



Capable  
**MYP**  
**English**

Language Acquisition



**Phases**  
**3&4**

Kevin Morley  
Alexei Gafan

OXFORD



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# Introduction

## Teachers

The second edition of this textbook has been revised to meet the requirements of the revised IB MYP English Language course guide (from September 2020 or January 2021). It has been specifically written for teachers and students of the Capable (Phases 3 & 4) course as a series of six stand-alone MYP units.

Each chapter focuses on a different Statement of Inquiry, based on a Key Concept, Related Concepts and a Global Context. The chapters have been revised to systematically support students as they explore the key and related concepts through a series of factual, conceptual and debatable questions. Each chapter focuses on the specific objectives of the Language Acquisition course and includes formative and summative assessments that cover the four grading criteria.

We have focused our formative and summative tasks on the production of different text types, for different purposes and audiences. Students learn about the form and function of text types by first reading real and engaging examples of texts: oral, visual and written. In line with the IB revised guide, greater emphasis is placed on reading and understanding multimodal texts too. We have also provided writing activities that enable the students to learn the conventions of text types and support them in producing their own authentic texts. The teaching of specific parts of language and grammar is a decision for you, as a teacher, to make, depending on the requirements of your own local, regional or national curriculum.

To help ensure that you cover all the learning objectives and are able to assess all the strands of the grading criteria at least twice in a year, we have designed units that cover the four learning objectives per unit, including listening, reading, speaking and writing.

The structure of each unit provides teachers and students plenty of formative assessment opportunities to help you make sure that learning is taking place and that the inquiry, concepts and contexts are well understood. The summative assessments in this book build on the formative tasks in the chapter and allow students to demonstrate their own understanding of the concepts covered in the unit, as well as provide students with authentic and contextualized opportunities to produce personal, authentic and challenging responses to the research questions.

As in the first edition of this book, each chapter contains ideas and suggestions for action and service. It is expected that student engagement in authentic topics will lead them to want to take action by exploring a topic further or by taking action as service. We have written and designed each chapter to include issues that will be of interest and concern to teenagers. At the end of each chapter we provide you and students with suggested action and service activities, as well as further suggestions for multimodal spoken, visual and written texts that you may wish to explore.



## Students

As a student of IB MYP English Language Acquisition Capable level (Phases 3 & 4), we have provided you with a range of issues, topics and texts that will help you to further develop your understanding and use of English, while giving you the opportunity to engage with real issues and debates. The aim of this book is to give you the skills necessary to create your own answers and to develop your own responses to the conceptual and debatable questions in each chapter.

The activities in the chapters will help you to understand the Key and Related Concepts covered in each chapter. You will get to practise your listening, reading, speaking and writing skills before your final assessment at the end of each chapter. Working through the tasks and questions will help you prepare for the summative (final) activities by providing you with many opportunities to think about issues, plan responses and practice writing and speaking for different purposes. Our aim is that you will have the skills necessary to express your own thoughts and opinions on the issues and topics covered in this book. If you are inspired by a topic and would like to learn more about an issue or use your communication skills to help others, we have included a section at the end of each chapter with ideas for action and service that you can engage in. Of course, these are just ideas – you can add and improve them to make them more personal and meaningful.

When writing this book, we have chosen texts from different parts of the world, to ensure that you are given an international outlook on the issues and topics you will be studying. We have chosen certain written and visual texts for you to study and have included a number of suggestions of other texts. However, we are aware that you will have your own suggestions

and ideas about what you would like to read, watch and listen to. The final assessments in this book have been designed to encourage you to find and engage with texts of your own choosing. Feel free to use our ideas as suggestions, and to talk to your teacher about what you would like to read, watch and listen to. That's the great thing about being an MYP student – your views, ideas and suggestions are important!

## Approaches to learning

Most textbooks teach you what to learn. This textbook also helps you to learn how to become a better learner by helping you to develop a variety of "Approaches to Learning" (ATL) skills. ATLs are also cross-curricular. This means you can easily use the skills you learn in English Language Acquisition in other subjects within the MYP.

There are five broad categories of ATL skills you will learn to use in this book.

- Thinking skills
- Communication skills
- Social skills
- Research skills
- Self-management skills

Beyond the MYP, these ATL skills also will enable you to prepare for further success in the IB Diploma Programme, or the IB Career Related Certificate. Ultimately, ATLs can help to prepare you to develop the transferable learning skills that will be needed for college, work and life in the 21st Century.

Chapter Title • Global context • Chapter theme	Statement of Inquiry	ATL skills focus	Inquiry 1: • Key concept • Factual question • Reading skills
<b>Chapter 1</b> <b>Identities and relationships:</b> <b>Friendship</b>	The <b>culture</b> of a community gives <b>context</b> and <b>meaning</b> to our relationships there.	Critical thinking skills	<b>Culture</b> What is difficult about arriving in a new <b>culture</b> ?
<b>Chapter 2</b> <b>Globalisation and sustainability:</b> <b>Recycling</b>	To understand how texts are <b>communicated</b> , we need to consider their <b>structure</b> and <b>purpose</b> .	Communication skills	<b>Communication</b> What techniques can we use to <b>communicate</b> recycling?
<b>Chapter 3</b> <b>Fairness and development:</b> <b>Resolving conflict</b>	To be fair to others, we can <b>connect</b> with them by using <b>empathy</b> while evaluating their <b>point of view</b> .	Social skills	<b>Connections</b> What is the <b>connection</b> between a fact and an opinion?
<b>Chapter 4</b> <b>Personal and cultural expression:</b> <b>Life's opportunities</b>	When discussing personal and cultural matters, we can <b>connect</b> the way we present our <b>message</b> to our intended <b>audience</b> .	Self-management skills	<b>Connections</b> What is the <b>connection</b> between Michael Oher's opportunities and his success?
<b>Chapter 5</b> <b>Scientific and technical innovation:</b> <b>Digital communication</b>	Innovative communications express ideas using both <b>conventions</b> and <b>idiom</b> in <b>creative</b> ways.	Research skills	<b>Creativity</b> What is <b>creative</b> about the use of emoticons?
<b>Chapter 6</b> <b>Orientation in time and space:</b> <b>Quests</b>	One of the <b>functions</b> of storytelling is to <b>communicate</b> a sense of time and space and this can be achieved through <b>word choice</b> .	Creative thinking skills	<b>Communication</b> What ideas can a quest story <b>communicate</b> ?



<b>Focus on Communication skills:</b> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Writing</li> </ul>	<b>Inquiry 2:</b> <ul style="list-style-type: none"> <li>• Related concept 1</li> <li>• Factual or Conceptual question</li> </ul>	<b>Synthesis:</b> <ul style="list-style-type: none"> <li>• Key concept and related concept 1</li> </ul>	<b>Inquiry 3:</b> <ul style="list-style-type: none"> <li>• Related concept 2</li> <li>• Conceptual question</li> </ul>
Listening and speaking: Role play Writing: Personal writing	<b>Meaning (Factual)</b> What does friendship <b>mean</b> ?	Culture and meaning	<b>Context</b> How can <b>context</b> make it hard to make new friendships?
Listening and speaking: Interviewing Writing: Written Interviews	<b>Structure (Factual)</b> What is the <b>structure</b> of a text?	Communication and Structure	<b>Purpose</b> How do texts on recycling communicate their <b>purpose</b> ?
Listening and speaking: Making persuasive speeches Writing: Reasoned arguments	<b>Point of view (Conceptual)</b> How does our understanding change when we see a story from another <b>point of view</b> ?	Connections and Point of view	<b>Empathy (Conceptual)</b> Why is it important to use <b>empathy</b> when analyzing a conflict?
Listening and speaking: Discussions Writing: Descriptive writing	<b>Message (Factual)</b> What is Maslow's <b>message</b> about opportunity and success?	Connections and Message	<b>Audience</b> How can we make an <b>audience</b> aware of the differences in opportunities?
Listening and speaking: Presentations Writing: Instructions and guidelines	<b>Conventions (Conceptual)</b> What are the <b>conventions</b> for using emoji in written English?	Creativity and Conventions	<b>Idioms</b> Why do we use different <b>idioms</b> in written English?
Listening and speaking: Drama Writing: Storytelling	<b>Functions (Factual)</b> What are the <b>functions</b> <b>used in</b> the story <i>The Moth and the Flame</i> ?	Communication and Function	<b>Word choice</b> How does a writer's <b>word choice</b> influence the telling of a story?



Each chapter also contains three further sections to consolidate, assess and expand learning.

### **Reflection: Listening activities and debatable questions**

Listening comprehension exercises: based on audio visual material related to the theme of the chapter; additional oral and written skills practice.

Debatable questions: to consolidate understanding of Global context and Key and Related concepts for the chapter.

### **Summative assessments**

Listening: Two sets of short response questions (8 in total) concerning the contents of a video (approximately 3 minutes in length) related to the theme of the chapter.

Reading: Four sets of short response questions (16 in total) concerning a multimodal text related to the theme of the chapter.

Speaking: A presentation of one of two multimodal stimuli followed by a discussion, about a debatable question related to the theme of the chapter.

Writing: Students respond to a multimodal stimulus and use a debatable question to write a 300–400 word text related to the theme of the chapter.

### **Going beyond the chapter**

Using communications skills: Suggestions for using the skills developed in real-life situations.

Action and service: Using the skills and concepts developed within the context of the MYP Service programme.

Further reading: Suggested reading from a variety of global perspectives on the theme of the chapter.

# How to use your enhanced online course book

Throughout out the book you will find the following icons. By clicking on these in your enhanced online course book you can access the associated activity or document.



## Listening activities

Look out for this icon in the “Formative listening skills” section of each chapter. Clicking this icon will take you to an activity where you will find out more about one of the six types of listening skills that are assessed:

- multiple-choice questions
- short answer questions
- identifying true statements
- connecting two halves of a sentence
- gap-fill summary
- identifying who said what.

These activities also feature additional audio recordings and a set of questions where students can further practice these skills. These activities help teachers and students in MYP 5 prepare for the IB online eAssessments in English Language Acquisition.

You can also find this icon in the summative assessments of each chapter.



## Worksheets

This icon appears at the start of each chapter. Click this icon to access downloadable worksheets which students can use to complete the activities in the textbook. These include useful planning and scaffolding sections which will help students learn how to plan and structure their written and oral tasks.



## Answers

This icon also appears at the start of each chapter. Click this icon to access the answers to activities that appear in the book.



## Concepts

### Global context: Identities and relationships

In this chapter you will explore questions related to friendship at school. In turn this will require you to think about human relationships and related topics such as identity – who you are; your beliefs and values; your mental, social and spiritual health; in short, what it means to be human.

### Key concept: Culture

**Culture** is a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities.

### Related concepts: Meaning and context

**Meaning** is what we communicate, by intention or by implication, using the full range of human expression. Meaning includes “layers of meaning”, including text, context and subtext.

**Context** refers to the social, historical and cultural settings in which a text is produced.



## Ans

## Statement of inquiry

The **culture** of a community gives **context** and **meaning** to our relationships there.

## Unit plan

- ➔ ATL focus: Thinking skills
- ➔ Inquiry 1: What is difficult about arriving in a new **culture**?
- ➔ Focus on communication skills: Role-plays and diaries
- ➔ Inquiry 2: What does friendship **mean**?
- ➔ Synthesis: Key and related concepts – **Culture** and **Meaning**
- ➔ Inquiry 3: How can **context** make it hard to make new friendships?
- ➔ Reflection: Listening skills and debatable questions
- ➔ Summative assessments: Listening, Speaking, Reading and Writing
- ➔ Theory to practice: Action and service



# Inquiry 1: What is difficult about arriving in a new **culture**?

Factual question

## Formative listening and speaking skills: Understanding and communicating

What do you know about the culture of friendship? Start by finding as many ways as possible to finish these sentences:

“Good friends always ...” “Good friends never ...”

### Focusing activity

Look at the girl in the picture. Her name is Natasha. It is her first day in a new school in a new country. What do you imagine she is thinking? What is she feeling? What advice would you give her to fit into a new school culture?

Now read Natasha’s diary entry on the next page.



### Key concept: Culture

Simply stated, a culture is the shared set of beliefs, values, traditions and behaviour of a community or a group. For example, countries and regions have their own cultures. At a local level, different organizations such as schools have their own culture. Moreover, social groups, such as users of one kind of social media can share their own individual cultures. As you are learning English, this class also gives you opportunities to learn about English speaking cultures.

To understand the idea better, work in small groups and compare your own culture or cultures to an English-speaking culture.

First, make a list of all the items that make up a culture. Here are three items to begin with:

- food
- traditions
- music.

What other items can you add to this list?

With a partner, make a list of the similarities and differences between two cultures that you know.

Share your ideas with the rest of your class.

**Explicit:** something is clear and exact in its meaning.

**Implicit:** something that is suggested but not made clear.

Write your answers on a separate sheet of paper.

Dear diary,

because they are starting new jobs in a new country. They say the hardest thing is that people often have different ways of doing things.

I feel like I've stepped into one of those teen movies. You know, the ones where I'm the geeky girl no one talks to. I'm not surprised I am having bad dreams about getting lost in the halls or having no one to eat lunch with.

Sometimes I feel really frustrated. I need to take a deep breath and relax. First, it's important to remember I'm not alone. Everyone is nervous about starting a new school. I can make this adventure less stressful by figuring out where to fit in. I know I'll miss all my really good friends but I am sure I'll meet some great new people.

**Tuesday 14th**

Dear diary,

I've found the address of a blog I can visit to see what advice they can offer kids like me, who are moving to a new school in a new country. The trouble is I feel very nervous about letting other people know how worried I feel. Still, nothing ventured, nothing gained, as British people say, apparently.



## 1 Multiple-choice questions

1. Natasha is moving to a new school:
  - A. in the same town
  - B. from a different part of the country
  - C. from an international school in your country
  - D. from an international school in her country.
2. What worries Natasha most about this new culture is:
  - A. not having friends
  - B. learning new subjects
  - C. having new teachers
  - D. being in a new country.
3. She also worries about being:
  - A. hungry
  - B. nervous
  - C. bullied
  - D. lonely.
4. In paragraph three of her diary she hopes that:
  - A. she will not be the only new student in Grade 9
  - B. she will enjoy her new classes in Grade 9
  - C. the students will be in different classes to Grade 8
  - D. the students will be in the same classes as in Grade 8.
5. She says she is having bad dreams because she is afraid of:
  - A. getting lost
  - B. having no one to talk to
  - C. being too popular
  - D. being in a movie.
6. She ends the diary entry on the 12<sup>th</sup> by realizing:
  - A. she will have a new adventure
  - B. she will fit in easily
  - C. she needs to take a journey
  - D. she needs to learn how to take deep breaths.

## Key concept: Culture

1 With a partner, read Natasha's diary again.

As she moves to a new school and a new culture, Natasha worries about dealing with:

- a different language
- a different religion
- different ways of thinking
- different ways of learning
- different technology
- different school rules
- different friendships.

2 The problems new students face include:

- homesickness
- difficulty with concentration
- feeling angry
- loss of a sense of humour
- meeting new people
- problems sleeping
- boredom or tiredness.

Which of these points does Natasha worry about in her diary?

## Reflections on Inquiry 1: What is difficult about arriving in a new culture?

Having examined this question, what conclusions have you come to?



## Focus on communication skills

### Formative listening skills: Answering multiple choice questions

In MYP English Language Acquisition, multiple choice questions (MCQs) are one of the assessment types you must learn how to answer. Click the headphones icon on the right to find out more about MCQs.

You will also find an audio recording for this chapter on the topic Friendship and a related listening exercise to practise responding to MCQs.



### Formative listening and speaking skills: Role-plays and diaries

Role-play is a speaking activity where you put yourself into somebody else's situation and become that character for a short time. In role-play you have a chance to practise using English in lifelike situations outside your everyday experiences.

While the role-play is taking place the rest of the class can observe and judge the action. Role-plays are useful for acting out imaginary situations. At the end, the other students in your class can assess a character's actions or decisions, and offer feedback.

In this chapter, the situations are based on the texts you read.

#### Tips on successful classroom role-play

Role-plays work best when you prepare before you start. Make sure you have prepared the **language** and ideas you are going to use. You may want to make a note of this information on a cue card. You may also need time to "get into" the role by thinking about the character you are going to play, the **information** they might have and **opinions** they might hold.

#### Key concept: Culture

Imagine you were moving to another school in another country with a very different culture.

With a partner, make a list of the things you would find difficult.

How would you deal with living in this new culture?

#### Planning and scaffolding

Look at the picture. Working in pairs, imagine you are the two people in the picture. Ask yourselves: Who are these people? What are their names? What is their relationship? What is happening? What could be the cause of their argument?



1. Before you start the role-play, with your partner decide what problem this couple has and what the cause might be. What details in the image make you think this?

- A.** A relationship problem      **C.** A problem at school  
**B.** Money problems      **D.** Other problem

What details in the image make you think this?

2. Now that you have a clearer idea about the situation in the picture, each person should make notes on the following points to create a cue card. Do not show your cue card to your partner.

**Are your feelings towards the other person at the moment:**

- helpful or aggressive?
- friendly or unfriendly?
- like or dislike?

**Your point of view: What is the problem? Is it:**

- your fault?
- someone else's fault?
- the other person's fault?
- both people's fault?

**Your solution to the problem**

- 
- 
- 
- 
- 

3. Once you have each completed your cue card, you can begin your role-play. You should aim to solve the problem.
4. Make sure that the observers have a clear task during the role-play. For instance, they can judge how well, or how badly, the characters behave. Who do they sympathize with? And why?
5. When you have finished the role-play, decide on the rights and wrongs of the situation and the solution to the situation.
6. Finally, as a class decide what you have learned about carrying out a successful role-play.

**ATL Critical thinking skills**

**Critical thinking involves using logic and reasoning to solve problems.**

When you are planning your role-play, some of the critical thinking skills you can practise are:

- considering ideas from different perspectives
- developing contrary or opposing arguments
- identifying obstacles and challenges
- evaluating evidence and arguments
- proposing and evaluating a variety of solutions
- drawing reasonable conclusions and generalizations.



## Formative oral and interactive skills: Preparing a role-play

Role-plays are also a great way of practising your fluency in English as you have a chance to use English in new ways and situations. You also have to improvise: to use the English you know to communicate your ideas quickly and naturally. However, role-plays work best when you prepare before you start.

Imagine what it would be like for a student like Natasha to start at your school. The student will be nervous about coming into a new school, a new culture and trying to make new friends.

Make sure you have prepared the ideas and language you want to use. You may want the language on a cue card like the one below.



### Planning and scaffolding

One team will work out what questions Natasha would want to know about the culture of the school. This group could make a cue card like the one here. On the cue card, list all the things Natasha would want to know about your school and its culture.

Ten things Natasha wants to know about the culture of your school

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

## ATL Critical thinking skills

**Critical thinking involves using logic and reasoning to solve problems. This involves:**

- collecting and organizing relevant information
- interpreting information
- evaluating evidence and arguments
- coming to reasonable conclusions
- understanding general principles
- testing generalizations and conclusions.

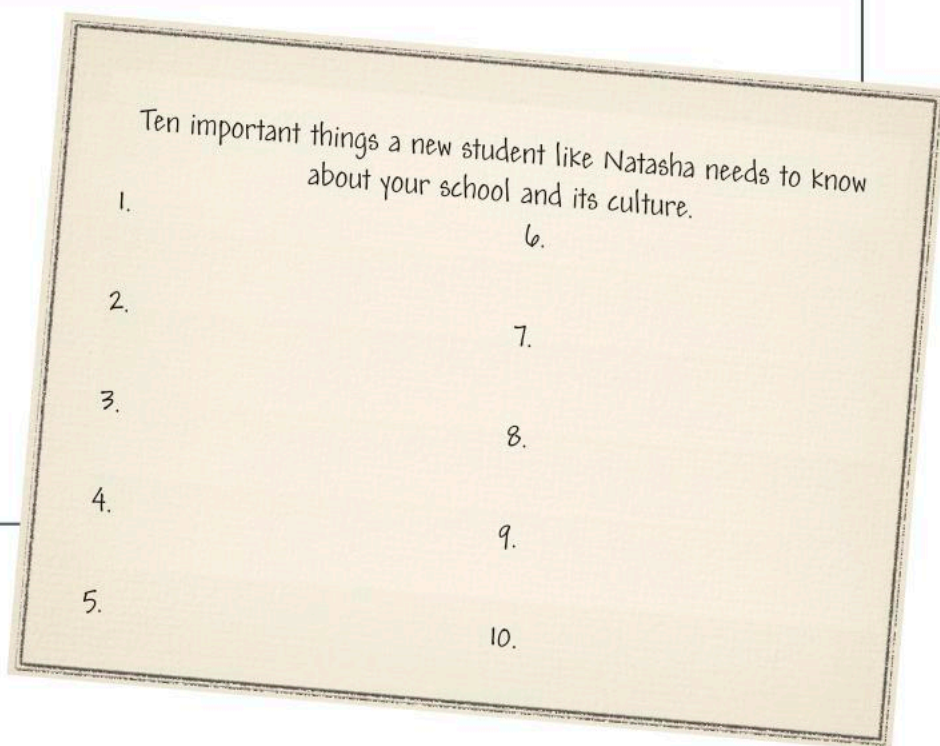
Use your critical thinking skills to respond to the tasks on this page.

### Planning and scaffolding

The second group should think of ten things Natasha really needs to know about your school and its culture. This group could make a cue card that looks like this:

Conduct the role-play in pairs. Ensure that:

- A.** the new student gets answers to all ten questions
- B.** the new student knows the ten things you think are important
- C.** you work out whether all the new student's concerns have been answered.



### Planning and scaffolding

Before you conduct the role-play, decide how the new student and the other students will talk to each other:

- A.** formally or informally
- B.** politely or impolitely
- C.** in a friendly way or impersonally.

Choose one adverb from each pair to describe how the different students would probably speak to each other. Write your answers on a separate sheet of paper.

1. Natasha will probably speak to the other students informally, \_\_\_\_\_ and \_\_\_\_\_.
2. The other students will probably speak to Natasha \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
3. The other students will probably speak to each other \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.



## Formative writing skills: Diary writing

We write diaries to record events, memories, problems or issues of personal interest.

Typically, a diary entry may contain a mixture of narrative (what happened on that particular day) and comment (to express an opinion about what happened).

### Content

A diary entry is a personal account that describes and narrates what you did, saw or felt on one day. A good diary entry is likely to also contain your comments about these events.

### Language and audience

In real life most diaries are private, rather than public. Most diaries are written in the first person: “I did X. I went to Y. I saw Z.”

Some diary writers like to write as if they were writing to a best friend. They write to themselves as “you”. This is called **direct address**. “Dear diary, you will never guess what happened...”

It is also worth noting the tenses for diaries. If you are writing about events that took place the day before, that is, “yesterday”, then you need to write in the **simple past**. “I came, I saw, I conquered.” However, you may also write about events that have taken place earlier in the same day, that is, “today”. In this case, you may need to use **present perfect tenses** to describe events whose consequences can still be felt. “Today has been wonderful. I’ve finally discovered what X is really like.”

### Tone and style

You can be informal and personal with your use of language – after all, you are writing to yourself! You can also use some slang and emoticons.

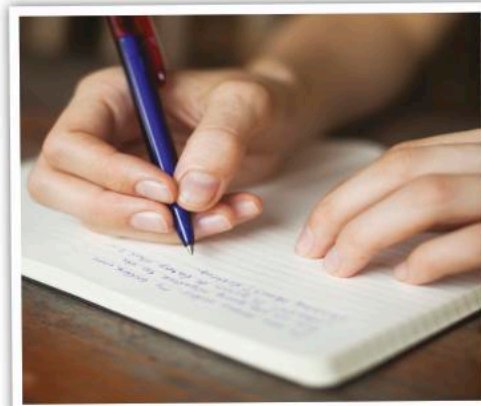
You may want to use descriptive language to show your mood and emotions. You can do this through your choice of vocabulary, especially adjectives, adverbs, verbs and nouns.

### Structure

In terms of structure, diary entries are often written as narratives – that is, you relate the events in the order in which they took place.

You could also start with a phrase like “What a day this has been!” Or you could start with an opinion: “I have never been so angry before.”

You could finish with a final thought. This might be a concluding statement about the events in the diary entry, or a question such as “What will happen next?”



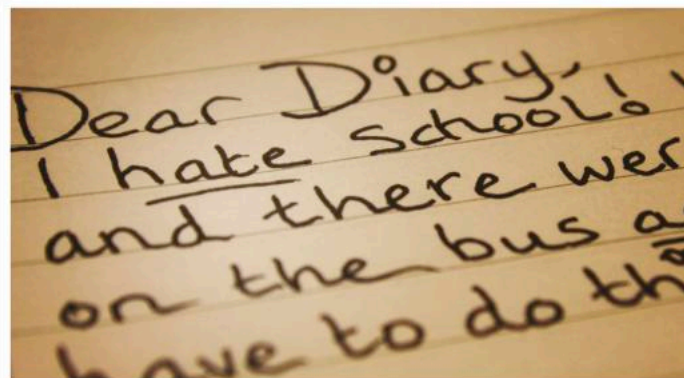
### Discussion and debate

Have you ever kept a diary? Do you know people who do? In groups, discuss the reasons why people keep diaries. Are they writing for themselves or for others to read? How can writing a diary help you? Is it interesting to read old diaries? As you brainstorm ideas, make a visual diagram to help you to record your new ideas.

## Formative writing skills: Diary writing

Using the advice, create a diary entry in which you describe an activity or a day out with a friend. Here are some ideas for writing, but you could also choose your own topics. Give your work a title.

- A day out with your best friend
- First day out with a new friend from a new school
- Meeting a false friend.



A note on tenses: if you are writing about an event that took place yesterday, use the simple past (we went) and past continuous tenses (it was raining). If you are writing about an event that took place today, use present perfect tense (we have seen; we have been listening to music).

### Planning and scaffolding

Make notes on the following points to help you to plan what to write.

- Name of friend
- Age
- Background
- I have known X for /since ...
- We met when /because ... (context)
- Five or more adjectives to describe X
- One thing you don't like about X
- The one thing X always says to you (text)
- What do they really mean? (subtext)
- The one thing X always does (text)
- What do they really mean? (subtext)
- What do you think about the person?

Before you write, think about these issues:

- Will you write in the first person, "I", or the second person, "you"?
- Will you write about your friend using the past or present tenses?
- How will you write to yourself:
  - formally or informally?
  - personally or impersonally?

### ATL Critical thinking skills

Try to keep a diary for at least two weeks. Practise your writing by documenting one event and trying to express your thoughts and feelings clearly to yourself. Then use your critical thinking skills to make a list of all the things you have learned from keeping a diary.

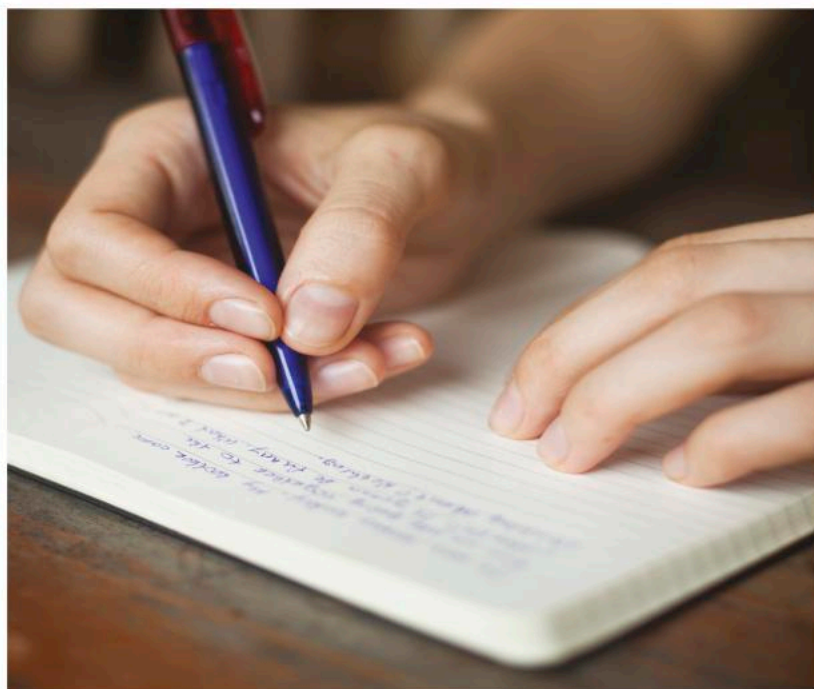


## Formative writing skills: Diary entry

Natasha arrives at your school. She meets you and your friends on her first day. Write Natasha's diary entry for that day. You should write between 200 and 250 words. Give your work a title.

### Before you write

Plan what you want to say before you write. You can use the table below to help your writing. You can also take another look at Natasha's diary on page 4 for ideas about writing diary entries.



### ATL Critical thinking skills

How do you decide what is good advice? To complete the task opposite, the skills you will use are:

- interpreting and judging information
- making connections between various sources of information
- creating new information
- presenting information in a new format
- identifying solutions and making informed decisions
- reporting results.

### Planning and scaffolding

<b>Structure</b>	<p>Opening: "Dear diary"</p> <p>Beginning: explain where, when and why the events happened</p> <p>Middle: what happened during the day</p> <p>Ending: your thoughts about your first day</p>
<b>Content</b>	<p>How were you feeling on your first day?</p> <p>How did the first meeting go?</p> <p>What were your first impressions of your new friends?</p>
<b>Language and audience</b>	<p>You are writing in the first person: "I".</p> <p>How will you write to yourself?</p> <p>a. formally or informally</p> <p>b. personally or impersonally</p>

## Inquiry 2: What does friendship mean?

Factual question

### Formative listening and speaking skills: Understanding and communicating meaning

When Natasha went to the blog she received plenty of advice from different people.

In groups, rate each piece of advice from 1 to 5, where 1 is not very good and 5 is excellent. Record your answers on a separate sheet of paper. When you have finished, share your results in class.

Advice	Your rating
In class, ask someone for help with your work.	
Answer as many of the teacher's questions as you can.	
If someone looks at you, smile at him or her.	
Join lots of after-school clubs or sports teams.	
Find one person in your class who seems nice and friendly.	
Make friends with any other new students in Grade 9.	
Say to someone, "I'm new and don't know anyone. Can I go to classes with you for the day?"	
Talk to people before the end of each period/class.	
Tell everyone about your own country.	
Never wait for people to talk to you.	

### Formative listening and speaking skills: Discussion

In the text on page 14 there are seven paragraphs, each giving a different piece of advice about being a good friend.

With a partner, discuss the meaning of each phrase in relation to making new friendships. Then decide which five pieces of advice you would give a new student. Share your answers with the rest of the class.

- Be a good listener
- Don't try too hard
- Smile a lot
- Be yourself
- Make the first move
- Develop new relationships
- Do team sports
- Relax
- Be nice
- Include new friends in your life

#### Related concept: Meaning

Meaning refers to what we communicate, through words, gestures, signs or any other means. It is sometimes referred to as "message".

#### What do individual words mean?

Let's take the word "friendship". How would you explain the word to someone who didn't understand the idea in English?

One way of finding the meaning of a word is to look it up in a dictionary.

Another way to explain the meaning of a word is to use a diagram to help you to understand it.

Draw a mind map to create your own definition of the word "friendship".

#### Making your meaning clear

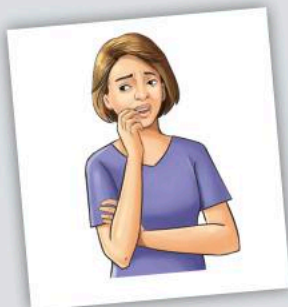
How can you make sure other people will understand your definition of the word "friendship"?



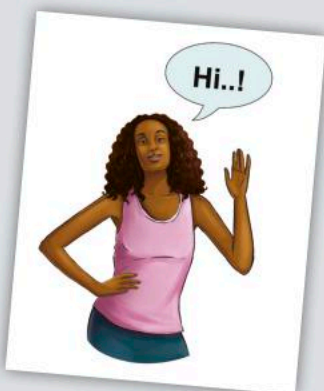
# How to make friends easily if you're a teen

## A.

It's all about confidence – if you are nervous or try too hard to look cool, you won't make many friends. You have to think of good reasons why someone would like to meet you, think of the good points you have.



## B.



Don't be shy and wait for people to talk to you. It won't help you in anything. Look around for someone that seems interesting, then go up to talk to him or her. Say hello, give them your name if they don't know your

name already, ask how they are and just talk to them.

## C.

It is very helpful if you try to find out what you and the person you are trying to befriend have in common. Don't look too serious. Be friendly and cheerful. How do you expect them to like you if you are not friendly?



## D.

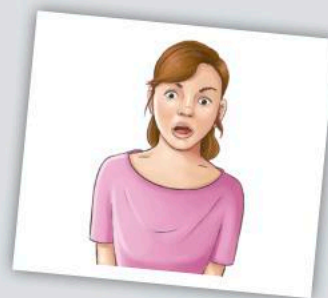


Give attention to what people say, look straight in their eyes and show you're paying attention. Nod, agree, show you find what they're

saying is interesting. It's important to be a good listener. If this new person feels like you're listening to them, your new friend will enjoy your company more.

## E.

I know you've heard it a lot of times, but no one really likes a fake person that no one really knows. Don't pretend and say things you don't mean. Be natural and you will get people that like you for being you.



## F.

You may talk to someone now but soon they'll forget you. Take time to say "Hi" to new people every day. Ask how they are doing. When you greet them, say things like: "Hey Alex!"; "What you doing, Sarah?"; "What's up, Miranda?". If you do that every day, they'll be happy that you remembered them.



## G.

Invite your new friends to go out together with you, go to the mall or hang out at a cool place. You guys can have fun together. Build your social circle from there.



Adapted from: <http://www.wikihow.com/Make-Friends-Easily-if-You're-a-Teen>

## Formative reading skills: Understanding explicit and implicit information

Write your answers to these questions on a separate sheet of paper.

### 1 Matching parts of a text

Match the headings 1–10 to the paragraphs A–G on page 14.  
There are more headings than paragraphs.

- |                              |                                      |
|------------------------------|--------------------------------------|
| 1. Be a good listener        | 7. Do team sports                    |
| 2. Don't try too hard        | 8. Relax                             |
| 3. Smile a lot               | 9. Be nice                           |
| 4. Be yourself               | 10. Include new friends in your life |
| 5. Make the first move       |                                      |
| 6. Develop new relationships |                                      |

### 2 Multiple-choice questions

Choose the correct answer from A, B, C or D.

- In paragraph A the writer says that in order to make friends the most important thing is to:  
A. look cool  
B. meet people  
C. be confident  
D. think of your positive qualities.
- In paragraph B the writer says that the best thing is to:  
A. say your name  
B. say something interesting  
C. wait for people to talk to you  
D. talk to new people.
- In paragraph C the writer says that you should try to be:  
A. helpful  
B. friendly  
C. serious  
D. caring.
- In paragraph D the writer says that when talking to someone new you should:  
A. enjoy the person's company  
B. look the person in the eye  
C. pay attention  
D. nod and agree.
- In paragraph E the writer says that the worst thing to do is to:  
A. be false  
B. say what you mean  
C. pretend to like someone  
D. be mean.
- In paragraph F the writer says people will remember you if you:  
A. are happy  
B. know their names  
C. ask them questions  
D. are a new friend.
- In paragraph G the writer says you can also make new friends by:  
A. meeting them at clubs  
B. inviting them home  
C. inviting them to hang out outside school  
D. inviting them to hang out inside school.

ATL

### Critical thinking skills

**Critical thinking involves using logic and reasoning to solve problems. This involves:**

- collecting and organizing relevant information
- interpreting information
- evaluating evidence and arguments
- coming to reasonable conclusions
- understanding general principles
- testing generalizations and conclusions.

Use your critical thinking skills to answer the questions on this page.



# Formative listening and speaking skills: Preparing and presenting a role-play

## Planning and scaffolding

Your English class organizes a “getting to know you” session for all new students. Imagine you are a new student from another country. Invent a completely new identity for yourself. Fill in the student information sheet below to create this new identity. You will use this as a cue card later.

### Student Information Sheet

#### Personal facts

Last name \_\_\_\_\_ First name \_\_\_\_\_ Middle name \_\_\_\_\_

Preferred name/nickname \_\_\_\_\_

Birthday \_\_\_\_\_

Parents' names \_\_\_\_\_

Parents' jobs \_\_\_\_\_

Siblings (names and ages) \_\_\_\_\_

Home country \_\_\_\_\_

Home city \_\_\_\_\_

Previous school \_\_\_\_\_

#### My likes and dislikes

I love (list three) \_\_\_\_\_

I hate (list three) \_\_\_\_\_

The farthest I have ever travelled from home is \_\_\_\_\_

My favourite place in the world is \_\_\_\_\_

The person I admire is \_\_\_\_\_ because \_\_\_\_\_

The best movie I've ever seen was \_\_\_\_\_ because \_\_\_\_\_

My favourite kind of music is \_\_\_\_\_

My favourite sport is \_\_\_\_\_

My extra-curricular activities and hobbies are \_\_\_\_\_

I worry about \_\_\_\_\_

I'm curious about \_\_\_\_\_

Five years from now I hope to be \_\_\_\_\_



## Formative speaking and listening skills: Role-play

Work in pairs. Imagine you are both new students from other countries. Ask and answer questions to get to know as much as you can about the other person. Use a copy of the student information sheet on page 16 for your answers and to help you formulate questions for your partner.

Before you conduct the role-play, decide how the new student and the other students will talk to each other:

- A. formally or informally
- B. politely or impolitely
- C. in a friendly way or impersonally.



## Formative writing skills: Diary writing

A couple of days before the start of term in her new school, Natasha received three more pieces of advice about friendships at school on the blog. What would Natasha think about this advice? Natasha writes about the advice in her diary. What will she say? Write Natasha's diary entry. Write between 200 and 250 words.

*"Honestly, I think the first days of school are crazy. Everyone is lost. Everyone will be walking around looking for their friends, or looking for their next classes. I am telling you that there are going to be more students like you, who don't have any of their friends there. So don't worry." Youji*

*"At the start of every year, teachers will usually make you introduce yourself and maybe you should say you're new and you would like to make friends because none of your friends are at your new school. Don't be nervous. Seriously, it's not as bad as it seems." Fabio*

*"You'll have both good and bad times. Expect people to be very different to you. Expect to find some really generous people and some really immature kids. Just look for people who you feel comfortable with and I think you'll have a great year at school." Stella*



### Planning and scaffolding

Create a table like the one below and use it to plan your reaction to each piece of advice.

	What is the meaning of the message?	What is your reaction to the message?
Youji		
Fabio		
Stella		

### ATL Critical thinking skills

How do you make friends in a new school? Having examined the ideas in this section, do you think all the ideas about making friends are equally good?

Use your critical thinking skills to make three lists:

- a.** really useful advice
- b.** less useful advice
- c.** useless advice.

Justify your answers.

Before you write the diary entry, decide how you will write to yourself in it.

- A.** Formally or informally
- B.** Politely or impolitely
- C.** In a friendly way or impersonally

## Reflections on Inquiry 2: What does friendship **mean**?

Having examined this section, what conclusions have you come to?



# Synthesis: Key and related concepts – Culture and Meaning

All communities share a range of beliefs, values and interests. People within a community hold shared attitudes, points of view and ways of knowing and behaving. Cultures, just like friendship groups, are dynamic and organic so they can grow and change over time.

When we are learning a language, it gives us opportunities to interact with cultures other than our own. We can learn to interact with others with sensitivity and empathy. One essential aspect of culture is friendship. In this chapter we see that friendships can go beyond our own boundaries and culture. Learning a language allows us to participate in meaningful global interactions, which in turn develops international-mindedness.



## Related concepts: Meaning and context

When we communicate, we send a message to someone. The information contained in the message is the meaning. We find meaning in all forms of communication: speech, writing, visuals, audio and video, as well as any combination of them.

Meaning is complex. We have different **layers of meaning**.

- **Text** is the information in the message.
- **Context** is the situation in which the message is sent.
- **Subtext** is the meaning underneath the surface of the text.

First of all there is **text**. These are the words written down on the page, the images in a picture. These communicate the surface meaning of the text. The four words of the message "BEWARE OF THE DOG" are a warning. We have no further information.

Next, we have the **context**. This is the situation in which the message is communicated. The words, "Beware of the dog" have no context until we create one. If we now add a picture of a dog, we create a **context** for the text.

We now know that the dog referred to in the warning is very big and very dangerous!

## Key concept: Culture

Culture is a word for the "way of life" of a community, meaning the way the people in a community do things.

Here are some characteristics of cultures:

- Different communities may have different cultures.
- A community can express its culture through its writings, its religion, its music, its clothes and its food.
- A community also expresses its cultures in the way in which the people in the community behave. This aspect of culture can be seen in the community's particular set of customs, morals, laws and rules, and traditions.
- A culture is usually passed on from one generation to the next. However, cultures, just like friendship groups, are dynamic and organic so they can grow and change over time.

In this chapter, we have already examined "school culture". With a partner, identify one culture and list its characteristics. Share your ideas in class.



## Understanding the idea of “meaning”, context and subtext: A funny story

A postal worker walks down the street and is about to deliver some letters in someone’s post box, when they see the sign, “BEWARE OF THE DOG”. The postal worker asks themselves, “What dog?”

So when the postal worker says, “What dog?” they see no danger. But we, the readers, know there is danger. We see that the dog is waiting for the postal worker. This **context** changes the meaning of the question. The **context** gives the message a second meaning.

**What is the meaning created by the context?**

- A. The postal worker cannot read.
- B. The dog is hungry.
- C. The postal worker does not know what trouble they are in.

### Subtext: A deeper meaning

Like a fable or a fairy tale, the story of the postal worker, the sign and the dog can have a moral or a lesson. This subtext is the deeper meaning of the story.

**What is the message created by the subtext?**

- A. You never know what trouble you are in.
- B. You must always be careful of dogs.
- C. Think before you do something.

**BEWARE OF THE DOG**



## Text, subtext, context and meaning in multimodal communication

Multimodal texts that combine images and words frequently have multiple meanings. Look at the example opposite and answer the questions.

### A. What is the text?

How many written texts are there in the picture?  
*What are these written texts? What images can we see in the visual text?*

### B. What is the context?

*Where and when did the photographer take the picture? Why did the photographer take the picture?*

### C. What is the subtext?

*What is the deeper meaning of the picture that the photographer wanted to communicate?*



## Connecting concepts: Culture and Meaning

Here is a very practical way to think about the concepts of meaning and culture. In small groups, discuss how you tell the difference between true friends and false friends. Ask yourself, “Do friends always say what they mean, or do they say one thing and mean another?” How do you tell the difference between true friends and false friends?

- Do false friends always say what they mean?
- Can they say one thing and mean something else?
- Does a good friend say one thing but do something else?
- How do you know your friends mean what they say?

**Denotation** is the literal meaning of a word or phrase that might be found in a dictionary.

**Connotation** refers to the positive or negative subtext that most words or phrases naturally carry with them. So when a true friend says, “I like your hair today” they are really giving a compliment. A false friend may think something very different.

