they can be spoken as well

**PURPOSE**

 To instruct or to inform

**SOURCES**

Recipe books, manuals( lab, electrical appliances etc), product packets, examination paper, etc

Sports

**LINGUISTIC FEATURES**

1. Concrete nouns-to ensure specificity in terms of accuracy in giving instructions. 2. Jargon-technical word/jargon is used to be specific, create a formal tone. 3. Sentence structuresimple/brief and straight forward for clarity. 4. Imperative verbs-contributes to formal/impersonal tone. 5. Omission of subject- subject is understood-an impersonal/formal tone is maintained.

**Study the sample below and answer the questions that follow. Write your answers in the space provided** .

SETTING GUIDE

* Auto - Searching code:

1. Aim remote control at A/C.

 2. Press and release SET key until A/C opens automatically

 3. Press ENTER key.

 4. Auto – searching code is finished

 Source: Universal A/C Remote, Licensed Air Conditioning Ltd

QUESTIONS

1. What is the purpose of the above sample? (1 mark) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Quote an example of an imperative verb from the sample. (1 mark) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Identify the sentence structure used in the sample. (1 mark) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Identify a jargon from the sample. (1 mark) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. State one way in which the manufacturer has tried to make the sample clear and simple. (Do not repeat answers mentioned in questions 1 to 4) (1 mark) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LESSON # 44: VERBS**

**STRAND: WRITING AND SHAPING**

**S/STRAND: COMMUNICATION TEXT TYPES**

**L/O: IDENTIFY TYPES OF VERBS AND THEIR USES**

.

**Verbs**

* Are doing words which denote action, **e.g.** *run, sing, walk, tease, laugh, chase.*
* Without a verb, a sentence will be incomplete.
* A verb can be either **regular** or **irregular**.
* **Regular verbs** - form their past tense and past participles by adding ***–ed*** or ***–en***, *for example*:

|  |  |  |
| --- | --- | --- |
| **Present tense**  | **Past tense**  | **Past participle**  |
| walk  | walked  | walked  |
| talk  | talked  | talked  |
| work  | worked  | worked  |

* **Irregular verbs -**  form their past tense and past participle forms in different ways, *for example*:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Present tense**  | **Past** **tense**  | **Past participle**  |
| 1. Verbs that remain the same.  | put  | put  | put  |
| 2. Verbs that remain the same in past tense and past participle.  | sit  | sat  | sat  |
| 3. Verbs that totally change (new spelling).  | drink  | drank  | drunk  |

* **Auxiliary Verbs** – the helper or auxiliary is added to the participle to form a past tense.

Eg : is, was, are, have, has etc.

* **Infinitive verbs** – verbs that do not have a subject and do not show a sense of time. Sometimes we put ‘to’ in front of the verb to refer to infinitives.

to skate

to jump

to leave

to complete

* **Finitive Verbs** – have a subject and do include a sense of time. This is called ***tense***.

**Activity**

**A.** *Circle the* ***verbs*** *in each sentence.*

1. Divesh prefers studying with his friends.
2. Rini’s feelings were hurt by Ana’s actions.
3. The boys loved their kitten.
4. It was easy for Diya to write her story.
5. She jumped into the river to save her dog.
6. **Regular and Irregular Verbs**
7. *Change the following verbs into correct tenses and forms.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Present tense**  | **Past tense**  | **Past participle**  | **Regular or Irregular**  |
| call  |   |   |   |
| shake  |   |   |   |
| fly  |   |   |   |
| read  |   |   |   |
| dance  |   |   |   |
| become  |   |   |   |
| forget  |   |   |   |

1. *Complete the following sentences using the past tense or past participle form of the verb given in the brackets.*

1. The farmer who lives near the river has \_\_\_\_\_\_\_\_\_\_\_\_ better days. (see)

2. The baby girl has \_\_\_\_\_\_\_\_\_\_\_ all the milk in the bottle. (drink)

1. My father \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (go) to see the doctor last week.
2. Shelly \_\_\_\_\_\_\_\_\_\_\_ (buy) two new dresses last month.
3. My mother \_\_\_\_\_\_\_\_\_\_\_ (put) away all the books.