

FORM 6 ENGLISH – Thursday 31st March 2022

Greetings to you all F/6 students. How are you coping with your study at home? I hope you are budgeting your time wisely to avoid stress. I hope you are working well at home. Luckily you have your family to help you if you have any queries (fehu'l ha me'a 'oku ke veiveiua ai)

'Oku 'i ai e me'a 'oku ou tokanga ki ai pea fakamolemole he'ene tomui, ko e ta'omia pe he 'ikai pau e lockdown pea ngalo ke fakaha atu. (sorry)

- Ko ho'o pepa English, 'uluaki peesi tohi matalalahi ai e fo'i lea koe MULTIMEDIA.
- Peesi fo'ou hoko tohi'l matalalahi e ADVERTISEMENT
- Fakapipiki atu leva he blank page next e handout ADVERTISING.
- Hokohoko atu leva 'a e ngaue na'e 'oatu 'i he 'aho Tusite 29th March 2022.
- 'Amanaki pe kuo 'osi tali e fehu'l 'l he fo'l tu'uaki 'e 2 ne 'oatu pea koe tali eni te u 'oatu 'ahoni 31/3/22.
- Fakatonutonu pea hiki e tali ki ai
- Siofi eongo fo'i tu'uaki he koe I.A 'uluaki eni te u 'oatu.

THESE ARE THE ANSWERS FOR ADVERTISEMENT 1.

- 1. Identify the product or service advertised.**
 - The product advertised is APCO Paint.
- 2. Who is the target audience?**
 - The target audience are the people who need paint.
- 3. Described the product being advertised.**
 - APCO Paint belongs to a division of Asian paint (Tonga) Ltd. It has two types of paint.
 - a. LUXE – (interior 100% Acrylic Semi Gloss)
 - b. WEATHERBLOCK (exterior 100% Acrylic Gloss)
- 4. Analyze how the text (advertisement) is created to achieve its purpose.**
 - The **image component** and **visual layout** of the text are skillfully designed to attract the attention of the target audience or the consumers of APCO Paint. The name of the product is the headline with **big bold typed letters** and in **contrasting colors** of black and red to achieve visibility and memorability. Another technique used is the **association** of the background image that represents the beauty, tranquility, freshness and purity of nature thus echoing the quality and value of the product. The advertiser used variety of visual types of graphic to make the product more **appealing** to produce particular meanings and effects

THESE ARE THE ANSWERS FOR ADVERTISEMENT 2.

1. Identify the product or the service advertised.

- The service advertised is House Cleaning Services.

2. Who is the target audience?

- People who want to give their house a special cleaning service.

3. Describe the service being advertised.

- This cleaning services include: -
 - a. Bathrooms
 - b. Bedrooms
 - c. Kitchens
 - d. Empty the trash
 - e. Clean the mirrors
 - f. Dust the baseboards
 - g. Clean window sills
 - h. Clean interior of windows
 - i. Clean and dust all objects
 - j. Vacuum carpet and floors
 - k. Wipe down windowsills.

4. Demonstrate TWO NON-VERBAL language features relevant to the advertisement.

- *Illustrations* – illustrations are the various pictures display in the advertisement showing the cleaning equipment and the service they offer. These are successfully relevant to make the advertisement popular.
- *Lettering* – The advertisement employs various font size letters to highlight main ideas. The headline is in bold colored letters to show its importance. Medium and small size letters clarify the services and other information applicable for the text.

5. Give TWO examples of Verbal language features used in the Advertisement and explain how effective they are used in the Advertisement.

- *Alliteration* – eg. Bathrooms, Bedroom
Windowsills, Wiped

Alliteration is a repetition of consonant sound at the beginning of the word. The advertiser uses these alliterations effectively to make keywords stand out. They highlight the areas where the cleaning services to be carried out.

- *Imperative* – eg. “Get in touch with us” this phrase is an imperative or command. It tells that the target audience what to do. Usually starts with a verb. The advertiser urges the target audience to get in touch with them. They effectively prompt the customers to act quickly and contact them before it is too late.

KO E I.A TASK ENI 'I HONO LILIU HE TA'U NI.

I.A TASK AMENDMENTS FOR 2022

TFSC

TASK 1: ADVERTISEMENT

Design a written advertisement that advertises a particular home-made product or a service available at your home, village or community. Examples of home-made products; local handicrafts (ngatu or taufale) or food)

Instructions:

- 1. Create the Advertisement to cover or answer all the learning outcomes set out for the task.**
- 2. Use A4 size plain or colored paper.**
- 3. Creativity and authenticity are vital elements to consider in the presentation of this task.**

Ko ho'o ngaue leva eni 'e fakahoko. Ko ho'o design ha me'a, 'uhinga ia ke ke palani pe 'e angafefe hono fakahoko 'a e me'a ko ia.