### ATL Critical thinking skills

Read the section “Layers of meaning” with a partner. Discuss your answers to the questions in this section. Create a chart like the one on page 22 and complete it as a group activity. Some useful skills you can develop during this exercise are:

- evaluating evidence and arguments
- coming to reasonable conclusions
- understanding general principles
- testing generalizations and conclusions



Here is a very practical way to think about the concepts of meaning and culture.

Our **cultural** values often define what **friendship** means to us and the ways we behave with our friends. For instance, friends at school often share similar interests and look after each other. In such a culture, trust is really important and good friends mean what they say.

However, how do you know others mean what they say? You might think, "Real friends are truthful. If they compliment me, it is because they mean what they say".

This would be an example of **denotation**.

- Do false friends always say what they mean?
- Can they say one thing and mean something else? This would be an example of **negative connotation**.

Copy and complete the chart below. Four ideas have been started. Think of two other things people might say to each other (denotation). What does a true friend mean (positive connotation)? What does a false friend really mean (negative connotation)?

	Denotation	Postive connotation (True friend)	Negative connotation (False friend)
Ex.	"I like your hair today."	They really want to compliment you.	They are making fun of you. They think that your hairstyle is terrible.
1	"You are such an interesting person."		
2	"You seem to know so much."		
3	"Your phone looks really expensive."		
4	"Those clothes really suit you."		
5			
6			

## Inquiry 3: How can context make it hard to make new friendships?

### Conceptual question

The context of our environment has a big influence on how we behave. This influence includes how we form friendships with others. People who live in societies where only one culture exists probably form friendships with people from that same culture.

On the other hand, the more we meet people from other cultures, the more likely we are to form friendships across cultures.

In your school do you have more friends from your own culture or other cultures?

What are the advantages of having friendships across different cultures?

What challenges may occur by having friends from different cultures?

In the exercise on page 24 you will look at a poster which contains the results of a survey. The survey asked American and international students about their friendships with people from other cultures.



### Related concept: Context

Context refers to the social, cultural and historical settings in which a text or work was produced.

For example, look at the picture of the students at the top of this page. With a partner, ask yourselves these questions.

- Where was the picture taken?
- When was the picture taken?
- Who took the picture?
- Why was the picture taken?

The answers to these questions will allow you to understand the context in which the picture was taken. If you understand the context in which a picture was created or a text was written, you can also have a much better understanding of the message.

Now look at the poster on page 25: "What makes a friendship?" Answer the same questions.

- Where was the poster created?
- When was the poster created?
- Who created the poster?
- Why was the poster created?

What can you guess about the context in which the poster was created?



## Formative reading skills: Interpreting multimodal texts

### Reading multimodal information

Now analyse the poster on the next page: “What makes a friendship?” With a partner, check that you understand the meaning of the pie charts and diagrams by asking each other questions about the statistics contained in the text. Write your answers on a separate sheet of paper.

	Response	Percentage (approximate)
Approximately what percentage of international students relate to American students ...	not at all?	
	a little but not much?	
	about the same as others?	
	better than international students?	

	Response	Percentage (approximate)
What percentage of American students relate to international students ...	not at all?	
	less than other American students?	
	about the same as other American students?	
	better than other American students?	

### ATL Critical thinking skills

As you work with your partner on this task, the skills you can practise are:

- finding, interpreting and judging information
- collecting, recording and verifying data
- accessing information to be informed and inform others
- making connections between various sources of information
- creating new information.

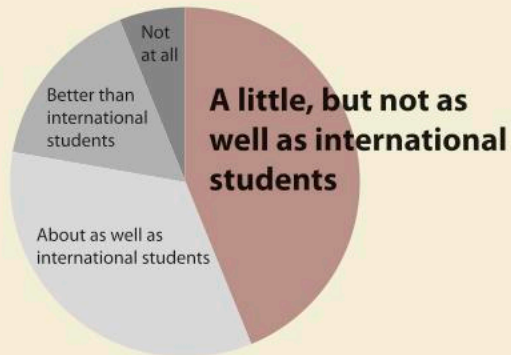
## What makes a friendship?

We asked American and international students: How well do you relate to the other group?

### INTERNATIONALS

I relate to Americans as well as or better than international students

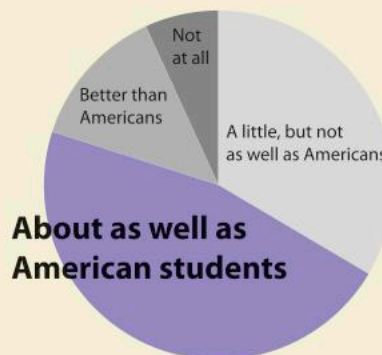
50%



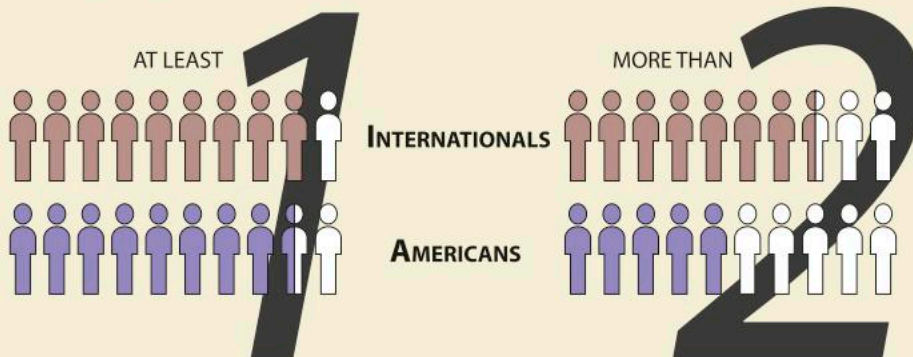
### AMERICANS

I relate to international students as well as or better than Americans

60%



But when we asked: How many friends do you have from the other group ...



VOA Student Union survey  
n=54 American, 56 international



## Formative reading skills: Understanding explicit and implicit information

Read the table below. The sentences it contains are either true or false. Indicate the correct response on a separate sheet of paper.

		True	False
1.	About 80% of Americans have at least one international friend.		
2.	All international students have at least one American friend.		
3.	Half of all American students have at least two international friends.		
4.	Only 20% of international students have at least two American friends.		
5.	According to the pie chart, most Americans relate well to international students.		
6.	Similarly, only a small minority of international students do not relate to American students.		
7.	A large majority of international students relate well to American students.		
8.	The percentage of American and international students that have a lot in common with the other group is about the same.		

### ATL

### Critical thinking skills

- Look at these findings.
  - Overall, 60% of American students related well to and had friendships with international students.
  - Overall, 50% of international students related well to and had friendships with American students.

From your own experience, are you surprised by these results?  
Give reasons.
- In your school which statement is most usually true?
  - New students find it easier to make friends with existing students.
  - Existing students find it easier to make friends with new students.
  - New students find it easier to make friends with other new students.

Explain your answer.

## Formative reading skills: Interpreting multimodal texts

A multimodal text is one that communicates its message in multiple ways: written and/or visual. Examples of multimodal texts are cartoons, websites, graphic novels, advertisements and posters. A film or video is a complex multimodal text that combines moving images, gestures, action and sound, in addition to speech and music.

Copy the table opposite. With a partner, rank the techniques used in the multimodal poster on page 25 in terms of effectiveness, with 10 being the most effective and 1 the least effective technique. In your opinion, which two techniques are most effective in making the message clear to the reader? Which two are the least effective? Give reasons for your answers.

If you were going to design a poster with similar information about international friendships at your school or in your community, what would you do similarly and what would you do differently? Which techniques would you use in the design of your poster? Create a table like the one opposite and complete it, giving reasons for your answers. Include any additional techniques you would use.

Techniques	Effectiveness (1 to 10)	Reasons
Different colours		
Visuals		
Statistics		
Different fonts		
Numerals		
Graphs		
Percentages		
Questions and answers		

Techniques	Reasons
Different colours	
Visuals	
Statistics	
Different fonts	
Numerals	
Graphs	
Percentages	
Questions and answers	

### ATL Critical thinking skills

As well as critical thinking, you also need to develop your **creative thinking** skills. When you have made your choices about the techniques you would use, make a sketch of your poster. Some of the skills you can practise are:

- using brainstorming and visual diagrams to generate new ideas and inquiries
- considering multiple alternatives
- creating novel solutions to authentic problems
- making unexpected or unusual connections between objects and/or ideas
- making guesses, asking “what if” questions and generating testable hypotheses
- applying existing knowledge to generate new ideas, products or processes
- creating original works and ideas; using existing works and ideas in new ways.



## Formative listening and speaking skills: Preparing and presenting a role-play

Here is the context for this exercise. Your class has been asked to find some ways to welcome new international students to the school. The students are still learning English. You must decide what to do.



Here are some possible activities that the school has suggested.

- Organize a sports day for all students in your year.
- Organize an evening dance for all students in your year.
- Each class organizes a “pot luck” meal where everyone brings a dish.

Do you like these suggestions or can you think of better activities?

Using these suggestions and some of your own, one person should take the role of the teacher suggesting the advantages of these options while the other people should play students who prefer another idea. In the role-play discuss your ideas and come up with a single answer you can agree on.

### Planning and scaffolding

Study this table and use it to help you to think of ideas for the role-play.

	How to organize this event	How this will help new international students
<b>Sports day</b>		
<b>Dance</b>		
<b>Pot luck class meal</b>		
<b>Alternative suggestion 1</b>		
<b>Alternative suggestion 2</b>		

## Formative writing skills:

### Diary writing

Here is the context for this exercise.

A new student has come from abroad. The student is finding it hard to make new friends. You have been asked to look after the student.

Write a short diary entry about the new student. In it you should describe the student and suggest ways the new student can make other friends at your school. You should write between 200 and 250 words. Give your work a title.

#### Planning and scaffolding

##### Before you write

Use this table to organize your ideas for your diary entry.

- Name of new arrival
- Age
- Background
- Think of five or more adjectives to describe the new arrival
- List three things you like about the new person, with explanations
- List three things the new arrival might have problems with
- Make three suggestions for making friends at school

Before you write, think about these issues.

- How will you write to yourself:
  - formally or informally
  - personally or impersonally?
- Will you address yourself in the first person, "I", or the second person, "you"?

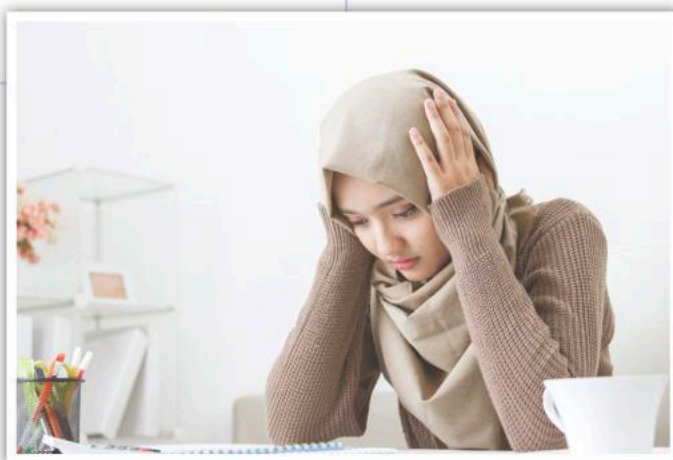
#### Discussion and debate

##### Why can international students sometimes find it hard to make friends?

Having examined the ideas in this section, why do you think it is sometimes hard for international students to make friends?

### Reflections on Inquiry 3: How can **context** make it hard to make new friendships?

Having examined this section, what are your conclusions?





## Reflection: Listening skills and debatable questions

### Formative listening skills: Navigating multimodal texts

In this chapter you have evaluated the topic of Friendship. You have also examined the Key Concept of **Culture** and the Related Concepts of **Meaning** and **Context**. As a class, make a list of the most important ideas you have learned so far in your inquiries.

At this stage, are there any points you need to discuss in class?

Make a list of your questions and discuss them with your teacher.

#### Suggested texts for this section

##### A. What's a real friend?

<https://www.youtube.com/watch?v=ExHbuJxYNZM>

##### B. International student experience Part 1: Culture shock

<https://www.youtube.com/watch?v=tPfB6GIjM9Q>

##### C. Making friends while studying abroad

<https://vimeo.com/123526979>

**Note:** Alternatively, you could use an audio-visual stimulus of your own choosing related to the theme of making friends.



### Formative listening skills: Navigating multimodal texts

#### Focusing activity

Read through the exercises on pages 31 and 32 to make sure you know what to look and listen for.

Now respond to the tasks and answer the questions in the appropriate manner on a separate sheet of paper. You may need to watch the materials several times and discuss possible answers in class after each viewing and listening.

## 1 Analysing explicit and implicit meaning

1. This audio-visual stimulus seems to be related to which of these MYP global contexts?
  - A. Identities and relationships
  - B. Orientation in space and time
  - C. Personal and cultural expression
  - D. Scientific and technical innovation
  - E. Globalization and sustainability
  - F. Fairness and development
2. Copy this table and use it to summarize the main points of the stimulus. You may wish to add extra supporting points, if necessary.

	Main idea	Examples and/or explanations and/or details
Subject matter		
Thesis – main point		
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusions		

## 2 Analysing conventions: Multiple-choice answers

Answer the following question on a separate sheet of paper.

3. The approach to the subject matter of the audio-visual stimulus is mainly:
  - A. entertaining
  - B. factual
  - C. persuasive
  - D. other (please specify).

## 3 Multiple-choice questions

Answer the following questions on a separate sheet of paper.

4. What was the format of the audio-visual stimulus?
  - A. Speech
  - B. Conversation/discussion
  - C. Presentation
  - D. Documentary
  - E. Other (please specify)



5. The main purpose of the audio-visual stimulus was to:
  - A. narrate a story
  - B. describe a situation
  - C. explain a problem
  - D. argue a point of view
  - E. give instructions/guidelines.
6. Which of these techniques are used in the audio-visual stimulus?
  - A. Voiceover
  - B. Special lighting techniques
  - C. Music and sound effects
  - D. Special visual effects
  - E. All of the above

## Formative interactive oral: role-play discussion with the maker of the audio-visual stimulus

The purpose of this role-play is to find out why and how the video was made.

- One person (the teacher?) volunteers to be the director/presenter of the audio-visual stimulus.
- One person plays the role of interviewer.
- The rest of the class should play the part of an invited studio audience.
- The “interviewer” starts by asking the “director/presenter” one or two questions and then invites “members of the audience” to ask their own questions.

## Formative writing activity: Diary entry

Write up your reactions to the audio-video stimulus and its contents you have watched in the form of a diary.

You could write about one of these topics

- making a new friend
- having an argument with a friend
- life as a new student in a new school culture
- being at school in a new country.

Alternatively, you could write a diary entry of your own about friendship or making friends.

### ATL Critical thinking skills

#### Making connections between the content and the context

Having watched the audio-video stimulus, what can you say about the context in which it was produced?

Answer these questions.

- Where was the video made?
- Who made the video?
- Why was the video made?
- Who was the video made for?

What conclusions do you come to?

#### Planning and scaffolding

- Before the role-play, discuss the questions you could ask.
- Use the answers to questions 1–6 on pages 31–32 as the basis for creating questions.

## Formative listening skills: Conventions and connections

These debatable questions will allow you to evaluate some of the big ideas you have examined in this chapter about the topic of Friendship.

They will also allow you to develop your own ideas about the concepts you have explored: Culture, Meaning and Context.

You could discuss these questions in small groups and afterwards share your conclusions with your class.

### Friendship

- 1: Is it really difficult to make new friends?
- 2: Is school the best place to make new friends?

### Culture, Meaning and Context

- 3: Is there a difference between a “culture” and a “context”?
- 4: Does the meaning of “friendship” depend on the culture we are in?
- 5: Do your friendships change depending on the context in which you see your friends?



### Reflection: Debatable questions on topics and concepts

Having examined one or more of the debatable questions, what conclusions have you come to?



# Summative assessments: Identities and relationships

## Statement of inquiry

**The culture of a community gives context and meaning to our relationships there.**

In these summative assessments you will be assessed on your use of the four communication skills you have developed in this chapter: Listening, Reading, Speaking and Writing.

In each assessment, you will also have an opportunity to show your understanding of the topic for this chapter, Friendship.

- The Listening assessment requires you to respond to a video. It assesses your understanding of explicit and implicit information, and the conventions and connections in the text.
- The Reading assessment requires you to respond to a multimodal text. It assesses your understanding of explicit and implicit information, and the conventions and connections in the text.
- The Speaking assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 1: Is there a connection between culture and friendship?**
- The Writing assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 2: Is the meaning of a text affected by the writer's purpose?**

## Summative assessment A: Listening

### Assessment criterion A: Listening

At the end of the capable level, you will be able to:

- identify explicit and implicit information (facts, opinions, messages and supporting details)
- analyse conventions
- analyse connections.

Watch and listen to the following text and then answer the questions.

### Listening activities: notes on marking

The listening recordings are short. Each recording is assessed using two activities which are made up of eight questions in total.

1. In an MYP summative assessment, grade using the Grading criteria given on the left.
2. If using this assessment for MYP eAssessment practice (MYP 5 only): 16 marks is the maximum score for the listening component of the MYP eAssessment. Award 2 marks for each correct answer. This mark scheme gives the Listening section the same weighting as the equivalent reading, speaking and writing assessments in the eAssessment.

### How to make friends at a new school

[https://www.youtube.com/watch?v=1q\\_TuDxY5pl](https://www.youtube.com/watch?v=1q_TuDxY5pl)



**Search words:**  
howcast friends new school



Answer these questions on a separate sheet of paper.

1. Which five pieces of advice do the makers of the video offer?
  - A. Get a good computer
  - B. Make sure you look good
  - C. Adopt a new personality
  - D. Try to talk to new people
  - E. Take part in activities you enjoy
  - F. Make friends with popular people
  - G. Join your year's social media group
  - H. Create your own social media group
  - I. Study with your classmates
  - J. Get a part-time job
2. For what reason do the makers of the video use a comic character to make their point?
  - A. To criticize students who won't adapt to a new school
  - B. To show how any student can adapt to a new school
  - C. To show that it is really easy to adapt to a new school
3. Why does the video use a variety of different scenes?
  - A. To illustrate several different points of view
  - B. To illustrate different problems faced by the main character
  - C. To illustrate the different points made by the speaker
4. What message does the video suggest to the viewers about adapting to the culture of a new school?
  - A. As long as you make an effort to make friends, you will succeed
  - B. Some students have a much harder time making friends than you
  - C. Make a few really good friends rather than trying to be popular

### Additional Listening practice for Summative assessments

Click on the icon below for further listening practice on the topic for this chapter.



At the link, you will find an additional Summative listening assessment.



## Summative assessment B: Reading

### Assessment criterion B: Reading

At the end of the capable level, you will be able to:

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections.

Read the following text and then answer the questions. Write your answers on a separate sheet of paper.

### Moving to High School

Is it good to be in the middle? Sometimes it's not, like when you're in the middle seat on a long car ride. But sometimes it is, like when you're in the middle of a thrilling movie. What will happen next?

High school is a little bit like that. Middle school is behind you. College and a career still await you.

[-1-] Your assignments — and the work you do in class — likely will get more challenging, but that's not necessarily a bad thing. You'll also probably be learning some new and different classes — like Theory of Knowledge, advanced courses in computer technology, music and art, health, and life skills.

On top of that, high school will probably offer a considerable variety of new teams, clubs and activities you can join. Maybe you love lacrosse, ceramics or jazz music. You might find opportunities to do all three at high school.

[-2-] On the big day, eat breakfast and be brave. You need your energy and brain-power to navigate your new school.

On your way out the door, take everything you need and try to remember that this is a big adventure. You might get lost on campus. Oh, well, it's your first day! Try to



be brave and say "Hi" to other new students. If you don't know the student with the locker next to yours, say "Hello". You'll be seeing a lot of each other this year!

In class, listen to what the teacher says and take notes because it's hard to remember everything. Try to write down the important stuff — like your locker combination and your homeroom number. Then you can look it over when you get home and be prepared for Day 2.

[-3-] When it comes to friends, the switch to a new school can leave you feeling a little dizzy. What if your best friend isn't in any of your classes and you never see him or her? What if none of your friends even goes to your school? High school is a good time to make new connections and new friends.

Sometimes, it's easy to make a new friend. You might meet the first day and then hang out all year long. But it also can go more slowly, especially if it seems like a lot of students are already hanging out together in groups that don't include you.

You might wonder what you can do to feel less lonely and make friends. Here's something: Try joining a club, sport or

activity. It's a great way to get to know students you don't know yet. Being in these groups also can help you feel more at home at your school. By next year, you'll be the more confident older student who's helping out the newbies. If he's lost on the way to the gym, please show him the way!

**Adapted excerpt from an article by D'Arcy Lyness:**  
<http://kidshealth.org/en/kids/middle-school.html>

*Choose an appropriate heading from the list that completes each gap in the text. Write your answers on a separate sheet of paper.*

1. [-1-]

2. [-2-]

3. [-3-]

- A. Learning new stuff
- B. Joining clubs
- C. Remembering stuff

- D. Making a good start
- E. Finding your way
- F. Making friends

*What do the following words mean in the text? Choose the appropriate words from the list.*

4. challenging (line 9)

5. advanced (line 13)

6. considerable (line 16)

- A. confusing
- B. different
- C. higher

- D. interesting
- E. large
- F. thoughtful

7. *Read from line 39 to the end. Choose the three true statements.*

- A. High school is a great place to meet new people
- B. You meet old friends at the start of high school
- C. People have different experiences on the first day
- D. Lots of new people say hello to you on the first day
- E. After time, you will become one of the cool students
- F. Joining a club may give you more self-confidence



Choose the correct answers.

8. This text is:
  - A. a report
  - B. a review
  - C. a brochure
  - D. a set of guidelines.
9. Who is the audience for this text?
  - A. Parents
  - B. Teachers
  - C. The general public
  - D. High-schoolers
10. What is the main purpose of the text?
  - A. To teach the readers a lesson
  - B. To tell a story to the readers
  - C. To give advice to the readers
  - D. To explain a problem to the readers
11. What high school class is the girl in the picture starting?
  - A. Spanish
  - B. Art
  - C. Humanities
  - D. Geography
12. What is the meaning of the picture in relation to the text?
  - A. Students can learn new subjects in high school
  - B. Students will meet students from different backgrounds
  - C. Students may be lonely when starting a new school year
  - D. Students should greet other students on the first day
13. For what context has the text been created?
  - A. The beginning of the last year in middle school
  - B. Before the start of classes in high school
  - C. For the first week of classes in high school
  - D. For use during the first year of high school
14. What is the writer suggesting about the culture of high schools?
  - A. High schools are very different from each other
  - B. The schools are less frightening than they seem at first
  - C. The schools are very unfriendly places for new students
  - D. High schools help students to move to college

## Summative assessment C: Speaking

Examine **one** of the images. Explain how it relates to the topic of Friendship.

Present the contents of the image to your teacher.

After your presentation, use the image to discuss this debatable question.

**Debatable question 1: Is there a connection between culture and friendship?**

You should speak for a total of 3–4 minutes.

**Image A**

Life is so much better with friends



**Image B**

One good friend is worth more than a thousand false ones



### Assessment criterion C: Speaking

At the end of the capable level, you will be able to:

- I. use a wide range of vocabulary
- II. use a wide range of grammatical structures generally accurately
- III. use clear pronunciation and intonation in a comprehensible manner
- IV. communicate all the required information clearly and effectively.



## Summative assessment D: Writing

Consider this debatable question and then complete the task.

**Debatable question 2: Is the meaning of a text affected by the writer's purpose?**

Study the greetings card below and imagine it is your first day in a new school.

Write a personal text (such as a blog or diary entry) in which you describe making a new friend.

You should include a photograph or other graphics in your text to illustrate your ideas.

Write between 200 and 250 words.



### Assessment criterion D: Writing

At the end of the capable level, you will be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
- iv. communicate all the required information with a clear sense of audience and purpose to suit the context.

## Going beyond the chapter

In this chapter you have explored how the culture of a school gives context and meaning to our friendships there. Now make use of what you have learned and the communication skills you have developed in this chapter for practical purposes beyond the classroom.

### Take action! Some suggestions

#### Role-play

Use the role-play skills you have developed in this chapter to explore the topic of friendship further. You and your classmates in English could share stories or experiences about friendships.

As a starting point you could use these headings:

- making friends at school
- being a new student
- losing friends
- having to change schools
- conflicts with friends.

Dramatize these stories (turn them into short plays/role-plays).

Note: Make sure that real names are changed.

#### Debate

You can use the role-plays as a way of starting a school-wide debate about friendships.

Here are some topics you might want to act out and then debate.

- How can teachers and students best create an inclusive culture in your school?
- To what extent should teachers help new students to feel welcome in a new school?
- How should you act, and what should you say, to make new friends at a new school?
- Should the culture of your school adapt to new students or should new students adapt to the culture of their new school?
- It is better to have one really good friend than to have many acquaintances?

You could make use of any good or interesting ideas or suggestions that have come out of your debate. For example, you could present your findings to the student council or other forum.





## Service learning

Speak to your MYP coordinator or Action and Service coordinator to find out your school's expectations for action and service in your particular grade/year.

The ideas below relate directly to the following service learning outcomes:

- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding.

## Ideas for service

Many schools have a number of new students arriving at the beginning or at some other point during the school year.

Is there a club, group or society at your school that is responsible for welcoming new students and helping them become members of your school community? If not, you might want to start such a club.

Alternatively, you could also use your communication skills to:

- write a guide to the culture of your school for new students
- write a guide for existing students about how to make new students welcome
- create a social event where new students can meet existing students
- create a student blog where students can post ideas for the student council on the topic of friendship
- make students aware of how the culture of a school gives context and meaning to our friendships. This could be done through a series of role-plays in assemblies.

### **If you enjoyed this chapter here are some texts for further reading**

- Katherine Applegate, *The One and Only Ivan*
- Louise Fitzhugh, *Harriet the Spy*
- Holly Goldberg Sloan, *Counting by 7s*
- Grace Lin, *The Year of the Dog*
- Arvin Ahmadi, *Down and Across*
- Justin A. Reynolds, *Opposite of Always*
- Aisha Saeed, *Written in the Stars*
- Louis Sachar, *Holes*
- Jerry Spinelli, *Stargirl*
- Sue Townsend, *The Secret Diary of Adrian Mole, Aged 13¾*

### **ATL Critical thinking skills**

At the end of any learning experience always ask yourself these questions.

- What lessons have I learned from this chapter?
- What concepts don't I yet understand about this topic?
- What questions do I still have about this topic?
- Where can I find answers to these questions?



# 2

# Recycling

## Concepts

### Global context: Globalization and sustainability

In this chapter you will explore the impact of decision-making on people and the environment.

You will explore issues related to recycling both in the home and at school. Later on you will look at different ways schools have developed recycling and other environmentally friendly policies.

### Key concept: Communication

**Communication** is the exchange or transfer of signals, facts, ideas and symbols. Communication involves the activity of conveying information or meaning. In this chapter you will explore how we can use both oral and written interviews to communicate ideas.

### Related concepts: Structure and Purpose

**Structure** is the organization, pattern and elements of text, in any format. Structure helps us to understand the meaning of a text. For example, a written structure can include an introduction, development and conclusion, as in formal essays. You will examine how writers can use different structures to communicate their message.

The **Purpose** of a text tells us what the text does. For instance, a text can narrate, describe, inform, persuade, explain or instruct.



## Ans

## Statement of inquiry

To understand how texts are communicated, we need to consider their structure and purpose.

### Unit plan

- ATL focus: Communication skills
- Inquiry 1: What techniques can we use to communicate ideas about recycling?
- Focus on communication skills: Interviews (oral and written)
- Inquiry 2: What is the structure of a text?
- Synthesis: Key and related concepts – Communication and Structure
- Inquiry 3: How do texts on recycling communicate their purpose?
- Reflection: Listening skills and debatable questions
- Summative assessments: Listening, Speaking, Reading and Writing
- Theory to practice: Action and service

# Inquiry 1: What techniques can we use to **communicate** ideas about recycling?

Conceptual question

## Formative reading skills: Multimodal texts

What do you already know about Recycling? Before you begin this chapter, conduct a class brainstorming session. You could start by finding as many ways as possible to finish this sentence, "Recycling means..."

The posters in this inquiry are simple examples of multimodal texts that use a variety of techniques to communicate their message. What message does this poster communicate? How are the words and images connected to the message of recycling?



## Formative speaking skills: Understanding multimodal texts

On the next page you will find two recycling posters. The first poster gives instructions to homeowners in Swansea, Wales. It explains how to dispose of recyclable household waste, including vegetable matter and garden waste, using the pink and green recycling bags. Identify which techniques each poster uses to communicate its message.

Some methods used in visual communication are:

- signs
- symbols
- words
- spacing
- colours
- tables
- maps
- graphs
- statements.

In your opinion, which poster communicates the idea of recycling better? Explain your choice.

### Key concept: Communication

**Communication involves the activity of conveying information or meaning.** This meaning can be communicated using signals, facts, ideas and symbols.

A "sender" sends a message to an intended "receiver". To be effective, sender and receiver must share a common "language" which may be written, spoken or non-verbal (such as facial gestures).

Communication is the basis of what makes us human and bridges communities across the globe; it is the essence of all languages.

Traditionally when communicating, we sent messages using speech and writing. We received messages using listening and reading. However, technology is rapidly changing the ways in which we communicate.

In small groups, make a list of ways we now communicate using different technologies to send and receive messages.



# Recycling in Swansea

## GREEN BAGS

Yes please:



Cardboard



Metal cans



Paper



Glass bottles, jars and foil



No thanks:



Broken glass, plastic of any kind



## PINK BAGS

Yes please:



Bubble wrap



Plastic tubs and pots



Plastic bags



Plastic bottles and lids



No thanks:



Foiled wrappers, electrical items, polystyrene, crisp pack, Tetrapaks



	wood & timber		hardcore & rubble		paint		scrap metal
	food tins & drink cans		mixed glass bottles & jars		garden waste		newspapers & magazines
	cardboard		books		batteries		fluorescent tubes
	large appliances		small appliances		tv's & monitors		fridges & freezers
	plastics		households & garden chemicals		gas bottles		mixed textiles & clothes
	used engine oil		car batteries		tyres		discs

## Formative listening and speaking skills: Interview questionnaire

Work with a partner and ask each other the following questions. You may wish to use this information in a class discussion on your recycling habits at the end of the exercise.

### Recycling questionnaire

- On a scale of 1–5, 5 being the easiest, how easy is it to recycle at home?
- On a scale of 1–5, 5 being the easiest, how easy is it to recycle:
  - cardboard
  - cans
  - paper
  - bottles?
- At home you and your family recycle:
  - always
  - usually
  - sometimes
  - rarely
  - never.
- What percentage of your household waste do you think is:
  - plastic
  - cardboard
  - glass
  - paper
  - non-recyclable items?
- In your opinion recycling is:
  - very important
  - important
  - somewhat important
  - a waste of time.
- “There are things that I want to recycle but I’m not sure how.” Do you agree with this statement?
  - Strongly agree
  - Agree
  - Neutral
  - Disagree
  - Strongly disagree
- Which things would you like to recycle but cannot?
- If you were given more information about recycling, you would recycle more. Do you agree with this statement?
  - Strongly agree
  - Agree
  - Neither agree or disagree
  - Disagree
  - Strongly disagree

### Discussion and debate

Having examined the ideas in this section, what could your family do to recycle more at home?

### Key concept: Communication

**The form of this communication is an interview with an interviewer and an interviewee.**

- In this interview, who sends the first message?
- Who receives the message?
- What happens to the message after the interviewee receives it?
- In order to complete the communication, what must the interviewee do next?
- What part does speaking play in the interview?
- What part does listening play in the interview?
- What part does reading play in the interview?
- What part does writing play in the interview?

Reflection: What techniques are used in the interview to communicate information about recycling?

## Reflections on Inquiry 1: What techniques can we use to communicate ideas about recycling?

Having examined this section, what is your answer to the question?





## Focus on communication skills

### Formative listening skills: Short answer questions

In MYP English Language Acquisition, short answer questions are one of the assessment types you must learn how to answer. Click the headphones icon on the right to find out more about short answer questions.

You will also find an audio recording for this chapter on the topic of Recycling and a related listening exercise to practise responding to short answer questions.

### Formative writing skills: The written interview

#### What is a written interview?

One specific text type is an interview. An interview uses a question and answer structure that allows you to conduct and then write up a person-to-person discussion. In an interview, an interviewee talks at length to an interviewer about a specific topic.

Some interviews, such as one with a politician or business leader, can be very formal. Some personal interviews are much more informal.

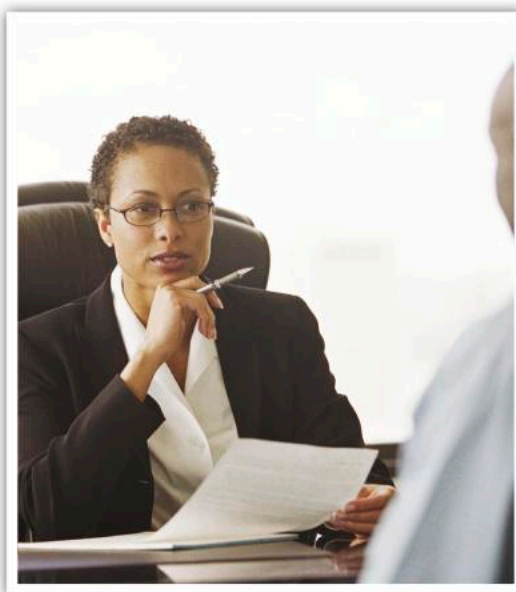
Look at the picture.

Imagine the reporter is interviewing the professional woman.

What topic could they be discussing?

How will the interviewer and the interviewee speak to one another?

Justify your responses.



#### How to structure a written interview

Whatever the situation, a good interview is as carefully structured as a piece of writing. The important structural characteristic is the question and answer format. As a result, before the interview, you need to decide which questions you would like the interviewee to talk about. But you also need to decide in which order to ask your questions.

It makes sense to start with general questions and move to more specific and personal ones.



#### Related concept: Structure

Using structure in your own writing

Think about your writing in other school subjects.

Do you use a clear structure when writing?

Decide which method is better:

- A** trying to think and write at the same time
- B** brainstorming ideas, organizing those ideas and then structuring them.

Before you write, you should always plan your writing. Here are four common structures that you can use to organize your ideas.

- A** Beginning, middle and end (story)
- B** The most important to least important information (news report)
- C** From simple to complex ideas (interview)
- D** Main idea, supporting points with examples, and conclusion (formal essay).

## Introduction

In your introduction, you establish a good rapport with the interviewee. "Thanks for coming in today to talk to our magazine." Or introduce the interviewee. "Ludmila Lewis, you are known as a great supporter of recycling. What is your reason for this?"

## Organizing your questions

Ask about general issues first and then move to specific questions. For example, begin by asking for some facts. Then move on to more difficult or personal questions.

## Conclusion or "wrap-up"

Your last question could allow the respondent to provide information about future plans. "So what do you see as the next stage?" You could conclude the interview by thanking the interviewee.

## Question types

**Closed questions** usually begin with a question word such as "When", "Where", "Who". They are usually easy to answer. They can be effectively used at the beginning of an interview to encourage participation and can be very useful in fact-finding. Closed questions usually require short, specific answers.

In an interview use **open questions** such as: "Could you tell our readers about ...?" or "Could you explain/describe/tell ...?". An open question starting with "Why" or "How" cannot be answered with a simple "Yes" or "No". Such open-ended questions encourage people to talk, explain their ideas and can produce a large amount of information.

## Register

Register is the level of formality appropriate for the specific context and audience. In real life we do not always use the same registers for speaking and writing. You need to write your interviewee's responses in complete grammatical sentences but using semi-formal language. You could use some of the ideas in the table below.

## ATL Communication skills

### Writing up interviews

When you create a written interview from your notes, the skills you are practising are:

- accessing information from various sources
- interpreting and evaluating information
- making reasoned decisions about information you have listened to, read or viewed
- using critical thinking skills to analyse and interpret information
- making connections between various sources of information
- creating new information
- using quotes correctly and ethically.

	Semi-formal register	Formal register
<b>Vocabulary</b>	<b>Phrasal verbs</b> look over come up with	<b>Formal verbs</b> analyse develop/invent
<b>Contractions</b>	<b>I'm</b> They <b>weren't</b> He <b>didn't</b> You're	I am They were not He did not You are
<b>Level of politeness</b>	<b>Suggestion</b> I think you are wrong  This is not so good. We could...	<b>Very polite</b> There may be another way of looking at this. Improvement is possible. I think we may be able to...
<b>Slang</b>	AVOID	AVOID



ATL

## Communication skills

**Use your creative thinking skills to complete this task.**

- Apply what you have learned about communication in this chapter.
- Make guesses, ask “what if” questions and generate ideas.

Study the picture on the right.

What might be the situation?

How will the interviewer and the interviewee speak to one another in this scenario?

Explain your responses.



## Formative listening and speaking skills: Oral interviews

Look at the picture opposite and imagine you are going to interview the student in the photograph about his involvement in recycling. In pairs, conduct role-plays in which one person is the interviewer and one person is the interviewee. Reverse roles at the end of the first interview.

### Structuring a recycling interview

Think what you will say to introduce the interview.

Write your questions.

Then put the questions into the best possible order (1–5).

You may find it helpful to create a table like the one below.

Think how you will conclude the interview.



Opening remarks	
Possible questions	Structure of interview <i>Put your questions in the best order</i>
A.	1
B.	2
C.	3
D.	4
E.	5
Wrap up	Wrap up

### Planning and scaffolding

- In pairs, make a list of about 5 questions to ask the student about his recycling habits and his recycling project.
- Make sure you ask questions in the correct order.

## Recycling interview notes and structure

Now you can interview your interviewee – the student involved in the recycling project. Decide whether you will use formal, semi-formal or informal language for the interviewer's questions and the interviewee's responses. Make sure you get reasons and explanations for the interviewee's replies.

Create a table like the one below to record your answers.

Opening remarks		
Question	Answer	Reason/explanation/details
A.		
B.		
C.		
D.		
E.		
Wrap up		

## Formative writing skills: Interviews

You are producing a written interview about recycling for your school magazine. Think about the language you will use in the interview. Choose one of these registers:

- very formal, as if talking politely to a very important stranger
- formal, as if talking very politely to people you don't know well
- informal, as if talking to a friend.

Using the question and answer format, write up your interview with the student using between 200 and 250 words for your answers.

ATL

## Communication skills

**Exchange thoughts, messages and information effectively through interaction; work effectively with others**

In this exercise you need to plan carefully with your partner and exchange ideas. As you do so, the skills you can develop and demonstrate are:

- showing empathy
- helping others to succeed
- working collaboratively
- listening actively to other perspectives and ideas
- finding areas of agreement and building consensus
- taking shared responsibility for decision-making
- giving and receiving constructive feedback.



## Formative speaking skills: Further interview practice

Interview another classmate about his or her recycling habits.

Following the question and answer format used in the recycling questionnaire, copy the chart below and use it to record your partner's answers to the questions below. Make sure your interview partner gives clear reasons for his or her answers. When you have finished, your partner should interview you.

### Planning and scaffolding

Copy this chart to record your questions and your partner's responses. You may wish to ask additional questions. You may wish to share and collate the results as a class activity.

Question	Response	Reason/explanation/details
Please introduce yourself.		
1. On a scale of 1–5, 5 being the easiest, how easy is it to recycle at home?		
2. On a scale of 1–5, 5 being easiest, how easy is it to recycle: A. cardboard B. cans C. paper D. bottles?		
3. At home you and your family recycle: A. always B. usually C. sometimes D. rarely E. never.		
4. What percentage of your household waste do you think is: A. plastic B. cardboard C. glass D. paper E. non-recyclable items?		
5. In your opinion how important is recycling? A. Very important B. Important C. Somewhat important D. A waste of time		

<p>6. There are things that you want to recycle but aren't sure how.</p> <p>A. Strongly agree</p> <p>B. Agree</p> <p>C. Neutral</p> <p>D. Disagree</p> <p>E. Strongly disagree</p>		
<p>7. Which things would you like to recycle but cannot?</p>		
<p>8. If you were given more information about recycling, you would recycle more.</p> <p>A. Strongly agree</p> <p>B. Agree</p> <p>C. Neither agree or disagree</p> <p>D. Disagree</p> <p>E. Strongly disagree</p>		
<p>Thank you for talking to me.</p>		



## Reflection: Written and oral interviews

When you have completed the exercise, discuss what lessons you have learned about conducting and responding to interviews.



Related concept:  
Structure

The word “structure” relates to the organization of a text.

Written texts often have a sequential structure in which one idea follows another in a logical order. For example, a simple story is organized around the structure of beginning, middle and end.

An essay uses a similar structure three-part structure: introduction, development and conclusion.

If you want to make a delicious dessert, you follow a recipe that puts the individual steps into a logical sequence so that you understand how to prepare the dish successfully.

## Multimodal texts: Word clouds

Even the word cloud opposite uses a structure (though the structure is not obvious). Here, the words are not structured in a sequence. They are structured by association. We see all the words at the same time. This arrangement creates new meanings when we connect different words together.

To understand and describe the structure of this multimodal word cloud, think about:

- the organization of the words on the page
- the distance of the words from each other
- the different directions of the words
- the meanings of the words themselves.

Having examined the word cloud, what seems to be the message of the text?



## Reading skills: Matching headings to paragraphs

The text on page 55 is an interview and has a “question and answer” structure. There are eight questions. Each question has an answer. Pick from questions A–J below and match them to the answers in the text. Be careful: two of these questions do not fit into the structure of the interview.

A. How much can we recycle?	B. Do we have to throw things out?	C. What effect does waste have?	D. Is one person's trash someone else's treasure?	E. How can we avoid producing waste?
F. What is nature's answer?	G. What can we recycle?	H. What else can we do?	I. How do we deal with toxic waste?	J. Who should we ask for answers?

# What is Waste?



Is this really necessary?

According to Dr Rhea Jain, waste is the things we throw away. We interviewed Dr Jain for Sustainable Australia to find out how to dispose of unwanted products and resources we use.

1 \_\_\_\_\_

**RJ:** As landfills are filled, we need more space to handle our waste. This is **unsustainable** because nature is being damaged when we create new landfills and because waste often contains **toxic** substances.

2 \_\_\_\_\_

**RJ:** Nature can show us how to **reduce** the amount of waste we create. We can reuse **items** before we even start recycling.

3 \_\_\_\_\_

**RJ:** Can I reuse or repair this? Can I save money by reusing what I already own?

4 \_\_\_\_\_

**RJ:** If you don't need stuff, give it away for free. You can hold your own garage sale and give stuff away for free. You can also take items to a charity store.

5 \_\_\_\_\_

**RJ:** Before you buy something, look to see if the product and its **packaging** are recyclable.

6 \_\_\_\_\_

**RJ:** Can you **purchase** an item without all the useless packaging? For example, buy food at markets or local food shops where we can buy food without packaging.

7 \_\_\_\_\_

**RJ:** Turn kitchen waste into food for your plants by composting. Composting turns food scraps into high quality soil. You don't need a lot of room and your houseplants will be healthier too.

8 \_\_\_\_\_

**RJ:** Find and use places where you can recycle: composting centres, clothing exchanges, charity shops and "free stores".



