

SUVA SANGAM COLLEGE
YEAR 9 ENGLISH
RESOURCES

WEEK 1 Monday, 05 July 2021 to Friday 9/07/2021

Strand: Reading and Viewing
Sub-strand: Text types: media, everyday communication
Topic: Mass Media
Lesson Outcomes: Read & interpret a range of text types, its purpose, tone, audience and context for understanding.

Notes & Examples

Forms of Mass Media

Radio

<input type="checkbox"/> an electronic device which provides a variety of news, information, advertisements and entertainment to the public.	
Radio Terms	<p>Announcer – person who hosts a programme. Reporters – people who go out to gather news and report back to the news room (journalists). Program Director – person overall in charge of all programmes presented on the radio. Disk jockey (DJ) - person who selects and plays music over the radio. Compere - organiser of the broadcast who introduces the performance and speakers. Pop songs - recorded popular songs. Broadcast - a programme that can be heard on the radio.</p>
Advantages	<ul style="list-style-type: none"> ▪ Fastest mode of communication - reaches the greatest number of people. ▪ Broadcasting is done in three different languages so accessible to all groups of people. ▪ It can be operated by batteries. ▪ Cheaper to buy. ▪ Portable - easy to carry from one place to another. ▪ Instant and latest news is broadcast with updates. ▪ Accessible to people in interior, maritime and remote areas. ▪ Important programmes can be recorded and listened to later.
Disadvantages	<ul style="list-style-type: none"> ▪ Programmes are not repeated. ▪ Programmes cannot be kept for future reference unless it is recorded. ▪ Some radios cannot be used everywhere especially those that are power operated. ▪ Only audio, thus cannot see things and have to visualise.

Activity

1. State your favourite radio station?
2. State two advantages of radio over television.
3. State the main disadvantage of radio over other forms of mass media.

WEEK 2 MONDAY 12/07/2021 TO FRIDAY 16/07/2021

Strand: Listening and Speaking
Sub-strand: Language Features & Rules
Scope of Content: Parts of Speech
Lesson Outcomes: Study the parts of speech and explain its function
Notes & Examples

Part of Speech	Description	Example
Nouns	Names of people, places, animals, events and things we can hear, see, touch, feel or think about.	Tevita, Raju, Nadi, cow, desk, teacher, Fiji
Pronouns	A word that is used to refer to someone or something when you do not need to use a noun, often because the person or thing has been mentioned before.	I, you, he, she, him, her, they, them, it, us, my, mine, our, who, whom, whose, which, that.
Verbs	Are doing words which denote action and a sentence without a verb is incomplete.	walk, talk, work
Adjectives	Describe or modify a noun or pronoun which give information such as number, appearance, quality, etc.	old, red, big, healthy, beautiful
Adverbs	Modify or describe verbs, adjectives or another adverb. These tell us about actions: when, where, how and to what degree.	now, later, here, there, quickly, neatly, completely, totally, partially.
Articles	Are noun pointers	A, an, the.
Conjunctions	Are joining or linking words that join words, phrases or clauses.	and, yet, so, but, for, because, until
Interjections	Words which express emotions such as surprise, pain, shock or fear.	Wow! ouch!, Ooops!, Yeah!
Prepositions	Indicate the relationship between nouns and pronouns in a sentence. It also specifies a location or location in time.	on, under, below, around, across, through, into, in front of, up, beside, between

Activity Identify the part of speech of the underlined word in the following sentences.

	Sentence	Part of Speech
1.	The baby was crying <u>until</u> the nurse rocked him to sleep.	
2.	Let's go <u>to</u> the shop after school, planned the girls.	
3.	Mia drew the map <u>carefully</u> and handed it to the old lady.	

WEEK 3 MONDAY 19/07/2021 TO FRIDAY 23/07/2021

Strand: Reading & Viewing

Sub-strand: Text types: media, everyday communication
Scope of Content: Comprehension Passage
Lesson Outcomes: Read & interpret a range of text types, its purpose, tone, audience and context for understanding.

Notes & Examples

Read the passage below and answer the questions that follow

Environmental Sustainability in Fiji

5 Fiji’s coastal and marine environments are of much importance in both economic and social terms; they are key to tourism, transport and food provision and also hold significant cultural values. However, marine **biodiversity** is **endangered** by **unsustainable** fishing practices (the use of poisons and explosives for example), overfishing and the introduction of **alien** species. Pollution in these environments is also a threat, to which various sectors contribute: agricultural chemicals escape into waterways through run-off, solid waste **accumulates** on beaches and coastal areas in part due to a lack of municipal waste collection **strategies**, irresponsible management of 10 tourist developments means sewage and other waste is dumped into the sea along with industry and mining waste, and given Fiji’s importance as a transport hub, oil spills can be observed almost daily around the large ports, with shipwrecks and abandoned marine vessels not uncommon.

