

Unit 8.1

Reference Texts

Activity 1: Pairs - Reference Texts

- ☺ *Get into pairs. Talk about all the reference texts that you have used to get information. Discuss the following definitions with your partner and name a place where this information could be found.*

report pamphlet encyclopedia dictionary thesaurus
hard drive Internet dictionary library

1. Literature, Religion, Technology and Social Sciences are four of the ten main categories of information found in this place.
2. A book of synonyms.
3. A book that lists words in alphabetical order and gives the word's meaning, pronunciation, part of speech, number of syllables and origin of the word.
4. A book or collection of books that gives information about all areas of knowledge or subjects, in alphabetical order.
5. An international computer network.
6. A small booklet containing information and/or pictures.
7. A compact disc on which large amounts of information, pictures and sounds can be stored for use on a computer.
8. A formal account on a topic written by an expert on the subject.

Activity 2: Pairs - Book Review

-  *Get into pairs. Record with your partner all the books that you have borrowed and read from the school library. Select a favourite book and discuss the book in detail for a book review.*

Remember this: What must you include in a book review?

- An introductory paragraph – title, author, the main idea of the story.
- Body – 2-3 paragraphs. Main character(s), problem, how the problem is resolved, the climax of the story. Remember to give examples from the book to back up your thoughts.
- The conclusion– Personal opinion of the book? Recommendation-Would you recommend it to anyone else to read? Why or why not?

Activity 3a: Small Groups - Functions of the Library

☺ Visit the library. Form groups of five. Do a mind map about the functions of a library and the roles of the librarian.

Subject: _____ Date: _____

Activity 3b: Individual - The Dewey Decimal System

☺ Revise what you learnt in Class 7 about the Dewey Decimal System. Where would you find the following books in the Library?

- A thesaurus
- A book about electronic mail
- A book about the Catholic Church
- A book about decimals and fractions
- A book about the origin of the English language
- A book about the Matai system of Samoa
- A book by a children's author called Beatrix Potter
- A book about Sigmund Freud
- A book about ballet dancing

☺ Sometimes books were good when they were published but they are now old. In pairs, locate a book from the library on materials used to build houses. When was the book published? Can you and your partner think of modern building materials that the book does not talk about?

Note: Your teacher can suggest some other topics.

Activity 4: Individual - Alphabetical Order

☺ *Put the following words into alphabetical order. Do not use a dictionary. After you are done, you should check your work with a dictionary.*

1. king
2. kingdom
3. manual
4. manly
5. manipulate
6. temperature
7. temperate
8. tender
9. tentacle
10. team

Activity 5: Pairs - People are a Source of Information

- ☺ *In this activity, you will practice using people as a source of information. Get into pairs. Pretend that your partner is an expert on Tongan traditions and you are a news reporter working for TV or Radio Tonga.*
- a) *Interview your partner about the traditional Tongan dress for a funeral.*
 - b) *Record your questions and answers and share this with the rest of the class.*

What does...?
What is... ?

Why should...?
How does...?

What would happen if...?
What do you think ?

✍ With the same partner, list down all the points for and against traditional Tongan dress for a funeral and write a text for a speech.

Hint: Remember to acknowledge the source of your information.

Information from this talk came from an interview with.....

Activity 6: Small Groups - Using the Internet

For schools with access to the internet.

 *Revise what you have learnt in Class 7 about computers and define the following terms:*

search engine (also give three good search engines)
 CD ROM
 flash disc
 internet
 web page

 *Form a small group. Search the internet for three different sources of information on the history of the English language. They do not have to be too long. In your groups, discuss and record the following:*

1. Which source of information does your group think is the best?
2. Give reasons **why** your group has made this choice.
3. Does your choice have an author?
4. Is there any information about the author, and the date the information was created?
5. Find an encyclopedia and compare your group's source of information with information on the encyclopedia about the history of the English language. List the main differences and similarities between the two texts. Which source of information does your group think is better and why?

Activity 7: Pairs - Correct Referencing

 *Work in pairs. This is a list of references that are not correctly written and ordered. Rewrite each reference correctly and put the list in the correct order. You will need to put a reference list at the end of the assignment to prove the source of your information.*

Example

Baron, David P., 2008. *Business and the organisation*. Sydney: Pearson Publications

1. The History of the English Language. Christine Stores.Fanga Publishers 2008, Tonga.
2. Mele Aleamotu'a. English – The Key to Success; 2003; New Zealand, Lion Publications.
3. John Alexander. 2007. The Origins of the English Language. Hall Publishers, Canada.
4. Seeger, Jane. English and Greek. 2007. Trademark Publications. Melbourne, Australia

Activity 8: Pairs - Finding the Main Ideas

 Read the following passage and write down three main ideas.