## Formative reading skills: Formative assessment

### 1 Finding words with similar meaning

In the text on page 55, six words are highlighted. Find the word from the right-hand column that could meaningfully replace one of the underlined words from the text (shown on the left). Write your answers on a separate sheet of paper.

**Example: toxic**

things

**poisonous**

1. unsustainable

possible

2. reduce

sell

3. items

buy

4. purchase

cut

5. packaging

parcel

dirty

wrapping

pieces

increase

unworkable

### 2 Short-answer questions

Answer the following questions.

6. According to Dr Jain, what are the two best places to buy food?
7. What do we recycle by composting?
8. According to the text, where can you recycle clothes?

### 3 Multiple-choice questions

Choose the correct answer from A, B, C, or D and write your answer on a separate sheet of paper.

9. What is the purpose of the text?
  - A. To find out opinions about global warming
  - B. To find out attitudes to litter
  - C. To find out solutions to waste disposal
  - D. To find out attitudes to conserving energy resources
10. The structure of the interview is?
  - A. A timeline from the beginning to the end
  - B. A series of questions and answers
  - C. Thesis supporting points
  - D. A definition and examples

### Related concept: Structure

The magazine interview with Dr Jain on page 55 is an example of a multimodal text.

Work in small groups and discuss these questions about the structure of the text.

**A.** Which of these layout features are typical of a magazine interview?

- Photographs
- Pictures or drawings
- Maps, charts or diagrams
- Headlines or titles
- Captions or headings
- Highlighted or bold words

• Coloured boxes

• Icons

• Bullet or numbered points

• Paragraphing

**B.** How are these layout features used to structure the text?

**C.** How do these layout features help to communicate Dr Jain's ideas?

## Formative speaking and listening skills: Interview techniques

Work with a partner and record your answers to the following interview questions about household waste. For each answer, give reasons or explanations. You may wish to use information from the text on page 55 to help you formulate your answers.

### Planning and scaffolding

#### Communicating with a sense of audience

Before you begin, think about the language you will use in the interview. Choose one of these registers:

- very formal, as if talking politely to a very important stranger
- formal, as if talking very politely to people you don't know well
- informal, as if talking to a friend.



Question	Answer	Reason/explanation/details
Please introduce yourself.		
How important is recycling in today's world?		
What things do you recycle at home?		
What methods of recycling do you use?		
At the moment, what do you do with materials you cannot recycle?		
Would you give stuff away for free or to charity shops?		
Would you be interested in joining a recycling group at school?		
Is there anything else you would like to say on the subject?		
Thank you.		



## Formative writing skills: The written interview

You wish to publish the interview about household waste in the school magazine. Write up your interview notes from page 57 using between 200 and 250 words for your answers.

### Planning and scaffolding

#### Structure and language

You could start by introducing the interviewee to your readers.

This introduction could include a little biographical information and your reason for conducting the interview.

Use the question and answer format for the body of the interview.

To create a good structure for your interview, decide what is the most logical order for your questions.

## Reflections on Inquiry 2: What is the structure of a text?

Having examined this section, what is your answer to the question?



### Discussion and debate

#### What can countries do to recycle waste?

With a partner, research a country whose recycling efforts have been in the news recently.

Make a list of:

- a. the techniques they have used
- b. the problems they have had
- c. their successes.

Present your findings to the rest of the class.

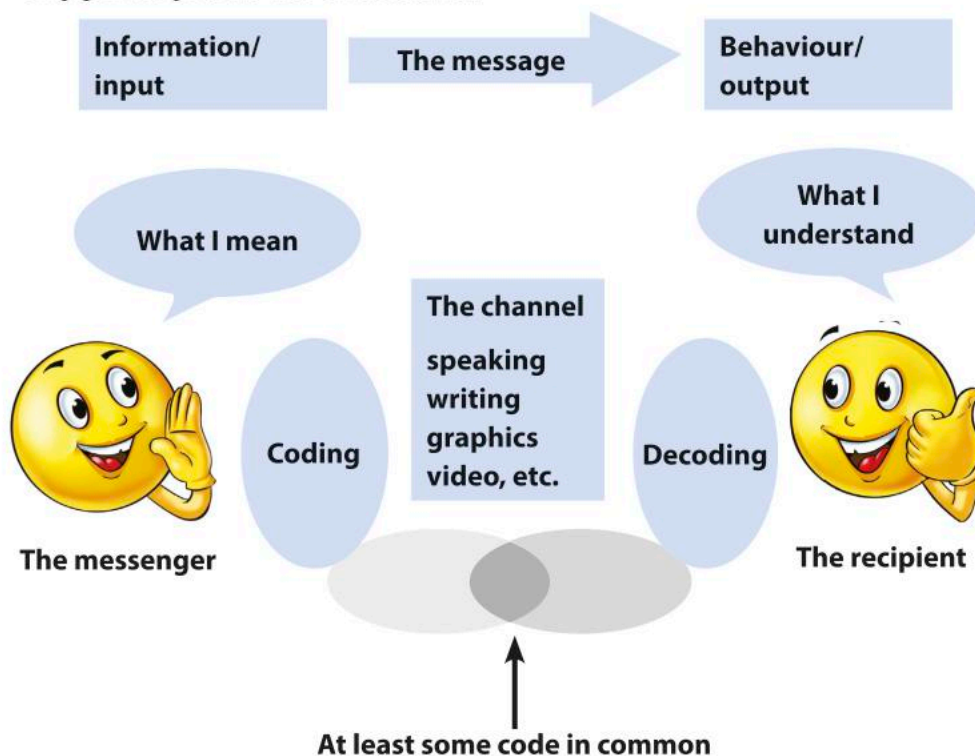
As a class, decide which country has the most effective recycling methods and why.

### Discussion and debate

What are the links between waste, recycling and global warming?

# Synthesis: Key and related concepts – Communication and Structure

**Communication** involves the conveying of information or meaning. As we can see in the diagram, communication requires a sender/messenger, a message and an intended receiver/recipient. Study the diagram below. In pairs, explain what it is saying about the way in which people communicate messages to each other. Make a list of any points you do not understand.



**Communication** also requires a channel, or medium, for the message, such as speech, writing, graphics or multimodal texts.

The message is in a code, and the code is language. Different languages use different codes.

When learning a new language, you learn how to describe, narrate and give instructions on basic topics such as yourself, your family, food and home.

However, over time you will also want to create more complex texts on more difficult topics, such as conflict resolution, or recycling waste.

In the diagram above, you can see a messenger who creates and sends the message to the recipient, who receives and interprets the message sent.

## ATL Communication skills

In the diagram above, you can see a smiley messenger who creates and sends the message to a smiley recipient, who receives and interprets the message sent.

With a partner, test your understanding of the diagram by explaining to each other all the elements and processes it shows. During this exercise, the communication skills you will use are:

- interpreting modes of non-verbal communication
- locating, collecting, recording and checking information from a variety of media
- organizing, analysing and evaluating information from text-based and multimodal sources.



As messengers, we want to make sure our message is clearly understood. We need to make sure that “What I mean” is the same as “What you understand”.

Therefore, when we speak we have many different ways to protect the meaning of our message. When speaking, we can use facial expressions, a certain tone of voice, hand gestures and body language. When we are speaking to someone, we sometimes repeat words, phrases or ideas.

Sometimes we add little question words such as: “OK?” or “Right?” or “Get it?”

Sometimes we just stop and pause.

### ATL Communication skills

Look at the photograph opposite.

Imagine their conversation.

Who seems to be doing most of the talking?

What do you think they are talking about?

What methods are the boy and girl using to make sure that:

- A. the speaker is sending the message successfully?
- B. the recipient is understanding the message correctly?

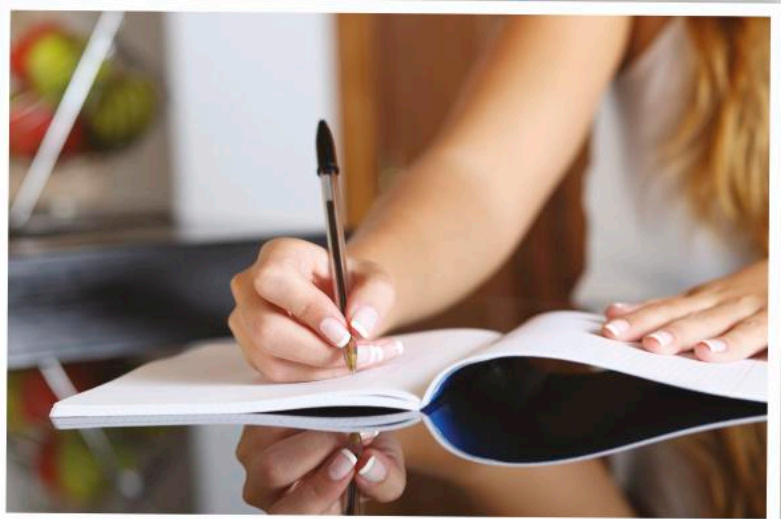


## Related concept: Structure

When we write, we cannot know for certain how the recipient of our message will react to it. Nor can we do the things we do in speech to make sure our message is understood. When we speak, we simply repeat or pause or correct ourselves. However, when we write we must make sure that our message is understood. One way to achieve this is to have a clear written **structure**.

For example, when you write a specific text type such as a short news report, an interview, an essay or a blog entry, you need to organize your writing so that it has a clear beginning, middle and end.

We use different varieties of English depending on whether we are communicating with a close friend or with a stranger (such as the manager of a business). In the same way, we use different written structures depending on what kind of text we are writing.



For instance, here are descriptions of two different texts.

- A.** An essay about recycling waste
- B.** A story about a polluted river

For which text would you write an introduction, a series of well-linked paragraphs and a conclusion?

How would you structure the other text?

How would you structure a questionnaire about attitudes to littering, waste and recycling? Think about the order in which you would put your questions. Which questions would come first?

Which questions would go in the middle?

Which questions would come last?

Explain your answers to show that you understand the concept of structure.

## Discussion and debate

Think about the three written structures we have discussed: the essay, the story and the questionnaire.

In groups, think of ways to represent each structure as a diagram that other students could use to plan their writing.

## Connecting concepts: Communication and Structure

Look at the table below. In column 1, you have been given information about the text type and message. From column 2 choose the best structure for the text. Write your answers on a separate sheet of paper. As you complete the exercise, you should notice that the structure of any text may change according to the kind of text you are writing.

Planning and scaffolding	
1. Text type and messenger	2. How to structure the text
<b>A blog entry on pollution; You as yourself</b>	<ul style="list-style-type: none"> <li><b>A.</b> Beginning, middle and end</li> <li><b>B.</b> Most important to least important events</li> <li><b>C.</b> Simple to complex ideas</li> <li><b>D.</b> Main idea, proof and examples, conclusion</li> </ul>
<b>A written interview with the manager of a recycling company; You as interviewer</b>	<ul style="list-style-type: none"> <li><b>A.</b> Beginning, middle and end</li> <li><b>B.</b> Most important to least important events</li> <li><b>C.</b> Simple to complex ideas</li> <li><b>D.</b> Main idea, proof and examples, conclusion</li> </ul>
<b>A short story/ fable for children; You as storyteller</b>	<ul style="list-style-type: none"> <li><b>A.</b> Beginning, middle and end</li> <li><b>B.</b> Most important to least important events</li> <li><b>C.</b> Simple to complex ideas</li> <li><b>D.</b> Main idea, proof and examples, conclusion</li> </ul>
<b>A newspaper article about an environmental accident; You as journalist</b>	<ul style="list-style-type: none"> <li><b>A.</b> Beginning, middle and end</li> <li><b>B.</b> Most important to least important events</li> <li><b>C.</b> Simple to complex ideas</li> <li><b>D.</b> Main idea, proof and examples, conclusion</li> </ul>
<b>An essay on recycling; You as student</b>	<ul style="list-style-type: none"> <li><b>A.</b> Beginning, middle and end</li> <li><b>B.</b> Most important to least important events</li> <li><b>C.</b> Simple to complex ideas</li> <li><b>D.</b> Main idea, proof and examples, conclusion</li> </ul>



## Inquiry 3: How do texts on recycling **communicate** their **purpose**?

Conceptual question

### Reading and speaking skills: Analysing visual text



How does the picture communicate the idea of recycling?

### Related concept: Purpose

There are many different purposes for communicating: for example, to narrate, to describe, to inquire, to inform, to persuade, to explain and to instruct.

There are also social purposes for communicating, such as to socialize or to entertain.

With a partner, examine the multimodal text opposite in order to identify the purpose or purposes of the text.

Decide whether its main purpose is to:

- narrate a story
- describe waste products that can be recycled
- inquire about the nature of recycling
- inform an audience about recycling
- persuade others to recycle
- explain how recycling works
- instruct people how to recycle.

When you have identified the main purpose of the text, analyse how the message is communicated.

## Formative reading skills: Understanding connections

### Sequencing the text

In the table below there are 10 missing sentences. Copy the table and put sentences 1–10 in the correct order in the text in boxes A–M. Three sentences have been put in place for you.

## Planning a successful school recycling programme

A.	Form a recycling class or club. As a team, define your goals and ensure that each member has a role.
B.	
C.	
D.	
E.	
F.	Contact a disposal company to take away the recycled material.
G.	
H.	
I.	
J.	
K.	
L.	Hold publicity events at your school. Contact the local media.
M.	

1. Discuss the details of the potential project with teachers, the principal and parents.
2. Choose one recyclable material (for example, cardboard and mixed paper) to start your new programme.
3. Choose the right type of collection containers. Create clear signs.
4. Decide where containers should be placed in your school.
5. Empty the collection bins into your school's larger recycling containers.
6. Find out what kinds of waste materials there are at your school. Find out which products the school could recycle.
7. Get approval for the project from the head or principal of your school.
8. Once your programme is functioning smoothly, expand your programme to include other recyclable materials.
9. Put trash bins next to the recycling bins or they may be used for garbage.
10. Share your successes via the school website and magazine.

### Related concept: Purpose

Examine the text opposite and identify its purpose.

**Justify your answer** by giving valid reasons or evidence to support your conclusions.



Would you add any additional or alternative steps to the recycling programme above? Make a new list of steps to include any other points you would add.

## Formative reading skills: Understanding multimodal texts

In pairs, study the multimodal poster and discuss how the paper recycling process works. Here are some communication techniques used to convey ideas in multimodal texts used in sectors such as publicity and advertising:

- colour coding
- headings
- repetition and patterns
- visual images
- structure/composition
- symbols
- slogans.

Study the poster and identify the techniques used to communicate the idea of recycling.

In small groups, identify the **purpose** of each technique within this multimodal text.

Could you improve the poster?

Make a list of points to improve the poster and share them with your class. Create your own poster to demonstrate your suggestions.

## Formative speaking and listening skills: Interview techniques

Do some research online into youth climate activists, and pick one that you are interested in. Imagine you have invited this activist to your school to raise awareness about global warming and recycling, as part of a MYP Service project.

As a reporter for your school magazine, come up with some questions that you would ask the activist in an interview.

Decide what open and closed questions you would ask.

Put the questions in a logical order.

Decide on what level of formality to use.

Here is how the recycling programme works:



## Structuring an interview with an activist

First write your questions.

Then put your questions into the best possible order using a chart like the one below.



Leah Namugerwa is a climate activist from Uganda. She was inspired to take action after seeing the destruction caused by climate change in her country

### Structure of interview

Put your questions 1–10 in the best order

#### Introduction to the interview

1

2

3

4

5

6

7

8

9

10

#### Wrap up

Now you can interview your chosen activist. Decide whether you will use formal, semi-formal or informal language for the interviewer's questions and the interviewee's responses. Make sure you get reasons and explanations for the interviewee's replies. Create a table like the one below to help you make notes.

## Recycling interview notes and structure

Introduction		
Question	Interviewee's answer	Interviewee's reasons/ explanations/further details
1.		
2.		
3.		
4.		
5.		
Wrap up		

**Note:** You could record the interview in order to conduct the formative writing activity.



## Formative writing skills: Interview

After interviewing the activist, you decide to write up the interview for your school magazine. Your audience is made up of teenagers of your own age.

What will be the **purpose** of the text?

How will you **structure** the interview?

Write up your interview using an introduction to the issue and then use a question and answer format.

### Planning and scaffolding

Write your questions and your interviewee's responses in complete grammatical sentences using semi-formal language. Remember to use the structure and features of a written interview.

Think about the language you will use in the interview. Choose one of these registers:

- very formal, as if talking politely to very important strangers
- formal, as if talking very politely to people you don't know well
- informal, as if talking to good friends.

Write 200–250 words for your answers.

ATL

### Communication skills

#### Improving your writing

- Take effective notes.
- Organize your information in a logical manner by using a clear and appropriate structure.
- Write to a specific audience for a specific purpose.

### Discussion and debate

Having examined the ideas in this section, what do you think are the characteristics of a really good recycling programme for a school?

## Reflections on Inquiry 3: How do texts on recycling communicate their **purpose**?

Having examined this section, what is your answer to the question?



# Reflection: Listening skills and debatable questions

## Reflections: Recycling

In this chapter you have evaluated the topic of “Recycling”. As a class, make a list of the most important ideas you have learned so far in your inquiries.

At this stage, are there any points you wish to discuss further?

Make a list of your questions and discuss them in class with your teacher.

## Suggested audio-visual texts for this section

- A. Reduce, Reuse, Recycle, Repeat (Pakistan)

[https://www.youtube.com/watch?v=Q0Nq4b\\_07Fc](https://www.youtube.com/watch?v=Q0Nq4b_07Fc)

- B. A promotional video from an Australian recycling company

<https://www.youtube.com/watch?v=nnH5rUUvd28>

- C. How materials are recycled (USA)

<https://www.youtube.com/watch?v=uF4gUeZgorU>

- D. Recycling at your school: You can make a difference

<https://www.youtube.com/watch?v=7LQqgleT98M>

**Note:** Alternatively, you could use an audio-visual stimulus of your own choosing related to the theme of recycling.





## Formative listening skills: Conventions and connections

Respond to the tasks and answer the questions in the appropriate manner. Write your answers on a separate sheet of paper.

### Before you watch

#### Focusing activity

Read through the exercises below to make sure you know what to look and listen for. You may need to watch the materials several times and discuss possible answers in class after each viewing and listening.

- This audio-visual stimulus seems to be related to which of these MYP global contexts? Justify your answer with information from the video.
 

<b>A.</b> Identities and relationships	<b>D.</b> Scientific and technical innovation
<b>B.</b> Orientation in space and time	<b>E.</b> Globalization and sustainability
<b>C.</b> Personal and cultural expression	<b>F.</b> Fairness and development
- Copy this table and use it to summarize the main points of the stimulus. You may wish to add extra supporting points, if necessary.

	Main idea	Examples and/or explanations and/or details
Subject matter		
Thesis – main point		
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusions		

### Multiple-choice questions

Write your answers on a separate sheet of paper.

3. What was the format of the audio-visual stimulus?
  - A. Presentation
  - B. Conversation/discussion/interview
  - C. Debate
  - D. Story
4. The purpose of the audio-visual stimulus was to:
  - A. narrate a story
  - B. describe a situation
  - C. explain a problem
  - D. argue a point of view
  - E. give instructions/guidelines.
5. The point of view in the audio-visual stimulus is:
  - A. balanced
  - B. one-sided.
6. How much did the audio-visual stimulus use graphics?
  - A. A lot
  - B. Quite a lot
  - C. Once or twice
  - D. Never
7. Which techniques are used in the audio-visual stimulus?
  - A. Voiceover
  - B. Special lighting techniques
  - C. Music and sound effects
  - D. Special visual effects
  - E. All of the above



## Formative listening and speaking skills: Understanding implicit meaning and connections

The purpose of this interview is to find out why and how the video was made.

Work in groups and create a series of questions you would like to ask the maker of the video you have watched.

Put the questions in a logical order and then imagine what the director of the video might respond to each one.

Copy the chart below and use it to make notes on the questions and responses.

When you have completed the activity, use your notes to role-play the interview.

### Director interview: Notes and structure

Opening remarks	
Interviewer's question	Interviewee's response
A.	
B.	
C.	
D.	
E.	
F.	
G.	
H.	
I.	
J.	

## Reflections: Debatable questions on topics and concepts

These debatable questions will allow you to evaluate some of the big ideas you have examined in this chapter about the topic of **Recycling**.

They will also allow you to develop your own ideas about the concepts you have explored: **Communication**, **Purpose** and **Structure**. You could discuss these questions in small groups and afterwards share your conclusions with your class.

### Recycling

1. Is the topic of **Recycling** closely related to the global concept of **Sustainability and development**?
2. Is the study of recycling really necessary in schools?

### Communication, Purpose and Structure

1. Can the structure of a text make it easier for writers to communicate their ideas?
2. Is it possible to structure speech in the same way as we structure writing?
3. Does the purpose of a text influence its structure?
4. Are reading and writing the only ways we have to communicate?





# Summative assessments: Globalization and sustainability

## Statement of inquiry

To understand how texts are communicated, we need to consider their structure and purpose.

In these summative assessments you will be assessed on your use of the four communication skills you have developed in this chapter: Listening, Reading, Speaking and Writing. In each assessment, you will also have an opportunity to show your understanding of the topic for this chapter, **Recycling**.

- The Listening assessment requires you to respond to a video. It assesses your understanding of explicit and implicit information, and the conventions and connections in the text.
- The Reading assessment requires you to respond to a multimodal text. It assesses your understanding of explicit and implicit information, and the conventions and connections in the text.
- The Speaking assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 1: Does the structure of an image help us to understand the idea of recycling?**
- The Writing assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 2: Can the layout of a text help to communicate its purpose?**

## Summative assessment A: Listening

### Assessment criterion A: Listening

At the end of the capable level, you will be able to:

- identify explicit and implicit information (facts, opinions, messages and supporting details)
- analyse conventions
- analyse connections.

*Watch and listen to the following text and then answer the questions.*

### Listening activities: notes on marking

The listening recordings are short. Each recording is assessed using two activities which are made up of eight questions in total.

1. In an MYP summative assessment, grade using the Grading criteria given on the left.
2. If using this assessment for MYP eAssessment practice (MYP 5 only): 16 marks is the maximum score for the listening component of the MYP eAssessment. Award 2 marks for each correct answer. This mark scheme gives the Listening section the same weighting as the equivalent reading, speaking and writing assessments in the eAssessment.

### Recycling simplified

<https://www.youtube.com/watch?v=GqDb3j1mv8Y>



**Search words:**  
recycling simplified  
grades 6–8

## That's Recycling *Simplified*



*Answer these questions.*

1. According to the narrator, how does recycling solve the problem of waste paper, metal and plastic?
2. Which two of the following things cannot be put into the recycling bins shown in the video: flattened cardboard, clothes, metal cans, food, plastic bottles?
3. Why must all containers be clean, dry and empty before you put them in the recycling bin?
4. Why should you never put bags into the recycling bin?
5. According to the video, which three places can recycling improve?

*Answer these questions.*

1. How is the video structured?
  - A. Through a series of points with examples and explanations
  - B. By using the technique of asking and then answering questions
  - C. Through a story that recounts some events and has a message
2. What is the main purpose of the video?
  - A. To illustrate different ways of recycling household products
  - B. To inform us how to create a recycling programme at home
  - C. To explain the most efficient ways we can recycle at home
3. What conclusion does the video communicate about recycling?
  - A. Recycling is a complex matter
  - B. Recycling is our responsibility
  - C. Recycling needs our support

### Additional Listening practice for Summative assessments

Click on the icon below for further listening practice on the topic for this chapter.



At the link, you will find both an additional video and an additional Summative listening assessment.



## Summative assessment B: Reading

### Assessment criterion B: Reading

At the end of the capable level, you will be able to:

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections.

Read the following texts and answer the questions.

### Text A

## The Waste Minimization Hierarchy

The 3Rs are a simple guide to help each of us minimize waste at work, school and home. Combine the 3Rs with composting and we have a neat package to help us deal with our waste. In minimizing waste, remember to first *reduce*, then *reuse*, and finally *recycle* or *compost* what is left. Remember there will still be some items that will remain rubbish.

### Reuse

REDUCE simply means living more carefully so that you have less rubbish to get rid of; avoiding waste is the preferable option of waste management. For example, when shopping look for and purchase products with minimal packaging.

### Disposal

REUSE means to use the same item more than once, preferably many times, rather than disposing of it after one use. Reusing saves the energy and resources that would have been used to make a new product and results in fewer products going into the rubbish bin and ending up in landfill.

### Recycle

RECYCLE means to return a waste product to a factory where it is remade into either the same product or something different. For example, many schools recycle paper which is then used to make paper products using a percentage of recycled content. Schools purchasing paper products made from recycled content help to ensure there is a viable market for recycled products. Recycling saves landfill space and also rescues the resources that were used to make the product in the first place. In many cases, recycling can also save energy.

### Reduce

When none of the 3R options apply then responsible disposal of the waste is required. The irresponsible disposal of waste includes littering.

Find the word or phrase in the introductory paragraph that means the following.

1. reduce as much as possible .....
2. efficient .....
3. things .....

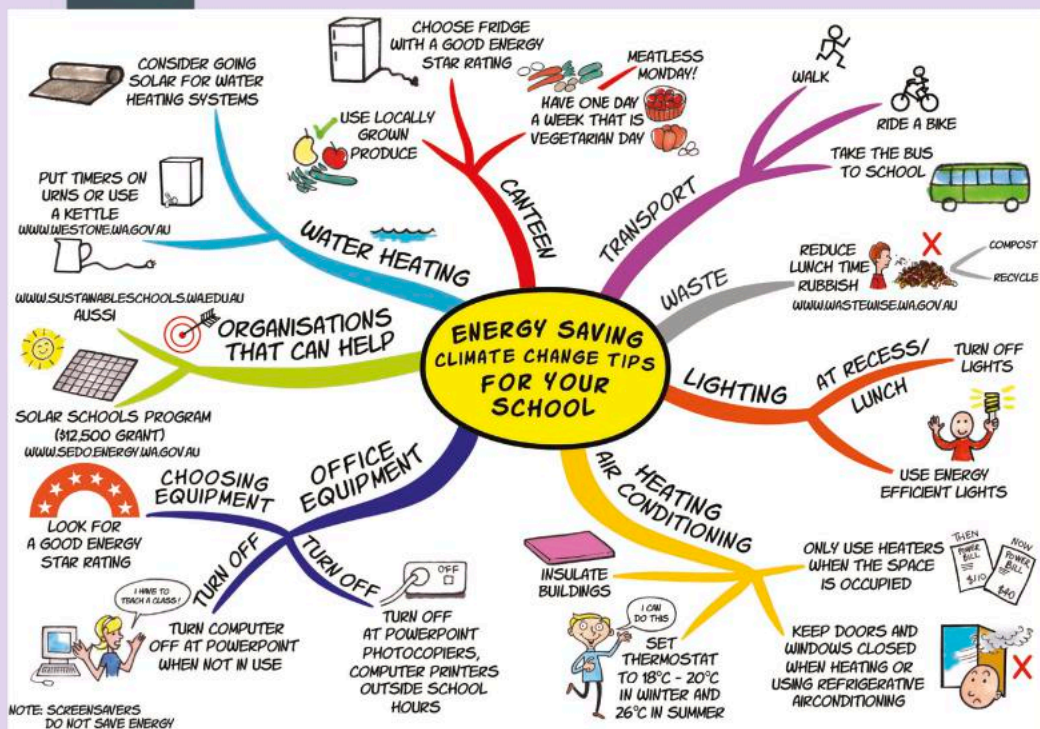
Choose an appropriate ending from the list that completes each sentence.

- |                                  |                                    |
|----------------------------------|------------------------------------|
| 4. Reducing involves buying:     | A. fewer household goods           |
| 5. Reusing means creating:       | B. products with little packaging  |
| 6. Recycling includes returning: | C. much less waste in the home     |
|                                  | D. homes that are energy-efficient |
|                                  | E. products to factories to reuse  |
|                                  | F. paper for schools from landfill |

Answer these questions.

7. The meaning of the text is mainly supported by the use of:
  - A. graphics
  - B. colour
  - C. layout
  - D. symbols.
8. What is the main purpose of the text?
  - A. To give the readers good examples of waste management
  - B. To tell the readers a story about waste management
  - C. To force readers to manage their waste as much as possible
  - D. To explain how to reduce waste to the readers

## Text B





1. Choose the four true statements.

- A. We can reduce canteen waste by composting and recycling.
- B. We should only use heaters while the school is open.
- C. Screensavers reduce energy use on school computers.
- D. Schools should buy products with a good energy rating.
- E. Schools should use solar panels to reduce electricity bills.
- F. Teachers should not use electric kettles to make drinks.
- G. Schools should grow their own fruit and vegetables.
- H. Students should avoid using cars to come to school.

Answer these four questions.

- 2. What technique is used in the diagram to help readers to understand how different sectors are connected to the whole school?
- 3. In how many sectors of school life does the poster offer energy-saving tips?
- 4. According to the diagram, which two actions can reduce lighting costs?
- 5. What technique is used to help readers understand each individual energy-saving tip?

## Summative assessment C: Speaking

Examine one of the images. Explain how it relates to the topic of Recycling.

Present the contents of the image to your teacher.

After your presentation, use the image to discuss this debatable question.

**Debatable question 1: Does the structure of an image help us to understand the idea of recycling?**

You should speak for a total of 3–4 minutes.

Image A



### Assessment criterion C: Speaking

At the end of the capable level, you will be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. communicate all the required information clearly and effectively.

## Image B



## Summative assessment D: Writing

### Assessment criterion D: Writing

At the end of the capable level, you will be able to:

- use a wide range of vocabulary
- use a wide range of grammatical structures generally accurately
- organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
- communicate all the required information with a clear sense of audience and purpose to suit the context.

Consider this debatable question and then complete the task.

### Debatable question 2: Can the layout of a text help to communicate its purpose?

Study the image.

Imagine that the student in the picture is organizing a Recycling Club at your school. You interview her. In the interview you make notes about what she is doing and what she wants to achieve.

Write up the interview for your school student magazine.

You should use conventions such as font, layout and image to help to communicate the purpose of your text.

Write between 200 and 250 words.





## Going beyond the chapter

In this chapter you have considered the role of structure and purpose in communicating information about recycling and in promoting recycling in personal, local and wider communities. Now make use of the information you have learned and the communication skills you have developed in this chapter for very useful and practical purposes beyond the classroom.

### Take action! Some suggestions ...

#### Creating and conducting a survey on recycling

It might be interesting to discover how other students, teachers and parents feel about waste and recycling. You could conduct a survey, which would also show recycling habits of other people in your school and your community.

Make use of the interview skills you have learned in this chapter. Brainstorm a list of open and closed questions that you and your friends might ask others about recycling. Here are some suggestions. You may want to add to the list.

- Do you know the meaning of the term “recycle”?
- Do you recycle? Why?
- Why don't you recycle?
- Do you think you should recycle?
- What materials do you recycle?
- How do you recycle?
- Where do you recycle?
- Do you get paid for recycled materials?
- How much time is devoted to recycling each day or week?
- Do you think you could recycle more?

Structure the questions into a logical order and an easily presentable format.

Interview different groups, such as students in other classes, teachers and neighbours. Collate the results, noticing similarities and differences in the responses.

Present your findings to your class or publish your results in a school publication.



## Service learning

Speak to your MYP coordinator or Action and Service coordinator to find out your school's expectations for action and service in your particular grade/year.

The ideas below relate directly to the following service learning outcomes:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions.

## Ideas for service

Using the action idea above, review how paper and other products are being overused at your school and propose ideas on how to reduce excess waste and promote recycling or re-use.

Use resources such as TED, TEDx or Edutopia.org to research what other schools are already doing in terms of environmental projects. Use this research to help plan your community project or other service-learning project.

Conduct research on how certain waste products (such as paper and glass) are recycled at your school. Find out what happens to the recycled materials.



## ATL Research and thinking skills

At the end of any learning experience always ask yourself these questions.

- What lessons have I learned from this chapter?
- What concepts don't I yet understand about this topic?
- What questions do I still have about this topic?
- Where can I find answers to these questions?

## If you enjoyed this chapter here are some texts for further reading

- The Earthworks Group and Sophia Javna, *The New 50 Simple Things Kids Can Do to Save the World*
- Linda Booth Sweeney, *Connected Wisdom: Living Stories About Living Systems*
- Tochi Onyebuchi, *War Girls*
- Temi Oh, *Do You Dream of Terra-Two?*
- Jewell Parker Rhodes, *Ninth Ward*



# 3

# Resolving conflict

## Concepts

### Global context: Fairness and development

#### What are the consequences of our common humanity?

In this chapter we will explore the themes of conflict and its resolution. We will look at a series of stories from around the world to see what each story can teach us about how and why conflict occurs and how conflicts can be resolved.

### Key concept: Connections

**Connections** are links, bonds and relationships among people, objects, organisms or ideas. Connections exist across time and across cultures. This concept is central to the study of language and includes the relationships between text, creator and audience.

### Related concepts: Point of view and Empathy

A **point of view** is the position from which we view something or someone. For example, we can see the same story from a child's point of view or an adult's point of view. In the case of a conflict, we can see it from one side (a biased point of view) or both sides (a balanced or neutral point of view).

**Empathy** is an attitude of understanding, an emotional identification with a person, character, argument or situation. We will examine how empathy is an essential tool in the process of conflict resolution.



Ans

## Statement of inquiry

To be fair to others, we can **connect** with them by using **empathy** while evaluating their **points of view**.

## Unit plan

- ATL focus: Social skills
- Inquiry 1: What is the **connection** between a fact and an opinion?
- Focus on communication skills: Speaking – speeches; Writing – reasoned arguments
- Inquiry 2: How does our understanding change when we see things from another **point of view**?
- Synthesis: Key and related concepts – **Connections** and **Point of view**
- Inquiry 3: Why is it important to use **empathy** to understand a conflict?
- Reflection: Listening skills and debatable questions
- Summative assessments: Listening, Speaking, Reading and Writing
- Theory to practice: Action and service

1919-114



# Inquiry 1: What is the **connection** between a fact and an opinion?

Conceptual question

## Formative reading: Facts and opinions

An important part of learning a language is determining what a fact is and what an opinion is.

A fact is a statement that is true and can be proven objectively.

A **fact** must have evidence and examples to prove that it is correct.

For example, "London is the capital city of the UK" is a fact.

An **opinion**, however, is a statement that is a belief; it states what someone feels or believes to be true.

For example, "London is the greatest city on Earth" is an opinion.

1. List another ten facts about London.
2. List ten more opinions about London or another city of your choice.



## Formative reading skills: Discussion

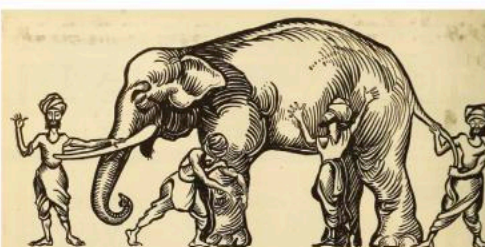
What do you know about theme of conflict resolution? Before you begin this chapter, conduct a class brainstorming session. You could start by asking, "In real life, how do people solve their differences?"

Conflict can occur when one or both sides insist on arguing their own points of view as if their opinions were facts.

Now, consider the picture below which portrays a folk tale told in parts of Asia. There are a few blind men and an elephant. They have never met an elephant before and want to learn about the animal.

### How to tell the difference between a fact and an opinion

- What facts can they learn by touching the elephant?
- What other senses can they use to learn about the elephant?
- What opinions could they form about the elephant just by touching it?



FOUR blind men of Kut once examined an elephant. "Ah," said the first as he felt of its legs, "an elephant is built like a tree."

"You are wrong, Abdullah," exclaimed the second, fingering a tusk. "An elephant is a long, curved, pointed object."

"Fools," insisted the third, "Elephants are broad, flat things like a wall."

But the fourth, who had been holding the tail, cackled with amusement. "How ridiculously you all talk—an elephant is exactly like a piece of rope."

The blind men who have been producing motion pictures have no conception of the industry. They've only handled little parts of the proposition and each is attempting to measure its possibilities by the evidence of his own narrow experience.

Every one of them has displayed ignorance of its true dimensions.

Otherwise they would never have given me the chance to leap in and revolutionize the system with the Clara Kimball Young Film Corporation.

Their day is over unless they adopt my way.

The square deal always becomes the standard of success. I have won out because I have let the exhibitor win, too. So must they.

Lewis J. Selznick.





## PART 1

## Six Blind Men and an Elephant

Long ago six old men lived in a village in India. Each was born blind. Since the blind men could not see the world for themselves, they had to imagine its wonders. They listened to the stories told by travellers to learn what they could about life outside the village.

They were most curious about elephants. They were told that elephants could knock down trees, carry huge weights, and frighten people with their loud trumpet calls. But they also knew that the king's daughter rode an elephant when she traveled in her father's kingdom. Would the rajah let his daughter get near such a dangerous creature?

The old men argued day and night about elephants. "An elephant must be a powerful giant," said the first blind man. He had heard stories about elephants being used to clear forests and build roads.

"No, you must be wrong," argued the second blind man. "An elephant must be graceful and gentle if a princess is to ride on its back."

"You're wrong! I have heard that an elephant can pierce a man's heart with its terrible horn," said the third blind man.

"Please," said the fourth blind man. "You are all mistaken. An elephant is nothing more than a large sort of cow. You know how people exaggerate."

"I am sure that an elephant is something magical," said the fifth blind man. "That would explain why the rajah's daughter can travel safely throughout the kingdom."

"Elephants don't exist at all," declared the sixth blind man. "No such animal can do all these things."

### Formative reading skills: Understanding explicit meaning

#### Analysis of Part 1

In this section of the story, each of the six blind men has a different opinion about what an elephant is like. Copy the table below and answer the questions by filling it in. Note: you can find the answers in the text so this exercise is an example of finding explicit meaning.

	This man thought the elephant ...	What reason did each blind man give for his opinion?
The first		It can clear forests and build roads.
The second		
The third	was dangerous	
The fourth		
The fifth		
The sixth	did not exist	

Now read part 2 of the story and complete the exercise that follows.

## PART 2

Finally, the villagers grew tired of all the arguments, and they arranged for the curious blind men to visit the palace of the rajah to learn the truth about elephants. A young boy from their village was selected to guide the blind men on their journey. The smallest man put his hand on the boy's shoulder. The second blind man put his hand on his friend's shoulder, and so on until all six men were ready to walk safely behind the boy who would lead them to the rajah's magnificent palace.

When the blind men reached the palace, a gardener from their village who worked in the palace grounds greeted them. Their friend led them to the courtyard. There stood an elephant. The blind men stepped forward to touch the creature that was the subject of so many arguments.

The first blind man reached out and touched the side of the huge animal. "An elephant is smooth and solid like a wall!" he declared. "It must be very powerful."

The second blind man put his hand on the elephant's trunk. "An elephant is very deadly. It is like a giant snake," he announced.

The third blind man felt the elephant's pointed tusks. "I was right," he decided. "This creature is as sharp as a spear."

The fourth blind man touched the elephant's legs. "See! It has four legs. What we have here," he said, "is an extremely large cow."

The fifth blind man felt the elephant's giant ear. "I believe an elephant is like a magic carpet. It can fly over mountains and treetops," he said.

The sixth blind man gave a tug on the elephant's coarse and dry tail. "Why, this is nothing more than a piece of old rope."

The gardener led his friends to the shade of a tree. "Sit here and rest for the long journey home," he said. "I will bring you some water to drink."

While they waited, the six blind men talked about the elephant.

"An elephant is like a wall," said the first blind man. "Surely we can finally agree on that."

"A wall? An elephant is a giant snake!" answered the second blind man.

"It's a spear, I tell you," insisted the third blind man.

"I'm certain it's a giant cow," said the fourth blind man.

"Magic carpet. There's no doubt," said the fifth blind man.

"Don't you see?" pleaded the sixth blind man. "Someone used a rope to trick us."

Their argument continued and their shouts grew louder and louder.

"Wall!" "Snake!" "Spear!" "Cow!"  
"Carpet!" "Rope!"

"Stop shouting!" called a very angry voice.

35

40

45

50

55

60

65



**Part 2**

The six blind men each feel a different part of the elephant. Copy the chart below and answer the questions by filling it in.

	What part did he touch?	What opinion did he come to?	What were his reasons?
<b>The first</b>		The elephant is like a ...	It is smooth and solid
<b>The second</b>			The trunk and the snake are similar.
<b>The third</b>			
<b>The fourth</b>			
<b>The fifth</b>			
<b>The sixth</b>			

**ATL Social skills**

Your social skills are the skills you use to interact and work with others. They are essential for developing your communication skills in English.

People with great social skills find it easier to make progress in life than those without them.

Your social skills can also help you to develop higher-level thinking skills.

For example, in this book you will use group and pair work to identify and discuss the concepts present in the English Language Acquisition course.

Discussing these concepts in pairs or groups will help you to test the limits of what you understand and what you can communicate in English. As you discuss and debate these abstract concepts with others, your language abilities will improve too.

With a partner, use your social skills to share ideas about what you have learned so far about the differences between facts and opinions in Parts 1 and 2 of the story "Six Blind Men and an Elephant".

Now read the third and final part of the story.

### PART 3

It was the rajah, awakened from his sleep by the noisy argument.

“How can each of you be so certain you are right?” asked the ruler.

5 The six blind men considered the question. And then, knowing the rajah to be a very wise man, they decided to say nothing at all.

10 “The elephant is a very large animal,” said the rajah kindly. “Each man touched only one part. Perhaps if you put the parts together, you will see the truth. Now, let me finish my nap in peace.”

When their friend returned to the garden with the cool water, the six men rested quietly in the shade, thinking about the rajah’s advice.

“He is right,” said the first blind man. “To learn the truth, we must put all the parts together. Let’s discuss this on the journey home.”

The first blind man put his hand on the shoulder of the young boy who would guide them home. The second blind man put a hand on his friend’s shoulder, and so on until all six men were ready to travel together.

15

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### Key concept: Connections

Connections are links and relationships among people, objects, organizations or ideas. The more we see the way things are connected, the better we understand the world.

For example, connections exist between the writers, the audience of readers or viewers and the text that has been created. In this case, what are the connections between the writers of this book, you as reader and the chapter you are reading now?

Connections also exist between the elements of visual, written and multimodal texts. Look at the story “Six Blind Men and an Elephant”. How are the visuals connected to the text? How are the different parts of the story connected?

Connections exist across time and cultures. For example, stories may have been written in different cultures and at different periods in time, but they can have similar themes, characters, storylines and messages. Can you think of stories from other cultures that are similar or connected to “Six Blind Men and an Elephant”?

Connections exist between ideas and the world around us. For instance, in what ways is the story “Six Blind Men and an Elephant” connected to the world in which we live?



## Reading skills: Making connections between ideas

### Analysis of Part 3

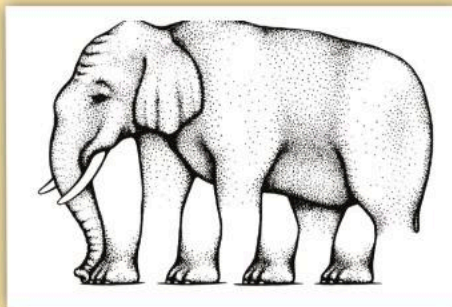
#### Short-answer questions

1. According to the rajah, why were the men quarrelling?
2. What lesson did the blind men learn about truth?
3. What lessons does the story teach us about trusting our senses?
4. By reading the story, what lessons do we learn about the connection between facts and opinions?

