

Unit 8.2

Exposition

Activity 1: Pairs - Analysing expositions

☺ *Listen to a speaker giving an exposition on a school or community issue.*

Note: *Your teacher will organise someone to speak e.g. a community person, a teacher, or the principal, to give their opinion about something important. It might start with 'I think that we should all.....'*

☺ *In pairs or in small groups, recall and discuss the main arguments the speaker used.*

✎ *Draw up two columns. In column one, list the arguments. In column two, decide if your group agrees or disagrees with the arguments.*

Example

Argument made	Agree/disagree
Everyone in school should follow the rules.	Agree

✎ *Write a plan for an exposition putting your own side of the argument. If you agree with the speaker, you will be rewriting what he/she said. If you disagree, you will be writing an exposition that argues against the speaker's position.*

Title	
Argument 1	
Facts to support argument 1	
Argument 2	
Facts to support argument 2	
Argument 3	
Facts to support argument 3	

☺ *Join with another group and give a speech putting forward your team's argument. Each person in the team could put forward one argument and the supporting facts.*

Activity 2: Pairs - Presenting an Opinion

- ☺ *Look at the pictures provided. Select one picture. Consider the statement under the picture. Discuss with the person next to you your opinion about the visual text provided.*
- ☺ *Brainstorm together and decide on arguments to support your opinion.*
- 📖 *Look at the picture to look for evidenceS or facts to support your opinion.*
- ☺ *Prepare a talk to give to the class which states your opinion. Refer to the picture to support your opinion. Your talk should include the following:*

1. A statement that puts forward your opinion.
2. Two arguments with reference to the picture.
3. A concluding statement.

Hint: use words like: We think; Our opinion is; You can see; because; so; therefore.



Solar power should be used more.



More rubbish bins are needed.



Wearing seatbelts should be compulsory.



Bullies should not be allowed.

Activity 3: Groups - Developing an Argument

☺ *Select one of these issues. Brainstorm reasons to support the statement and record them on a table.*

1. Students should put rubbish in the bins.
2. We must wash our hands after using the toilet.
3. Mobiles should be banned at school.
4. Dogs should be kept in cages or behind fences.
5. Tongans should retain their Tongan wealth.
6. Children should be only allowed to watch television in the weekend.
7. All schools should be co educational in Tonga.
8. Own choice.

Example

Bullies should be banned from school	because	school should be a safe place.
	so	all students can be free of fear.

☺ *Tell your point of view to your group or partner and give 2 good reasons to support your argument. Share your ideas in your groups or pairs.*

✎ *Write an exposition. Use connectors orally or when writing e.g. firstly, secondly, thirdly, finally.*

📖 *Practice reading your exposition. Read the exposition in class using voice variation to convince the listeners of your point of view.*

Activity 4: Pairs - Analysing Written Exposition



Read this exposition.

Patriotism is important

Being patriotic means that you feel good about the place of your birth and your citizenship. A patriotic person values the ancient customs and traditions of the past, the beauty of their country, and will feel safe and comfortable in their country. This is a good thing but people must use these feelings to better their country. It is not enough just to feel good. People must do good things.

It is important to feel patriotic and value customs and traditions. A society comes together and feels like one nation when they have things in common. But it is not enough just to say that we value these things. We must participate in the traditions of the country and we must help to preserve the traditions and customs. If customs die, it is because we have not put personal effort towards keeping them alive.

Patriotic people value the beauty of their country. However, if we do not look after that beauty, then our patriotism is empty. It is extremely important to look after our land so that we can remain proud of it. We must take personal responsibility to keep the land free from rubbish, to make sure our water is kept clean, and to help out village communities keep halls and churches in good repair. Only then can we say that we are truly patriotic.

People have affections for their country because they feel comfortable and safe in the place that they know. Therefore, each person has a responsibility to keep the country safe by following the rules and laws of the country. Each person must do what is best for them but it is essential that they also consider the best thing for the whole country.

Being patriotic is important but it is not enough just to feel good about your country. A truly patriotic person feels good about the country but also contributes to making the country better.