15 Moreover, the **degradation** of mangrove **ecosystems** and coral reefs, important habitats and homes for biodiversity in themselves, is set to intensify the country’s environmental concerns. Both of these environments provide protection against coastal erosion and mangroves absorb excess nutrients from treated sewage **effluence**, thereby reducing the impact of waste water. WWF has deemed Fiji’s coral reefs “historically healthy” but notes the threat posed to them by activities such as pollution, bleaching and coastal development. Mangrove 20 ecosystems are also threatened by coastal development and by waste disposal and firewood collection.

25 With the **degradation** of these natural coastal protection systems, the effects of climate change are all the more severe. Sea level rise is already a reality; some crop areas have already been **contaminated** by salt water and the government has moved populations from certain islands to the mainland. The lack of coastal protection also makes Fiji increasingly vulnerable to the extreme weather events associated with climate change. Many reports point out that island nations like Fiji are the first to suffer from climate change, despite being insignificant contributors.

Adapted from: <http://www.education4sustainability.org>

From English Year 9 Communications, pg. 22, Ministry of Education 2018

Activity

A. Multiple Choice

1. The term **endangered** in the first paragraph means
 - A. species about to migrate.
 - B. species about to finish.
 - C. species are preserved.
 - D. species about to be extinct.

2. The antonym of the word **accumulates** in paragraph 1 is
 - A. dissipate.
 - B. acquire.
 - C. accrue.
 - D. bulk.

3. One of the major causes of mangrove degradation mentioned in paragraph 2 is

- A. sewage effluence. B. coastal development. C. soil erosion. D.
oil spills.

WEEK 4 MONDAY 26/07/2021 TO FRIDAY 30/07/2021

<u>Strand:</u>	Writing & Shaping
<u>Sub-strand:</u>	Text types: media, everyday communication
<u>Scope of Content:</u>	Creative Writing (Conversation)
<u>Lesson Outcomes:</u>	Examine the different purpose, audience and context of written text
<u>Notes & Examples</u>	

Conversation

A conversation is an informal talk between two people where news and ideas are exchanged. It has three parts: introduction, body and conclusion.

Introduction – statement about what the conversation is about, between whom, setting and time of the conversation.

Content – three main ideas – should be fully developed in the dialogues exchanged. Ideas can be supported with details, examples, experiences and even suggestions.

Conclusion – how did the conversation end, resolution reached.

Language:

Tone will depend on who you are having the conversation with. [friend, parent or teacher].

Language used will depend on the context and relationship between the participants.

Use of: voiced hesitations, unvoiced hesitations, fillers, repetition, slangs, interjections, incomplete sentences

Avoid: mobile text type writing, slangs, vulgar language, vernacular words or expressions.

This conversation is between two friends, Pipa and Miri on the topic: **Cyclones**. They met after the cyclone and had the following conversation after school on their way home.

Pipa : Hello, Miri. How are you?

Miri : Oh! Hi Pipa. I'm good. It's nice to meet you again.

Pipa : How are you doing after Cyclone Gita?

Miri : I'm fine it's ...it's just that our outdoor kitchen and garage were damaged badly.

Pipa : We had the same as well. You know... my family and I prepared well too but we had some damage to our property as well. You know what I mean, right?

Miri : Sure. You know what? As the wind started blowing strongly, I stayed indoors and prayed hard to God for the cyclone to be over soon. Man... It was so...so scary. How about you? What did you do?

Pipa : Well... this is funny! We just played cards to keep our minds off the howling winds. My elder sister Tia cheated a lot in the game like always and so it was more like stormy weather inside as well, you know!

Miri : Ha-ha!... I can totally imagine you guys fighting with each other.

Pipa : But it was all fun. The worst part, however, was the clean-up in the morning... collecting debris lying everywhere.

Miri : Well... I don't blame you. We had the same experience but the good part was that all our neighbours got together to help each other. It was fun. I really enjoyed the team work our neighbours displayed in cleaning up.

Pipa : That's cool. I wish our neighbours were like that. Anyway...Miri, I have to go now. See you later.

Miri : See you too. Bye.

The two friends parted ways and headed home. Pipa feels the idea of helping each other is really good and she will try to foster that in her neighbourhood.

Activity

Multiple Choice

1. The conversation is based on the theme
 - A. games.
 - B. neighbours.
 - C. cyclone.
 - D. playing cards.

2. Which of the following phrases creates **ambiguity** in the speaker's mind?
 - A. I'm fine it's.....it's just....
 - B. That's cool.
 - C. See you too.
 - D. Hi Pipa.

3. The tone of the conversation is
 - A. friendly.
 - B. formal.
 - C. exaggerating.
 - D. guilty.

WEEK 5 MONDAY 2/08/2021 TO FRIDAY 06/08/2021

<u>Strand:</u>	Writing & Shaping
<u>Sub-strand:</u>	Text types: media, everyday communication
<u>Scope of Content:</u>	Creative Writing (Conversation)
<u>Lesson Outcomes:</u>	Examine the different purpose, audience and context of written text
<u>Notes & Examples</u>	

(Refer to yesterday's notes and example)

Activity

Answer the following questions using the sample conversation between Miri and Pipa as shown above.

1. Write down three things featured in the introduction.
2. Write down three key ideas learnt from the content.
3. Write down the Pipa's resolution at the conclusion of their conversation.

The End