### Discussion and debate

#### Can we really trust our senses?

The story of the six blind men and an elephant asks us to think about whether we can trust our senses. What do you think? In what ways are our senses useful for understanding the world around us? Are there times when we should not believe what our senses tell us?



Study the picture. How many legs does the elephant have?

#### Reality or illusion?

Optical illusions create images that can trick our brains into seeing things that are not “real”. The eye gathers information and the brain processes that information. The brain interprets what it sees and tries to make sense of it. But, in the case of an illusion, the brain perceives an image that does not match the “true” image. So an optical illusion simply tricks our brains into seeing things which may or may not be real.

Thinking about facts and opinions, “Can we really just trust our senses to know what is real or what is true?”

### ATL Social skills

In groups, think about the lessons we learn from the story of “The Six Blind Men and an Elephant”.

What is an opinion?

What is a fact?

Why is it important to distinguish facts from opinions when settling an argument?

Which of the following social skills does the rajah use to settle the argument between the six men? He:

- listens actively to other perspectives and ideas
- shows empathy towards others
- encourages the others to give their opinions
- gives others the responsibility for decision-making
- helps others to understand
- demands to have his own way
- takes responsibility for his decisions
- manages and resolves conflict by working collaboratively
- builds agreement
- makes fair and equitable decisions
- negotiates with others
- shows leadership
- gives meaningful advice.

## Formative writing skills:

### Reasoned argument

In the story, the rajah gives a “reasoned argument”. He does not just give his opinions. He **connects** his ideas to facts and evidence.

For example, he says, “The elephant is a very large animal. Each man touched only one part. Perhaps if you put the parts together, you will see the truth.”

The rajah might have said to the first blind man: “You say the elephant is a wall. This is because you felt something smooth and solid. But not everything that is smooth and solid is a wall.”

Copy the table below and complete the words the rajah might have said to each blind man.

The rajah said to	You say the elephant is like ...	This is because ...	However, this is not correct because ...
the first blind man			
the second blind man			
the third blind man			
the fourth blind man			
the fifth blind man			
the sixth blind man			

Now write your reasoned argument. Write between 200 and 250 words.

#### Planning and scaffolding

##### Connecting with your audience

Now think about the language you will use to connect with your audience. Think about who will read your reasoned argument. Choose one of these registers:

- very formal, as if writing to a very important stranger
- formal, as if writing very politely to an audience you don't know well
- informal, as if talking to a friend.



## Formative speaking skills: Speaking clearly and effectively

When you have completed the reasoned argument, use your written text to practise speaking out loud.

Speaking in public can be quite a difficult experience, so it is important to practise this skill. Later in this chapter you will learn a variety of techniques to help you to make a speech. However, for now, you can practise by simply reading your reasoned argument out loud and recording yourself. Then you can replay the recording.

As you watch the recording make two lists:

- things I do well when I speak in public
- things I could do better when I speak in public.

### Reflection on Inquiry 1: What is the **connection** between a fact and an opinion?

Now that you have almost completed this inquiry, what conclusions have you reached? You may wish to discuss the question as a class activity.



### ATL Social skills

Speaking in public can be difficult so it is important to help each other to develop your abilities and increase your confidence.

Practise your presentation with a partner.

Make notes on these points to help each other to improve.

- Is the speaker well prepared and well organized?
- Does the speaker show an understanding of the topic?
- Is the speaker easy to understand?
- Does the speaker have good eye contact with the audience?
- Does the speaker show enthusiasm when speaking?

By working together you are showing two essential social skills: active listening and encouraging someone to improve.

# Focus on communication skills

## Formative listening skills: Identifying true statements

In MYP English Language Acquisition, identifying true statements is one of the assessment activities you must learn how to handle. Click the headphones icon on the right to find out more about identifying true statements.



You will also find an audio recording for this chapter on the topic of Resolving conflict and a related listening exercise to practise identifying true statements.

## Formative speaking skills: Giving a speech

As we said above, public speaking can be very stressful, even more so if you are still learning English. Below are some guidelines to help you.

### Step 1: Structure your ideas

- Structure your talk with a clear beginning, middle and end.
- Explain to your audience what you are going to talk about. Tell them your topic and your “big idea”.
- Make a series of clear points to support your big idea.
- Come to a clear conclusion.

Refer to the chart below to structure the ideas for your speech.

### Step 2: Use signposting language to help the audience to understand your talk

<b><i>Greet your audience</i></b>	Good morning/afternoon
<b><i>Introduce your carefully defined topic</i></b>	I'd like to talk to you about ...
<b><i>Explain the topic area and purpose</i></b>	I am going to show that ...
<b><i>Or briefly preview the organization of the body of your talk</i></b>	The main points I will make are firstly ..., secondly ... and thirdly ...
<b><i>Give examples to make your points clear using expressions such as:</i></b>	"For instance ..." "Take ... for example ..." "To give you an example ..." "A case in point is ..." "To illustrate this ..." "To show you what I mean ..."

### Planning and scaffolding

A speech is a kind of essay addressed to a listening audience. When making a speech you must know:

- your topic
- your point of view
- your audience.

A speech is persuasive, so you need to connect with your audience and convince them that your point of view is correct.

Here are three structures you can use to connect your ideas within your speech.

- Cause, effect and solution. You show event A. This results in B. The solution is C.
- Problem and solution. You state that the problem is X and then give a solution which is Y.
- Advantage and disadvantage. You examine the positive and negative aspects of one idea and come to a balanced conclusion.



### Step 3: Practise what you are going to say

- Work with a partner
- Each say your speech out loud
- Record yourselves
- Listen to your recordings
- Offer advice to each other on how to improve your speeches



### Putting ideas into practice:

#### Preparing and giving a speech

Now that you have read the tips about giving a speech, it is time to put words into action.

#### Context

You believe that many students are unhappy because they are having conflicts and arguments at home with their parents. You might have ideas about why there might be conflict between students and parents. Some common reasons are:

- untidy bedrooms
- what students wear and how they look
- curfews and staying out
- choice of friends
- who students choose to date
- attitude to schoolwork.



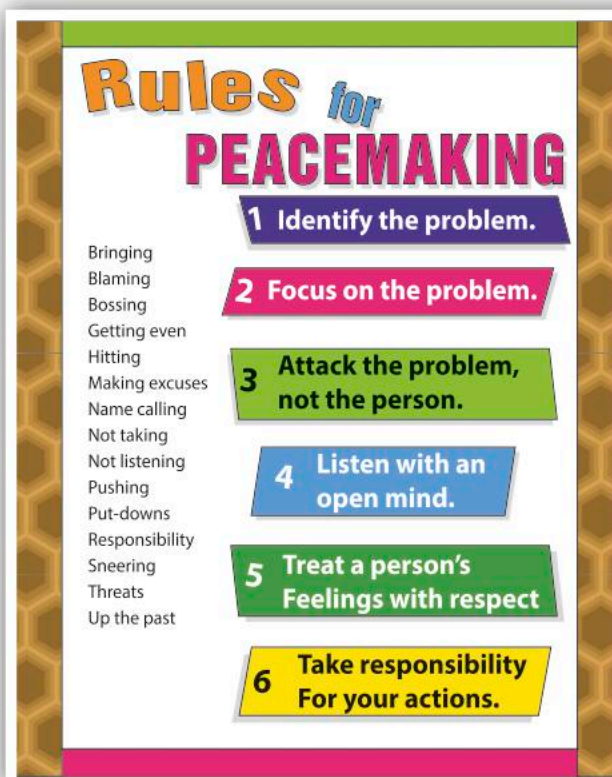
#### What to do

You want to help other students to reduce tensions at home by giving a short speech.

Examine the poster. It contains six specific pieces of advice on peace-making and resolving conflict. It also lists some behaviour that can make an already difficult situation even worse.

Use the information in the poster to prepare a speech to your fellow students entitled: "How to prevent arguments with your parents."

The big idea of your speech is that it is possible to reduce tensions with parents.



Choose the three best strategies from the poster.

For each strategy, make a supporting point. This can be a fact, an example or further explanation.

Sum up your ideas in a conclusion. For instance, explain how this advice will help your audience to avoid unnecessary conflict.

## How to organize what you say

Use this chart to organize the ideas for your speech. First identify three strategies to prevent arguments with your parents. Then give further details/evidence/examples to support each strategy.

Planning and scaffolding	
<b>Topic: Preventing arguments with your parents</b>	
Big idea: You can improve a difficult situation by using a number of peace-making strategies.	
<b>Strategy 1</b>	
Support for strategy 1	
<b>Strategy 2</b>	
Support for strategy 2	
<b>Strategy 3</b>	
Support for strategy 3	
<b>Conclusion</b>	

## Practising what to say

Remember to use signposting language, such as connectives, to help your audience understand how your ideas are joined together.

Practise and rehearse your ideas to make sure that you are confident when you give your speech in class.

## Formative writing skills: Presenting a reasoned argument

### Explanation

**Reasoning** is a logical, thoughtful way of thinking. It allows you to hold an opinion and back it up with facts. In language it is a really important and useful skill to learn. For example, in language acquisition there are many situations when you need to persuade someone to do something, or to agree with your opinion on a matter.



One way you can achieve your goal is by making a **reasoned argument**. As we have already seen in this chapter, a **reasoned argument** consists of one or more statements (reasons) that provide support for a point of view. For example, when your school directors explain the reasoning behind new classroom rules, they make it clear exactly why and how they introduced them.

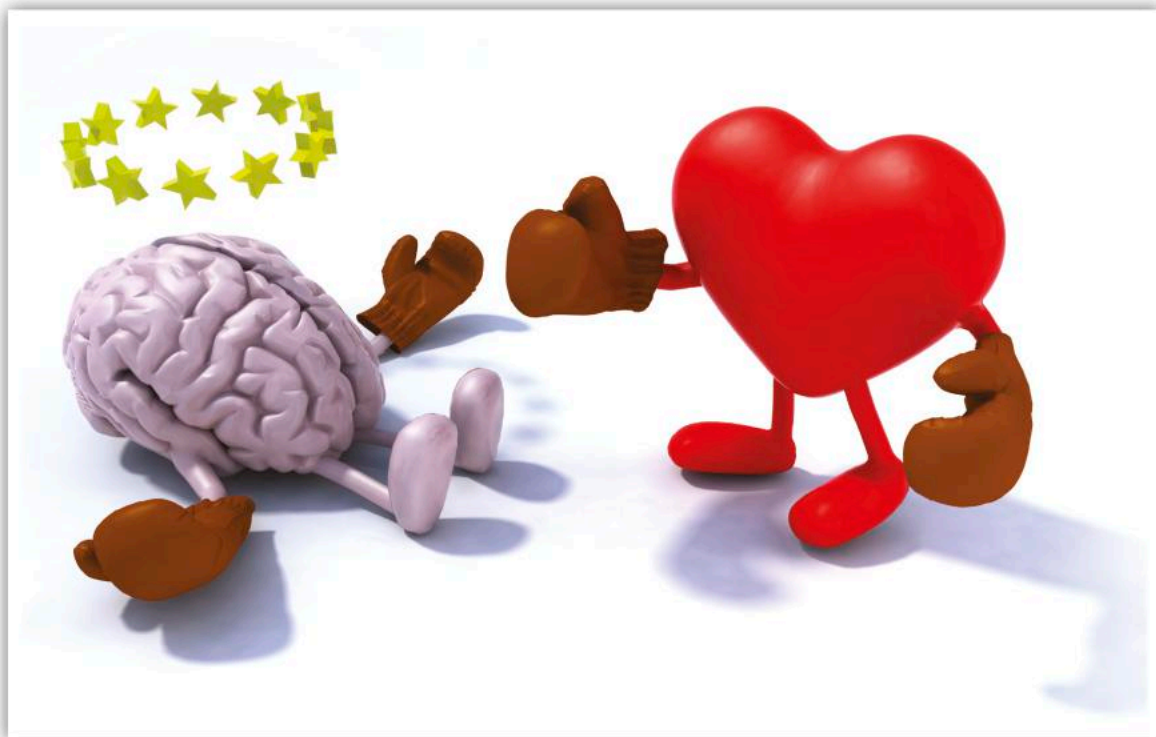
## Structure

Here are three different structures for a reasoned argument.

- **The “one-sided” approach:** support a single point of view, either for or against. Justify each point you make by giving an example and/or an explanation. Write a strong conclusion about what should be done.
- **The “balanced but undecided” approach:** there is no single right answer to a problem. State that both sides have valid arguments. Or say that both sides have weak arguments. Give reasons for supporting or criticizing both sides. Conclude by saying that the different sides should recognize that they both have valid points and they need further discussion.
- **The “emotion versus logic” approach:** you have one argument based on logic but there is another one based on what your heart tells you. Explain both approaches in separate paragraphs and support both approaches with examples. Which argument is better? Which idea is more clearly stated? Conclude by stating which approach you support and why.

## Discussion and debate

Study the picture below. What is the message about the conflict between emotion and logic? What techniques has the designer used to create the message?



## Reasoned argument: Scenario

Your friend Jack tells you he cheated in the maths test yesterday. He copied some answers from Lucy, who was sitting next to him. He tells you that his parents are putting pressure on him because he is not doing very well in maths. He also says he is not the only person cheating and it was just a matter of a few marks.

- What should you say to Jack?
- What action should you take?
- Can you empathize with his situation?
- But do you agree with his actions?



## Formative writing skills: Reasoned argument

You decide to send Jack an email. Copy and use the chart below to plan a reasoned argument based on the scenario about what you would say and do if you knew that Jack had cheated in his maths test. Write between 200 and 250 words.

The problem		
<b>Your approach</b> One-sided/balanced/emotion versus logic?		
Jack's arguments	Your response to Jack's excuse	Your explanation
"My parents are putting me under pressure"		
"Everyone is doing it"		
"It was only a few answers"		
<b>Your conclusion</b> What will you do about the situation?		



## Inquiry 2: How does our understanding change when we see things from another point of view?

**Conceptual question**

### Formative listening and speaking skills: Understanding connections

#### Focusing discussion

Here is a list of different ways people solve problems and disagreements.

Appreciating differences	Mediating
Brainstorming	Name-calling
Bullying	Punishing
Cooperating with others	Respecting other people's ideas
Damaging property	Refusing to take part
Dominating others	Seeing things differently
Empathizing	Sharing ideas
Exchanging ideas	Shouting
Excluding people	Speaking before thinking
Getting someone else's opinion	Swearing
Hitting something	Taking part in activities
Including people	Talking about problems
Insulting	Thinking before speaking
Keeping quiet/not contributing	Violence
Listening carefully	

**Can you suggest other ways to solve problems and disagreements?**

#### ATL Social skills

Look at the list opposite and the ideas you have added.

Identify the top five strategies that will help you when you are working in class in pairs or small groups.

Identify any actions which are negative and unhelpful when working in groups.

#### Practise your social skills

Look at the picture below. What advice would you give to the father about dealing with the conflict with his son?

Work cooperatively in small groups to find the best solutions.





## Formative reading skills: Explicit and implicit meaning

### Two stories of conflict and resolution

Stories connect cultures by describing common conflicts. They also teach us the ways and means of resolving our personal differences. Here are two fables that teach conflict resolution by seeing things from another point of view.

Each fable tells of an argument. Read each one and identify:

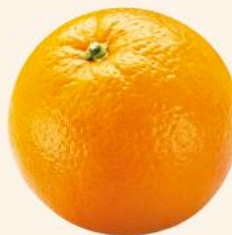
- the people involved in the conflict
- the matter they are arguing about
- the ways the people try to resolve their arguments
- the methods used to resolve the argument or the problem.

### The Two Siblings who Fought Over an Orange

Once upon a time there were two siblings. They were always arguing. They lived in the same street and one day they both noticed an orange that had fallen off the back of a cart. Oranges were rare in those days, and so the two of them both ran for the orange and reached out for it at the same moment. Together their hands grabbed the orange and neither would let go.

They argued for hours over who should have the orange. The sister said she had seen it first. The brother said that the orange had fallen nearest to him. Neither would give way, so together they took the orange to their mother. She heard their stories carefully and then said that she would cut the orange in half. Each of them should have one half of the orange. Satisfied, the two siblings went home.

The sister peeled her half of the orange, ate it and threw away the peel. Her brother peeled his half of the orange, threw away the fruit inside, and used the peel to make marmalade.



### Related concept: Point of view

A point of view is the position from which we view something or someone. For example, we can see the same story from a child's point of view or the parent's point of view.

In the case of a conflict, we can see it from one side (a biased point of view) or both sides (a balanced or neutral point of view).

In the case of the story of "The Six Blind Men and an Elephant", is the story told by a biased or a neutral narrator?

In addition, the point of view is the position of the storyteller in relation to the storyteller's role in the story to the way a story is told and presented to us.

For example, if the narrator is in the story as "I", then the storyteller is taking part in the story. This is called the first person point of view.

In contrast, a third person point of view occurs when the narrator is outside the story and explains to the reader what is happening to the characters in the story.

With a partner, read the fable opposite: "The Two Siblings who Fought Over an Orange". Identify the point of view used to tell the story. Explain why the writer has used this point of view.



Now that you have read “The Two Siblings who Fought Over an Orange”, identify:

- the people involved in the conflict
- the matter they are arguing about.

Do you think the mother and the two siblings find the best possible solution to their quarrel?

What advice would you have given the two sisters in the same situation?

How could a different point of view help the brother and sister to resolve their conflict?

## Formative reading skills: Inference and connections

### Seventeen Camels, Three Brothers and a Wise Man

A father’s will stated that his eldest son should get half of 17 camels while the middle son should be given one-third. The youngest son should be given one-ninth of the 17 camels.

As it is not possible to divide 17 into half or 17 by 3 or 17 by 9, the three sons started to fight with each other.

#### Before you continue reading

- Do you have any thoughts about how to divide 17 camels among three sons as prescribed in their father’s will?
- Is it possible to divide the inheritance without killing at least one camel?

Brainstorm the problem in class. What solutions can you find? Now carry on reading.

So, the three sons decided to go to a wise woman. The wise woman listened patiently

as they told her about the whole matter. After giving thought to the problem, the wise woman brought one camel of her own and added it to the 17 camels from the father. That increased the total to 18 camels.

Now, the wise woman started reading the father’s will.

One half of 18 is 9. So she gave the eldest son 9 camels

One third of 18 is 6. So she gave the middle son 6 camels

One ninth of 18 is 2. So she gave the youngest son 2 camels.

Now add this up: 9 plus 6 plus 2 is 17 and this leaves one camel, which the wise woman took back.



## Formative reading skills: Implicit meaning and connections

1. In your opinion what are the reasons for the conflict about the camels?
2. Look again at the list of ways of resolving conflict on page 94. Identify the methods used by the wise woman to resolve the argument.
3. Here are eight creative thinking techniques. Which of these does the wise woman use?
  - A. Consider multiple alternative solutions, including what might seem impossible.
  - B. Create imaginative ideas.
  - C. Create new solutions to real problems.
  - D. Design improvements to existing technologies.
  - E. Generate metaphors and images.
  - F. Make guesses, ask “what if” questions.
  - G. Make unexpected or unusual connections between objects and ideas.
  - H. Use brainstorming to generate new ideas and inquiries.

## Formative speaking skills: Communicating clearly and effectively

Look at the picture on the right.

What do you think is happening?

What could the argument be about?

Do you think the students are behaving in a reasonable manner?

Are they trying to understand each other's point of view?

How are such fights and arguments resolved in your school?





**Now read on.**

Poppy, Hector and Leila are normally very good friends. Their English teacher has asked them to prepare a speech on a story they have been reading in class. The three friends thought the speech was for Friday's English class. Their classmate, Nina, has wrongly told Poppy that they have to give the speech on Wednesday.

The group know that they do not have time to prepare for Wednesday and start blaming each other. As a result, Poppy, Hector and Leila have a huge argument while Nina watches them.

Their English teacher sees the argument and calls all four students to a meeting.

**Planning and scaffolding**

In groups of five, now conduct a role-play in which the teacher talks to each of the students to find out what has happened.

In the role-play, the teacher needs to resolve the following parts of the conflict:

- identify who is involved
- identify the different problems.

**Discussion and debate**

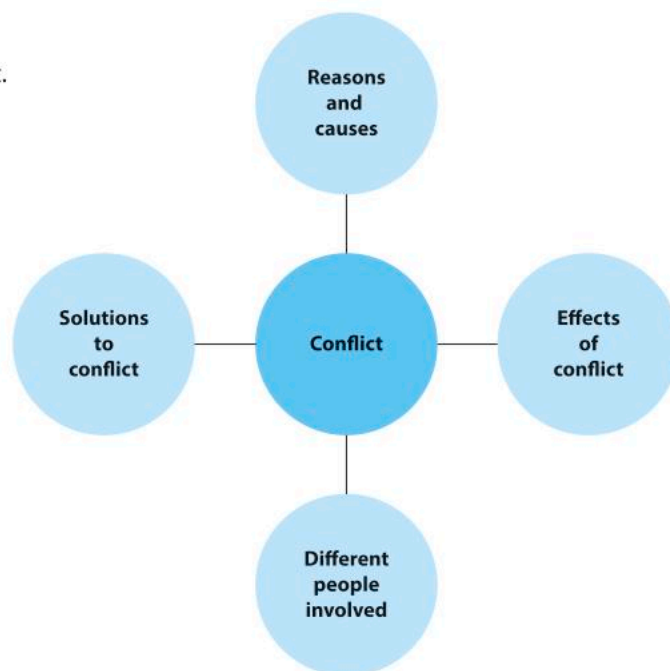
Imagine you are the teacher in the middle of this argument. How would you resolve the conflict between the four students?

Study the diagram opposite: How to analyse a conflict.

Use it to find solutions to the conflict.

What advice would you give to each person in order to avoid more conflict?

- To Poppy?
- To Leila?
- To Nina?
- To Hector?

**How to analyse a conflict****Conclusions**

Look again at the list of conflict resolution strategies on page 94. Which strategies would you use to solve the various arguments between the students?

## Formative speaking skills: Speech

One of the most common causes of arguments is the inability to understand other people's points of view. In this exercise, imagine you are the teacher. After the argument, you need to talk to Hector, Nina, Leila and Poppy together. Each student needs to understand the point of view of the other students involved in the argument. What would you say to each one in turn?

### Planning and scaffolding

Before you speak to the students, make sure you know exactly what you want to say. As a group, prepare for the speech by copying and completing the chart. Use it as a cue card to deliver your conflict resolution speech to the students. In your group, take it in turns to play the part of the teacher and one of the students.

Reasons for talking to the students	Conflicts: Effects on the school:		
	What he/she has done	Why this creates a problem for someone else	What the person could do to make the situation better
Leila			
Poppy			
Nina			
Hector			

### ATL Social skills

When you are trying to resolve a conflict, it is essential to use your social skills to reach an outcome that each side finds acceptable.

Six skills you will use in this exercise are:

- 1 building agreement and consensus
- 2 listening actively to other perspectives and ideas
- 3 sharing responsibility for your actions
- 4 defending your own rights and needs
- 5 giving your own ideas and opinions
- 6 negotiating effectively.

With a partner, explain why each one plays an important part in conflict resolution.



## Formative writing skills: Reasoned argument

As part of the resolution to the fight between four students: Leila, Nina, Poppy and Hector, the teacher asks each student to write a letter to explain his or her behaviour.

Write the letter from the point of view of one of the students.

Write the letter in the form of a reasoned argument. Write between 200 and 250 words.

Explain:

- the background to the conflict
- what you did in the conflict and your reasons
- the effect on the other students in the conflict
- what lessons you have learned for the future.

### Reflections on Inquiry 2: How does our understanding change when we see things from another point of view?

The ability to see things from different points of view is a very important skill.

With a partner, reflect on the fables you have read and the other problem-solving activities you have undertaken in this chapter.

Discuss the inquiry question for this section: “How does our understanding change when we see things from another point of view?”

Share your answers with the other members of your English class.

## Synthesis: Key and related concepts – Connections and Point of view

**Connections** are links, bonds and relationships among people, objects, organisms or ideas.

In this chapter we are looking at how ideas and people are connected to each other through their opinions and points of view. In times of conflict, we can see how different viewpoints can destroy connections between people and communities. On the other hand, in the stories in this chapter, we saw how a change in point of view can resolve arguments and conflicts, and help to maintain good connections between individuals.

A **point of view** is the position taken by storytellers from which they narrate and describe the events in the story. For example, in the stories in this chapter the storytellers are “outside” the events. They do not take part in the action.

By contrast, the narrator of the novel *To Kill a Mockingbird* is a young girl called Scout. She tells the story from her **point of view** which is inside the story.

In addition, because she is so young, her point of view is limited; she does not understand the “bigger picture”.

In Chapter 3 Scout has had a horrible first day at school. Her older brother ignores her, she argues with her teacher, and she embarrasses another boy in her class. That evening she tells her father, Atticus, that she does not want to go back to school because she cannot get on with other people.

Atticus gives his daughter some advice that he hopes will teach her not only to tolerate her situation but to understand things from a different point of view.

“First of all,” he said, “if you can learn a simple trick, Scout, you’ll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view—”

“Sir?”

“—until you climb into his skin and walk around in it.”

What does Atticus mean by this statement?

How do Atticus’ words help Scout, and us, to understand the concept of point of view?





## Thinking about connections and points of view

On this page, we will examine the **connections** between **conflict** and **point of view**.

### Discussion and debate

With a partner, look at the picture. The two students are making fun of the girl who is new to the school and comes from a different culture. First, **connect** the events in the picture with these questions about conflict resolution.

In groups discuss these questions.

- What is happening from the bullies' point of view?
- Why it is happening from the girl's point of view?
- What is happening from your point of view? For example, what would you do if you saw the same situation occurring at your school?
- How does this picture connect with Atticus' advice to his daughter, Scout? What advice would you give to the bullies in the picture?



### ATL Social skills

In groups, look at the poster. How can a sympathetic point of view help us to connect with other people, particularly those from very different cultures and social backgrounds? What answers can you brainstorm and agree on?



Secondly, read and discuss the verse from the song "Walk a Mile in My Shoes" on the right. The singer is asking his audience to see things from his point of view.

- What are the **connections** between the song lyrics and the poster? How do both media texts relate to the idea of empathy?
- Identify any social conflicts in the modern world that could be resolved if people from different groups could see things from each other's **point of view**.

In your group, design a poster for an event to bring together two sides of a conflict you have identified.

### Walk a mile in my shoes

If I could be you  
And you could be me  
For just one hour  
If we could find a way  
To get inside  
Each other's mind,  
If you could see you  
Through your eyes  
Instead of your ego  
I believe you'd be  
Surprised to see  
That you'd been blind,  
Walk a mile in my shoes  
Walk a mile in my shoes  
Hey, before you abuse,  
criticize and accuse  
Walk a mile in my shoes

Joe South



## Inquiry 3: Why is it important to use **empathy** to understand a conflict?

### Conceptual question

### Formative speaking and listening: Understanding and communicating explicit meaning

Here is a list of the top 15 reasons for arguments.

1. Blaming someone, or them blaming you
2. Holding different opinions/points of view/values
3. Disagreeing about how to do something
4. Fighting over the same thing (over-competitiveness)
5. Inconsiderate/unfair behaviour
6. Jealousy
7. Lack of empathy/understanding
8. Lack of trust
9. Not having the same background
10. Only one person can win (win-lose)
11. Prejudice/insults
12. Pressure from outside: friends and family
13. There aren't enough resources to share (scarcity)
14. There isn't enough money (poverty)
15. Wanting to do different things

Ask yourself:

- Which six of these issues do you think cause the most arguments between friends?
- Which six reasons for arguments are most common in families?

**Compare and discuss your answers in groups or in class and create a list you can all agree on.**



### Related concept: Empathy

In the last section, Atticus Finch gave his daughter Scout a piece of advice about the importance of understanding other people.

“First of all,” he said, “if you can learn a simple trick, Scout, you’ll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view—”

However, this is not the complete quote. Atticus finishes the sentence with these words:

“—until you climb into his skin and walk around in it.”

In other words, Atticus is asking his daughter to empathize with another person.

Empathy is being able to connect with other people and understand them. It is a very important form of emotional intelligence. Another quote explains this idea further: “Empathy is about standing in someone else’s shoes, feeling with his or her heart, seeing with his or her eyes.” (Daniel H Pink)

The fable you are about to read, “The Drawbridge”, is an exercise in using empathy to understand the true nature of a conflict.



## Formative reading skills: Understanding implicit meaning and connections

The story you are about to read is a fable. It tells the story of a very unhappy marriage. In it are six characters. In alphabetical order they are:

the king	the boatman	the gatekeeper
the princess	the best friend	the older brother.

As you read, identify the motives of the six characters. What makes each one act in the way that they do?

Warning: This story has no happy ending.

### The Drawbridge



As he left the castle to gather taxes from his subjects, the king warned his daughter, the princess, "Do not leave the castle while I am gone, or I will punish you very severely when I return!" The castle was located on an island in a wide, fast flowing river, with a drawbridge as the only point linking the castle to the land on one side of the river.

But the hours passed slowly. The princess decided that her father's orders were very unfair and so made up her mind to visit her best friend who lived outside the castle in the countryside nearby.

"Surely my father will not return before sunset," she thought, and ordered the servants to lower the drawbridge and leave it down until she returned.

After spending several pleasant hours with her best friend, the princess returned to the drawbridge, only to find it blocked by a heavily-armed gatekeeper.

"If you attempt to cross the bridge and enter the castle, I have orders from the king to

arrest you," he said. At this point, the princess understood that her father had set a trap for her. In great panic, the princess returned to her best friend and asked for help.

"I am afraid of what your father might do to me," the best friend said. "I dare not help you."

The Princess then went to see a boatman on the river, explained her dilemma to him, and asked him to take her across the river in his boat.

The boatman saw an opportunity. "I will do it, but only if you pay my fee of five hundred francs."

"But I have no money with me!" said the princess.

"That is too bad. No, money, no ride," the boatman said coldly.

Her fear growing, the princess ran crying to the home of her older brother, and after again explaining the situation to him, begged for enough money to pay the boatman.

"If you had not disobeyed our father, this would not have happened," the older brother said. "I will give you no money."

With nightfall approaching and her last hope gone, the princess returned to the drawbridge and in desperation attempted to cross to the safety of her room in the castle, and was immediately arrested by the gatekeeper and locked in a cell to await the king's return.

**Adapted from: Judith H. Katz. 1978. *White Awareness: Handbook for Anti-Racism Training*. University of Oklahoma. pp. 70–72.**

## Reading skills: Implicit meaning

In groups, discuss the answers to the following questions. Record your answers on a separate sheet of paper. Be prepared to discuss your choices in a group activity.

1. How much did the best friend really care for the princess?

A. A lot  
B. Not at all  
C. Only when it suited  
D. Passionately

Justifications/evidence:

2. Which person put morality before friendship?

A. The king  
B. The boatman  
C. The best friend  
D. The older brother

Justifications/evidence:

3. The boatman asked for money because he was:

A. greedy  
B. afraid  
C. jealous  
D. angry.

Justifications/evidence:

4. The gatekeeper obeyed the king's order to arrest the princess because he was:

A. vicious  
B. afraid  
C. unsympathetic  
D. angry.

Justifications/evidence:

## Reading skills: Making connections

5. The king gave the order to the gatekeeper because he was:

A. bloodthirsty  
B. afraid  
C. jealous  
D. suspicious.

Justifications/evidence:

6. Who has all the political power in the story?

A. The king  
B. The boatman  
C. The best friend  
D. The princess

Justifications/evidence:

ATL

### Social skills

To complete this exercise successfully, it is best to work in pairs or groups.

As you work out answers to these multiple-choice questions, use all your social skills to discuss the issues and reach a consensus – an idea that you can all agree on.



7. The king's actions are:
- A. fair and just
  - B. caring and well-meaning
  - C. unfair and unjust
  - D. moral and reasonable.
- Justifications/evidence:
8. In the fable the princess is arrested because:
- A. she disobeyed her father
  - B. she was a victim of her father's oppression
  - C. some people were more interested in money
  - D. some people had no empathy
  - E. some people were afraid to speak out against the powerful
  - F. all, some or none of the above.
- Justifications/evidence:

## Reading and speaking skills: Understanding implicit meanings

After a **first reading of the text**, copy and fill in the table below by yourself. Do not discuss your ideas yet. You will have plenty of opportunities to share your ideas later.

Rank the characters' responsibility for the princess's arrest. Who is the most responsible? Who is the least responsible? Give reasons for your answers.

Most responsible	Character	Reasons and evidence for your answers
1.		
2.		
3.		
4.		
5.		
6.		

When you have completed the table, share your ideas and thoughts with other students.

As you do so, ask yourselves, "What are the rights and wrongs of the situation?"

You may wish to debate the matter in class with your teacher.

### Planning and scaffolding

After your discussions, fill in the chart a second time to show who you now think is responsible for the princess's arrest. Again, give reasons for your answers.

Most responsible	Character	Reasons and justifications for your answers
1.		
2.		
3.		
4.		
5.		
6.		
Least responsible		

### Discussion and debate

Now that you have completed the reading and the responsibility table for a second time, discuss these questions in small groups.

1. How has the exercise affected your point of view of the events in the story?
2. How has the exercise altered your empathy for the various characters in the story?

Share your answers in class. In what ways have your ideas and perspectives changed?

### Related concept: Empathy

Look at the poster on the right and think about the implicit meaning of "The Drawbridge".

- How does the poster connect with the **implicit** message of "The Drawbridge"?
- What is the connection between the story of "The Drawbridge" and the issue of domestic violence?
- If we conclude that the king is too controlling and a potential bully, how does this fact change our point of view of the characters in the story, especially the princess?
- Do you now have more empathy for any of the other characters?
- Do you now have less empathy for any of the characters?
- Do you understand the princess's situation? Can you empathize with her? Be prepared to justify your ideas in a class discussion.
- In what ways does the fable speak about the right and wrong ways of solving conflict?

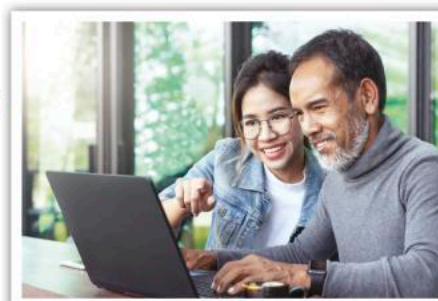




## Formative speaking: Making connections

Examine each picture and answer the questions.

- What can you see in the top picture on the right?
  - A young woman
  - An old woman
  - Both
  - Neither
  - What does the picture teach us about a point of view?
  - Why is it important to see a problem from different points of view?
- How does the photo of father and daughter relationship on the right differ to the one described in the story "The Drawbridge"?



## Formative speaking skills: Preparing and making a speech

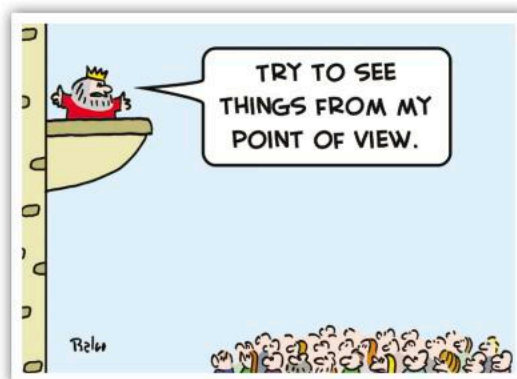
"The Drawbridge" is a fable that is used to teach us **empathy**.

The purpose of this exercise is for you to convince your fellow classmates that the characters in the story all acted out of necessity.

Show your empathy for one of the characters in the story.

Use the notes from the previous exercises to prepare a speech defending your character's actions.

Your speech should be three or four minutes in length. You may wish to deliver your speech individually, or in a small group.



### Planning and scaffolding

You may find it helpful to copy and use this table to help you structure your speech.

My big idea is ...	Example: The gatekeeper is/is not totally responsible for the princess's arrest.	
Point/idea/opinion*	Evidence in the story	Example in real life
Reason 1		
Reason 2		
Reason 3		
In conclusion, I believe (that) ...		

### Planning and scaffolding

#### Communicating with a sense of audience

Now think about the language you will use in the speech. Choose one of these registers:

- very formal, as if talking politely to very important strangers
- formal, as if talking very politely to people you don't know well
- informal, as if talking to a friend.

### Planning and scaffolding

#### Practise, practise, practise

As we have already seen, one secret of successful public speaking is practice.

Practising what you want to say can be a really useful aid to confidence building and language learning.

Practise what you are going to say with a friend, or with other members of your group.

You can video yourself. You can even practise before a mirror.

Think about what you did well and where you can improve.

Then practise some more.



## Formative written activity: Reasoned argument

A “reasoned argument” is a series of statements that use evidence and reasoning to persuade someone to accept or reject a particular opinion.

In this exercise, retell the story of “The Drawbridge” from the point of view of one of the characters.

See if you can get your readers to empathize with your character.

Write between 200 and 250 words.

### Planning and scaffolding

First decide on your character and that character’s point of view.

Write down the points that justify your actions. In the table below there are some ideas. You may wish to use ideas from the table or you may prefer to use ideas of your own.

For each supporting idea, find evidence in the story and/or invent your own ideas.

Come to a conclusion. In your conclusion state what you have learned from the story and explain why your readers should empathize with you.

My idea is ...	The princess is/is not responsible for her imprisonment.
Point/idea/opinion*	Evidence in the story
The princess felt trapped at home.	Her father would not let her leave the castle.
The king is a bully.	
The best friend is a coward.	
The older brother was not helpful.	
The boatman cared too much about money.	
In conclusion, I believe (that) ...	

**Note:** You can change any or all of these opinions to suit your interpretation of the story.

### Planning and scaffolding

#### Communicating with a sense of audience

The reasoned argument is a piece of writing for your teacher. Think about the language you will use in the reasoned argument. Choose one of these registers:

- very formal, as if talking politely to a very important stranger
- formal, as if talking very politely to people you don’t know well
- informal, as if talking to a friend.



## Reflection on Inquiry 3: Why is it important to use **empathy** to understand a conflict?

Having examined this section, what is your answer to the question?

## Reflection: Listening skills and debatable questions

### Reflection: Conflict resolution

#### What do we know so far?

In this chapter you have evaluated the topic of conflict resolution. As a class, make a list of the most important ideas you have learned so far in your inquiries.

At this stage, are there any points you wish to discuss further?

Make a list of your questions and discuss them in class with your teacher.

### Suggested texts for this section

- A. In The Mix: Conflict Resolution – Thinking It Through (Excerpt)

<https://www.youtube.com/watch?v=xDoQIpe5TxA>

- B. Bullying, Drama, Conflict Resolution Education for Middle School

[https://www.youtube.com/watch?v=N2\\_DSbnQHOQ](https://www.youtube.com/watch?v=N2_DSbnQHOQ)

- C. Playground Conflict Resolution for younger students

<https://vimeo.com/78557743>

- D. Conflict resolution

<https://www.youtube.com/watch?v=KY5TWVz5ZDU>

**Note:** Alternatively, you could use an audio-visual stimulus related to the theme of conflict resolution of your own choosing.



## Before you watch

### Focusing activity

Read through the exercises below to make sure you know what to look and listen for. You may need to watch the materials several times and discuss possible answers in class after each viewing and listening.

## Formative listening skills: Explicit and implicit meaning

Respond to the tasks and answer the questions in the appropriate manner.

## Listening skills: Conventions and connections

### Multiple-choice questions

Answer the following questions, writing your answers on a separate sheet of paper.

1. This audio-visual stimulus seems to be related to which of these MYP global contexts? Justify your answer with information from the video
  - A. Identities and relationships
  - B. Orientation in space and time
  - C. Personal and cultural expression
  - D. Scientific and technical innovation
  - E. Globalization and sustainability
  - F. Fairness and development
2. Copy this table and use it to summarize the main points of the stimulus. You may wish to add extra supporting points, if necessary.

	Main idea	Examples and/or explanations and/or details
Subject matter		
Thesis – main point		
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusions		



3. The approach to the subject matter of the audio-visual stimulus is mainly:
  - A. entertaining
  - B. factual
  - C. persuasive.
4. What was the format of the audio-visual stimulus?
  - A. Storyline
  - B. Conversation/discussion
  - C. Debate
  - D. Documentary/presentation
  - E. Other
5. The purpose of the audio-visual stimulus was to:
  - A. narrate a story
  - B. describe a situation
  - C. explain a problem
  - D. argue a point of view
  - E. give instructions/guidelines
  - F. other (please specify).
6. How much did the audio-visual stimulus use graphics?
  - A. A lot
  - B. More than twice
  - C. Once or twice
  - D. Never
7. Which of these techniques are used in the audio-visual stimulus to connect the message and the audience?
  - A. Voiceover
  - B. Special lighting techniques
  - C. Music and sound effects
  - D. Other special visual effects
  - E. All of the above

**Short tasks**

8. Identify the point of view used to present the facts and opinions in the video.
9. Identify a person or group with whom the video empathizes.

## Formative writing skills: Reasoned argument

Copy the table below and use it to summarize the main points of the audio-video stimulus you have watched in the form of a reasoned argument. You may wish to use information from question 2.

Remember to use paragraphing and connecting phrases or words to communicate your argument clearly.

Subject matter		
Thesis – main point		
Supporting point 1		Example/evidence:
Supporting point 2		Example/evidence:
Supporting point 3		Example/evidence:
Conclusion		

## Formative speaking skills: Preparing and presenting a speech

Imagine you have been asked to speak to the rest of your class on the issue of conflict resolution. You will deliver a speech either agreeing or disagreeing with the content of the video you have watched.

First of all, in groups decide whether you agree or disagree with the ideas themselves. You will have already collected most of this information when you completed your reasoned argument above. Now add your own opinions and reasons. Copy the chart below and use it to help you plan your speech.



Subject matter of the video			
Thesis – main point of the video			
		Your opinions	Reasons and justifications
Supporting point 1		Agree/disagree	
Supporting point 2		Agree/disagree	
Supporting point 3		Agree/disagree	
Conclusions			



**Planning and scaffolding**

Now use and adapt the material to prepare a speech for your audience. Look at the notes in this chapter on preparing and giving a speech. Present your speech. You can do this in front of your class, or you could record yourself and share the recording with your teacher and/or the class.

**Planning and scaffolding****Communicating with a sense of audience**

Now think about the language you will use in the speech. Who is your audience? How serious is the topic? Choose one of these registers:

- very formal, as if talking politely to a very important stranger
- formal, as if talking very politely to people you don't know well
- informal, as if talking to a friend.

## Reflections: Debatable questions on topics and concepts

These debatable questions will allow you to evaluate some of the big ideas you have examined in this chapter about the topic of **Resolving conflict**.

They will also allow you to develop your own ideas about the concepts you have explored: **Connections**, **Point of view** and **Empathy**. You could discuss these questions in small groups and afterwards share your conclusions with your class.

**Conflict resolution**

1. Is the topic of **Conflict resolution** closely related to the global concept of **Fairness and development**?
2. Is conflict resolution a useful life skill?