☺ *Discuss the exposition **Patriotism is important** with the person next to you.*

📖 *Write answers to the questions in your exercise books.*

- a) What is the author's position?
- b) How many arguments does the author use to support the statement?
- c) Do you agree with the author? Give one reason for your answer.
- d) Some words are used to make a strong argument. e.g. important. Identify the words that indicate how the author feels strongly about this topic

Activity 4: Pairs - Analysing Written Exposition



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Activity 4: (continued)

- e) Think of one more argument and write a statement about it e.g. Schools need rules. Write a paragraph presenting your argument. Remember to use some strong words to help convince the reader that you are right.
- f) Read your argument to a partner. Ask for advice about how to improve your paragraph. Make any changes necessary.

Activity 5: Pairs - Expressing Opinion

 Read a short story. *Note: You can choose one or your teacher will select one.*

 In your pairs or small groups, select a character you liked/disliked.

 Think of adjectives and verbs to describe the character. Use these to argue why this character should be liked or disliked.

Example

Character name:

Buffo

I **Like** this character because...

He is

Handsome

He has blue eyes and dark hair

Kind

He helped Doris

Brave

He fought off the bad guys.

Here are some useful adjectives. You can also think of some of your own.

respectful wonderful forgetful kind quiet careful mean happy cruel
brave strong weak angry active cheerful powerful hurtful generous
noisy

 Write short sentences that give your opinion of the character you chose. Consider:

a) appearance

b) behaviour

Example

John is an active boy because he did everything his mum asked him to do. John is a kind boy because he was never mean to his friends in the village. John is a cheerful boy because he was always willing to help others with smile.

Activity 6: Pairs - Analysing Arguments - Use of Verbs

☺ *Read the following exposition in pairs.*

☺ *Discuss it with a partner.*

Animals in Cages

The children and teachers in Tonga Side School at Nuku'alofa have been discussing animals in cages. We think they shouldn't be kept in cages.

Firstly, not all animals are dangerous. A pet cat likes people and wouldn't hurt you.

Secondly, there isn't enough room for animals to run around. They would get bored and it would be bad for their muscles.

Another reason for not keeping animals in cages is that they wouldn't have anyone to play with.

Lastly, the animals have to be fed by the keeper themselves and they don't know how to find their food and how to hunt.

Therefore, we believe animals shouldn't be kept in cages. It can be cruel

☺ *Discuss these questions with a partner. Write the answers.*

- What is the writer's position?
- Give three reasons that the writer has given to support the position the writer has taken.
- Identify the words the writer used to convince the reader.
- Do you agree with the position the writer has taken? Why/why not?
- In which tense is the exposition written? Give 4 examples of verbs that show the tense.

Activity 7: Individual - Writing an Exposition

📖 *Write an exposition.*

Step 1 Select a topic to research. Here are some suggestions but you might like to choose a topic from another subject.

We must look after the environment.
 We must protect endangered species.
 We must do something about climate change.
 Smoking is a bad habit.
 All mammals should be protected.
 A Tsunami warning is very important.
 Wearing seat belts should be enforced in Tonga.
 Soil erosion should be avoided at all times.

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Activity 7: (continued)

Step 5 Select any visual text you may need to support your argument e.g. a table of facts, a graph, a map.

Step 6 Write your supporting statements for each topic sentence.

Step 7 Write an introduction and conclusion for your exposition.

Hint: The introduction, introduces the arguments. The conclusion summarises the main points made.

Step 8 Use the checklist to check your own exposition. Read your exposition to a partner. Your partner will help you to make your exposition better by using this checklist.

The exposition makes sense.

There are 3 arguments.

There is support for each argument.

Each paragraph has a topic sentence.

Strong words have been used.

A graph, picture, map or table has been used.

There is a reference list.

Spelling and grammar is correct.

Step 9 Make any changes you need to make. Publish your exposition by presenting it in either written form or through a speech.

Activity 7: (continued)

Step 2 Go to the library and find information on your topic. Use different sources e.g. books, articles, newspapers, internet, personal interviews.

Step 3 Organise your ideas using a web or table.

Example for Topic - Keep our environment clean

Clean land	conjunction	reason
<ul style="list-style-type: none"> •Put rubbish in the bin •sweep around house 	<ul style="list-style-type: none"> •so •to 	<ul style="list-style-type: none"> •it doesn't blow around. •keep the village clean

Remember to acknowledge your sources in your exposition.