- A. **'The Arabian Nights'** are famous tales that were written from the 10th century and come from the Middle East. The Middle East is a group of countries like Arabia, Iran, Iraq and Turkey. The most famous of the Arabian Nights tales are *'Ali Baba and the Forty Thieves,' 'Sinbad the Sailor,'* and *'Aladdin and the Magic Lamp.'* **'The Arabian Nights'** has been rewritten many times and turned into major movies. Another name for **'The Arabian Nights'** is **'The One Thousand and One Nights.'** The main story is about a Princess of Persia who has to tell her husband, the King, tales to avoid being murdered by her husband. This goes on for a thousand and one nights. The princess tells her husband historical tales, love stories, poems, and stories both sad and funny. As she tells her stories, the King becomes so interested that he spares his wife's life.

 *The Middle East is an interesting place with lots of interesting places to visit. Work in pairs. Use the internet search engines and encyclopedias in the library to find out about the Middle East.*

 *Create a brochure advertising Arabia as a holiday destination. You can use different text types like bold printing, capital letters, italics, symbols, and bullet points to make your brochure more interesting and eye catching. You may also use colours and visual images like maps and statistics.*

Activity 9: Individual and Pairs - Proofreading

 *Proofread the following passage and rewrite it with correct spelling and punctuation. Move your finger from word to word to help you 'see' the mistakes. Check for spelling, punctuation, subject/verb agreement and correct tense.*

Once upon a time there was a handsome young man named Alladin from Arabia. His father died and he lived with his mother one day a magician gave Alladin a magic lamp and tell him to make three wishes. Alladin wish for a beautiful wife lots of money and a grand palace to live in with his family Alladin's wishes was granted and he got a very pretty wife named Jasmine, lots and lots of money and the grandest palace in the countree

Activity 9: (continued)

 *Get into pairs. Test each other on the spelling of the following words. Also use 'Look, Say, Cover, Write, Check' to ensure you know how to spell the words.*

abbreviation
suitable
data
appropriate
categories

discovery
brochure
summarise
context
assistance

Activity 10: Pairs - Writing a Research Project

 *Work with a partner. Go to the library and work on a research topic. The topic could be one from another subject area or one your teacher selects.*

1. *Make a list of things you need to do.*
2. *Use 3 different sources of information to complete your project.*
3. *Present your information as a report.*

Criteria for assessment

1. Use three sources of information
2. Information report structure is used
3. Sources of information are in the reference list
4. Error free work

Note this: A research report is written to find out something, or to give information to someone else who wants to know about this topic.

A. Write a Report

 *Find information on the subject.*

 *Search for books that talk about your subject.*

 *You can use the library, internet or interview people.*

 *Write your information collected in an organized way.*

 *Write the list of resources you used at the end of your report, in alphabetical order.*

Activity 10: Writing a Research Project (continued)

Report

- Must have a good title
- Introduction - tells what the report is about, and things that will be in the report
- Conclusion - end of your report, you can mention what you learnt, what you think is interesting or important about the report.
- Organize your ideas carefully in your paragraphs.

☺ *Pick one topic and write about it.*

☺ *Present your report in class.*

1. Exercise is important for good and healthy living
2. The importance of taking care of your teeth.
3. Advantages and disadvantages of the usage of Internet.

Activity 11: Individual - The Library

A. Jumbled Sentences

📖 *Read the sentences below.*

✍ *Rewrite them in the correct order to show what you should do if you were to return your book and borrow another book.*

- a. Choose a new book
- b. Return the book you have just finished reading to the librarian's desk
- c. Leave the library, with your new book
- d. Have your name written on the record book for your new book

1. _____

2. _____

3. _____

4. _____

Activity 11: The Library (continued)

B. Sentence writing - Group work

 Write correct simple sentences with the correct punctuation.

 List 5 important Library rules, expected in a library.

 Present your work to the class.

- 1.
- 2.
- 3.
- 4.
- 5.

C. Recording Log Book

If you do not have a library, you can still do this exercise with any reading material you have access to in the classroom or at home.

 You may use the back your exercise book as a log book.

 Record each time you started and finished a book you have read.

 Copy this table into your exercise book.

 You can read as many books as you like.

Reading Log Book

Title	Author	Date(Started)	Date(Completed)	Comment
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Activity 12: Small Groups - Dictionary Skills

Remember this: A Dictionary shows the proper spelling of a word, how to pronounce the word, the syllables of a word, and the meaning of the word.

A.

 *In your small groups, look up the various words below using the dictionary.*

 *Read out loud the meaning in your group.*

 *Practice in your groups the spelling and syllable of the word.*

 *Write the word and its meaning.*

 *Write a sentence for each word.*

 *Present your work to the class or teacher.*

1. Fiction
2. Non-fiction
3. Accident
4. Headmaster
5. Author
6. Information
7. Judge
8. Newspaper
9. Detective
10. Cheerful

B. Alphabetical order

 *Read the words in the above exercise.*

 *Write them in their alphabetical order.*

Activity 13: Pairs - Types of Books in the Library

Note this: There are two types of books in the library.