**Connections, Point of view and Empathy**

3. Is it possible to **empathize** with someone who has a very different **point of view**?
4. Is it possible to **connect** with people with very different **points of view**?
5. Is **empathy** always the best method to **connect** with another person?

# Summative assessments: Fairness and development

## Statement of inquiry

To be fair to others, we can **connect** with them by using **empathy** while evaluating their points of view.

In these summative assessments you will be assessed on your use of the four communication skills you have developed in this chapter: Listening, Reading, Speaking and Writing. In each assessment, you will also have an opportunity to show your understanding of the topic for this chapter, **Resolving conflict**.

- The Listening assessment requires you to respond to a video. It assesses your understanding of explicit and implicit information, and the conventions and connections in the text.
- The Reading assessment requires you to respond to a multimodal text. It assesses your understanding of explicit and implicit information, and the conventions and connections in the text.
- The Speaking assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 1: Is empathy useful when resolving a conflict?**
- The Writing assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 2: Can a new point of view help us to understand the connection between cause and effect?**

## Summative assessment A: Listening

### Assessment criterion A: Listening

At the end of the capable level, you will be able to:

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections.

Watch and listen to the following text and then answer the questions.

### Listening activities: notes on marking

The listening recordings are short. Each recording is assessed using two activities which are made up of eight questions in total.

1. In an MYP summative assessment, grade using the Grading criteria given on the left.
2. If using this assessment for MYP eAssessment practice (MYP 5 only): 16 marks is the maximum score for the listening component of the MYP eAssessment. Award 2 marks for each correct answer. This mark scheme gives the Listening section the same weighting as the equivalent reading, speaking and writing assessments in the eAssessment.



**Resolving conflict**

<https://www.youtube.com/watch?v=EABFilCZJy8&t=101s>



**Search words:** conflict resolution  
brainpop



*Answer these questions.*

1. What is the context for the conflicts shown in the video?
  - A. At school and with siblings
  - B. At home and with friends
  - C. At home between siblings
2. What is the main purpose of the video?
  - A. To teach viewers how to avoid a conflict
  - B. To explain to viewers why conflicts occur
  - C. To explain to viewers how to deal with conflict
3. The conflict between Moby the robot and Tim concerns:
  - A. using someone else's things
  - B. stealing someone else's things
  - C. wasting someone else's things.
4. In the video, Tim suggests different ways to resolve conflicts. Choose the five suggestions that Tim mentions in the video.
  - A. Sometimes, it is best to apologize as soon as possible
  - B. Take deep breaths and count down from 10
  - C. Explain your emotions calmly and respectfully
  - D. Tell a joke so that the other person sees the funny side
  - E. Show the other person that you are listening to him or her
  - F. Think about the other person's point of view
  - G. Walk away in order to avoid starting an argument
  - H. Ask another person to mediate in the argument

**Additional Listening practice for Summative assessments**

Click on the icon below for further listening practice on the topic for this chapter.



At the link, you will find both an additional video and an additional Summative listening assessment.

## Summative assessment B: Reading

### Assessment criterion B: Reading

At the end of the capable level, you will be able to:

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections.

Read the text and answer the questions that follow.

## The Poor Fisherman, the Genie and the Teacher

Once upon a time there was a poor fisherman. He lived with his wife and his blind mother. What grieved him most was not their poverty, but the fact that he and his wife had no children to care for them in their old age. On top of this, his wife and his mother were always arguing.

At the end of one particularly long and miserable day at sea, the fisherman found a small but beautiful bottle in his nets. It was old and shells had stuck to the outside, but the fisherman thought that he could clean and sell it. He pulled out the stopper; there was a flash of light and then a pillar of smoke in the shape of a genie rose out of the bottle. The genie explained that an evil magician had imprisoned him in the bottle, which had lain on the seabed for 1,000 years.

The genie was so delighted to be free that he offered to grant the fisherman one wish, but one wish only. The fisherman considered and then asked if he could go home and ask his wife and his mother what to wish for. The genie agreed and told the fisherman to come back to the same spot at the same time the following week; he would grant the fisherman his one wish.

The fisherman rushed home and told his mother what had happened. She said to him "My son, respect for parents is the duty of all



children. I am blind. Ask the genie to restore my sight."

Shortly after this, the fisherman's wife returned. He told her what had happened and what his mother had said. "How typically selfish of your mother!" cried his wife. "Take no notice of her, my husband. She is old and will soon be dead. Ask the genie for a child to care for us in our old age." The fisherman

35



could not resolve the wishes of both his mother and his wife. As the week went on, his wife and his mother argued incessantly about the genie's wish.

In the fisherman's village, there was a teacher who was famous for finding solutions to disputes. In desperation, one day before he had to return to the genie, the fisherman took his wife and mother to see the teacher. With his last fish, he paid him and then told his story. As soon as the fisherman had finished, his wife and mother began to argue again about whose wish should be put to the genie. The teacher listened carefully and then replied:

"O fisherman. You must return to the genie, and you must honour the wishes of your wife and your mother."

"But how?" cried the fisherman, his blind mother and his wife at the same time. "Did you not hear us? The genie will grant only one wish!"

"This is true," replied the teacher mysteriously. He then leant forward and whispered in the fisherman's ear.

The next day, at the appointed time, the fisherman went to the spot where he had met the genie and sure enough, the genie appeared and offered to grant him his one wish.

"O genie," said the fisherman, "I ask nothing for myself and my wife asks nothing for herself. However, out of respect for our elders I ask on behalf of my aged mother that you grant her the one wish."

"Very noble," said the genie, "I will grant your mother's wish. What does she wish for?"

"My mother's one wish, O genie, is that she might see her grandchild before she dies."

Adapted from: <https://mythologystories.wordpress.com/2013/12/27/1001nights-4/>

Choose the correct answers.

- The text is:
  - a ghost story
  - a comedy
  - a fable
  - science fiction.
- The image illustrating the text portrays the exact moment:
  - the fisherman finds the bottle
  - the genie grants the fisherman's wish
  - the fisherman opens the bottle
  - the genie escapes from the bottle.
- The main purpose of the text is to show the readers how to:
  - fight for what they want to achieve
  - resolve two very different points of view
  - use the truth to defeat our enemies
  - help people to empathize with each other.
- The ending of the story is designed to:
  - surprise the readers with its shocking ending
  - make readers think about the lesson taught
  - make the readers empathize with the fisherman
  - leave the readers wondering what happened next.

5. Read lines 1 to 27 and then choose the four true statements.

- A. The mother wanted a grandchild to take care of
- B. The fisherman picked the bottle from the bottom of the sea
- C. A magician had imprisoned the genie a thousand years earlier
- D. The fisherman was too afraid of his mother to make a wish
- E. The fisherman's wife and mother kept arguing
- F. The fisherman's biggest worry was poverty
- G. The genie granted the fisherman one single wish
- H. When the magician opened the bottle, a genie came out

Read lines 28 to 54. What do the following words mean in the text?

Choose the appropriate words from the list on the right.

- 6. restore (line 31)
- 7. resolve (line 40)
- 8. dispute (line 47)
- 9. wish (line 53)
- A. unhappiness
- B. sort out
- C. desire
- D. improve
- E. command
- F. fix
- G. explain
- H. argument

Complete the following gaps using no more than three words.

The next day, the fishermen went back to see the genie.

The fisherman said to the genie that he wanted nothing for either himself or his wife. Instead, he wanted the genie to show his (\_\_\_10\_\_\_) for the mother by granting her wish. The genie said to the fisherman that he would agree to this (\_\_\_11\_\_\_). The fisherman told the genie that his mother wanted to see his baby before she died.

The genie was amazed by this resolution to the (\_\_\_12\_\_\_) and he made the mother's dream come true.

By overcoming their different (\_\_\_13\_\_\_) , the fisherman, his wife and his blind mother all achieved happiness from one single wish.

conflict	facts	pressure	responsibility
empathy	opinions	reason	suggestion



## Summative assessment C: Speaking

### Assessment criterion C: Speaking

At the end of the capable level, you will be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. communicate all the required information clearly and effectively.

Examine **one** of the images. Explain how it relates to the topic of Resolving conflict.

Present the contents of the image to your teacher.

After your presentation, use the image to discuss this debatable question.

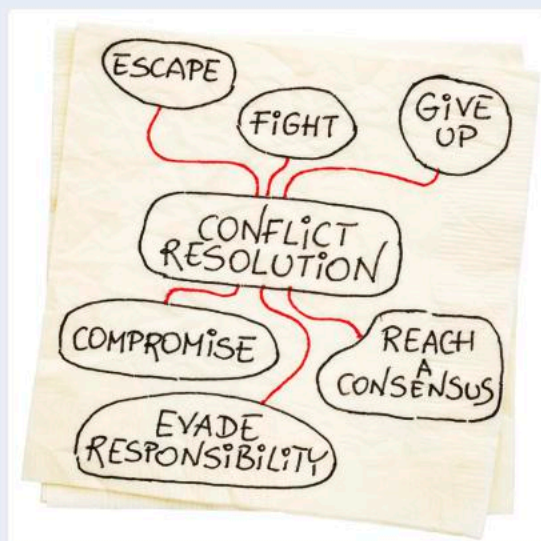
### Debatable question 1: Is empathy useful when resolving a conflict?

You should speak for 3–4 minutes.

Image A



Image B



## Summative assessment D: Writing

### Assessment criterion D: Writing

At the end of the capable level, you will be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
- iv. communicate all the required information with a clear sense of audience and purpose to suit the context.

*Consider this debatable question and then complete the task.*

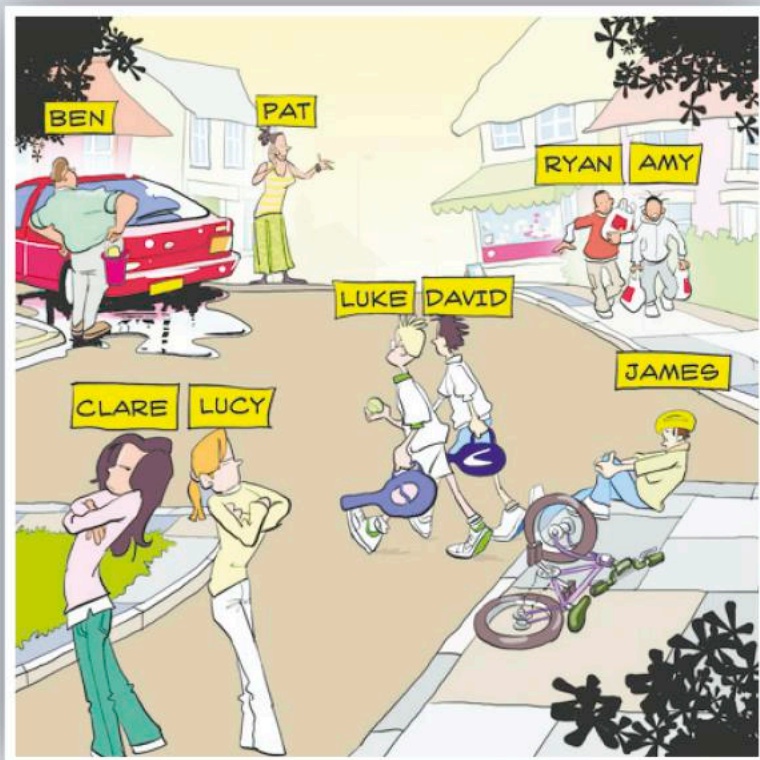
### Debatable question 2: Can a new point of view help us to understand the connection between cause and effect?

*Study the image. Lucy and Clare are not talking to each other.*

*Imagine you are one of the other characters in the picture and tell the story of their conflict. Explain:*

- *what caused the argument between Lucy and Clare*
- *what the effects of the argument were*
- *how the argument was resolved.*

*Write between 200 and 250 words.*





## Going beyond the chapter

In this chapter you have explored the way we connect with others depending on our ability to empathize, and our willingness to understand other people's points of view.

Now make use of the information you have learned and the communication skills you have developed in this chapter for practical purposes beyond the classroom.

## Take action! Some suggestions ...

### Write a short story

Having learned about conflicts in both stories and in real life, write a story that includes one or more conflicts. All stories contain at least one or more of the following types of conflict.

- Character versus character (such as a hero versus a villain)
- Character versus self (where a character has to get over something inside themselves like lack of confidence)
- Character versus society (where a character, alone or with others, challenges the way a society is)
- Character versus nature (where a character is challenged by a force of nature such as snow storms, or has to survive somewhere like an island or the desert)

Try narrating the story from different points of view to explore different perspectives.

### Join a debating club or society

If you enjoyed carrying out the speech and/or the reasoned argument tasks in this chapter, you might consider joining a debating club or society. If there is none in your school or local community, you might consider starting one in your school!



## Service learning

Speak to your MYP coordinator or Action and Service coordinator to find out your school's expectations for action and service in your particular grade/year.

The ideas below relate directly to the following service learning outcomes:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions.



## Ideas for service

Create a video that can be used by teachers to teach MYP students about conflict and how students can solve conflicts. Consider how listening to different points of view allows us to create empathy. You could base your video on the conflict resolution video you watched in this chapter, but adapt it for a student audience instead.

Get in contact with local community groups, charities or NGOs to find out if they run something similar to the “Walk A Mile In My Shoes” campaign and get you and your school involved. If there are no such events planned, why not run your own similar event?

## If you enjoyed this chapter here are some texts on conflict resolution for further reading

- Stephen Chbosky, *The Perks of Being a Wallflower*
- John Green, *The Fault in Our Stars*
- Angie Thomas, *The Hate U Give*
- Nic Stone, *Dear Martin*
- Malorie Blackman, *Noughts and Crosses*
- Harper Lee, *To Kill a Mockingbird*

## ATL Research and thinking skills

At the end of any learning experience always ask yourself these questions.

- What lessons have I learned from this chapter?
- What concepts don't I yet understand about this topic?
- What questions do I still have about this topic?
- Where can I find answers to these questions?



## 4

# Life's opportunities

## Concepts

### Global context: Personal and cultural expression

#### What is the nature and purpose of creative expression?

In this chapter we are exploring the ways in which we can assess our situation and make the most of opportunities to overcome difficulties and achieve our ambitions. We will also look at ways we can use our skills and talents to help others make the most of their opportunities.

#### Key concept: Connection

**Connections** are links, bonds and relationships between people, objects, organisms or ideas. In this chapter we think about how people are connected to the societies in which they live.

Connections are also central to the relationships between speaker and audience, and writer and reader.

#### Related concepts: Message and Audience

**Messages** are the information speakers and writers communicate to their audience.

**Audience** refers to the people at whom a text or performance is aimed. The audience could be readers, listeners or viewers.



## Ans

## Statement of inquiry

**When discussing personal and cultural matters, we can connect the way we present our message to our intended audience.**

### Unit plan

- ➔ ATLs: Self-management skills
- ➔ Inquiry 1: What is the **connection** between Michael Oher's opportunities and his success?
- ➔ Focus on communication skills: Discussions and descriptive writing
- ➔ Inquiry 2: What is Maslow's **message** about opportunity and success?
- ➔ Synthesis: Key and related concepts – Connections and Messages
- ➔ Inquiry 3: How can we make an **audience** aware of the differences in opportunities?
- ➔ Reflection: Listening skills and debatable questions
- ➔ Summative assessments: Listening, Speaking, Reading and Writing
- ➔ Theory to practice: Action and service



# Inquiry 1: What is the **connection** between Michael Oher's opportunities and his success?

Conceptual question

## Formative listening and speaking skills: Responding to multimodal texts

### Discussion: What is the connection between our abilities and our opportunities?

To begin this chapter, conduct a class brainstorming session. What do you know about themes of abilities and opportunities? For instance, do we all have the same opportunities in life?

- Compare the pictures of the beggar and the happy family.
- What do the two pictures tell us in terms of different people's opportunities in life?
- Describe the two pictures in terms of what the people in them "have" and "have not".
- Create a caption for each picture to explain the message of each. Create a further title to connect the meaning of the two pictures together.



Think about the needs and ambitions of young people of your generation. Make a list of things you have and things you will need to achieve your ambitions. Discuss your lists in class.





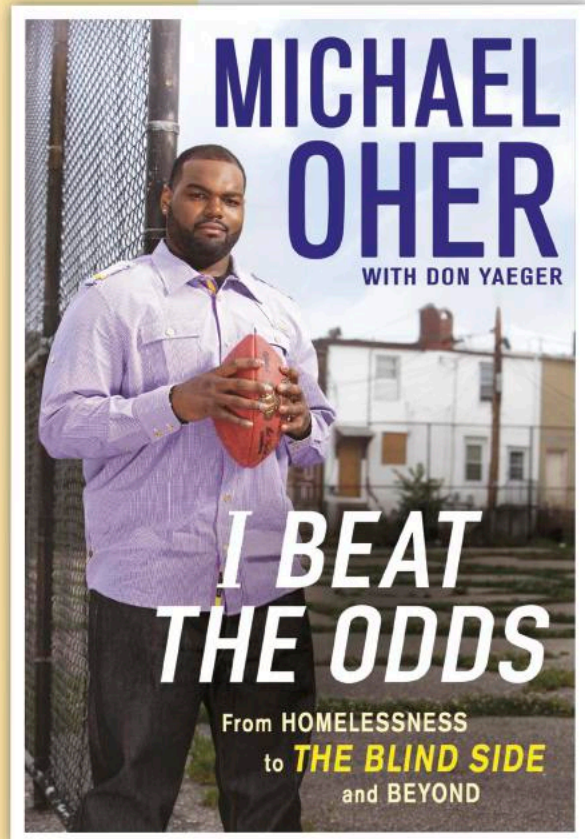
## Formative reading skills: Explicit and implicit meaning

### Discussion and debate

The text you are about to read is a biography of Michael Oher, who was born in poverty but became a very successful American football player. He was the subject of the Hollywood film *The Blind Side*.

In pairs, read the statements A–H and decide whether each statement is usually true, partially true or untrue. Give reasons for your answers.

- A. A child born into a poor family might not develop important learning skills.
- B. Poverty and a lack of safety can lead to poor health and social problems.
- C. Unhealthy and stressed children are less likely to succeed at school.
- D. Poor children may have very poor social skills at school.
- E. Children with personal problems can learn if they are cared for.
- F. Successes in one area of life can help a child to find self-esteem.
- G. Greater self-esteem leads to greater success in other areas of life.
- H. Poor children are less likely to become successful adults.



### Key concept: Connections

Connections are links, bonds and relationships among people, objects, organisms or ideas. With a partner, study the picture on the right. How are the different parts of the computer system connected to each other?

As a Capable communicator you must make connections within the texts and multimodal material you examine. This includes making connections between the words in a text and the ideas within it.

Examine the book cover on this page and summarize some of the implicit meanings in the text.

- 1 The information on the book cover connects:
  - A. sport and fame
  - B. poverty and success
  - C. inequality and wealth.
- 2 The story of Michael Oher makes a connection between:
  - A. children and poverty
  - B. success and encouragement
  - C. abilities and education.



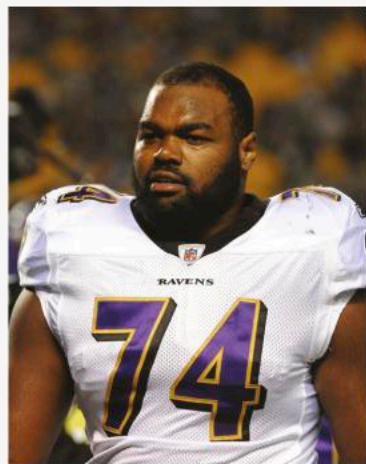


## The Story of Michael Oher

Michael Oher was born on May 28, 1986 in Memphis, Tennessee. He was one of twelve children. His mother was an alcoholic and crack cocaine addict and his father was frequently in prison. Michael received little attention and discipline during his childhood.

In school Michael had to repeat both first and second grades. He was placed in foster care at age seven. After that he lived in various foster homes and was often homeless. Michael attended eleven different schools during his first nine years as a student.

By the time he was a 16-year-old student, Michael's academic grades were still very poor. He was sleeping on



people's couches and carried his belongings in a few plastic bags. However, in his junior year at a public high school in Memphis, he began to excel at football.

With the help of Tony Henderson, an auto mechanic, with whom he was living temporarily, the 16 year old applied for admission to Briarcrest

Christian School. The headmaster agreed to accept Michael because of his sporting skills.

One morning, businesswoman Leigh Anne Tuohy was driving along a Memphis street with her husband, Sean, and their two children. She noticed Michael, who was easy to spot because he was already 1.96 metres tall. But that freezing cold day he was only wearing shorts and a T-shirt.

The children, Collins and S.J., recognized Michael, who was their classmate at school. He was by far the biggest student at school and one of a few African-Americans.

The Tuohy family made room for Michael in their car. "It was nothing and everything," Leigh Anne says. "It was just one of those things that you should do."

The family began to help Michael. At first, they let him sleep on their couch. Eventually, Leigh Anne gave him a bedroom and bought him a bed. He later told her this was the first bed he ever had.

Over time, Michael became a much-loved member of the family and the Tuohys became his legal guardians when the boy was 17, and they eventually adopted him.

The parents hired a tutor for Michael to work with him for 20 hours per week. The young man also took 10-day-long internet-based courses from Brigham Young University. Taking and passing the Internet courses allowed him to replace his very low marks with A grades.

Michael was, of course, also playing football for his junior year. His size, quickness and protective nature helped him to become one of the best high school football players in the country. He quickly became a top junior footballer in the state of Tennessee, which led to multiple scholarship offers from major universities.

He ultimately chose to play college football at the University of Mississippi. He later became a very successful professional player with the Baltimore Ravens, the Tennessee Titans and the Carolina Panthers.

As word of his story spread, author Michael Lewis wrote about Michael's journey from homeless teen to star athlete. His book, *The Blind Side: Evolution of a Game*, became a *New York Times* bestseller. Michael's story with the Tuohy family was also told in the Academy Award-winning 2009 film *The Blind Side*, starring Sandra Bullock and Tim McGraw.

Sources: <http://www.oprah.com/entertainment/Michael-Ohers-Inspiring-Journey-The-Blind-Side>; [https://en.wikipedia.org/wiki/Michael\\_Oher](https://en.wikipedia.org/wiki/Michael_Oher)



## Formative reading skills: Explicit and implicit meaning

### 1 True/false with justification

Read the text carefully and identify which of the statements below are true and which are false. Justify each answer with a relevant brief quotation from the text. Write your answers on a separate sheet of paper. Both a correct identification and a quotation are required for one mark.

		True	False
<b>Example:</b>	Michael had eleven siblings.	✓	
<b>Justification:</b>	"He was one of twelve children"		
1.	Michael's parents took good care of him when he was a little child.		
Justification:			
2.	He was a very poor learner in elementary school.		
Justification:			
3.	Although Michael lacked a stable home life he stayed on at school.		
Justification:			
4.	At 16 he passed an exam to go to Briarcrest Christian School.		
Justification:			
5.	The Tuohy family gave Michael the domestic stability he had never had.		
Justification:			
6.	The Tuohys treated Michael like a son.		
Justification:			
7.	Michael always worked independently to improve his academic scores.		
Justification:			
8.	He became a professional footballer while he was still at school.		
Justification:			

## 2 Multiple-choice questions

Choose the correct answer from A, B, C or D. Write your answers on a separate sheet of paper.

9. In the first 16 years Michael went without:
- A. attending school
  - B. playing football
  - C. a proper place to live
  - D. good health.
10. Until meeting the Tuohy family Michael did badly at school because:
- A. he was a poor student
  - B. he could not read or write
  - C. he lacked a proper family life
  - D. he was not interested in school.
11. As well as safety and stability Michael also found:
- A. financial success
  - B. quick academic success
  - C. a sense of belonging to a real family
  - D. a sense of independence.
12. Michael was able to improve his school grades because of:
- A. tutoring and hard work
  - B. his footballing skills
  - C. extra help from his school
  - D. his kind and friendly personality.

### Reflection on Inquiry 1: What is the **connection** between Michael Oher's opportunities and his success?

In conclusion, explain how and why Michael was able to successfully follow his dreams of becoming a great footballer. Justify your answers by connecting the evidence in the text and drawing reasonable conclusions.

### Key concept: Connections

In MYP Language Acquisition, you are also expected to make connections between the writer of a text and its readers.

1. In the reading passage, what is the **connection** between writer and reader?
  - A. Teacher and student
  - B. Storyteller and listener
  - C. Interviewer and interviewee
2. The writer makes a **connection** between Michael's story and a message to the readers. What is the message the writer wants the readers to understand?
  - A. We should judge people on their success.
  - B. We should understand that there are barriers to success.
  - C. We need to find our own recipe for success.

## Focus on communication skills

### Formative listening skills: Matching two halves of a sentence

In MYP English Language Acquisition, matching two halves of a sentence is one of the assessment activities you must learn how to handle. Click the headphones icon on the right to find out more about this type of question.

You will also find an audio recording for this chapter on the topic of Life's opportunities and a related listening exercise to practise matching two halves of a sentence.





## Formative skills: Discussion

### What is a discussion?

A group discussion is a conversation about a particular topic. A discussion could answer a question, solve a problem or conflict, create a plan of action, or organize an event.

In a discussion, everyone has the opportunity to take part. No one person should dominate.

Every discussion should have a set of rules that you can follow.

1. Give everyone a chance to express their ideas on the topic.
2. Find ideas everyone can agree on.
3. Come to a conclusion or make a decision.
4. Take appropriate action.

## Formative speaking skills: Discussion

Study and discuss this film poster.

The purpose of the discussion is to find meanings in the multimodal text and conclusions you can all agree on.

In small groups discuss these questions.

1. What kind of text is this and what is its purpose?
2. What does the image of the two people communicate?
3. What could be the meaning of the bright light next to the two characters' hands?
4. Why do you think the word "HAPPYNESS" is spelled incorrectly?
5. What messages about the film do the advertisers wish to communicate to the public?

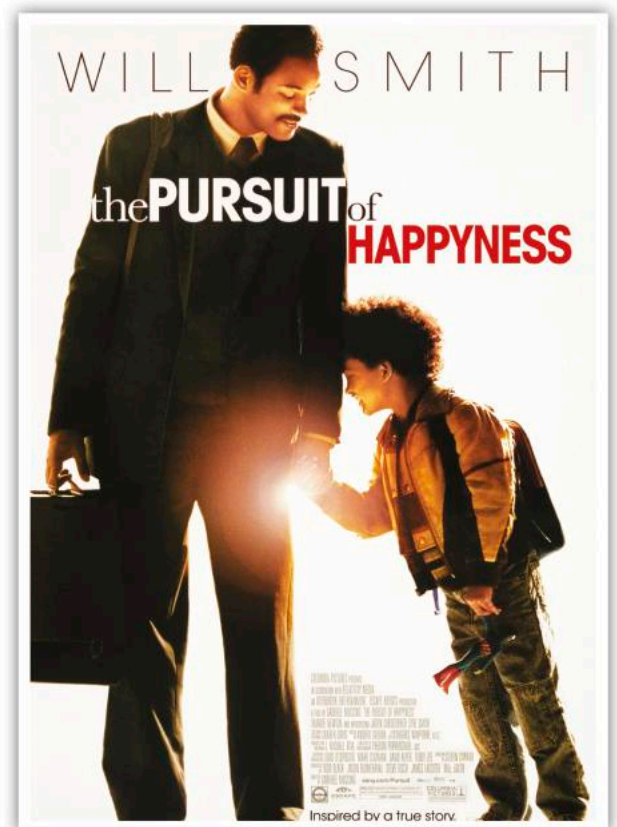
At the end of the discussion you need to:

- decide how to present your conclusions
- share your ideas with the class.

### ATL Self-management skills

A discussion with your teacher is part of your task during your summative speaking assessment.

Use the opportunities in this chapter to practise your discussion skills.



## Formative speaking skills: Discussion

A discussion involves two or more people talking about something in order to exchange ideas and/or reach a decision.

The purpose of the exercise is to find answers that everyone in the group can agree with.

During this discussion you should listen to everyone's point of view and then come to an agreed conclusion.

### Discussion topic

Could Michael Oher have become a successful sportsman without the support of a family?

#### Planning and scaffolding

First read the eight statements below about the connections between poverty and success. In your groups, choose three of these statements that you think are most relevant to Michael Oher. Give reasons for your answers.

1. A child born into a poor family might not have important learning skills.
2. Poverty and a lack of safety can lead to poor health and social problems.
3. Unhealthy and stressed children are less likely to succeed at school.
4. Poor children have very poor social skills at school.
5. Children with big problems can learn if they are cared for.
6. Successes in one area can help a child to find self-esteem.
7. Greater self-esteem leads to greater success in other areas of life.
8. Poor children are not likely to become successful adults.



At the end of the discussion, you should be able to present your findings to the rest of the class.

### ATL Self-management skills

Self-management skills include planning strategies and taking action to achieve your goals.

**Self-management** involves:

- developing strategies for improving the overall standard of your English
- checking your work
- dealing with your errors
- managing your time
- establishing productive study habits.

On this page you are practising how to conduct a successful discussion.

#### Reflection

When you have completed your discussion, ask yourself: which of the skills listed above have you practised?



## Formative writing skills: Descriptions

One way of communicating our ideas is to describe people, places and things. We can also describe our ideas. Sometimes we describe the world around using our five senses: sight, sound, smell, taste and touch. We can also describe our emotions when we experience people, ideas and things: "He gets so excited thinking about the future." Sometimes we describe by comparing one thing to another: "He was as big as a door"; "She ran like lightning"; "It was a monster plan."

### Writing a descriptive blog

You find this photograph on the Internet and it inspires you to write about it in your blog.

When children have fewer opportunities in life, do you think good teachers can make a difference to the lives of those students?

Effective descriptive writing should "paint a picture" for your audience. Use your imagination to describe the people, places and objects you can see in the picture.

You should also use specific adjectives and nouns, and strong action verbs, to give life to the picture you are painting in the mind of your audience.

Close by writing about the message "Teachers change lives".

Write between 200 and 250 words.



## Formative writing skills: Description

Imagine you are one of Michael Oher's classmates. Write a description of 16-year-old Michael and his ambitions to be a great sportsman. Use the text and the pictures in this section to help you. Copy the chart below and use it to help you gather your ideas. You could write your description as a letter to a friend, a diary entry or blog. Write between 200 and 250 words.

Description	Things you know
His background	
His appearance	
His actions and behaviour	
The reaction of people around him <ul style="list-style-type: none"><li>• Teachers</li><li>• Classmates</li><li>• The Tuohy family</li></ul>	
His motives and ambitions <ul style="list-style-type: none"><li>• School subjects</li><li>• Sports</li></ul>	

### Planning and scaffolding

#### Communicating with a sense of audience

Now think about the language you will use in your text. Who are you writing to? Choose one of these registers:

- very formal, as if talking politely to a very important stranger
- formal, as if talking very politely to people you don't know well
- informal, as if talking to a friend.



## Inquiry 2: What is Maslow's **message** about opportunity and success?

Factual question

### Formative reading skills: Making connections

For this inquiry, we are going to look at what people need to become successful in life.

You can start by connecting the picture below with a number of ideas.

The list of "things" we need or want in life includes:

- health – the need to be well
- security – feeling safe from danger
- belonging – the need for loving, sharing and fitting in with others
- esteem – the need for feeling important and being respected
- learning – the need to make choices and decisions
- fun – the need for being happy, and finding joy in life.

In pairs, examine the picture. How many things from the list above does the boy have?

With your partner, find evidence in the picture to support your ideas. For example, what evidence is there in the picture that the boy might not be healthy?



As a conclusion, decide on one thing you could give the boy to improve his life.

### Formative reading skills: Understanding implicit meaning

#### Matching parts of a text

In the text on page 135 there are five paragraphs marked A–E. Here are seven headings. Discuss the headings with your teacher to check you understand each one.

Match five of the headings to paragraphs A–E. Write your answers on a separate sheet of paper.

- Safety needs
- Esteem needs and the need to be understood
- Physical needs
- The need to find yourself
- Economic needs
- The need for love and belonging
- Educational needs



# Maslow's Hierarchy of Needs

How well can a hungry child learn? What happens to a learner who is in danger? How do we unlock our talents and find what we are good at and what we want to be? By asking questions like these, American psychologist Abraham Maslow looked for reasons why some children in need find it difficult to do well at school.

Maslow wondered what motivates children to learn. He thought that we have certain basic needs, which we must fulfil so that we can become successful learners.

Maslow said that we have different types and levels of need that we want to fulfil. He thought that as we fulfil one need, we can move on to a higher one. He called the system a hierarchy of needs.

Everyone is capable and has the desire to move up the hierarchy. Unfortunately, a child's negative life experiences, such as poverty, violence, insecurity and homelessness may stop children moving up through the hierarchy, or cause them to move down a level.

**A**  
We all need air, food, drink, warmth and sleep. Maslow argued that we must satisfy these biological needs before we can learn anything. If we are sick, then little else matters. All children at school must be properly fed and in good health in order to learn well.

**B**  
Maslow realized that poverty is a major problem and we need to be protected and free from fear. We all need a roof over our heads to protect us from the weather and we need to keep ourselves safe from harm. In other words, a child's safety is essential to effective learning. A child can experience domestic violence, criminal activity, or even war. Even in peaceful societies a child who is being victimized or bullied will be prevented from learning.

**C**  
We need positive relationships with family, friends and partners. These relationships give us friendship, affection and love. Maslow recognized that these positive relationships can positively affect a child's future. If people are helpful and kind to us, we can learn from them easily. If the family has high hopes for a child, that child is more likely to do well at school.

**D**  
Children with a positive self-image and confidence tend to do well at school. Self-esteem leads to personal motivation and ambition. If we gain a higher position within a group, people respect us and we have greater power. Children who are neglected may not develop a positive self-image essential to education. Esteem allows us to develop the confidence to do well when faced with a problem to solve or a challenge to overcome. As the need to understand develops, we may develop creative needs in fields such as art, music, theatre and dance.

**E**  
Success lets us know what we want to become. We need to set and achieve these personal goals. Success in achieving our goals and ambitions gives us a sense of personal, emotional and professional satisfaction. Self-actualized people know how to express themselves clearly.

Maslow also thought that there was a stage beyond this called Transcendence. Such people go beyond material needs and seek peace with the world. They are loving and creative, realistic and productive. Such people can be independent, spontaneous and playful. They may well have a love for the human race.

Adapted from: <http://www.ship.edu/~cgboeree/maslow.html>

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80



## Formative reading skills: Understanding explicit meaning

### 1 Short-answer questions

Read the first four paragraphs and answer the following questions.

1. What question did Maslow want to answer?
2. What answer did he come to?
3. Why did Maslow call the system he invented a "hierarchy of needs"?
4. What happens when we fulfil one need?
5. What is the meaning of the word "essential" in the sixth paragraph?

### 2 Multiple-choice questions

Read the rest of the text and choose the correct answer from A, B, C or D. Write your answers on a separate sheet of paper.

6. Maslow said that hunger:
 

A. prevents learning	C. does not matter
B. makes learning difficult	D. makes us learn well.
7. According to the safety needs to include protection from:
 

A. danger, hunger and violence	C. sleep, hunger and warmth
B. violence, war and thirst	D. violence, bad weather and danger.
8. According to paragraph C, our need to belong to a family and to a group:
 

A. helps us to learn from others	C. gives us good friends
B. makes us ambitious	D. gives us a good future.
9. According to paragraph D, if we have high self-esteem we can:
 

A. make friends easily	C. deal with difficulties
B. understand our lessons without difficulty	D. tell the difference between right and wrong.
10. According to paragraph E, self-actualization means:
 

A. we can become high earners	C. we will be self-satisfied
B. we can achieve our personal goals	D. we can do any job we want.
11. According to paragraph E, transcendence involves:
 

A. travelling the world	C. being childish
B. trying to make the world a better place	D. knowing more than everyone else.

## Formative speaking skills: Understanding conventions and connections in a multimodal text

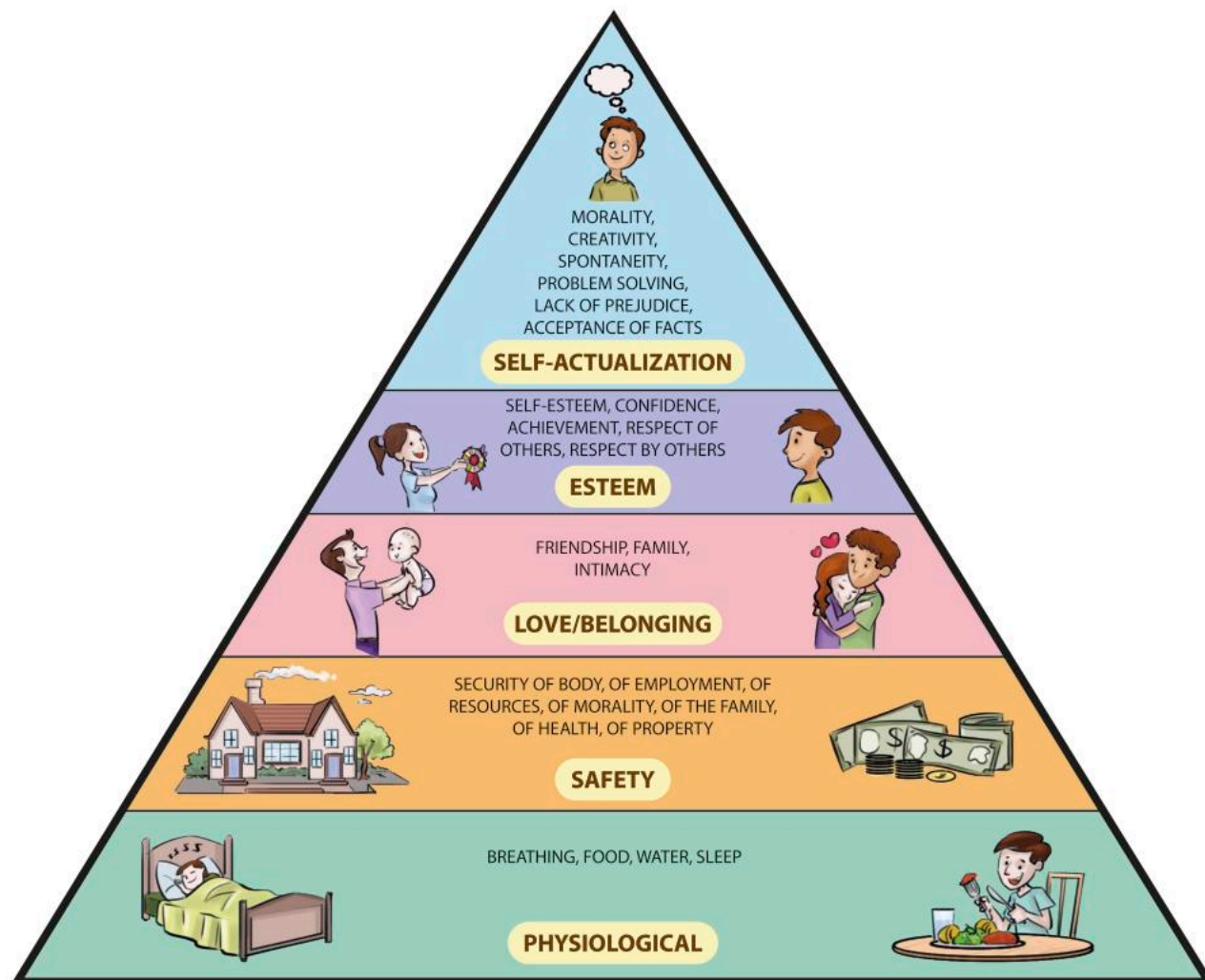
Look at this chart of Maslow's hierarchy of needs and in groups discuss the questions that follow.

How does the graphic help us to understand Maslow's message? List at least five specific techniques used to convey the message. Some techniques you may want to consider are:

- colour coding
- headings
- repetition
- body language
- structure/composition
- symbols
- slogans.

Evaluate the multimodal text by listing:

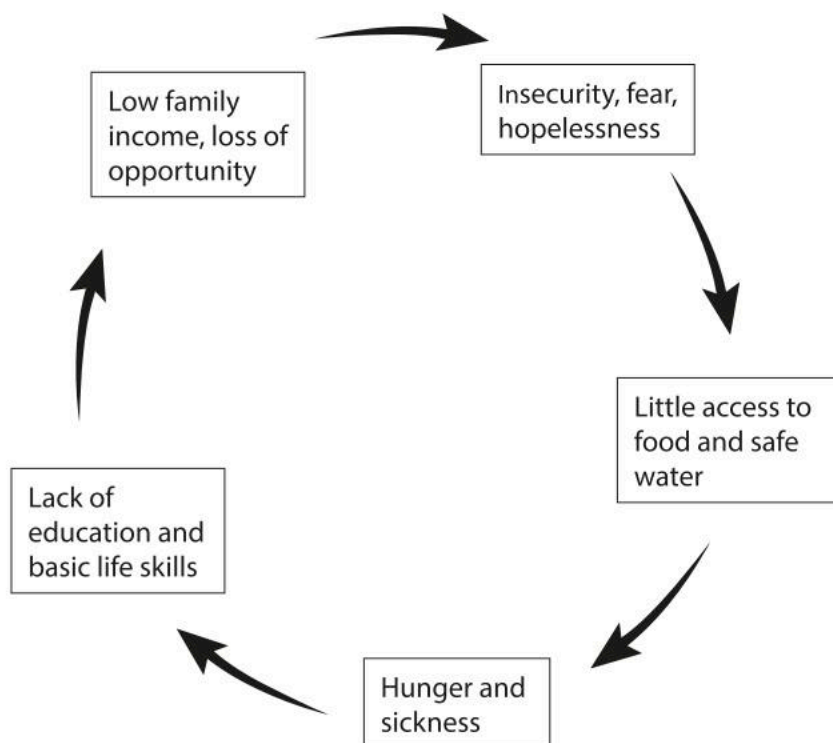
- three things you like about the graphic
- three improvements you would do to make the message clearer.





## Formative speaking skills: Discussion

Look at the graphic below. It shows a cycle of a “lack of opportunities” and what impact it has on people, regardless of where in the world they live.



In a small group, first discuss:

- the main ideas in the graphic
- the purpose of the graphic. (How is the audience supposed to respond?)

In your groups, discuss these questions.

- How is the graphic connected to Maslow's hierarchy of needs?
- In what ways are someone's abilities limited by their opportunities, according to this diagram?

When you have finished your discussions, present your conclusions to the rest of the class.

### Related concept: Audience

A message is the information speakers and writers communicate with their audiences.

We can communicate our message in speech or writing. We can also communicate messages through visual images or through facial expressions, gestures and nonverbal sound (such as music).

Multimodal texts convey their messages by combining a number of techniques: written and or spoken text, visuals, music and moving images (such as film).

Watch this short film.

<https://www.youtube.com/watch?v=GFQhbp8efWw>



**Search terms:** life short film award winning

- With a partner, identify the techniques used to communicate the ideas in the film.
- Do you agree with the film's concluding message?
- Can you think of an alternative message for the film?

Alternatively, find a short film of your choice and identify its message and the techniques used to communicate its message to the audience.

## ATL Self-management skills

You are going to write a text about children and their opportunities in life. Use your self-management skills to prepare the task.

The title of this chapter is “Life’s opportunities”. All children have abilities. But not every child has the same opportunities as Michael Oher.

How do you think children who lack opportunities might achieve their dreams?