Books Author ; date of publication; title; place of publication;Publisher

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

Internet URL; author; date of access to the internet site

www.church/Tonga, Tui,P. June 4, 2010

Article: Author; name of article; name of magazine, newspaper, journal, date of publication.

Jones, T. The Churches of Tonga In Religion Magazine, June 2010.

Step 4 Write a topic sentence for each argument. You should have at least 3. Put them in order from strongest to weakest.

A topic sentence is usually the first sentence of a paragraph.

Example: a. All rubbish should be put into bins that have lids.

b. All houses should be kept clean.

All houses should be kept clean. A village looks cleaner and tidier if each house has a clean yard. Therefore, every person in the village should sweep their yards and tidy any rubbish that is lying around.

Activity 8: Individual - Writing a Personal Exposition

☺ *Think of a topic that you like to argue about and write about.*

Hint:

Favourite food: Cakes are the best food because...
 Favourite TV show:is the best show because...
 Favourite subject.is the best subject because...
 Favourite pet. Dogs are the best pet because...

☺ *Play a game. 'Verbal tennis'.*

Verbal tennis

In tennis, the players hit a ball back at one another. You are going to say an argument to a partner. The partner will 'hit' it back to you by stating the opposite. If one person can't think of an argument, the other is the winner of that point.

I think

I disagree because

Activity 9: Small Groups - Using Arguments in Debating

☺ *Have a debate.*

Step 1 In small groups, discuss an issue that is important in your village/town or island.

Note: Your teacher can help you select the topic.

Decide if you are 'for' the topic or 'against' it. Form a team.

Step 2 Decide on your main arguments and the reasons for those arguments.

Step 3 Make decisions about the order of the arguments.

Step 4 Decide who will present each argument.

Activity 9: (continued)

- | | |
|----|---|
| 1. | Student 1 introduces the exposition |
| 2. | Student 2 delivers the first argument |
| 3. | Student 3 delivers the second argument |
| 4. | Student 4 delivers the third agreement |
| 5. | Student 5 delivers the conclusion of exposition |

Step 5 Each individual write their section of the debate.

Use phrases like:

It is true that.... I think First Second It is a fact that I believe It is definitely We should I know We must

Step 6 Present your section to the rest of your team. Your team should give you feedback on your presentation.

Is the argument clear?

Are there supporting facts?

Have strong words been used?

Was the speech clear?

Were words emphasized to convince the audience?

Step 7 Conduct the debate.

Activity 10: Individual - Plural Form of Words

 Read the exposition '*Patriotism is important*'. What is the meaning of these words?

Patriotic affection ancestor tradition custom participate

Look up any other words you were not sure about.

 There are lots of rules to remember when you are writing the plural form of words.

- Nouns that end with *-s, -z, -x, -sh, -ch*
Add *-es*

glass/glasses, buzz/buzzes, box/boxes, bush/bushes,

- Nouns that end with *-o*
Add *-es*

potato/potatoes tomato/tomatoes

- Nouns that end with a consonant + *-y*
Change *-y* to *-i* and add *-es*

baby/babies, spy/spies, poppy/poppies

- Nouns that end with *-f*, or *-fe*
Change the *-f* to *-v* and add *-es*

shelf/shelves, wolf/wolves, knife/knives, wife/wives

Activity 10: (continued)

 *Try these.*

One	More than one
ancestor	
tradition	
church	
change	
community	
country	
argument	
opinion	
rule	
story	
cage	
glass	
leaf	
tomato	

 *Personal pronouns can be tricky too. Link these pronouns to the correct noun.*

she he they we his her

Tongans are very patriotic. care about their traditions and customs.

Sesi has a favourite story. told us what it was.

My friends and I don't like animals being locked up in cages. think it is wrong.

Tavita said he cared about the country. always kept.....yard clean.

Monika cared too. made sureputrubbish in the bin.

Activity 11: Pairs - Uncountable Nouns

Note: Some things can be counted easily. They are called countable nouns. A number can be placed in front of the noun.