1. Palani pe 'e angafefe ho'o fo'i tu'uaki 'e fai. Ko e ha ho'o me'a 'e tu'uaki pe ko ho'o koloa(product) pe ngaue(service)? 'E fakalea pe hiki fefee'i ho'o fo'i tu'uaki ko ia?
2. Ko e product pe service te ke tu'uaki 'e malava fakahoko pe 'i 'api (home-made) pe 'i he kolo(village) pe kautaha, siasi pe kulupu(community)
3. Ko e fakatata eni ki ha me'a pe koloa ngaohi pe 'i 'api. Ngaue fakamea'a pe fakalotofonua pe, hange ko e ngaohi 'o e ngatu, taufale, kiekie, kato etc. 'Oku kau foki ki ai e ngaohi me'atokoni(food)

Ko ia fanau, kamata leva ke ke sio ki homou 'api na 'oku lava e lalanga kiekie pe koe ngaohi taufale mo e alaa me'a pehe. Te ke hanga 'o faitaa'i hono ngaohi mei he kamata ki he'ene 'osi. Ko e lava ko ia te ke hanga leva 'o tu'uaki ke manakoa pea fiema'ua ke fakatau. Sio ki he ngaahi features ke ke ngaue'aki. Sio ki he ongo fo'i tu'uaki na'e 'oatu. Sio ki ho palani'i mo hono fakalea feitu'u ke tu'u ai e fakatata ko e palani ia te ke fai.

Koe me'akai(food) te ke talanoa mo homou 'api. Kapau te ke fili ke ke tu'uaki hono ngaohi 'o e manioke tama, te ke faitaa'i hono ngaohi 'o a'u ki hono fuke hake kuo moho. Te ke tu'uaki leva. Manatu'i ko ho'o tu'uaki ke manakoa pea ke fakalotoa e kakai ke fakatau.

Ko ho maaka 'e ma'u ia 'i ho'o poto hono design mo hono layout ho'o tu'uaki ngaue'aki 'a e ngaahi features.

Ko e ngaahi criteria eni 'e fakamaaka mei ai ho'o tu'uaki. Kuo pau ke 'asi 'i ho'o tu'uaki 'a e ngaahi learning outcome. Ko e 'osiange ho'o fa'u ho'o fo'i tu'uaki kuo ke lava 'o fakaha 'a e ngaahi learning outcome NO1-7 on the of the scoring rubric.

MINOR TASK:

Task 2b: CREATING AN ADVERTISEMENT

Duration: 6 weeks

Total score: 13

INSTRUCTIONS:

i. Choose **ONE** from the following:

Either

1. *Design a written advertisement that advertises a historical site in your village.*

Or

2. *Design a written advertisement that advertises a particular service offered or performed by your village or local community.*

ii. Create the advertisement to cover or answer all the learning outcomes set out for the task.

iii. Use A4 size plain or coloured paper.

iv. Creativity and authenticity are vital elements to consider in the presentation of this task.

Teachers must use the following scoring rubric to score candidates' work.

Learning Outcome	Skill Level	Ability	Criteria
1. Show the name of the appropriate product or service advertised.	Uni-structural	1	Appropriate name of product or service is shown.
	Pre-structural	0	Inappropriate name.
2. Identify the target audience.	Uni-structural	1	Appropriate target audience is identified.
	Pre-structural	0	Inappropriate target audience.
3. Demonstrate authenticity of the task.	Multi-structural	2	Good evidences to secure authenticity and real ownership of the task.
	Uni-structural	1	Some evidences to support authenticity and originality of the task.
	Pre-structural	0	Unavailability of evidences to show originality of the task.
4. Demonstrate TWO non-verbal language features relevant to the presentation.	Multi-structural	2	Good evidences of two relevant non-verbal features shown in the task.
	Uni-structural	1	Evidence of one relevant non-verbal feature used in the task.
	Pre-structural	0	Irrelevant non-verbal features used.
6. Apply range of skills and features that attract target audiences' attention.	Relational	3	Effective and appropriate selection of variety of skills and features that effectively and attractively appeal to target audiences.
	Multi-structural	2	Good and appropriate use of variety of skills and features that clearly attract target audiences' attention.
	Uni-structural	1	Limited use of skills and features that hardly convince audiences.

Curriculum Development Unit, MFT, Trivani

ENGLISH LANGUAGE SYLLABUS

Learning Outcome	Skill Level	Ability	Criteria
7. Compose advertisement with effective organisation, wide range of skills, clear expression that convey its key messages.	Pre-structural	0	Irrelevant skills and features available.
	Extended abstract	4	Effective organisation, accurate expression and wide range of skills are sustained.
	Relational	3	Consistent organisation, good expression and wide range of skills employed.
	Multi-structural	2	Moderate organisation with fair expression and adequate skills applied.
	Uni-structural	1	Lack of organisation with limited expression and skills shown.
	Pre-structural	0	Inappropriate organisation and expression.