Think about ways in which governments could improve:

- A. the basic health needs of children
- B. the safety needs of children
- C. children’s esteem and educational needs.

Copy the table below and use it to make notes in order to prepare for your writing assignment.

At the same time you will demonstrate that you can:

- create and follow a learning plan
- plan your assignment
- organize information
- manage your time effectively
- work to a deadline.

Research how governments around the world have successfully helped to further develop their citizens’ opportunities.



	Ways governments can help	Explanations
Basic health needs		
Safety needs		
Esteem and education needs		



## Formative writing skills:

### Descriptive writing

Write a description of 200 to 250 words of a child whose life has improved due to the work their government has done in improving their opportunities. Use your notes from the previous Self-management activity. You could put your thoughts into a letter to a friend, a diary entry or blog.

#### Planning and scaffolding

You may want to copy and complete the chart below to help you turn your notes into a writing plan. You may choose to use all or only some of the ideas. Write between 200 and 250 words.

Details	Descriptions
Home and background	
Health needs	
Safety needs	
Esteem and education needs	
What the government has done to help such children	

#### Planning and scaffolding

##### Communicating with a sense of audience

Now think about the language you will use in your text. Choose one of these registers:

- very formal, as if talking politely to a very important stranger
- formal, as if talking very politely to people you don't know well
- informal, as if talking to a friend.

## Reflection on Inquiry 2: What is Maslow's **message** about opportunity and success?

In this inquiry, you have looked at Maslow's hierarchy and considered the example of the lives of children. After coming to a conclusion about the inquiry, ask yourself whether Abraham Maslow was right. Are our ambitions limited by our opportunities?



# Synthesis: Key and related concepts – Connections and Messages

## Key concept: Connections

As we have seen, **Connections** are links, bonds and relationships among people and the society in which they live. This concept is central to the study of language. In Language Acquisition, we need to think about the **connections** between speaker and audience, writer and reader. We also need to think about the ways we **connect**, as readers, with the message of a text.

## Related concept: Message

A **message** is a communication in writing, speech, verbal or non-verbal language. **Messages** consist of signals, facts, ideas and symbols. In communication between humans, messages can be verbal (spoken or written), non-verbal (facial expression), visual (image) or a combination of all of these (video). All three texts on this page are multimodal texts that combine written text and visuals to create their messages.

**Question:** What is the overall message in visual text 1?

A message is also the information contained in a communication between a sender and a receiver.

Examine visual text 2.

### Questions

1. Who is the sender of the message?
2. Who is the receiver?
3. What is the message?

A message can have implicit meanings. These are meanings suggested but not stated in the text.

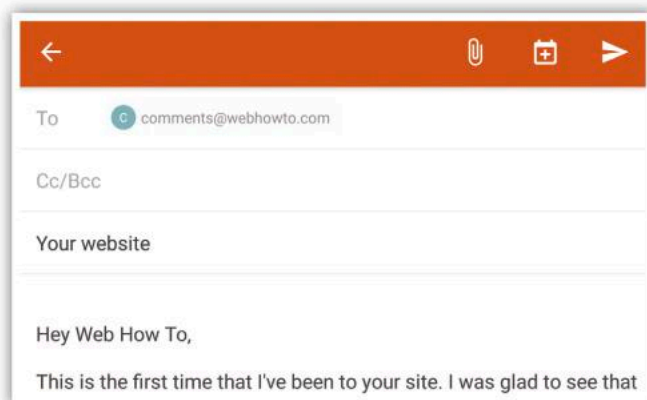
Examine visual text 3.

### Questions

1. How are the woman and the watch connected?
2. What implicit meaning is suggested here?



Visual text 1



Visual text 2



Visual text 3



## Formative reading skills: Conventions and connections

Look at the three graphics on page 141 and answer the following questions.

### 1 Multiple choice questions

Choose the correct answer from A, B, C or D. Write your answers on a separate sheet of paper.

1. The **form** of the message in visual texts 1–3 is:

- A. advert
- B. sign
- C. entertainment
- D. instruction
- E. storybook.

Visual text 1	Visual text 2	Visual text 3

2. The **purpose** of the message in visual texts 1–3 is to:

- A. narrate
- B. explain
- C. instruct
- D. persuade
- E. describe.

Visual text 1	Visual text 2	Visual text 3

3. The **author/sender** of visual texts 1–3 is probably:

- A. an advertiser
- B. an instructor
- C. a journalist
- D. a business
- E. a creative artist.

Visual text 1	Visual text 2	Visual text 3

4. The **readers/recipients** of visual texts 1–3 are:

- A. a general audience
- B. an audience with a specific interest
- C. an audience belonging to a specific age range.

Visual text 1	Visual text 2	Visual text 3

5. The **nature** of the message in visual texts 1–3 is:

- A. literal and concrete: the designer has stated the message **explicitly**
- B. abstract and metaphorical: the designer has created a picture to communicate the message **implicitly**.

Visual text 1	Visual text 2	Visual text 3

6. The **format** used in visual texts 1–3 is:

- A. mainly visual
- B. a balance of visual and text
- C. mainly text
- D. all text
- E. all visual.

Visual text 1	Visual text 2	Visual text 3

### Discussion and debate

Look again at the visual texts on page 141.

In your opinion, which text communicates its message most effectively?

Justify your answers.

## Inquiry 3: How can we make an **audience** aware of the differences in opportunities?

Conceptual question

### Formative reading skills: Connections and implicit meaning

#### Focusing questions

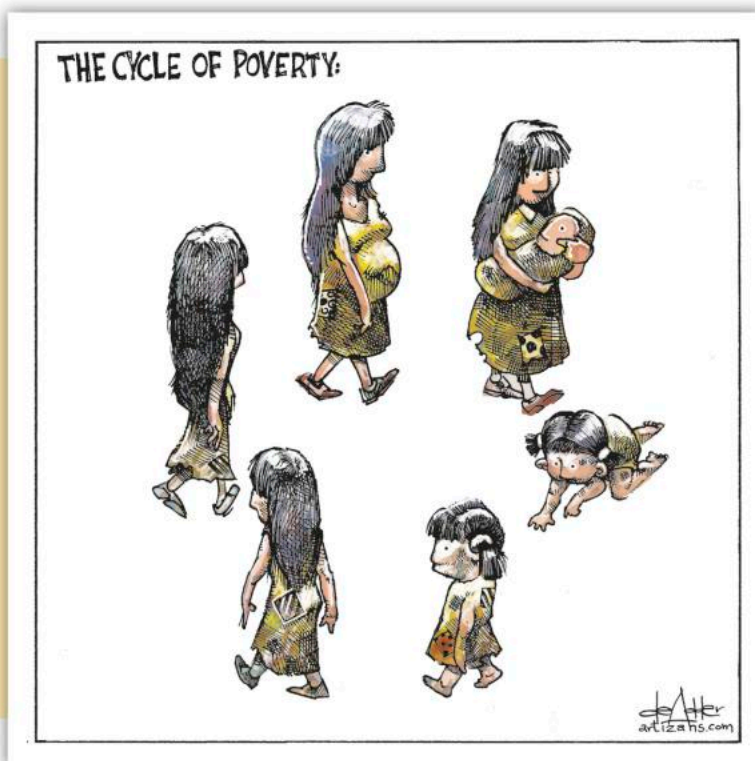
What techniques has the artist used to connect the concepts of poverty and opportunity?

How does the cartoon connect girls' lives with their opportunities to have their own careers?

Now think about the audience for the text. In pairs, study the table below and then decide whether the picture is addressed to:

- A. a personal audience
- B. a mass audience
- C. a professional audience.

Justify your choice and share your ideas in class.



#### Related concept: Audience

The audience is the person or group you are writing or speaking to. Here are three broad categories of audience you can address.

	Personal audience	Mass audiences	Professional audiences
The person or people to whom the text is addressed	Your readers are friends, members of your family or other people you know on a personal level	A mass audience is united by the subject matter, but people in the audience might not know each other personally. For example, they might all buy the same products or have the same interests.	You have a formal relationship with specific readers who are probably professionals or authority figures, for example the school principal.
Register/ language	The language you use as writer/speaker will be (very) informal.	The language used and the mass audience will be defined by the context. It could be informal, semi-formal or formal.	The language you use as writer/speaker will be (very) formal.
Examples	Personal letters Diaries Postcards Personal essays	Blogs Online postings Advertisements and publicity Magazine and newspaper articles	Reports Formal letters Proposals



## Formative reading skills: Connections and conventions

Now read the multimedia text below: "Making a difference". It uses a number of different techniques to communicate its message. With a partner, identify the multimodal techniques. Then read the text together and answer these questions.

- Who created the text and for what purpose?
- With which audience did the writer want to connect?
- What message does the creator of the text want to convey to the readers?

Share your ideas with the rest of the class.

### Making a Difference

In all countries, education quite simply creates life chances for children, for families, for communities.

#### A. Hunger

- Hunger limits a child's ability to concentrate at school.
- A school breakfast or lunch programme allows children to attend school.
- When you feed children, you make it possible for them to learn.

#### B. When children learn, they later earn!

- Children who go to school are able to earn more money as adults.
- One year of primary school increases wages by five to fifteen per cent.

#### C. Educated women have healthy babies

- A child born to an illiterate mother has only a 50 per cent chance to survive past the age of five.
- Educated women can help to support their own families.

#### D. Education is perhaps the most effective strategy to tackle a country's poverty

- When 40 per cent of adults are able to read and write, a country's economy grows.



- Education allows farmers to make use of new farming techniques and technologies.

#### E. Barriers to good education

- Poor quality education leads to low motivation to stay in school.
- Even when children do attend school, they often struggle to learn in large class sizes.
- They often have untrained and poorly paid teachers using outdated learning materials.

What can we do? Making a gift of money is just one way our donations can give children (in our and other communities) the gift of education and the tools people need to reach their full potential.

Adapted from: <http://www.canadianfeedthechildren.ca/news-views/features/breaking-the-cycle-of-poverty-with-education>

## Formative reading skills: Explicit meaning

### 1 True/false with justification

In this exercise you must reread the text carefully and identify true and false statements. There is one sentence for each section of the text. The sentences below are either true or false. Justify each answer with a relevant brief quotation from the text. Write your answers on a separate sheet of paper.

		True	False
<b>Example:</b>	Education changes nothing.		<input checked="" type="checkbox"/>
<b>Justification:</b>	Education quite simply creates life chances.		
1.	Hungry children find it hard to learn.		
Justification:			
2.	The level of people's education is connected to the level of their earnings.		
Justification:			
3.	If a mother cannot read, her babies rarely grow up to be healthy.		
Justification:			
4.	A country will only become less poor if everyone has an education.		
Justification:			
5.	Children from poor backgrounds usually learn well in class.		
Justification:			

## Formative reading skills: Connections and conventions

Now you are going to examine the conventions used to connect the audience to the message of the text.

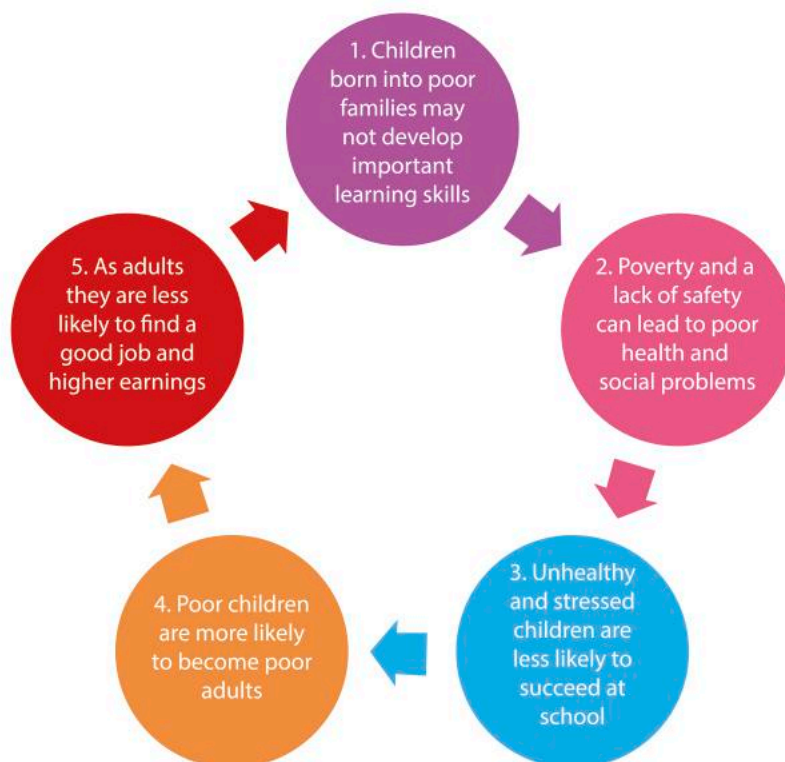
### 2 Copy the sentences below and fill in the gaps by choosing the correct words from each pair.

- A. The text is \_\_\_\_\_ (an advertisement/ a blog-post).
- B. The text was produced by \_\_\_\_\_ (a Canadian/an American) charity.
- C. The purpose of the text is to \_\_\_\_\_ (find teachers/raise money) for the organization.
- D. The text is aimed at \_\_\_\_\_ (a professional/ a mass audience).
- E. The text uses \_\_\_\_\_ (formal/informal) language to connect with the audience.



- F. The graphic in the text shows children \_\_\_\_\_ (with/without) opportunities.
- G. The graphic shows the audience what education in poor countries \_\_\_\_\_ (is like/could be like).
- H. The title and subheadings explain the \_\_\_\_\_ (contents/problems) of each part of the text.

## Formative speaking and listening skills: Discussion



You are going to create a poster highlighting the lack of educational opportunities for children either in your own country or worldwide.

In pairs, examine the visual above and discuss ways you could adapt it to communicate your own message to your own **audience**. First, ask yourselves these questions.

- What will be the main message of your poster?
- Who will be the **audience** for your message?

Next, discuss how to adapt the visual to create your poster.

- What will be the title or **headline**? Consider how to adapt the language of the title to your audience.
- What additional visual information will you use to help communicate your message to your **audience**?
- How will you adapt the rest of the text to address your **audience**?

### Related concept: Audience

To identify the specific **audience** for a mass-media text, you must consider a number of factors.

Which of these audience categories help us to identify the group(s) the creator of the poster is addressing?

- Gender
- Nationality
- Age group
- Interests
- Language
- Location

You may wish to add other factors to the list.

## Related concept: Audience

What techniques can you use to make sure that your audience is interested and agrees with your message?

Try using some of the following design features in your poster to help engage your audience and communicate your message to them.

- **Content boxes** help to organize different ideas
- **Headings** for each section
- **Use different font sizes** to indicate sections and sub-sections
- **Use arrows** to point out ideas
- **White space** can separate ideas
- **Use numbers, letters or bullets** for lists

## Formative writing skills: Creating a multimodal text

Create the poster you have discussed in the previous exercise. Make sure it clearly communicates its message about supporting children who need better access to education. Your poster should contain between 200 and 250 words of written text as well as visual information.

### Planning and scaffolding

#### Communicating with a sense of audience

Remember to consider the language you will use to address your audience. Then choose one of these registers:

- very formal, as if talking politely to a very important stranger
- formal, as if talking very politely to people you don't know well
- informal, as if talking to a friend or people you know well.

## Reflection on Inquiry 3: How can we make an **audience** aware of differences in opportunities?

Having examined this section, what is your answer to the research question? Make a list of practical things we can do to make our messages clear to the audiences we address.

### ATL Self-management skills

Mindfulness is thinking about yourself in a positive manner. In this book you have many opportunities to reflect on the skills you are developing.

Make a list of the different skills you possess.

Use these headings:

- Social skills
- Communication skills
- Research skills
- Thinking skills
- (Self-) Management skills.

Reflect on how you can use your skills to help others.



## Reflection: Listening skills and debatable questions

### Reflection: Life's opportunities

In this chapter you have looked into the topic of Life's opportunities. As a class, make a list of the most important ideas you have learned so far in your investigations.

At this stage, are there any points you don't understand?

Make a list of your questions and discuss them with your teacher.

### Suggested texts for this section

**A. Video on Maslow's hierarchy of needs**

[https://www.youtube.com/watch?v=O-4ithG\\_07Q](https://www.youtube.com/watch?v=O-4ithG_07Q)

**B. Cartoon: young people talk about combating hunger and poverty in Australia**

<https://www.youtube.com/watch?v=FTfoHPdQT3I>

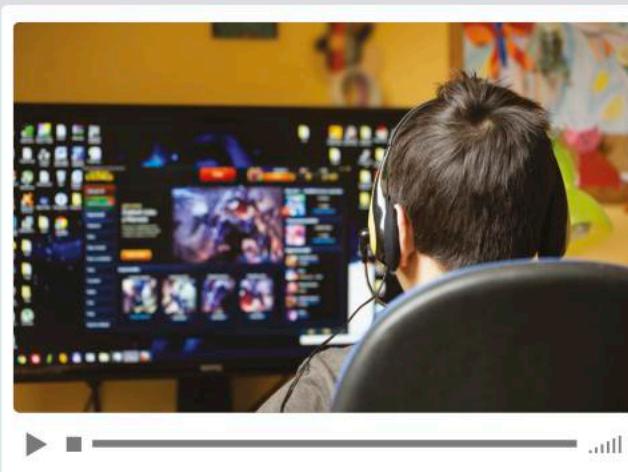
**C. A video about Michael Oher**

[https://www.youtube.com/watch?v=iwE1iXf\\_3ao](https://www.youtube.com/watch?v=iwE1iXf_3ao)

**D. Equal opportunities for girls worldwide**

<https://www.youtube.com/watch?v=pfGQqYmCma8>

**Note:** Alternatively, you could use an audio-visual stimulus of your own choosing on the theme of life's opportunities.



### Before you watch

#### Focusing activity

Read through the exercises on pages 149 and 150 to make sure you know what to look and listen for. You may need to watch the materials several times and discuss possible answers in class after each viewing and listening.

## Formative listening skills: Explicit and implicit information, conventions and connections

Respond to the tasks and answer the questions in the appropriate manner. Write your answers on a separate sheet of paper.

1. This audio-visual stimulus seems to be related to which of these MYP global contexts? Justify your answer with information from the video.

- A. Identities and relationships
- B. Orientation in space and time
- C. Personal and cultural expression
- D. Scientific and technical innovation
- E. Globalization and sustainability
- F. Fairness and development

2. You are going to write a summary of the audio-visual stimulus. Create a table like the one below to summarize the main points of the stimulus. You may wish to add extra supporting points, if necessary.

	Main idea	Examples and/or explanations and/or details
Subject matter		
Thesis – main point		
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusions		



3. What was the format of the audio-visual stimulus?
  - A. Presentation
  - B. Conversation/discussion/interview
  - C. Debate
  - D. Story
4. The purpose of the audio-visual stimulus was to:
  - A. narrate a story
  - B. describe a situation
  - C. explain a problem
  - D. argue a point of view
  - E. give instructions/guidelines.
5. The point of view in the audio-visual stimulus is:
  - A. balanced
  - B. one-sided.
6. How much did the audio-visual stimulus use graphics?
  - A. A lot
  - B. Quite a lot
  - C. Once or twice
  - D. Never
7. Which techniques are used in the audio-visual stimulus?
  - A. Voiceover
  - B. Special lighting techniques
  - C. Music and sound effects
  - D. Special visual effects
  - E. All of the above

## Formative speaking and writing skills: Planning descriptive writing

With a partner, discuss your reactions to the audio-video stimulus you have watched.

You could explore:

- the theme, main points and conclusion of the video
- the techniques used in the video to connect with the audience
- the extent to which the video interested you
- how you reacted to the message of the video.

Use your responses to plan a piece of writing in which you describe the video, your feelings and reactions to it.

## Formative speaking and writing skills: Descriptive writing

Describe your reactions to the audio-video stimulus.

You could mention:

- the theme, main points and conclusion
- the extent to which the stimulus interested you
- how you felt about what you saw
- the most important lessons you have learned from watching the video.

You could write your text in the form of a diary entry or a blog. Write between 200 and 250 words.

### Reflection: Debatable questions on topics and concepts

These debatable questions will allow you to evaluate some of the big ideas you have examined in this chapter about the topic of **Life's opportunities**.

They will also allow you to develop your own ideas about the concepts you have explored: **Connections, Message and Audience**.

You could discuss these questions in small groups and afterwards share your conclusions with your class.

#### Life's opportunities

1. How is the topic of **Life's opportunities** closely related to the global concept of **Personal and cultural expression**?
2. Is it useful to make a **connection** between the opportunities life has given you and the opportunities given to other people?

#### Connections, Message and Audience

3. Is it possible to make a **connection** between **messages** about **life's opportunities** and your own situation?
4. Is it difficult for writers to make their **messages** clear to their **audiences**?
5. Can we change the language we use to **connect** with two very different **audiences**?

### ATL Self-management skills

In this section you can practise the valuable skills of:

- managing time effectively
- planning short- and long-term assignments
- keeping and using a planner for work
- working towards intermediate and final deadlines
- using appropriate strategies to organize information.



## Summative assessments: Personal and cultural expression

### Statement of inquiry

When discussing personal and cultural matters, we can connect the way we present our message to our intended audience.

In these summative assessments you will be assessed on your use of the four communication skills you have developed in this chapter: Listening, Reading, Speaking and Writing. In each assessment, you will also have an opportunity to show your understanding of the topic for this chapter, **Life's opportunities**.

- The Listening assessment requires you to respond to a video. It assesses your understanding of explicit and implicit information, and the conventions and connections in the text.
- The Reading assessment requires you to respond to a multimodal text. It assesses your understanding of explicit and implicit information, and the conventions and connections in the text.
- The Speaking assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 1: Can a visual text communicate the idea of life's opportunities?**
- The Writing assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 2: Can an audience make connections between the different parts of a multimodal message?**



Lending a helping hand

### Listening activities: notes on marking

The listening recordings are short. Each recording is assessed using two activities which are made up of eight questions in total.

1. In an MYP summative assessment, grade using the Grading criteria given on the left.
2. If using this assessment for MYP eAssessment practice (MYP 5 only): 16 marks is the maximum score for the listening component of the MYP eAssessment. Award 2 marks for each correct answer. This mark scheme gives the Listening section the same weighting as the equivalent reading, speaking and writing assessments in the eAssessment.

## Summative assessment A: Listening

### Assessment criterion A: Listening

At the end of the capable level, you will be able to:

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections.



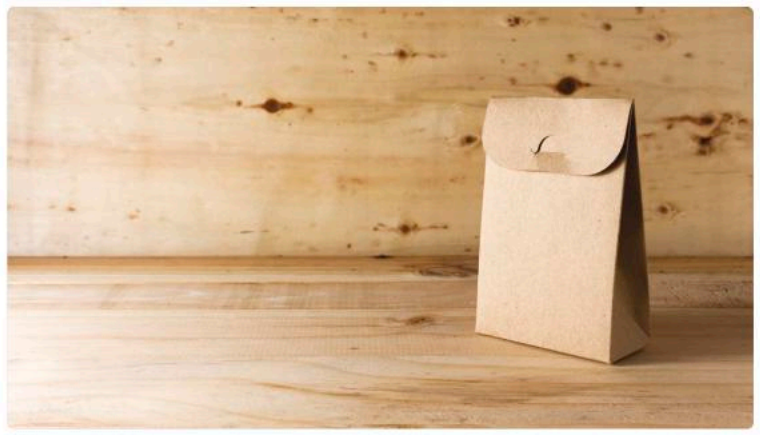
Watch and listen to the following text and then answer the questions.

### Kids respond to child hunger

[www.youtube.com/  
watch?v=OwluOVJAn-0](https://www.youtube.com/watch?v=OwluOVJAn-0)



**Search words:** kids child  
hunger soulpancake



Answer these questions.

1. What is the message of the video?
  - A. Viewers can find different ways to combat child hunger
  - B. People do not care about child hunger in the USA
  - C. Viewers are not surprised that child hunger is common
2. Who is the intended audience for this video?
  - A. High school students
  - B. The general public
  - C. Pre-teen children
3. How does the video connect with its intended audience?
  - A. It surprises them about the number of hungry children in the USA
  - B. It presents them with the thoughts of hungry children in the USA
  - C. It asks viewers to suggest solutions to child hunger in the USA
4. How does the video explain to the audience how they can help?
  - A. It shows a graphic made of the children's suggestions on notes
  - B. There is a voiceover at the end telling the audience how to help
  - C. It gives the name and contact address at the end of the video

From 01.43, the children in the video make various suggestions to help hungry children. Complete the sentences 5–8 below by choosing the correct ending (A–H) from the right-hand column.

- |  |                                    |
|--|------------------------------------|
| 5. One child suggested donating . . .            | A. a video about hungry children.  |
| 6. Another child suggested they could take . . . | B. fresh fruit for kids at school. |
| 7. Another idea was to post . . .                | C. baby clothes for new mothers.   |
| 8. One child wanted to invent . . .              | D. canned food to a big fort.      |
|  | E. a magic money tree.             |
|  | F. a letter to the government.     |
|  | G. a food-making machine.          |
|  | H. as much money as possible.      |

### Additional Listening practice for Summative assessments

Click on the icon below for further listening practice on the topic for this chapter.



Here you will find both an additional video and an additional Summative listening assessment.



## Summative assessment B: Reading

### Assessment criterion B: Reading

At the end of the capable level, you will be able to:

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections.

Read the following text and then answer the questions.

## Liz Murray: “My Parents were Desperate Drug Addicts. I’m a Harvard Graduate”

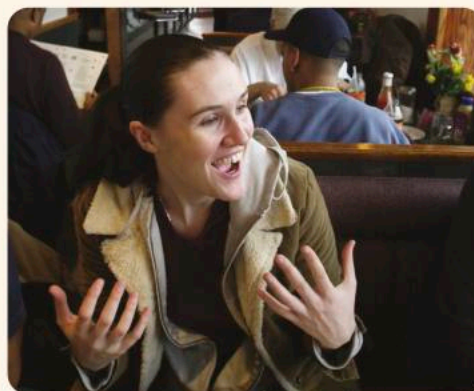
by Joanna Walters

A woman who overcame tremendous odds to go from “homeless to Harvard” has turned her life story into an American bestseller. *Breaking Night: A Memoir of Forgiveness, Survival, and My Journey from Homeless to Harvard*, has appeared on the *New York Times* bestseller list.

Liz Murray rose from some of New York’s meanest streets to graduate from Harvard. She has become an international speaker. However, some of her earliest memories are of her parents buying cocaine and heroin when she and her sister were starving: “We ate ice cubes because it felt like eating. We split a tube of toothpaste between us for dinner.”

She talks frequently about how much she loved her parents and how much they loved her, how they were highly intelligent but were hopeless at parenting because of their drugs and consequent poverty. She remembers her mother stealing her birthday money, selling the family television and even the Thanksgiving turkey to buy cocaine. At school, Liz was bullied for being smelly and scruffy.

When Liz was 15, her mother revealed that she was HIV-positive. She died not long after and was buried in a donated wooden box.



Her father also died of Aids. His saving grace was that he encouraged her to read – and stole books from libraries to give her a love of literature.

When Liz’s father failed to pay the rent on their flat, he moved to a homeless shelter. At 16, Liz was out on the streets. Her sister got a place on a friend’s sofa, but Liz slept on the city’s 24-hour underground trains or on park benches. When she became homeless, as well as stealing food she would steal self-help books and read them in a friend’s hallway.

At first, she saw herself as a victim, but then she realised something. “Like my mother, I was always saying, one day. It became clear when I saw her die without fulfilling her dreams that my time was now or maybe never,” she says.

She had not attended school regularly for years, but at 17 Liz promised herself to become

50 a “straight A” student and complete her high school education in just two years. She went to extra night classes and did a year’s work each term.

55 A teacher recognized her abilities and became her mentor. When he took his top 10 students to Harvard, Liz stood outside the university and decided it was within her reach. Then she heard that the *New York Times* gave scholarships to students in need. She wrote an application and as a result was accepted into Harvard University.

Today, Liz is the founder and director of Manifest Living and a motivational speaker. These days she talks to high-schoolers about avoiding drugs and gangs. She also urges them not to use childhood hardship as an excuse not to take opportunities.

She doesn’t want her appearance now or her Harvard degree to fool anyone: “I used to be one of those people on the streets you walk away from,” she says.

**Abridged and adapted from:** <https://www.theguardian.com/world/2010/sep/26/liz-murray-bronx-harvard>

*Read lines 8 to 32. Choose an appropriate ending from the list A–H below that completes each sentence.*

1. Liz Murray . . .
2. Her parents . . .
3. Her mother . . .
4. Her father . . .

- |  |  |
|--|--|
| <b>A.</b> encouraged Liz to read literature.     | <b>E.</b> ate toothpaste because of hunger.          |
| <b>B.</b> spent money on drugs rather than food. | <b>F.</b> showed no interest in Liz’s sister.        |
| <b>C.</b> always dreamed of going to Harvard.    | <b>G.</b> stole from libraries to buy drugs.         |
| <b>D.</b> died when Liz was 15 years old.        | <b>H.</b> felt terrible about selling the family TV. |

*Read lines 33 to 61 and answer these questions by quoting from the text.*

5. Why did Liz and her sister become homeless?

---

6. What material did Liz use to find a better way to live her life?

---

7. Which phrase suggests that Liz was going to get only one chance in life?

---

8. By completing high school in two years, what did Liz want to become?

---



Read lines 62 to 71. What do the following words mean in the text? Choose the appropriate words from the list A–H below.

- 9. mentor (line 54)
- 10. application (line 60)
- 11. founder (line 62)
- 12. hardship (line 66)
  - A. difficulties
  - B. leader
  - C. ability
  - D. author
  - E. strength
  - F. request
  - G. counsellor
  - H. creator

Choose the correct answers.

- 13. Liz's book is mainly about:
  - A. how much she achieved at university
  - B. how she came to write a best-seller
  - C. how she became an international speaker
  - D. how she overcame her poor start in life.
- 14. Liz now speaks about the dangers of gangs and drugs to:
  - A. teachers
  - B. parents
  - C. teenagers
  - D. children.
- 15. Her message to those who also come from difficult backgrounds is:
  - A. "Never give up your studies or drop out of school"
  - B. "Don't make excuses for not trying your very best"
  - C. "If you wait long enough, everything will turn out fine"
  - D. "Everybody gets one big opportunity in life".
- 16. Liz says: "I used to be one of those people on the streets you walk away from."  
This means that:
  - A. people say she has not changed since childhood
  - B. she still knows what it was like to be poor
  - C. she still knows how people react to the poor
  - D. people think that she is a frightening person.

## Summative assessment C: Speaking

Examine one of the images. Explain how it relates to the topic of Life's opportunities.

Present the contents of the image to your teacher.

After your presentation, use the image to discuss this debatable question.

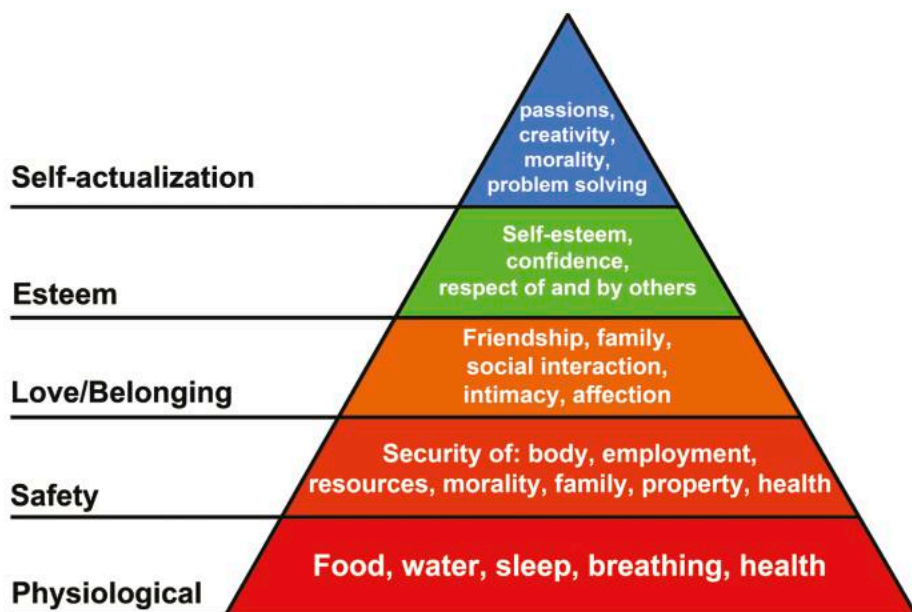
**Debatable question 1: Can a visual text communicate the idea of life's opportunities?**

You should speak for a total of 3–4 minutes.

Image A



Image B



### Assessment criterion C: Speaking

At the end of the capable level, you will be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. communicate all the required information clearly and effectively.



## Summative assessment D: Writing

### Assessment criterion D: Writing

At the end of the capable level, you will be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
- iv. communicate all the required information with a clear sense of audience and purpose to suit the context.

Consider this debatable question and then complete the task.

**Debatable question 2: Can an audience make connections between the different parts of a multimodal message?**

Study the image and think about the opportunities life has given you.

Use some of the ideas in the image to describe your ideal career.

Write between 200 and 250 words.



## Going beyond the chapter

In this chapter you have explored how a clearer message results in a stronger connection between ourselves and our audience, when speaking about opportunities. You have also looked at ways we can use our skills and talents to make a difference to others. You have learned that we can use language to describe and realize our personal ambitions and abilities and, having done so, define ways in which we can use our abilities to help others. Now make use of the information you have learned and the communication skills you have developed in this chapter for practical purposes beyond the classroom.

### Take action! Some suggestions ...

#### **Take control of your future: write your curriculum vitae (CV)**

As you go through school, you will start thinking about life beyond the classroom. At this point it is useful to list what skills you have. What are you good at? What are your personal interests? What practical, organizational and personal skills do you possess? What have you achieved so far? Consider who your audience will be: how will you connect your skills and experiences with your audience's needs? What will your message about yourself be?

A curriculum vitae, or CV, is a document in which you can present your skills and qualifications in a clear and effective manner. You might need a full CV very soon. You may want to apply to be a volunteer, you might be looking for a holiday job or you may want to apply for a learning opportunity (such as a course or an adventure programme). In such cases, you will need to list your skills and achievements.

You might want to talk to your guidance counsellor or homeroom teacher/form tutor for advice on how to go about writing a curriculum vitae.

#### **Discussion**

When preparing a CV it is sometimes hard to know what your own skills are. You might not be aware that you can do things that other people may find challenging, such as speak another language or play an instrument.

Look at the chart of "real life skills" at the top of the following page. With your friends, discuss how many of the skills represented in the poster are relevant to teenagers. Use this discussion as a starting point to find out what "real world" skills you each possess.

You could help each other to find out about the things you are each good at. You might even want to discuss these matters with family members or neighbours and family friends who know you well. Use the results of these discussions to help you to write your CV.





### Service learning

Speak to your MYP coordinator or Action and Service coordinator to find out your school's expectations for action and service in your particular grade/year.

The ideas below relate directly to the following service learning outcomes:

- become more aware of your own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others.

Look at the examples of service learning at Montpellier High School described here:

<http://www.edutopia.org/video/service-learning-real-life-applications-learning>

Their projects have included developing a school greenhouse, cultivating a garden, and providing food for a lunch programme.

What service learning activity or project could you start and develop, based on your own interests and skills?

Consider the work you did on Maslow's hierarchy of needs. The investigation section of a service project requires you to think and consider what particular needs a group or community has and how you can use your skills to provide for those needs.

With a group, identify a group of children in your community who require support of one kind or another.

Discuss ways to improve:

- A.** the basic health needs of the children
- B.** their safety needs
- C.** their esteem and educational needs
- D.** the achievement of their dreams and ambitions.

Formulate an action plan similar to the one you created earlier in this chapter.



### **If you enjoyed this chapter here are some texts for further reading**

- Angela N. Blount, *Once Upon a Road Trip*
- Elizabeth D. Gray, *I Am Enough: Journal Affirmations for Girls*
- Michael Oher, *I Beat the Odds: From Homelessness, to The Blind Side, and Beyond*
- Daniel Willey, *Be Great! 365 Inspirational Quotes from the World's Most Influential People*
- Jacqueline Woodson, *Brown Girl Dreaming*
- Ibi Zoboi and Yusef Salaam, *Punching the Air*
- Walter Dean Myers, *Monster*
- Elizabeth Acevedo, *The Poet X*

### **ATL Self-management skills**

At the end of any learning experience always ask yourself these questions.

- What lessons have I learned from this chapter?
- What concepts don't I yet understand about this topic?
- What questions do I still have about this topic?
- Where can I find answers to these questions?



## 5

# Digital communication

## Concepts

### Global context: Scientific and technical innovation

#### How do we understand the world in which we live?

In this chapter we will explore how we have adapted digital technology to communicate in new and creative ways.

#### Key concept

**Creativity** is the process of creating new ideas and looking at existing ideas from new perspectives. In this chapter we shall look at innovations in social media, specifically texting and the use of symbols, such as smiley faces, emoticons and emoji to represent ideas.

#### Related concepts: Conventions and Idiom

**Conventions** are the characteristics of literary or non-literary genres. Writers use these conventions in order to achieve particular results. In this chapter we shall look at some of the new informal and formal conventions of texting and writing emails.

**Idioms** are expressions unique to each language. Idioms are phrases that usually have meanings that are different from the meanings of the individual words in the phrase.



## Ans

## Statement of inquiry

**Innovative communications express ideas using both **conventions** and **idioms** in **creative** ways.**

## Unit plan

- ATL focus: Research skills
- Inquiry 1: What is **creative** about the use of emoticons?
- Focus on communication skills: Speaking – presentations; Writing – instructions and guidelines
- Inquiry 2: What are the **conventions** for using emoji in written English?
- Synthesis: Key and related concepts – **Creativity** and **Conventions**
- Inquiry 3: Why do we use different **idioms** in written English?
- Reflection: Listening skills and debatable questions
- Summative assessments: Listening, Speaking, Reading and Writing
- Theory to practice: Action and service

# Inquiry 1: What is **creative** about the use of emoticons?

## Conceptual question

### Formative reading and speaking skills: Explicit meaning and conventions

#### Discussion

What do you know about emoticons and emoji? Before you begin this chapter, conduct a class brainstorming session. You could start by asking, "When is it OK to use emoticons and emoji? and when is it not OK to use them?"

When we communicate with people face to face, we use facial expressions and a tone of voice. When we write to someone, it is much harder to express the right tone of voice.

An **emoticon** is a creative way of using a set of ordinary keyboard characters. We can use them online to represent a human face. They are used to **convey different emotions**.

Here are some early examples.

Shortcut	Emoticon
</3	Broken heart
<3	Purple heart
:D	Grinning face
^_^	Grinning face with smiling eyes
:-) =)	Smiling face with open mouth
=D	Smiling face with open mouth and smiling eyes
O:)	Smiling face with halo
};)	Smiling face with horns
:)	Winking face
:	Neutral face
:\	Confused face
.*	Kissing face
.*	Face throwing a kiss
:P	Face with stuck-out tongue
D:	Frowning face with open mouth
:X)	Grinning cat face with smiling eyes

Look at the emoticons above.

- Which of the emoticons do you use?
- Which of the emoticons do people never use?
- With whom, or in which situations, do people still use emoticons when they communicate?

#### Key concept: Creativity

Creativity is the mental ability to generate new ideas.

Language has huge creative potential. We can all create new sentences in all possible situations, from everyday conversations to artistic forms of language (such as poetry).

In this chapter, we will look at the creative use of signs and symbols to communicate messages.

For instance, emoticons can play an important and creative part in online communication. Emoticons with facial expressions are like the tone of our voices when we speak.



## Formative reading skills: Understanding explicit information

In lines 1–16 which words go in the gaps ( -x- ) in the text?  
Choose the missing words from the list below.

between	communication	messages
combination	express	through
common	normally	unusual

### Emoticons

The word *emoticon* is a combination of the words *emotion* and *icon*.

They can be made by typing punctuation marks and letters to make faces in a text.

People use emoticons to ( -1- ) their feelings online, especially when they think that the reader might not understand the message we are sending.

The most ( -2- ) emoticon is a smiley face. :)

We can put a dash ( -3- ) the eyes and mouth to make a nose. :-)

This emoticon is ( -4- ) used to convey happiness or a joke. It says to the reader, "This message is not so serious." Let's see what difference an emoticon can make. Look at the photograph of James receiving a text message from his best friend. Then look at the following two ( -5- ):

**A.** Idiot

or...

**B.** Idiot :)

For example, if the friend was joking with James and sent the message "Idiot", James might think the friend was being rude. If the friend sent the same message with a "happy smiley", James would then know that the friend was joking.

Therefore, without the emoticon James could easily think the first statement (A) is an insult. The



second statement (B), however, with its smiling face is very clearly playful and James is not likely to be hurt or offended.

The vast majority of people online have never actually met so they do not know each other well. In such cases it is all too easy to be misunderstood. Emoticons can make online communication easier.

**Adapted from:** <http://www.wisegeek.com/what-are-emoticons.htm#>

### Multiple-choice questions

Choose the correct answer from A, B, C or D. Write your answers on a separate sheet of paper.

1. Most people talking on the Internet:
  - A. are good friends
  - B. have met in person
  - C. speak the same language
  - D. are strangers to each other.
2. In conclusion, the writer thinks emoticons are:
  - A. poor communication
  - B. new and funny
  - C. facial expressions
  - D. original and influential.
3. The writer also thinks emoticons are like using:
  - A. a dictionary
  - B. a tone of voice
  - C. our emotions
  - D. good pronunciation.

### Short-answer questions

Answer the following questions.

4. Why might the best friend's message without a smiley face be unclear to James?
5. How does the emoticon :) make message B clearer to James?

## Formative speaking skills: Organizing a presentation

### The task

You will be giving a presentation to a group of young children. You will be expected to speak for 1 or 2 minutes in response to a multimodal image. The title is "Using emoticons". There is no one single method of presenting your material. For example, you can use software such as PowerPoint, Prezi, Keynote or a similar presentation program to create a set of slides to present your message.

Alternatively, you may wish to design a series of posters or use a flip chart to present your ideas. The most important point to remember is that your audience will need to understand and follow the ideas in your presentation.

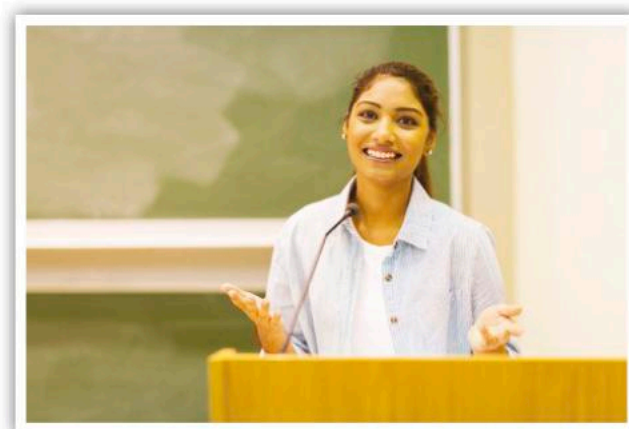
ATL

### Research skills

In this chapter we are going to focus on research skills you need in order to find, examine and use information in a critical manner.