1. We have five classrooms. 2. I have four friends.

Some nouns cannot be counted. Therefore, you cannot place a number in front of that noun. They are known as uncountable nouns. *You never add –s to these nouns. Words like, a little, a large small amount of, much, a lot of, a great deal of can be used with uncountable nouns.*

a heap of rubbish a pinch of salt a bucket of water a carton of milk

Here are examples of uncountable nouns; music, art, love, happiness, news, rice, sugar, power, mover, gas, furniture, luggage, butter.etc

Uncountable nouns

 Read the following uncountable nouns.

 Write a sentence for each uncountable noun.

 Practise saying your sentence, whether it makes sense.

 Check your answers with the person sitting beside you.

1. power
2. sand
3. bread
4. gas
5. luggage
6. money
7. soil
8. ice cream
9. bread
10. food

Activity 11: Uncountable Nouns (continued)

A. Pair work - Uncountable nouns

☺ *With your partner, decide how many uncountable nouns are there in the classroom.*

✍ *Write sentences using the uncountable nouns.*

✍ *Underline the uncountable noun in the sentence.*

📖 *Exchange work with another pair.*

Activity 12: Individual - Irregular Verbs

Remember this: Irregular verbs do not have to follow a regular pattern. *You do not add -ed* in the past tense but the spelling changes.

A.

✍ *Fill the table below with the correct form of verb. Number one is done for you.*

✍ *Check your work.*

✍ *Correct your mistakes.*

Base Form	Past Tense	Past Participle
1. choose	chose	chosen
2. wear		
3. buy		
4. drive		
5. rise		
6. cut		
7. spend		
8. break		
9. understand		
10. build		
11. draw		
12. send		
13. fall		
14. lose		

Activity 12: Irregular Verbs (continued)

B. Choose the correct form of verb.

 Read all the sentences below.

 Choose the correct form of verb to fill the blank.

 Rewrite the sentence. Check your answers.

1. Charles believed that he had (wrote/written) the best essay.
2. Last October, we (swim/swam) in the Vai lahi lake.
3. We (meet/met) at Fuaamotu airport.
4. In her dream last night, Diana had (swam/swum) in a pool of warm cocoa.
5. Sina (flied/flew) to Vancouver yesterday.
6. Rebecca (stole/stealed) a chocolate bar from the local shop.
7. The rugby team (runned/ran) around the field twice.
8. I would have (ate/eaten) some pork but was in a hurry.
9. The Maopa Choir (sing/sung) beautifully at the Queen's birthday.
10. My mother has (hidden/hiden) all the money from me.
11. Mrs. Latu (teach/taught) for 17 years at Queen Salote College.
12. George would have (came/come) earlier if he did not miss the bus.
13. Maile (sleep/slept) ay her sister's place yesterday.
14. Taufu (thought/think) she had to clean up all the mess.
15. Jack would have (broken/braked) the glass if he did not hold tight to it.

Activity 12: Irregular Verbs (continued)

C. Cloze exercise - Regular and Irregular verb.

 Read the passage below.

 Think of the correct form of the verbs in the brackets.

 Write the correct form of the verbs in blank spaces provided.

Emily Carr, British Columbia's most famous artist,..... (be) born in 1871. Her parents (die) when she was still a teenager. She (study) art in San Francisco and Paris, but when she (come) back to Victoria, she (keep) a house called "The House of all Sorts", where she (be) the landlady. Many years later, she (begin) painting again. To find subjects for her paintings, she (take) trips into the forests of British Columbia, and she often (meet) with First Nation people and (paint) them too. Emily Carr also(write) several books, and she(win) the Governors General's Award for one of them.

D. Story writing.

 You can write about a true or made up story.

 Underline irregular verbs in your story.