1. **Non-fiction** – Books that are true or real facts
2. **Fiction** - Made up stories

Non Fiction	Fiction
biographies, encyclopedia, science books etc	adventure, fairy tales, legends, novels etc

A. Research - Pair work

☺ Search around your classroom for a reading material that is available.

☺ Discuss with your partner which books are Fiction and Non-Fiction.

✍ Write your list in the following table.

☺ Give your reasons why that book is fiction or non-fiction to your partner.

Fiction.	Non Fiction.	Reason.
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Activity 13: Individual - Subject Verb Agreement

Remember this: If the **subject** of a sentence is **plural**, the **verb** also has to be **plural**. If the **subject** of the sentence is **singular**, the **verb** must be **singular**.

To make a subject plural, you normally add an **-s**, like boy/boys. To make a verb plural, you normally remove the **-s**, like plays/play or throws/throw.

 Study the table below

Subject	verb
1. The boys (plural)	play
2. The boy (singular)	plays
3. The doctors (plural)	touch.....
4. The doctor (singular)	touches

Remember this: A subject in a sentence can be a person, thing or animal. It appears before the helping verb and the main verb.

Example: The policeman walks across the street.

A. Identifying subjects

 Read the following sentences

 Rewrite the sentence in your exercise book.

 Underline the subject of each sentence.

 Circle the verb of each sentence.

1. Tuna wipes the smooth surface of the mirror.
2. The science class repeats the experiment.
3. Mele bends down to touch her toes.
4. The boy watches the fire cracker in the sky.
5. They are behaving very rude.
6. The ball bounces high into the air.
7. The train is coming now.
8. The sun shines so brightly today.
9. The village ladies woven a big Paongo mat.
10. Launoa looks into the mirror.

Activity 14: Small Groups - Homophones

Dictionary – Homophones

Remember this: Homophones are words that have the same sound but with different meaning and spellings

Example: *ate* –verb *eight* – adjective

1. I ate ice-cream after work.
2. I picked eight lemons from the tree.

A.

☺ *In your small groups, pronounce the following pairs of homophones below.*

📖 *Use a dictionary to help find their meanings.*

✍ *Write each pair in a sentence.*

☺ *Select a person to present your group's work to the class.*

1. him/hymn
2. hear/here
3. die/dye
4. fair/fare
5. check/cheque
6. blue/blew
7. right/write
8. no/know
9. throne/thrown
10. week/weak

Activity 14: (continued)

B. Complete sentence – usage of Homophones

 Read each sentence.

 Select the correct homophone.

 Write the sentence again with your choice of word.

1. I do not care you come or not. (weather/whether)
2. I have an awful throat. (soar/sore)
3. The baby is taking a (nap/knap)
4. I would love to have a of cheese cake. (peace/piece)
5. me at Ti ‘Oto Shopping Centre. (meat/meet)
6. Swiss cheese has many in it. (whole/holes)
7. I love your perfume’s (cent/scent)
9. Tongan people like to eat pork (meet/meat)
10. She has beautiful and brown curly (hare/hair)
11. I spent the afternoon watching T.V. (hole/whole)
12. The today is excellent. (whether/weather)

Activity 15: Pairs - Interviews

Interviewing is an excellent method to gather information. When you do not know how to ask the right questions, you will not get the right information from the person you are interviewing.

Examples of interviewing skills: panel discussions, documentaries, host shows, news programmes, talk back shows, we hear radio programmes.

A. Interview - Pair grouping

 With your partner, plan your interview.

 Think of what kind of information you are collecting.

☺ Think of who will be the best person to provide the information.

☺ Think of how and where you will conduct the interview.

📖 Read the following topics with your partner:

1. Who were the Prime Ministers of Tonga in 2000 - 2012?
2. Explain the importance of regular exercise for the human body.
3. Discuss 5 changes in the Nuku'alofa urban area since 2005.
4. Who are my grandparents? Where are they originally from?
5. Who was your favourite Primary school teacher? Give reasons.
(*You may pick a topic of your choice with your partner)

✍ Draft your interview by listing people, what you would like to know, where, and how the interview will be conducted.

☺ You may want to do a research on your topic before preparing your questions.

B. Interview – Preparing interview questions

✍ With your partner, prepare your questions based on any topic you have chosen or about something you would like to know.

☺ Use “open ended questions”. Write them down. It will help to collect more information.

✍ Organise your questions into appropriate sequence or in some order.

☺ Practice saying your questions with your partner before you start the interview.

C. Interview – Conducting the interview

☺ Look at the person you are interviewing while you are talking and ask questions.

☺ Listen attentively at all times.

☺ Use body gestures like nodding your head now and then or say phrases like ‘yes,’ ‘certainly,’ or ‘how interesting.’

☺ If you use a tape recorder or video camera, let the interviewer know and make sure they are on!

✍ Write your open and closed questions down to use as a guideline.

☺ Remember to summarise the key points during your interview.

☺ Have fun in your interview with your partner! Be polite and friendly. Smile too.