**Research skills** involve:

- using techniques to develop your ability to remember and organize information and knowledge, as well as improve your long-term memory
- using varied sources of information and checking that the information is trustworthy
- communicating information and ideas effectively to a variety of audiences using a variety of media and formats.





**Planning and scaffolding****Organizing a presentation**

Here are 12 headings. Copy the chart and use it to help you decide:

- how many of these headings you would use
- in what order you would put the chosen headings.

Subject of each slide	Use: Yes?/No?	Order
Closing the presentation		
Opening the presentation		
How emoticons communicate the writer's tone of voice		
How to draw emoticons		
Other examples of emoticons		
The most famous emoticon		
The reason for presenting the topic		
What are emoticons?		
What is a tone of voice?		
Where does the word "emoticon" come from?		
Why use emoticons?		
Why writing is different to speaking		

**ATL Research skills**

Now that you have chosen your material, consider how you can communicate your message as clearly as possible to a younger audience.

- Create one simple sentence to communicate the main idea.
- Use your research skills to find graphics to illustrate the message.
- Make sure you choose sentences and graphics that are age-appropriate for your audience.
- Use all the information you have selected to design your presentation slides.
- You can use whatever tools you have to make your presentation.
- Use these tips to improve the quality of your presentation.

**Planning and scaffolding****Communicating with a sense of audience**

Now think about the language you will use in the presentation. Think about your audience. Choose one of these registers:

- very formal, as if talking politely to a very important stranger
- formal, as if talking very politely to people you don't know well
- informal, as if talking to a friend.

## Formative writing skills: Giving advice

Your friend, Michael, is good friends with Ashley. In your last English class, Michael and Ashley had an argument. Michael is going to the cinema with some of their friends from school on Saturday and he wants to see if Ashley would like to join them.

He is thinking of sending her a simple text message with an emoticon:

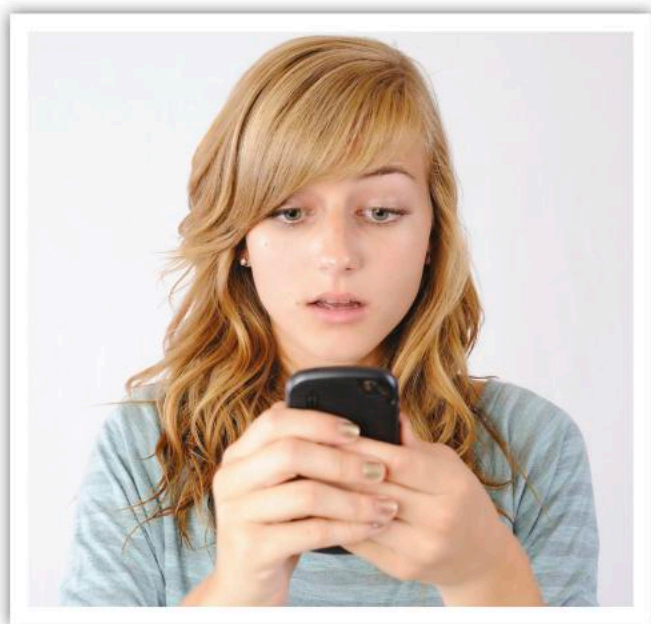
**Cinema? Saturday? ;-)**

Before sending his message he asks you, as a good friend, to find out what you think.

Do you think this message and emoticon are a good idea? How do you think Ashley will react? Could he be more creative?

With a partner, create a list of pieces of advice entitled: “Dos and don’ts of texting”.

Write up your list as if it were going to appear as a blog post. You can use emoticons or other symbols. You should aim to write between 200 and 250 words.



### Reflection on Inquiry 1: What is **creative** about the use of emoticons?

Having examined this section, what is your answer to the question?

#### ATL Research skills

Before you respond to the reflection for Inquiry 1, think about what facts you have learned so far.

Consider these three questions.

- What did I learn about in this section?
- What don’t I yet understand?
- What questions about this topic do I have now?

Now use your research skills to answer the inquiry question: “What is creative about the use of emoticons?”

In this chapter, you will also find a number of research questions where you can find answers to a number of puzzling questions and develop your research skills.



## Focus on communication skills

### Formative listening skills: Gap-filling

In MYP English Language Acquisition, gap-filling is one of the assessment types you must learn how to handle. Click the headphones icon on the right to find out more about this type of question.



You will also find an audio recording for this chapter on the topic of Digital communication and a related listening exercise to practise gap-filling.

### Formative speaking skills: Planning a presentation

During the Language Acquisition course you may be asked to give an oral presentation to your class on a topic you have studied. You will also need to give a short presentation of your ideas during your summative speaking assessments at the end of each chapter of this book.

A **presentation** is when you speak to an audience on a specific topic. Your aim is to inform your listeners or persuade them that your point of view is the correct one.

A presentation is a formal activity and your audience will expect you to be well prepared and show that you know exactly what you are talking about.

### Preparing your ideas

#### Selecting the right material

When preparing your presentation, think about these questions.

- What do you want your audience to learn?
- What action do you want your audience to take following your presentation?

Now consider the conventions of giving a presentation.



## Organizing your presentation

- What is the topic?
- What is your message?
- What are the points you wish to make?
- What is your conclusion or final thought?

To help answer these questions you can create a chart like the one below to brainstorm your initial thoughts.

Topic = Texting		
	My ideas	Examples and explanations
My message		
Point 1		
Point 2		
Point 3		
Conclusion and/or final thought		

## Formative speaking skills: Giving a presentation

Now that you have prepared your presentation on “Texting”, you have to make your presentation to a real audience.

### Practising and improving your presentation

It is perfectly normal to feel nervous before giving a presentation, so it is a good idea to rehearse and practise first. For example, you could record your presentation and then decide how you can improve it.

Here are some questions you can use to check your performance.

#### A. Have I done a good job of introducing the topic?

- Have I told the audience what the topic is?
- Is my message clear?
- How can I improve the introduction?

#### B. Are my points clear?

- Does each supporting point relate clearly to my message?
- Do I explain each point clearly?
- Have I used reasons, examples or explanations to support each point?
- How can I improve the way I make my points?

### Evaluating your presentation

When giving a presentation it is important to use the most appropriate technology for the situation.

Look at the picture of the student giving a presentation on the previous page. What technology is he using to scaffold his presentation?

When might you use digital technology for a presentation?

When would you use a poster, a flip chart or a whiteboard for a presentation?

In this chapter, always choose the most useful and available technology for your presentations. When in doubt, keep it simple.



**C. Is my conclusion clear?**

- Does my conclusion relate to my message?
- Will my audience understand my message or know what to do?
- How can I improve my conclusion or final thought?

**D. Connecting my ideas – have I linked parts of my presentation together?**

Common linking statements include:

- “The next point to consider is ...”
- “Another important issue is ...”
- “We can now see that ...”

## Formative writing skills: Instructions and guidelines

Although they are very similar, instructions and guidelines each have their own conventions. **Instructions** explain to an audience what to do or how to act. **Guidelines** and advice suggest what to do. Study the photograph opposite.

### Language and audience

The relationships between reader and writer can be seen in the way the writer or speaker modifies the instructions. Guidelines and advice can be more personal in style and address, depending on the topic and the relationship between the writer and the audience.

**Command:** Do it!

**Instruction:** Do it this way.

**Advice:** It would be good to do it like this.

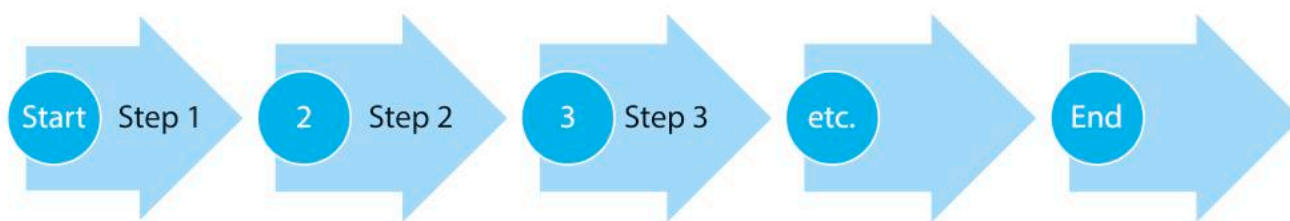
**Suggestion:** I suggest you do it.

**Hint:** You might wish to do it.

### Structure

Instructions, such as recipes, are chronological. They start at the beginning and finish at the end. Therefore, they can be represented by a timeline.

This structure could also be used for other sets of “how to” instructions.



How to cook my favourite meal

### ATL Research skills

Find a recipe of one of your favourite meals. Highlight all the instructions in the text. What do you notice about the structure of the text?

How does this structure help the reader to understand the recipe?

On the other hand you can organize guidelines as if you were offering solutions to a problem. The guidelines do not have to be in a specific order. For example, if you write a set of guidelines about the etiquette about using emoji, your suggestions do not have to follow each other in a strict sequence.

## Writing practice

Write up one of these sets of instructions or guidelines to your fellow students.

1. How to use the conventions of formal writing to influence a reader
2. How to prepare the perfect presentation
3. How to use emoticons and emoji in SMS texting
4. How to insert a video clip into an email.

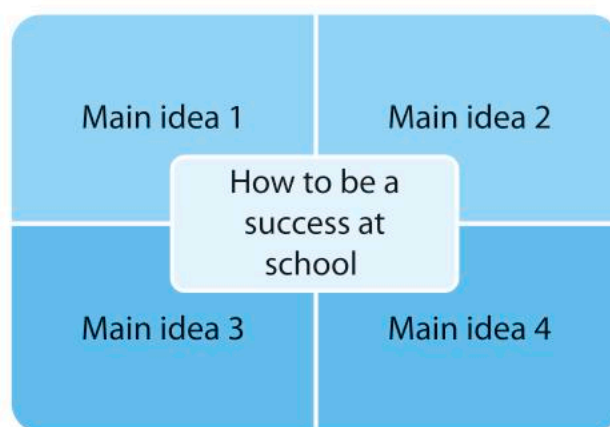
Before you write, think about the structure of the text you are going to write. Will you:

- A. write a set of instructions in a chronological order telling your readers what to do?
- B. write a set of guidelines where the order is less important and your text suggests what your readers should do?

Make a note of all your ideas before you write and submit your final draft.

As these are semi-formal texts, you can use a limited number of emoji in your text.

For each set of instructions you should aim to write between 200 and 250 words.



### Planning and scaffolding

When writing a set of instructions you will need to identify your audience. Other things to think about include whether you will:

- write a title
- use headings
- use bullet points
- use emoji and emoticons
- use formal, semi-formal or informal language.



## Inquiry 2: What are the **conventions** for using emoji in written English?

Factual question

### Formative speaking skills: Discussion

You may have noticed that when you're chatting online, your simple emoticon is often automatically converted into a yellow smiley. These smileys and other symbols are called **emoji**.



What are the similarities and differences between emoji and emoticons?

Is there any difference between the smileys that look like this :) and smileys that look like this 😊? You may want to think about appearance, use and any other differences you can think of. Copy and complete the table below.

Similarities	Emoticons and emoji	Differences
	Appearance	
	Use	
	Other points	

ATL

### Research skills

In this section you will find a number of research questions.

How can you find answers to these questions?

- A.** Interact with media to use and create ideas and information.
  - Locate information from a variety of digital sources.
  - Conduct an Internet search.
- B.** Communicate ideas effectively through interaction.
  - Present your findings with the rest of your class.
  - Choose an appropriate medium to communicate your findings.

ATL

### Research skills

#### Research question 1

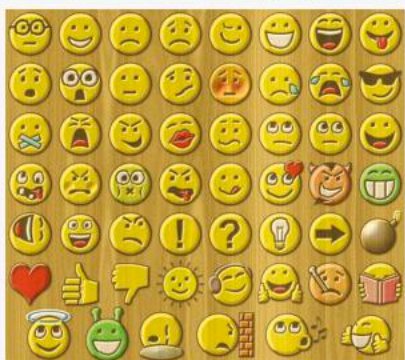
While the technology is fun and creative, we need to also ask ourselves, "Is it appropriate to use emoticons and emoji?" Are there situations in which it is inappropriate to use them?

## Smileys and Emoji

### Smileys

Smileys are often used in text communications to put an emotion into our messages. Smileys are used in text messages in the same way we use the tone of our voice in face-to-face conversations.

To create a smiley you can use letters and punctuation marks. Frequently the software you are using can convert the characters into a face. Alternatively you can add smileys from a menu. Smileys are often used in online chat rooms, game rooms, instant messaging, and email.



### Emoji

Shigetaka Kurita created the first emoji in 1998 or 1999 in Japan. Kurita took inspiration from weather forecast symbols and from manga comics. He created 180 symbols to express emotions and ideas. One such symbol was a light bulb that meant "a great idea".

In 1997 Nicolas Loufrani started experimenting with animated smiley faces. He wanted to create colourful icons that corresponded to existing emoticons made of punctuation marks.

He then created an online dictionary that had different categories of emoji such as Moods, Celebrations, Fun, Sports, Weather, Animals, Food, Nations, Occupations, Planets, Zodiac, and Babies.

In 2000 the Loufrani's Directory was made available for cell phone users on the internet through smileydictionary.com which compiled over 1000 smiley graphics. The rest is history.

Today emoji have become an unofficial universal language in online communication. To older generations it seems that many teenagers are born knowing the meaning of each symbol. Some say emoji have helped create a new way of communicating.

However, as more people and different cultures use emoji, so their meanings can change too depending on the culture and context in which the emoji are used.

In many cases, the original emoji were based on Japanese culture. But people have since adopted entirely new uses and meanings for certain symbols. For example, here are some emoji created for Nigeria.

**Adapted from:**  
<http://www.webopedia.com/TERM/S/smiley.html>



## ATL Research skills

### Research question 2

Look at the Nigerian emoji above. What do you think the symbols might mean? Think about the concept of culture and reflect on why they have introduced specific emoji in Nigeria.



## Formative reading skills: Understanding explicit and implicit meaning

### True/false with justification

For this exercise, you must read the text on page 173 carefully and identify true and false statements.

Copy the table below. The sentences it contains are either true or false. Tick [✓] the correct response. Justify your answer with information from the poster.

Both a tick and a quotation are required for one mark.

		True	False
<b>Example:</b>	Smileys can help to express our feelings when we text.	✓	
<b>Justification:</b>	Smileys are often used in text communications to put emotions into our messages.		
		True	False
1.	You only need letters to create smileys.		
Justification:			
2.	Smileys are used with many different kinds of software.		
Justification:			
3.	Some of the first emoji came from symbols found in Japanese comics.		
Justification:			
4.	Nicholas Loufrani wanted to make emoticons more interesting to look at.		
Justification:			
5.	Loufrani's dictionary was published as a book.		
Justification:			
6.	Today emoji are used by both young and old.		
Justification:			

### Multiple-choice question

Choose the correct answer from A, B, C or D.

7. What do these changes in meaning tell us about the relationship between language and culture?
- A. Languages and symbols are the same in all cultures.
  - B. All languages use the same symbols.
  - C. No two cultures use the same symbols.
  - D. Different cultures can adapt symbols from another culture.

ATL

### Research skills

#### Research question 3

In 2020, when this book was written, emojis and emoticons are being used all over the world. Given the rapid development of technology, do you think they will still be used in the year 2030? Give reasons for your answers.

## Formative listening and speaking skills: Preparing a presentation

### Are emoji a creative use of language?

Some teachers say that emoji are ruining language. They say that the use of texting and emoji will destroy young people's ability to use English properly. Soon students will no longer be able to write formally. Others say this is a new and creative way of communicating. What do you think?

In small groups, sort out the statements below into these two opposing arguments. The purpose of the discussion will be to come to an agreement. The discussion should take 10 to 15 minutes, depending on the size of the group.

Emoji . . .

- are a new kind of language
- are a whole new way of writing
- allow bad spelling
- are developed by young people
- can create messages quickly
- are childish
- are disrespectful to adults
- are energetic
- are fine to use among friends
- are friendlier
- are fun
- are a new way of communicating
- help to find the right meaning
- let you write the way you talk
- make the writer look stupid
- make you forget about capital letters or punctuation
- make you forget to write grammatically
- make you write like you speak
- are necessary to make the message clearer
- are not proper writing at all
- send the wrong message
- show your mood and emotions
- make the reader look stupid
- worsen writing ability.



### Related concept: Conventions

Conventions are the characteristics of a particular way of speaking or writing.

Writing has its own conventions. These are usually very clear. For example, there are certain conventions for writing an essay. These conventions are different to the conventions for writing a newspaper report or a magazine article.

With a partner, identify some of the conventions for:

- writing a recipe
- writing an adventure story
- writing a description of a person.

The conventions of speaking are less clear. But they include:

- what you can, and cannot, talk about
- the amount of time each person talks
- when (and when not) someone may interrupt.

In this chapter, you will learn about presentations and guidelines. What are the conventions of each form of communication?

### Planning and scaffolding

**Argument A (traditional view):**  
Because of texting and emoji,  
young people will soon no longer  
be able to write properly

**Argument B (non-traditional view):**  
Texting and emoji are very creative  
ways of using language



Once you have finished categorizing the information, make sure your group can justify your ideas. Using the advice given earlier in this chapter, create a 3–4-minute presentation to give to your class. Divide the presentation so that everyone in the group has a chance to speak.

### Planning and scaffolding

#### Communicating with a sense of audience

Now think about the language you will use in the presentation to your class. Think about your audience. Choose one of these registers:

- very formal, as if talking politely to a very important stranger
- formal, as if talking very politely to people you don't know well
- informal, as if talking to a friend

## Formative writing skills: Guidelines for use

Your school has decided it needs some clear rules about the use of emoticons and emoji in students' written schoolwork.

Write a set of dos and don'ts for using emoji in communications:

- with friends
- for schoolwork
- for formal emails such as college applications.

The best answers will give examples and justifications of your instructions. You should aim to write between 200 and 250 words. You may wish to copy the chart below to plan your ideas.

### Planning and scaffolding

	Dos	Don'ts
Texting with friends		
School work		
Formal emails		

### Related concept: Conventions

Any set of rules about different ways of speaking and writing are **conventions**.

For example, what are the **conventions** when:

- you are in conversation with your friends
- you are writing an essay for a teacher
- you are giving a talk to your class
- you are texting a message to a friend?

As you can see from the exercise, there are even **conventions** for the use of emojis and emoticons.

## Reflections on Inquiry 2: What are the **conventions** for using emoji in written English?

Having examined this section, what is your answer to the question?

# Synthesis: Key and related concepts – Creativity and Conventions

## Creativity

Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. In this chapter, we are looking at emoticons and emoji as new creative ways of communicating ideas. Creativity is also developed through the process of learning a language. You are being creative by applying ideas and expressing opinions in English in order to come to conclusions about a topic.

## Conventions in writing

Every form of writing has recognizable rules, and these are known as conventions. For example, there are different conventions for writing a recipe for a magazine, an email to a friend, or an essay for a teacher.

We can be **creative** with language, such as when we write poetry or when we use emoji in texting or online gaming. But there are also times when we must use **conventions** in order to communicate effectively and to achieve a particular purpose.

Use your research skills to find out more about this.

### ATL Thinking skills

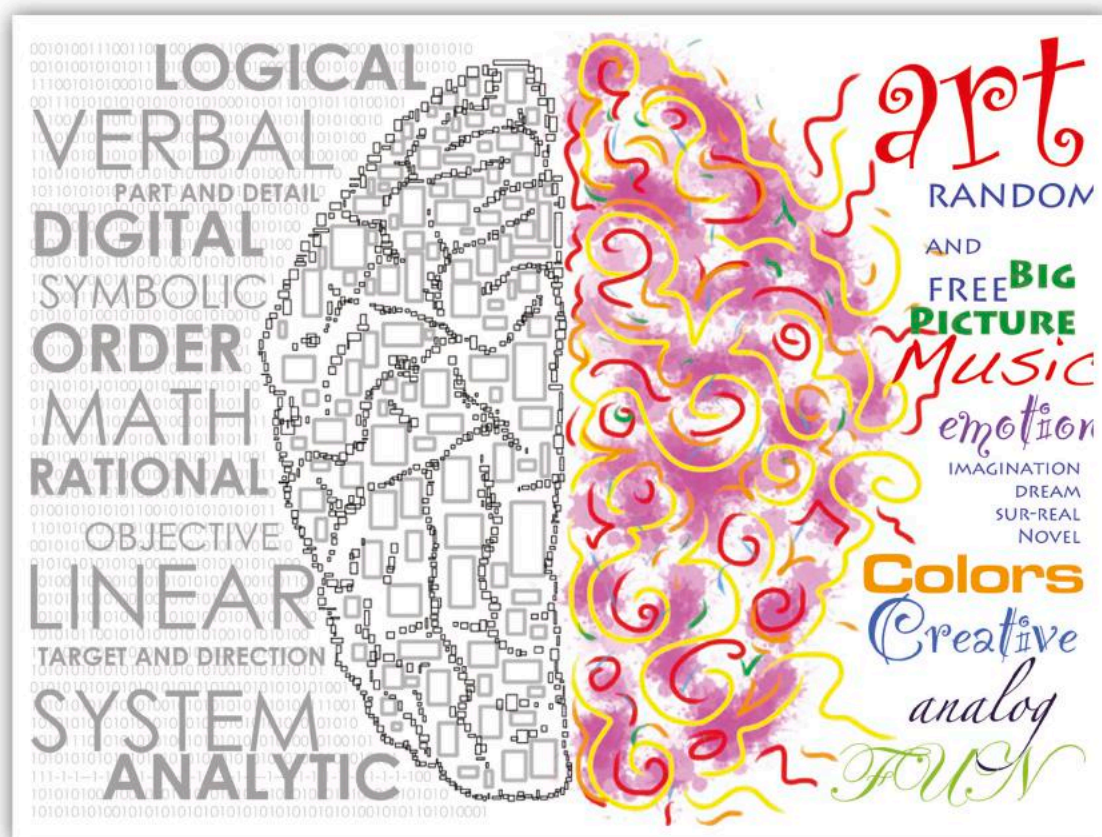
Here is an opportunity to use your research skills.

Look at the image below. How do the concepts of creativity and conventions relate to ideas about the functioning of the left and right sides of the brain?

Use your research skills to find out more about this.

Make a list of the components of the poster. Ask yourself a series of questions about their meaning.

When you have finished, create a diagram in order to convey your findings.





## ATL Research skills

What do you already know about conventions in different kinds of writing?

Investigate the conventions of different text types (such as news reports, blogs, formal letters and information leaflets).

First, ask: "What don't I know?" and "What don't I yet understand?"

Make a list of questions you have about conventions.

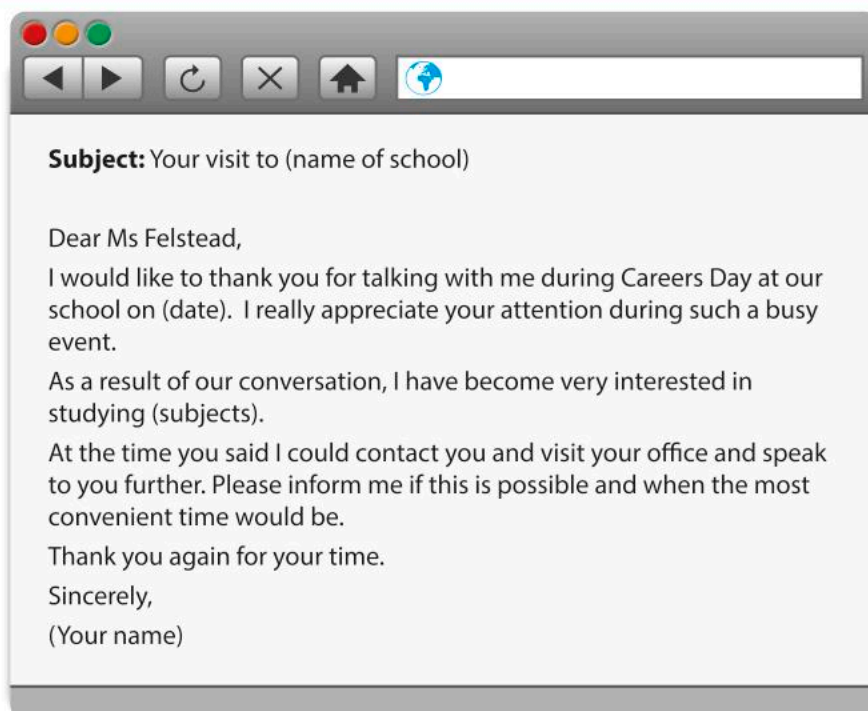
Ask yourself: "Where and how can I find answers to my questions?"

Choose the best place to find answers to your questions.

### Let's look at conventions in writing.

To the right is a formal email.

What conventions of email writing can you identify in the text? What other conventions of formal writing can you identify? How do these conventions help the writer to communicate politely? How do these conventions help the writer to communicate the message clearly? What effect will the email have on the reader, Ms Felstead?



## ATL Research skills

It is also important to understand that the conventions of language can change over time.

In the picture you can see hieroglyphics from Ancient Egypt. The text was written about 3,000 years ago.

In what ways has written language changed in these 3,000 years?

To what extent are emoji similar to these hieroglyphics?

What are the differences between texting with emoji and formal writing in English?



## Thinking about creativity and conventions

The four tasks in this section are designed to allow you to use your creativity and imagination.

1. The table below compares formal writing with the use of emoji in text. In groups, think about the conventions surrounding the two different channels of communication according to these four different criteria: spelling, vocabulary, grammar and word order. Create a table like the one below. You may wish to add more criteria to your list.

	Formal writing	Emoji
Spelling		
Vocabulary		
Grammar		
Word order		

2. Is there a future for traditional writing or will it disappear?
3. How will we communicate in the year 2030? Will the future look like this? What will be the **conventions** of such a way of communicating?



### ATL Skills

You may wish to work on your own or in groups. Take the opportunity to use the wide variety of skills you have already practised in this book.

#### Communication skills

Use language to gather and communicate information.

#### Social skills

Work effectively with others.

#### Self-management skills

Manage time and tasks effectively.

#### Research skills

Use sources to find and present information.

#### Thinking skills

Use creative and critical thinking.



## 4. What is the message of this cartoon?

Does the cartoonist think that books have a future?

What is your opinion?

## THE BOOK OF THE FUTURE



GRANT SNIDER



## Inquiry 3: Why do we use different **idioms** in written English?

Conceptual question



### Related concept: Idiom

Idioms are unique to each language. They can be expressions that have different meanings to the words that make up the phrase. An example is the **idiom** “It’s raining cats and dogs” (it is raining a lot).

**Idiom** also refers to a special manner of using a language. In this section, you are going to examine the idiom of formal English.

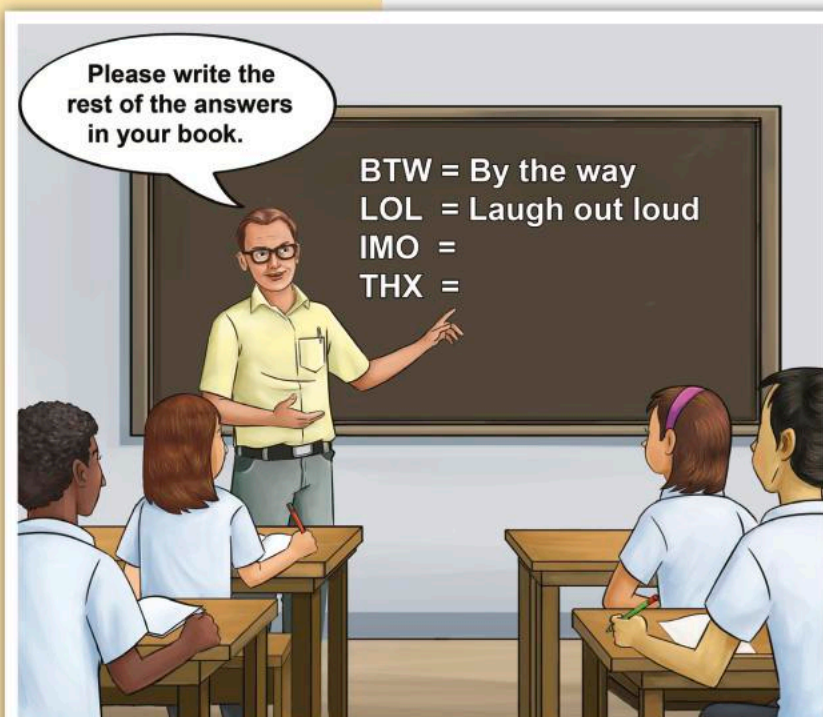
## Formative listening and speaking skills

Look at the cartoon. What is its message about idioms?

Do you think this will be the English class of tomorrow?

Despite the rise in texting and the use of emoticons, there is still a place for formal communications. As we have already seen in this chapter, not all messages you will write will be to personal friends or peers on the Internet. We also need to know about writing to an institution, such as a school, a university or a company, in other words, the **idiom** of formal English.

With a partner, make a list of things you already know about formal English. Share your ideas with your class.



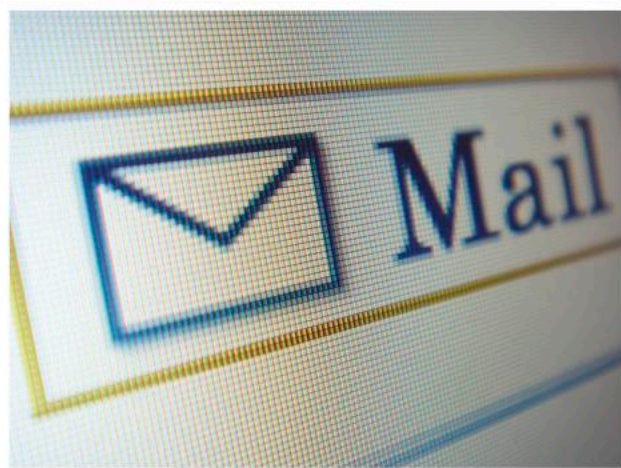


## Formative reading skills: Explicit meaning

The guidelines in the text below were written for students at an American university.

How many of the conventions of formal writing you listed in the discussion about the idiom of formal English are mentioned in the text?

### Email Etiquette



To be a good student and to protect yourself and others, follow these guidelines when sending electronic mail.

#### What to do

Address your messages correctly.

Write your message carefully. Once you send an email message, you cannot take it back or make it disappear.

Use upper and lowercase text properly. Using all uppercase letters means SHOUTING. See what I mean? People may find it very annoying, and harder to read.

Sign your messages with your name.

Use the **To**, **Cc**, and **Bcc** fields correctly. Here are a couple of simple guidelines:

- When sending to people who know each other, it's okay to put their addresses in the **To** field.
- When sending to many people who don't know each other, put their addresses in the **Bcc** field. (Why? Using the Bcc field means you're not sharing them with everyone on the email list.)

You may indicate humour or jokes with a sideways smiley face. :-)

Be calm. Don't reply while you're still angry (this is called "flaming").

Be brief.

Watch out for viruses and other threats in attached files. If you don't know why you got an attachment, contact the sender quickly to find out what the attachment is.

#### What not to do

Don't forward chain mail or junk mail! These messages often ask you to send or forward them to several other people. Nobody wants them.

Don't forward emails unless you have the permission of the author. Their message may not have been intended for a wider audience, so it's always better to ask.

## Formative reading skills: explicit meaning

### 1 Short-answer questions

Answer the following questions.

1. Why do we need to read a message before sending it?
2. Which word describes the effect of a message sent in uppercase letters?
3. Which two pieces of advice does the writer give for closing an email?

### 2 Multiple-choice questions

Choose the correct answer from A, B, C or D. Record your answers on a separate sheet of paper.

4. We use the **To:** field when we are sending to:
  - A. a few people we know well
  - B. a large number of people who don't know each other very well
  - C. a large number of people we do know very well
  - D. a small number of people who don't know each other.
5. We use the **Bcc:** field when we are sending to:
  - A. a few people we know well
  - B. a number of people who don't know each other
  - C. a large number of people we do know very well
  - D. a small number of people who know each other quite well.
6. The phrase "be brief" means be:
  - A. little
  - B. polite
  - C. quick
  - D. short.

### 3 Short-answer questions

7. The writer says it is possible to use a smiley. When?
8. What does the word "flaming" mean?
9. What advice does the writer give about possible viruses?
10. Which phrase explains why you should not forward junk mail or chain mail?
11. Why should you ask permission to forward somebody's email?

## Reflection

In conclusion, why is it important to have rules and conventions when sending emails at college or in other formal situations?

## Related concept: Idiom

The formal idiom always calls for conventional spelling, punctuation and grammar.

Remember also that if you have to write in a formal idiom, such as a formal letter or professional communication, you should be serious and polite in your use of language.

Compare these two emails.

### A

Dear Ms Felstead,

I just wanted to thank you so much for taking our class on the field trip to the careers fair at the National University yesterday. I know it must have been such a lot of work making all the transport arrangements, organizing the lunch at the café, and making sure we all arrived back at school safely and on time, especially when you consider how much trouble we can be.

Your student

Dwayne

### B

Hi Ms Felstead,

Cheers for taking us out yesterday. You did loads for us!!!! Must have been a pain, 'cos we can be real idiots 😊;-P.

Cheers

Dwayne

What differences in **idiom** can you identify in the two messages?



## Formative speaking and listening skills: Presentation

You and your friends have created a dog-walking service and have already created an advertisement (see below). With a partner, prepare a presentation for your dog-walking service to give at a public meeting.



**ANYTOWN DOG WALKER SERVICES**

*If you do not have time to walk your dogs, I can do it for you.  
I am dependable and good with pets, especially dogs, and  
know how to go about exercising and looking after them.*

**Contact information**

Name: Anne Other  
Phone: 0123456789  
Email: dogwalkers@internet.com  
Website: www.anytowndogwalkers.com

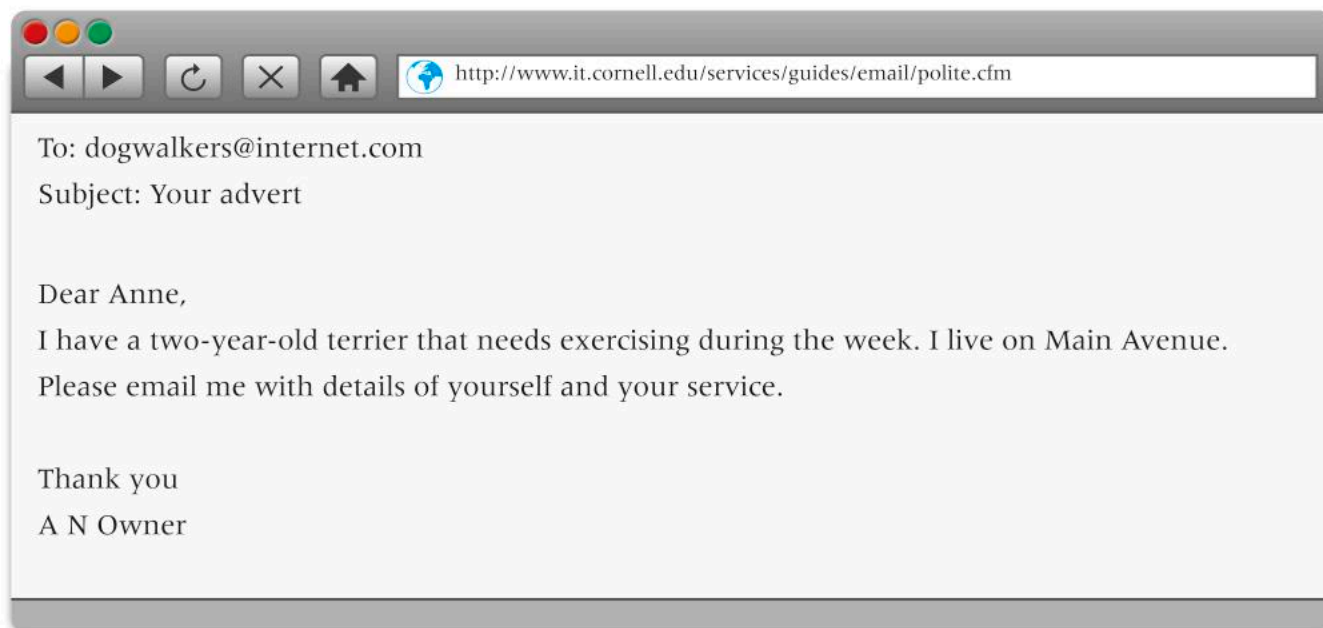
While you are giving your presentation, your listeners can use this chart to give you feedback on your presentation skills.

Formative presentation skills				
	Good	Improvement possible	Needs some improvement	Needs a lot of improvement
<b>Eye contact</b>	has good eye contact with the audience	has eye contact with the audience most of the time	sometimes has eye contact with the audience	does not have eye contact with the audience
<b>Enthusiasm</b>	shows great enthusiasm for the topic	shows enthusiasm for the topic	shows some enthusiasm for the topic	shows little enthusiasm for the topic
<b>Preparation and organization</b>	is very prepared and well organized	is mostly prepared and well organized	is somewhat prepared and organized	is not very prepared or organized
<b>Clear speech</b>	speaks very clearly and is very easy to understand	speaks clearly most of the time and fairly easy to understand	sometimes speaks clearly and is sometimes easy to understand	does not speak clearly and is quite difficult to understand
<b>Knowledge of topic</b>	shows excellent understanding of the topic	shows good understanding of the topic	shows some understanding of the topic	shows little understanding of the topic

When you have finished your presentation, discuss the feedback with your audience.

## Formative writing skills: Formal email

Your dog-walking service receives the following email.



Write a reply using the correct idiom. Use between 200 and 250 words.

### Planning and scaffolding

Things to think about are:

- features of an email: sender, recipients, title, body
- language: formal or informal?
- opening and closing: how to start and how to finish?
- use of emoji and emoticons: to use or not to use?
- what information will you use to convince your client that you can provide a suitable service?

### Reflection on Inquiry 3: Why do we use different **idioms** in written English?

Having examined this section, what is your answer to the question?



# Reflection: Listening skills and debatable questions

## Debatable questions

### Reflection: Digital communication

#### What do we know so far?

In this chapter you have looked into the topic of digital communication. As a class, make a list of the most important ideas you have learned so far in your investigations.

At this stage, are there any points you don't understand?

Make a list of your questions and discuss them with your teacher.

### Suggested texts for this section

#### A. Emoji: The Future Of Language?

<https://www.youtube.com/watch?v=J6-CnO0kuu4>

#### B. Digital etiquette

<https://www.youtube.com/watch?v=rx1fRMAwslQ>

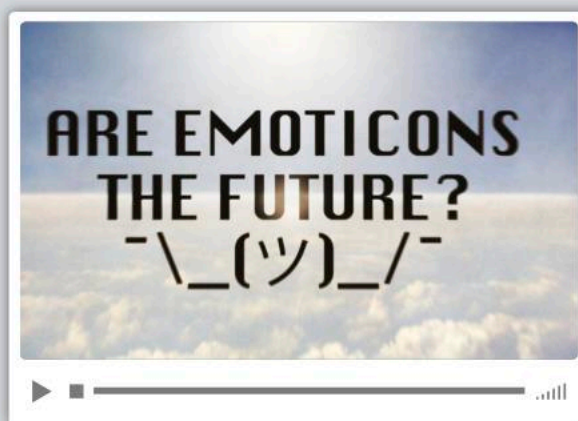
#### C. Bill Nye Explains How You Dream with Emoji

<https://www.youtube.com/watch?v=lbHBVS2lDro>

#### D. Are Emoticons the Future of Language?

<https://www.youtube.com/watch?v=8tWZ2JmFpx0>

**Note:** Alternatively, you could use an audio-visual stimulus related to the theme of emoticons, emoji and email of your own choosing.



### Before you watch

#### Focusing activity

Read through the exercises on pages 187 and 188 to make sure you know what to look and listen for. You may need to watch the materials several times and discuss possible answers in class after each viewing and listening.

## Formative listening skills: Explicit and implicit information, Connections and Conventions

Respond to the tasks and answer the questions in the appropriate manner.

1. This audio-visual stimulus seems to be related to which of these MYP global contexts? Justify your answer with information from the video.
  - A. Identities and relationships
  - B. Orientation in space and time
  - C. Personal and cultural expression
  - D. Scientific and technical innovation
  - E. Globalization and sustainability
  - F. Fairness and development
2. Copy this table and use it to summarize the main points of the stimulus.

	Main idea	Examples and/or explanations and/or details
Subject matter		
Thesis – main point		
Supporting point 1		
Supporting point 2		
Supporting point 3		
Conclusions		

### Multiple-choice questions

3. What was the format of the audio-visual stimulus?
  - A. Presentation
  - B. Conversation/discussion/interview
  - C. Debate
  - D. Story
4. The purpose of the audio-visual stimulus was to:
  - A. narrate a story
  - B. describe a situation
  - C. explain a problem
  - D. argue a point of view
  - E. give instructions/guidelines.
5. The point of view in the audio-visual stimulus is:
  - A. balanced
  - B. one-sided.

### ATL

## Research skills

### Media literacy

In this section you can develop the valuable 21st century learning skills of:

- interacting with media to use and create ideas and information
- making informed choices about personal viewing experiences
- understanding the impact of media representations
- seeking a range of perspectives from varied sources
- communicating information and ideas effectively



6. How much did the audio-visual stimulus use graphics?
  - A. A lot
  - B. Quite a lot
  - C. Once or twice
  - D. Never
7. Which techniques are used in the audio-visual stimulus?
  - A. Voiceover
  - B. Special lighting techniques
  - C. Music and sound effects

## Formative speaking skills: Presentation

The purpose of this presentation is to summarize ideas and techniques used in the audio-visual stimulus to another class who have not seen it.

Working in pairs, use the information in your answers to questions 1 to 7 to construct a presentation on the content and the techniques used. Your total presentation should be 3–4 minutes long. You should each speak for the same amount of time.

### Planning and scaffolding

- What are the main points from the video you want to communicate?
- Discuss the headings you could use for your points.
- Discuss the order of those headings.
- Make notes on each heading.
- Find visuals that will help you to communicate your ideas.
- Divide up the presentation and practise your parts individually and then put them together.
- Pay attention to vocabulary, grammatical structures and conventions.
- Remember to use clear pronunciation and intonation.

### Planning and scaffolding

#### Communicating with a sense of audience

For both tasks on this page, think about the language you will use. Think about your audience. Choose one of these registers:

- very formal, as if talking politely to a very important stranger
- formal, as if talking very politely to people you don't know well
- informal, as if talking to a friend.

## Formative writing skills: Instructions, guidelines and advice

Having watched the video and analysed the content, what lessons have you learned about language, communication and the use of technology?

Using information from the video you have watched, write a set of guidelines or instructions for younger MYP students. The title is "Some tips on being a successful 21st-century communicator". You should aim to write between 200 and 250 words.

Make a list of any relevant points mentioned in the audio-visual stimulus you have watched.

## Planning and scaffolding

Watch the video again to gather ideas. You can copy and use this chart to collect and organize any useful ideas.

	Lessons we have learned from the video
How we create meaning	
How technology is changing the way we communicate	
Why we need rules when we communicate	
How we can be creative when we communicate	
Using emoticons and emoji	
Email etiquette	

## Reflection: Debatable questions on topics and concepts

These debatable questions will allow you to evaluate some of the big ideas you have examined in this chapter about the topic of **Digital communication**.