 Here are titles you can pick from:

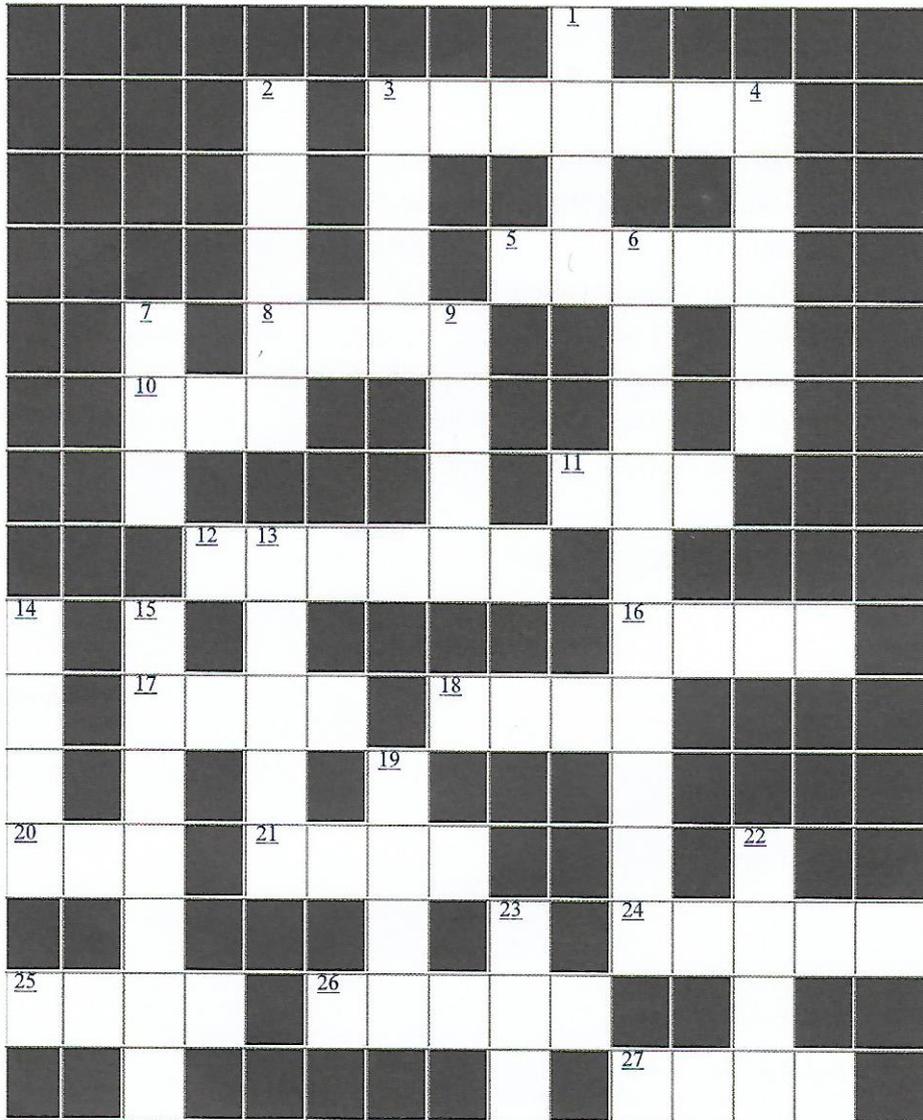
1. The saddest day of my life
2. My biggest surprise
3. I wish one day
4. It was dark when all of a sudden

E. Cross word Puzzle - Irregular verbs.

 Read the hints for the cross word Puzzle.

 Write the correct form of the verb.

 Check your answer with the person sitting beside you.



ACROSS:

- 3) Simple Past of BRING
- 5) Simple Past of STICK
- 8) Simple Past of SING
- 10) Simple Past of EAT
- 11) Simple Past of FEED
- 12) Past Participle of SHAKE
- 16) Past Participle of SELL
- 17) Past Participle of READ
- 18) Simple Past of LEAVE
- 20) Simple Past of MEET
- 21) Simple Past of DRAW
- 24) Simple Past of DRINK
- 25) Simple Past of FLY
- 26) Past Participle of STAND
- 27) Past Participle of MAKE

DOWN:

- 1) Simple Past of HURT
- 2) Simple Past of CHOOSE
- 3) Past Participle of BE
- 4) Past Participle of TAKE
- 6) Simple Past of UNDERSTAND
- 7) Simple Past of SIT
- 9) Past Participle of GO
- 13) Simple Past of HEAR
- 14) Past Participle of SWIM
- 15) Past Participle of WRITE
- 19) Simple Past of GO
- 22) Simple Past of PAY
- 23) Simple Past of WIN