They will also allow you to develop your own ideas about the concepts you have explored: **Creativity, Conventions** and **Idiom**.

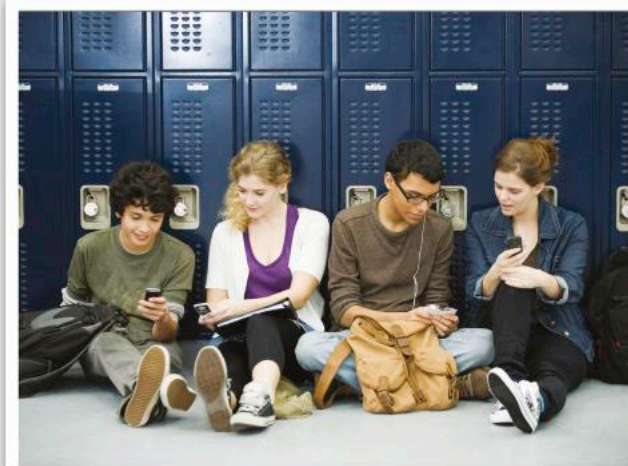
You could discuss these questions in small groups and afterwards share your conclusions with your class.

### Digital communication

1. Is the topic of **Digital communication** closely related to the global concept of **Scientific and technological innovation**?
2. Is it useful to learn about **Digital communication** in school?

### Creativity, Conventions and Idiom

3. When you write, is it important to think about **idiom** and **conventions**?
4. Is it possible for writers to be **creative** and at the same time use the **conventions** of specific text types?
5. Can we use **idioms** to write **creatively**?





# Summative assessments: Scientific and technical innovation

## Statement of inquiry

**Innovative communications express ideas using both conventions and idioms in creative ways.**

In these summative assessments you will be assessed on your use of the four communication skills you have developed in this chapter: Listening, Reading, Speaking and Writing. In each assessment, you will also have an opportunity to show your understanding of the topic for this chapter, **Digital communication**.

- The Listening assessment requires you to respond to a video. It assesses your understanding of explicit and implicit information, and the conventions and connections in the text.
- The Reading assessment requires you to respond to a multimodal text. It assesses your understanding of explicit and implicit information, and the conventions and connections in the text.
- The Speaking assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 1: Do emoji and their conventions help us to write more creative messages?**
- The Writing assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 2: Can we use emoji creatively to write in the idiom of formal English?**

Note: the plural of “emoji” can also be “emojis” (as used in this book), but some writers use “emojis”.

## Summative assessment A: Listening

### Assessment criterion A: Listening

At the end of the capable level, you will be able to:

- identify explicit and implicit information (facts, opinions, messages and supporting details)
- analyse conventions
- analyse connections.

### Listening activities: notes on marking

The listening recordings are short. Each recording is assessed using two activities which are made up of eight questions in total.

1. In an MYP summative assessment, grade using the Grading criteria given on the left.
2. If using this assessment for MYP eAssessment practice (MYP 5 only): 16 marks is the maximum score for the listening component of the MYP eAssessment. Award 2 marks for each correct answer. This mark scheme gives the Listening section the same weighting as the equivalent reading, speaking and writing assessments in the eAssessment.

Watch and listen to the following text and then answer the questions.

### A guide to mastering emoji

<https://www.youtube.com/watch?v=JqDJWGQbzMw>



Search words:

emoji guide talktalk



1. In the video, Professor Evans talks about times when you can use emoji. Choose the four occasions Professor Evans mentions in the video.

- A. Breaking bad news
- B. Formal communications
- C. Applying for a job
- D. Conveying anger
- E. Stressful situations
- F. Celebrating an anniversary
- G. Proposing marriage
- H. Conveying embarrassment

Listen to the recording again. In the following exercise, each sentence has a gap and a choice of two phrases to fill it. Choose the correct phrase from the recording to fill each gap.

- 2. Professor Evans says emoji are the \_\_\_\_\_ (most rapid/fastest growing) language on Earth.
- 3. He says that it is best not to use \_\_\_\_\_ (cat faces/crying faces) when giving bad news.
- 4. When necessary, we can avoid \_\_\_\_\_ (some embarrassment/upset tears) by using formal language.
- 5. The three wise monkeys emoji is often used to \_\_\_\_\_ (say something cheeky/judge the mood) in an email.

### Additional Listening practice for Summative assessments

Click on the icon below for further listening practice on the topic for this chapter.



Here you will find both an additional video and an additional Summative listening assessment.



## Summative assessment B: Reading

### Assessment criterion B: Reading

At the end of the capable level, you will be able to:

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections.

Read the following text and then answer the questions.



### Emojis: The Death of the Written Language?

by Seema Mody

Emojis – a Japanese term which translates to “picture and character” – first appeared in 1998. But it wasn’t until smartphones started using emojis in their operating systems, that their use took off. These pictures have given personality to our text messages.

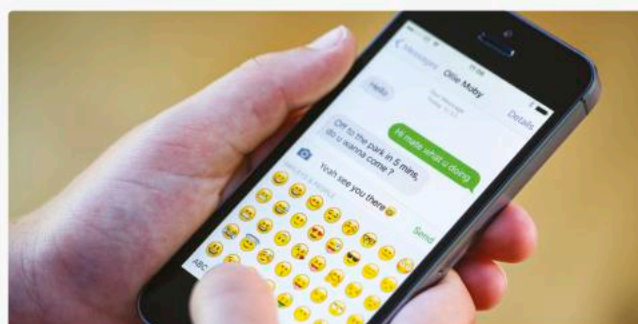
Tyler Schnoebelen of Stanford University says, “Emojis are so useful for enriching written text with the things we normally express with our tone of voice or facial expressions.”

“For instance, when you are in a new relationship, you will want to make sure your new boyfriend or girlfriend understands what you are trying to say.”

Tech journalist, Sam Shank, says: “Emojis have become popular because we write shorter and shorter messages to each other, and so it is hard to convey our exact meaning. For example, does ‘That’s interesting’ mean that you think it is ‘very cool’ or ‘really lame’?”

“It can be much easier using the right emojis,” he added.

According to Shank, emojis were first used in addition to a written text, but now teenagers



have started to replace whole sentences with cartoon symbols to convey a message.

He notes, “This should be ringing alarm bells. My worry is that we increasingly use smileys or emojis to communicate a feeling or expression. The person you’re texting to may not know the meaning of an emoji – or misinterpret it.”

Ben Zimmer, executive editor of Vocabulary.com, says, “Using emojis can lead to confusion because users can look at an emoji and understand different things from it. In addition, the use of emojis can change depending on the context and culture.”

Here’s one example Zimmer provided: the emoji that shows two hands pressed together. According to Zimmer, this emoji started in Japan where the symbol represents gratitude. However, other cultures interpret this emoji to symbolize ‘prayer’, while some Westerners see this symbol as two people giving each other a high five.

45  
  
  
50

Zimmer concluded by saying, “English classes are supposed to teach students how to use words to tell stories and communicate effectively. If students start to incorporate emojis in their writing, aren’t we just going back to the age of Egyptian hieroglyphs?”

Adapted from: “Emojis: The Death of the Written Language?” by Seema Mody

<http://www.cnn.com/2015/06/24/emojis-the-deathof-the-written-language.html>

*Choose the correct answers.*

1. The text uses the conventions of:  
**A.** a news report  
**B.** an online posting  
**C.** a magazine article  
**D.** a set of instructions.
2. The image illustrating the text suggests that one day we will:  
**A.** be able to type emoji instead of words  
**B.** no longer be able to express our ideas clearly  
**C.** be able to use emoji to write formal English  
**D.** no longer use formal written English.
3. The main purpose of the text is to present:  
**A.** the advantages of emoji  
**B.** a balanced view of emoji  
**C.** the reasons we use emoji  
**D.** the dangers of using emoji.
4. The idiom used in the text is:  
**A.** extremely formal  
**B.** informal  
**C.** slang  
**D.** semi-formal.

*Read lines 13 to 25 and then answer these questions.*

5. According to the text, why did the use of emoji grow so quickly?

---



6. What quality do emoji add to text messages?

---

7. When speaking, what two things can we use to make our message clearer?

---

8. According to Tyler Schnoebelen, when might we want to make sure that we text a very clear message?

---

*Find the words that complete the following sentences. Answer using the words as they appear in lines 26 to 49.*

9. According to Sam Shank, it is harder to say what we mean nowadays because ...

---

10. Using emoji makes it easier to ...

---

11. Teenagers are now using cartoon symbols to ...

---

12. This can lead to problems, if the other person does not know ...

---

*The following statements are either true or false. Tick the correct option.*

13. Emoji can only have one meaning.

True	False
<input type="checkbox"/>	<input type="checkbox"/>

14. In Japan, the 'two hands together' emoji says, "Thank you".

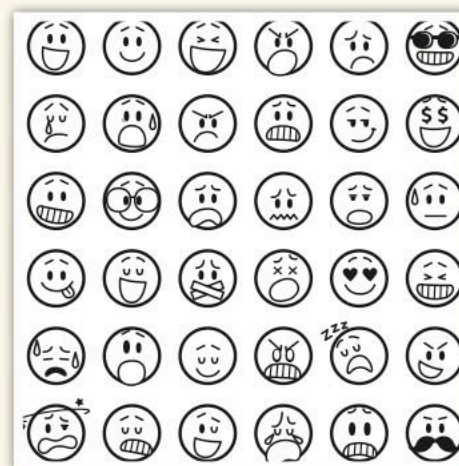
<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

15. Students now learn to write emoji in English classes.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

16. Ben Zimmer is not worried about the future of communication.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------



## Summative assessment C: Speaking

Examine **one** of the images. Explain how it relates to the topic of Digital communication.

Present the contents of the image to your teacher.

After your presentation, use the image to discuss this debatable question.

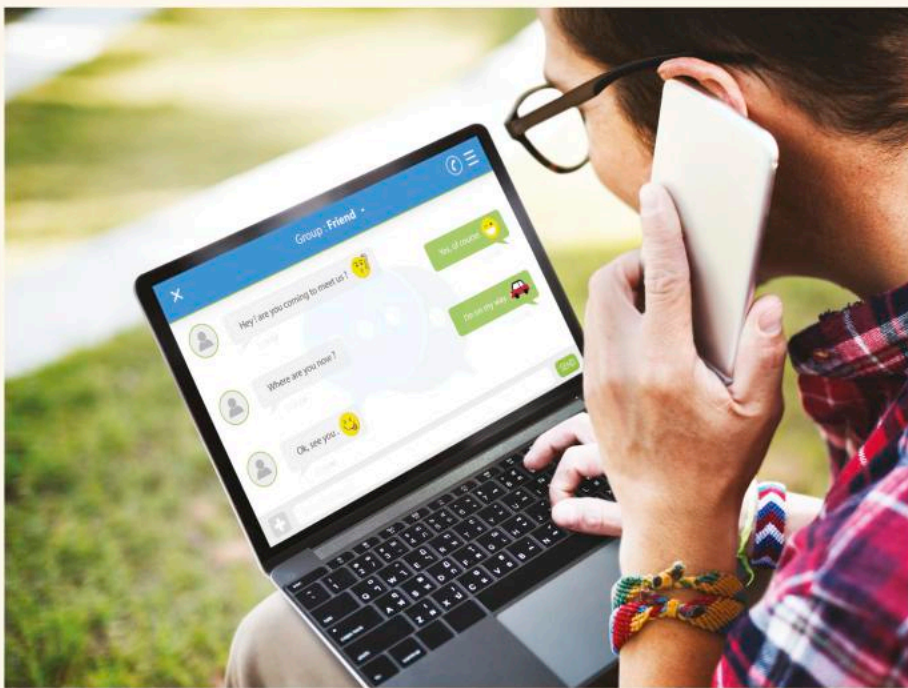
**Debatable question 1: Do emoji and their conventions help us to write more creative messages?**

You should speak for a total of 3–4 minutes.

**Image A**



**Image B**



### Assessment criterion C: Speaking

At the end of the capable level, you will be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. communicate all the required information clearly and effectively.



## Summative assessment D: Writing

Consider this debatable question and then complete the task.

### Debatable question 2: Can we use emoji creatively to write in the idiom of formal English?

*Study the image. Is it understandable to you?*

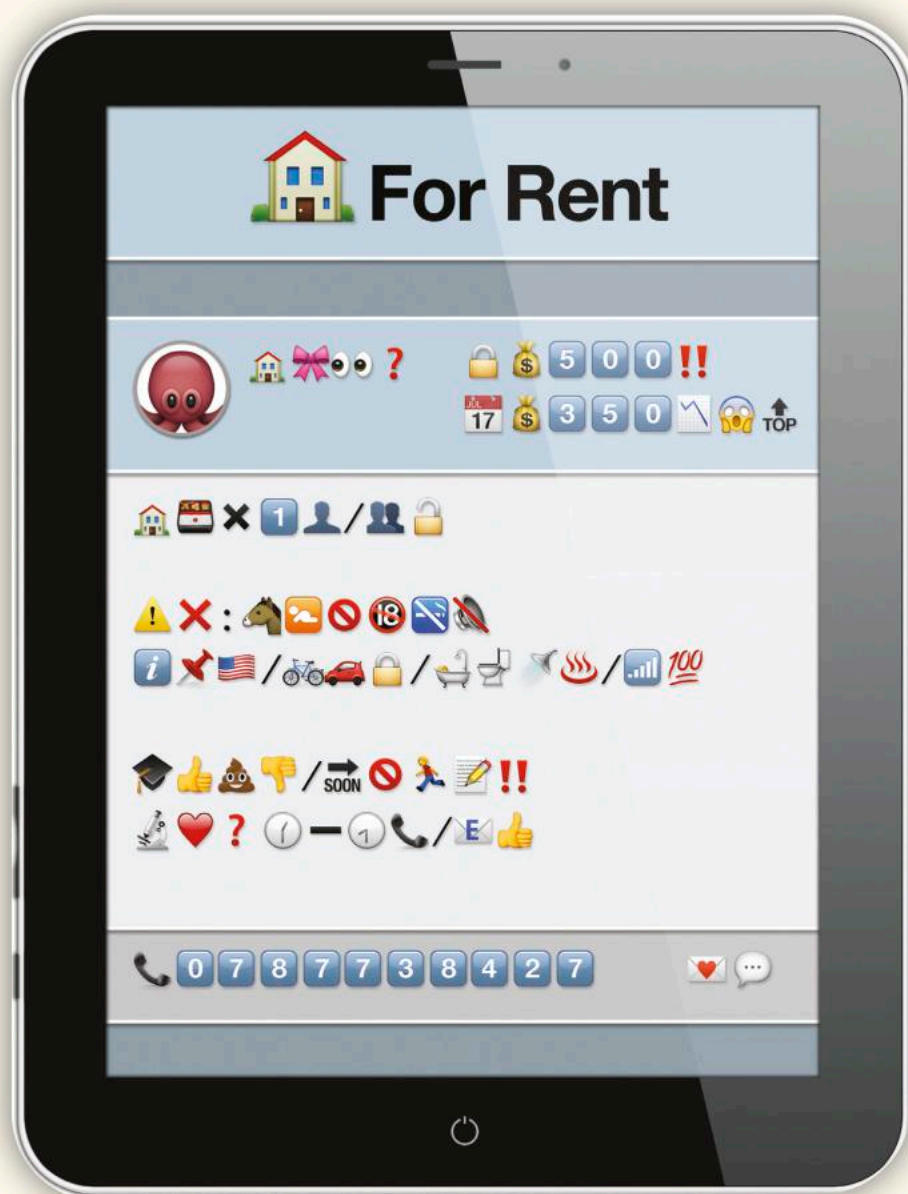
Write a set of guidelines for email users entitled: "The dos and don'ts of using emoji".

*Write between 200 and 250 words.*

### Assessment criterion D: Writing

At the end of the capable level, you will be able to:

- i.** use a wide range of vocabulary
- ii.** use a wide range of grammatical structures generally accurately
- iii.** organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
- iv.** communicate all the required information with a clear sense of audience and purpose to suit the context.



## Going beyond the chapter

In this chapter you have explored how there are social and formal conventions we should use when we communicate but we can still be creative in our use of language, especially in our use of social media. Now make use of the information you have learned and the communication skills you have developed in this chapter for practical purposes beyond the classroom.

### Take action! Some suggestions ...

#### TED Talks

In this chapter you have learned how to carry out an oral presentation. Why not make your audience bigger and present your ideas on emoji and etiquette to the rest of the school?

Create a TED Talk-style presentation about how social media affects the way that we communicate with each other now or how we will do so in the future. You could work on the presentation you created for either the formative or summative assessments in this chapter.

This presentation could be part of a bigger project and could involve design (IT) and science as well.

Maybe you could use your ideas to focus on a global context. Suggest holding a scientific and technical innovation-themed day/ evening where students can discuss issues related to this global context from the perspective of the different subject areas. You could invite the IB Diploma Programme students too as this topic might be relevant for them in their study of Theory of Knowledge.

#### Fun reads and creative writing

At the end of this section are suggestions for two books you might be interested in reading: *srsly Hamlet* by William Shakespeare and Courtney Carbone, and *YOLO Juliet* by William Shakespeare, Courtney Carbone and Brett Wright. These are two famous plays by Shakespeare rewritten in texts, emoji and status updates from characters. After reading these books you might try to write your own version of fairy tales or short stories. Aim to use conventions and idioms in creative ways. Ask your school librarian if they might even keep a copy in the library for other students to read.

ATL

#### Research and thinking skills

At the end of any learning experience always ask yourself these questions.

- What lessons have I learned from this chapter?
- What concepts don't I yet understand about this topic?
- What questions do I still have about this topic?
- Where can I find answers to these questions?

#### If you enjoyed this chapter here are some texts for further reading

- Debra Fine, *Beyond Texting, The Fine Art of Face-to-Face Communication for Teenagers*
- Denise Schipani, *Why Txtng Is OK for Kids* ☺  
<http://www.readbrightly.com/why-txtng-is-ok-for-kids/>
- Lauren Myracle, *Internet Girls series: ttyl; ttfn; l8r, g8r; yolo*
- Michelle Skeen, *Communication Skills for Teens: How to Listen, Express, and Connect for Success*
- William Shakespeare and Courtney Carbone, *srsly Hamlet*
- William Shakespeare and Brett Wright, *YOLO Juliet*
- Malorie Blackman, *Pig Heart Boy*
- Arvin Ahmadi, *Girl Gone Viral*
- Lori Goldstein, *Screen Queens*



## Concepts

### Global context: Orientation in time and space

#### What is the meaning of “where” and “when”?

In this chapter we will explore stories that involve discoveries, explorations and migrations. Through the stories we will look at the relationships between individuals and the societies in which they live from personal, local and global perspectives.

### Key concept: Communication

In this chapter we will take the theme of “The Quest” which is one of the most common and important forms of story. By examining “The Quest” as a way of telling a story, we can see how ideas are communicated.

### Related concepts: Word choice and Function

One of the most important techniques for storytelling is **word choice**. When choosing specific words or phrases, writers must be aware of their audience and their purpose. For instance, writers of quest stories wish to entertain their readers. As a result, they use very specific and colourful adjectives, verbs and nouns to make their stories “come alive”.

In this chapter we also look at communicative **function** – the different purposes for which we can use language in the art of storytelling. By examining quest stories we can see how storytellers use different functions, such as description and narrative.



# Ans

## Statement of inquiry

One of the **functions** of storytelling is to **communicate** a sense of time and space and this can be achieved through **word choice**.

## Unit plan

- ATL focus: Creative thinking skills
- Inquiry 1: What ideas does a quest story **communicate**?
- Focus on communication skills: Speaking and listening – drama; writing – storytelling
- Inquiry 2: What are the **functions** used in the story “The Moth and the Star”?
- Synthesis: Key and related concepts – **Communication** and **Function**
- Inquiry 3: How does a writer’s **word choice** influence the telling of a story?
- Reflection: Listening skills and debatable questions
- Summative assessments: Listening, Speaking, Reading and Writing
- Theory to practice: Action and service



# Inquiry 1: What ideas does a quest story communicate?

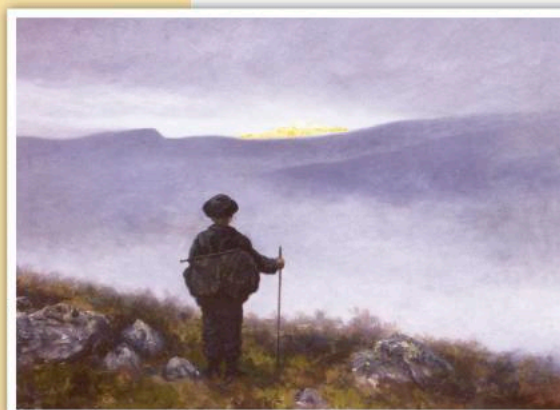
Factual question

## Formative listening and speaking skills: Interpreting a visual stimulus

What is the difference between a journey and a quest?

Study the picture and the short text and give your opinions. Describe what you can see and what you imagine, using the questions below as prompts. There are no “right” answers, but you should back up your opinions with reasons or evidence.

- Who is the seeker?
- What do you imagine is the character’s quest?
- Where has the character come from?
- How long has he or she been travelling?
- Where is the character going?
- Why?
- Is anyone travelling with the character?
- What problems lie ahead?



### What is a quest?

In a quest story, a powerful character usually asks a younger person to find something valuable such as an animal, a ring, a crown or a magical object.

This quest can involve a long and difficult journey. Having found the object, the seeker must then perform a task with it before he or she can return home.

Which stories do you know that follow this pattern?

In your opinion, what is the difference between a journey and a quest?

## Formative reading skills: Explicit meaning

Read the text on page 202. Then put the correct word into the correct sentence. Before you begin, categorize the words according to their grammatical form: adjective, noun, verb, article, and so on. As you read the text, think about what type of word would fit into the space provided.

Which words go in the gaps ( -x- ) in the text? Choose the words from the list below. The first one has been done for you.

travels	someone	never
beloved	the	power
monster	journey	stop
on	magical	wrong
some	hero	between

Tip: before you begin, categorize the words according to their grammatical form – adjective, noun, verb and so on. Then, as you read the text, think about what type of word would fit into the space provided.



The quest is therefore usually about a central figure, or ( Ex. hero ), trying to achieve an important goal. The object of the quest is often a person or an object that has the ( -1- ) to change a bad situation. The goal frequently requires a long ( -2- ).

For example, in an adventure story a ( -3- ) might be looking for treasure. In fantasy literature the object frequently has ( -4- ) powers: a ring, a crown, a book, or a stone. The detective story can also be a kind of quest in which a ( -5- ) seeks to uncover the truth.

There are often other characters ( -6- ) the quest. A teacher or mentor figure often guides ( -7- ) seeker. A good friend, or a band of travellers, often ( -8- ) with the seeker. Along this journey the hero will meet a trickster who sends them in the ( -9- ) direction. The travellers also find other enemies on the way to ( -10- ) them from reaching their goal.

## ATL Creative thinking skills

There are many characters in modern books, films and games that can be seen as going on quests. For example:

- Dorothy in *The Wizard of Oz*
- Frodo in *The Lord of the Rings*
- Sherlock Holmes in the Sherlock Holmes stories and novels
- Katniss Everdeen in *The Hunger Games*
- Lyra Belacqua in *The Golden Compass*.

The quest is also featured in many popular films. *Star Wars* is a good example.

What other quest stories from your own or other cultures do you know? Copy and complete the table below.

Hint: cartoon and fairy tale characters often go on quests.

## Key concept: Communication

A quest is a kind of story. Here, a storyteller communicates the story to an audience.

The storyteller will want us to understand the characters involved in the quest.

The storyteller also creates a plot to communicate the events that occur during the quest.

Finally, as the quest is an adventure story, the storyteller will want to communicate a sense of excitement to the audience.

Title of the quest	Seeker	Object of the quest	Journey from/to	Friend/companion	Ending/outcome

## Formative listening and speaking skills: Brainstorming

Look at the picture below. It represents a scene in a quest story. Imagine you are the **seeker** on a **quest** and we are looking at a photograph you have taken.

Work in pairs. First, answer the questions below.

Now plan a short drama based on the photograph and the questions.

### The photograph

- What is the big story here?
- Where are you, the seeker, coming from?
- Where has the picture been taken?
- Why have you taken the picture?

### Your quest

- How long have you been looking?
- What problems do you face?
- What problems have you already overcome?
- How will you find the object of your quest?



### Planning and scaffolding

Each participant in the role-play should play a character. In order to be clear, you should work out the roles and personalities for the characters first. If it helps, you can add an additional character to the role-play. Use this chart to help you make cue cards for each member of your role-play.

	Name and background	Personality	Role in the quest
The seeker			
Celebrity A			
Celebrity B			
The bodyguard			
Other character			

Act out the scene in the seeker's quest.



## Formative writing skills: Storytelling

Once you have completed the role-play and you know how the story ends, use the ideas your group has generated to write up your own short quest story in 200 to 250 words.

Make sure you:

- give your quest story a title
- give your story a beginning, middle and ending
- use past tenses
- decide whether to tell a first-person, “I-focused”, story, or a third-person, “they point of view” story.

### Planning and scaffolding

#### Communicating with a sense of audience

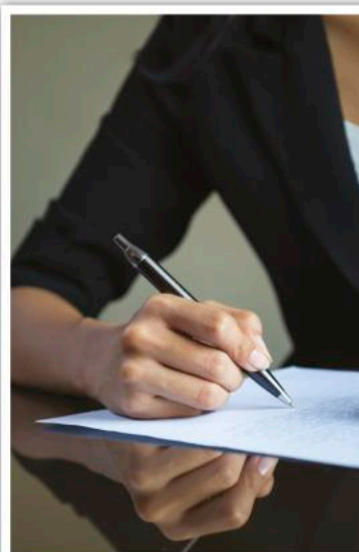
Now think about the idiom you will use. Think about your audience. Choose one of these registers:

- very formal, as if talking politely to a very important stranger
- formal, as if talking very politely to people you don't know well
- informal, as if talking to a friend.

### ATL Creative thinking skills

Use your creative thinking skills to create an original story.

- Use brainstorming to generate new ideas.
- Consider multiple alternatives.
- Create a novel ending.
- Create a chart like the one below to help you to gather ideas about the plot of your quest.



### Planning and scaffolding

Who was the seeker?	Where was the seeker coming from and going to?	What was the seeker looking for and why?	How long was the quest?	Did the seeker have a friend or companions?	What problems did the seeker face?

## Reflection on Inquiry 1: What ideas can a quest story **communicate**?

Having examined this section, what is your answer to the question?

## Focus on communication skills

### Formative listening skills: “Who said what?” exercises

In MYP English Language Acquisition, “Who said what?” (table-filling) exercises are one of the assessment types you must learn how to handle. Click the headphones icon on the right to find out more about this type of question.



You will also find an audio recording for this chapter on the topic of Quests and a related listening exercise to practise “Who said what” exercises.

### Formative listening and speaking skills: Drama

A drama is an imaginary situation in which you play either yourselves or imaginary characters. In a Language Acquisition class we can learn how to understand a set of characters, and understand their point of view. We can also use drama to better understand certain ideas, such as a quest or a search.

#### The conventions of a drama script

The introduction to a play script consists of these elements.

- **Title:** the name of the drama.
- **Scene:** where and when the scene is set.
- **Characters:** A list of characters in the scene at the start. You could give some information that we need to know about them, such as age, occupation or relationship with another character.

#### *Example*

Mary, aged 15

Liz, aged 45, Mary’s mother

Richard, aged 30, a salesman

The actual play script consists of two basic elements.

- **Dialogue:** is what the characters say. The name of the character who is speaking should be written on the left-hand side of the page (in the margin). It is a good idea to print it in capitals. Then write a colon.
- **Stage directions:** are instructions for the actors. They should be written in brackets (...).



Example excerpt from a drama script

### The Quest for the Missing Book of Charms

Scene: A forest

Characters:

SUZANNE, a girl, about 13

MARLA, an old woman

(MARLA is looking for something and talking to herself quietly.

SUZANNE enters and watches for a while.)

SUZANNE: What are you doing?

MARLA (surprised): I was looking for my bag. (*Angrily*)

Why do you want to know?

SUZANNE: I'm sorry. I didn't mean to be nosy.

(SUZANNE sees MARLA's bag on the ground and picks it up.)

SUZANNE: Here it is!

MARLA (sharply): Give it to me now!

SUZANNE: There is no need to be rude. You would think there was something really valuable inside.

MARLA: There is!

### Discussion and debate

Prose is the ordinary form of language we use for everyday language. We use prose for writing stories.

Think about the **conventions** of a drama script. How is your text, written in prose, different to a drama script?

Make a list of differences.

Think about the functions of the two text types. Why is a drama script different to prose?

## ATL Creative thinking skills

Earlier in the chapter, you made up a quest story. Now, in groups, create a drama script from the same material. Write one or two scenes, using the conventions of a drama script. Refer to the example above. Alternatively:

- Create a quest story of your own. Choose a scene or a couple of scenes to dramatize. They could be moments of success, failure, disappointment, loss and loneliness; your drama could present an argument or a fight.
- Decide which characters will take part and what will happen.
  - o Who is the seeker?
  - o Where is the seeker coming from and going to?
  - o What are they looking for and why?
  - o How long will the quest take?
  - o Does the seeker have a friend or companions?
  - o What problems does the seeker face?
- Now work out what the characters will say to each other.
- After having listened to each other's ideas, create a drama script.

When you are ready, you can act out your script in front of your class. Alternatively, video yourselves.

## Formative writing skills: Storytelling

### The storyteller and point of view

Storytellers amuse and entertain their readers by narrating actual or imaginary events. To achieve this, the storyteller can use different point of views.

A storyteller can be “inside the story and explains what happens to her or to him”. This is the first-person point of view: “I came. I saw. I conquered” (*Julius Caesar*).

Alternatively, a story can be told by a person outside the story. In this case, the storyteller explains what happened to other people. This is the third-person point of view: “He never did reach the star, but he went right on trying” (James Thurber, *The Moth and the Star*).

The second-person point of view involves talking directly to the reader: “You walk into the room with a pencil in your hand” (Bob Dylan, “Ballad of a Thin Man”).

When telling a story, it is essential to decide which point of view you will use.

### ATL Creative thinking skills

#### Plot: The seven stages in a quest

**A typical quest story has a clear plot structure.**

1. The reason to search for the important object
2. Setting off
3. The journey
4. Problems along the way
5. The finding of the object
6. A fight or argument
7. An ending with a moral

In order to understand this plot structure, think about the Cinderella story from the moment the prince finds the glass slipper after Cinderella has to leave the ballroom at midnight. From that point, the prince goes on a quest to find the woman he has danced with.

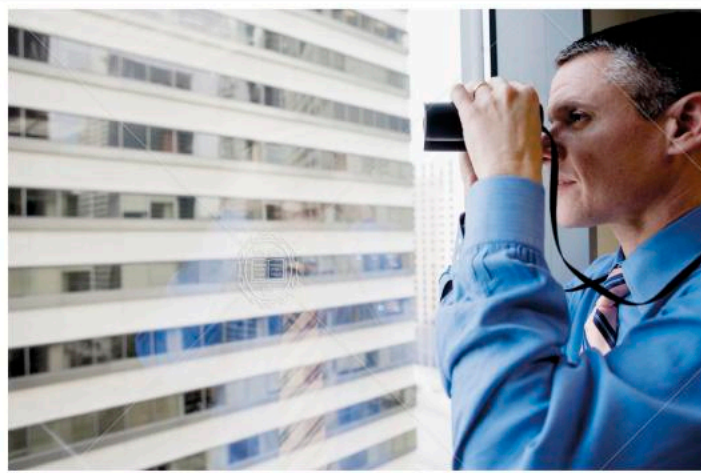
With a partner, identify the seven stages of the prince’s quest listed above.

Alternatively, if you are not familiar with the Cinderella story, use another story involving a quest and identify the same seven stages.



**Creating a quest story from a picture stimulus**

Use your creative thinking skills and use these pictures to invent and tell your own quest story. Remember that when planning your story, you should identify a conflict with a clear beginning, middle and end. You should also use the seven stages of a plot listed on page 207 to tell your story.

**A****B****C**

## ATL Creative thinking skills

Use your creativity to develop ideas for your story.

- Create novel solutions to authentic problems. What quest do the pictures suggest?
- Make guesses, ask “what if” questions and generate testable hypotheses.
- Use brainstorming and visual diagrams to generate new ideas.
- Make unexpected or unusual connections between the three photos.
- Consider new perspectives. From which character’s point of view will you tell the story?
- Consider multiple alternatives. Will you write using a first-person or third-person voice?

### Planning and scaffolding

#### Plot

You may find it helpful to copy and complete the chart below.

1. Give the reason to search for the important object.	
2. Describe the characters as they set off.	
3. Describe the journey.	
4. Narrate the problems found along the way.	
5. Narrate the finding of the object.	
6. Narrate the fight or argument at the end.	
7. Finish with a moral.	

Will you write from:

- A.** a first-person point of view
- B.** a third-person point of view?





## Inquiry 2: What are the **functions** used in the story “The Moth and the Star”?

Factual question

### Formative listening and speaking skills: Discussion

The title of the next quest story is “The Moth and the Star” by James Thurber. It is a modern fairy tale.

The story is a **fable**. It is a quest that is symbolic. On the one hand, it is a simple story of a moth that chases a star. However, fables are used to teach us a lesson about life. There is usually a moral, or lesson to be learned, at the end of the story. In a fable, the storyteller often uses animals to suggest human characters or character types. All the elements, such as the various characters and star, represent different ideas.

In groups, make a list of two or three fables that you know. List the name of the fable and the moral of the story. Try to work out what the main characters in the story symbolize.

### Formative reading skills: Predicting content

“The Moth and the Star” is a quest.

Can you predict from the title what the plot of the story could be? With a partner, use the prompts below to work out the plot of the story. Also, decide what the moral of the story will be. Think about whether the story will involve:

- a quest (and if so what might be the object of the quest)
- a journey from/to
- a friend/companion
- a seeker
- a trickster/an enemy.

Now read the story with your teacher to see if your predictions were accurate. You can also ask your teacher about any words or ideas you may not understand.

#### ATL Creative thinking skills

##### Use your intercultural understanding to interpret stories

Frequently, variations on the same stories exist in different cultures. Sometimes the setting is different; sometimes the characters have different names. However, the underlying story and the moral are often the same. What does this tell you about fables, folk stories and fairy stories? Do you think that the existence of these stories suggests that:

- a. all cultures share similar values?
- b. each culture has its own values?

### Related concept: Function

In this section we will look at communicative function – the different purposes for which we can use language in the art of storytelling.

Four essential functions of storytelling are description, narrative, explanation and instruction.

**Description** tells us what the people and places are like.

**Narrative** tells us what happened.

**Explanation** helps the reader to understand why things happen.

**Instruction** tells us what lesson or lessons we should learn from the story.

By examining the story “The Moth and the Star”, we can see how the storyteller uses these four different functions to create a story that is both a quest and a fable.

# The Moth and the Star

A young and impressionable moth once set his heart on a certain star. He told his mother about this and she counselled him to set his heart on a bridge lamp instead.

5 “Stars aren’t the thing to hang around,” she said; “lamps are the thing to hang around.” “You get somewhere that way,” said the moth’s father. “You don’t get anywhere chasing stars.”

10 But the moth would not heed the words of either parent. Every evening at dusk when the star came out he would start flying toward it and every morning at dawn he would crawl back home worn  
15 out with his vain endeavour. One day his father said to him, “You haven’t burned a wing in months, boy, and it looks to me as if you were never going to. All your brothers have been badly burned flying around  
20 street lamps and all your sisters have been terribly singed flying around house lamps. Come on, now, get yourself scorched! A big strapping moth like you without a mark on him!”

25 The moth left his father’s house, but he would not fly around street lamps and he would not fly around house lamps. He went right on trying to reach the star, which was four and one-third light years, or twenty-  
30 five trillion miles, away. The moth thought it was just caught in the top branches of an elm. He never did reach the star, but he went right on trying, night after night,  
35 and when he was a very, very old moth he began to think that he really had reached



the star and he went around saying so. This gave him a deep and lasting pleasure, and he lived to a great old age. His parents and his brothers and his sisters had all been burned  
40 to death when they were quite young.

**Moral:** Who flies afar from the sphere of our sorrow is here today, and here tomorrow.

**James Thurber, *Fables for our Time***



### Checking your predictions about the plot of "The Moth and the Star"

How accurate were your predictions? Now that you have read the story, answer the questions again.

- What was the quest?
- Who was the seeker?
- What was the object of the quest?
- Where did the seeker journey from/to?
- Who was the friend/companion?
- Who was the trickster/enemy?

### Discussion and debate

Having examined the plot of the story, it seems that all fables share similar characteristics. With a partner, make a list of these similarities.

What does this exercise tell you about storytelling?

## Formative reading skills: Explicit and implicit information

### 1 True/false

Read the text carefully and identify which of the statements below are true and which are false.

		True	False
<b>Example:</b>	The moth's quest was to reach the star.	✓	
1	His mother did not support his quest.		
2	She told the young moth to fly to a candle.		
3	The father thought the star was impossible to reach.		
4	The moth didn't listen to his parents' advice.		
5	Once a week the moth tried to fly to the star.		
6	Eventually, his brothers and sisters tried to fly to the star too.		
7	The moth finally reached the star.		
8	The moth has a much longer life than his brothers and sisters.		

## 2 Multiple-choice questions

Choose the correct answer from A, B, C or D.

9. The father did not agree with the moth's ambitions because he thought:
  - A. the moth was not working hard enough
  - B. the moth wanted to get burned
  - C. the moth should be doing the same as everyone else
  - D. he disliked his brothers and sisters.
10. As an adult the moth thought the star was:
  - A. four and one-third light years away
  - B. next to the street lamps
  - C. in the top of a tree
  - D. twenty-five trillion miles away.
11. When the moth was very old he:
  - A. said he had wasted his life
  - B. believed he had achieved his ambition
  - C. missed his brothers and sisters
  - D. told everyone about the star.
12. In the fable, the moth's siblings died young because:
  - A. they wanted to be like everyone else in society
  - B. they followed their parents' advice
  - C. they lacked the imagination to try something different
  - D. only people who are strong individuals can be successful
  - E. all of the above.
13. The moral of this story suggests that we should:
  - A. always run away from unhappiness
  - B. not follow our parents' advice
  - C. always try, even if the dream is impossible
  - D. not tell the truth about our achievements.

### ATL Creative thinking skills

The story "The Moth and the Star" is a **symbolic quest**. Each character and object represents an idea.

In small groups, discuss the possible meanings of these symbolic elements of the story:

- A. the moth
- B. the moth's brothers and sisters
- C. the street and house lamps
- D. the moth's parents
- E. the star
- F. the quest for the star.





## Formative listening and speaking skills: Discussion

### The functions in the fable “The Moth and the Star”

In pairs, first discuss these questions, make notes and then share your answers with your class.

**A.** What is the basic storyline?

These events will summarize the **narrative**.

**B.** What details do we learn about:

- the setting of the story
- the young moth’s appearance and character
- his parents’ appearance and characters?

These details are part of the **description** of the characters.

**C.** What reasons does the storyteller give the readers:

- for the parents’ behaviour
- for the young moth’s behaviour?

These details are part of the **explanation** of the story.

**D.** What lessons does the storyteller offer the readers?

These lessons are **instructions**.

#### Additional points for discussion

- The story “The Moth and the Star” is a fable. By studying the functions of this story, what can we learn about the characteristics of a fable?
- How can an understanding of these functions help us to become better storytellers?
- Is “The Moth and the Star” a typical quest story? Do you think all quest stories use the same functions?

### Discussion and debate

Do you agree with the moral of the story “The Moth and the Star”: “Who flies afar from the sphere of our sorrow is here today, and here tomorrow”?

Do your ambitions take you further than your friends and family, your hometown, your home country?

Or do you think it best to stay close to home, friends and family, and try to be like everyone else?

Discuss the question and see what conclusions you come to. Share your ideas with the rest of your class.

## Formative speaking skills: Drama

Study the picture opposite.

Be prepared to make some guesses.

Who are these three people?

Describe the three people and their relationship.

Describe the place where the events are happening.

What is the narrative? What has happened before this scene?

What is happening and what will happen next?



The teenage girl in the picture on the previous page has just won a scholarship to spend a year in an international school in another country. This is her quest. However, her father is strongly against the idea. Her mother is trying to see both points of view.

In groups, create a mini-drama with the following characters:

- father – against the idea
- student – in favour of a year abroad
- mother – neither for nor against the idea.

You may use very informal or emotional language as you are speaking in a family context.

#### Planning and scaffolding

Discuss in your groups whether it is a good idea for the girl to go abroad for a year. Agree on your reasons for her to go, and five or more reasons why it may not be such a good idea for her to go.

#### ATL Creative thinking skills

You have been given a learning goal that is challenging but realistic: to create a mini-drama.

Plan your play script. Decide what each character would say. Write it up, adding stage directions as necessary.

Provide a script for each character so that each person knows what to say.

Present the information as a drama script that is easily understandable.

**Here is also an opportunity to show that you can think creatively.**

**Some useful creative thinking skills you can develop during this exercise are:**

- brainstorming to generate new ideas
- considering new perspectives and alternatives
- generating metaphors to explain an idea
- making unexpected or unusual connections between objects and/or ideas
- making good guesses, asking “what if?” questions
- creating original works and ideas.



**ATL Creative thinking skills**

With a partner read this short quest story. When you have finished, identify the similarities and differences between this story and “The Moth and the Star”.

**A quest for happiness**

A teacher brought a packet of red balloons to school and held an assembly in a sports hall. She asked the group of 50 children to each blow up a balloon and then write their names on it. The children then tossed the balloons into the air and the teacher mixed them up. The teacher then gave the children five minutes to find the balloon with their name on it.

The children ran around, looking frantically. But by the time the five minutes had run out, very few of the children had found their own balloon.

Then, the teacher told them to take the balloon closest to them and give it to the person whose name was on it. In less than two minutes, all of the children had found their own balloon.

After the activity, the teacher said to her class, “Balloons are like happiness. No one finds it by just looking after themselves. However, if everyone cares for each other, they will find their happiness very quickly.”

**Discussion**

Do you agree with the teacher’s message? What would be your own moral to the story (the message)?

## Formative writing skills: Using narrative description and instruction to create a quest story

Once you have completed your drama exercise, use the ideas you have discussed in this section to write a quest story.

- You could retell “The Moth and the Star” from the moth’s point of view (first-person narrative), or from the point of view of the people the old moth tells his story to.
- Alternatively, write up the story of the student who wanted to study abroad. You could write from the student’s point of view (first-person narrative) or from the father’s or mother’s point of view, (third-person).

Write about 200 to 250 words for each version and give each of your stories a title.

### Reflection: What are the **functions** used in the story “The Moth and the Star”?

Having examined this section, what is your answer to the question?

**Planning and scaffolding**

- Give your story a title.
- Give your story a clear beginning, middle and ending.
- Use the seven stages of a plot on page 207 to plan your story.
- Use past tenses.
- Like James Thurber, the author of “The Moth and the Star”, create a moral to show the underlying meaning of your story. Write the moral at the end of the story.

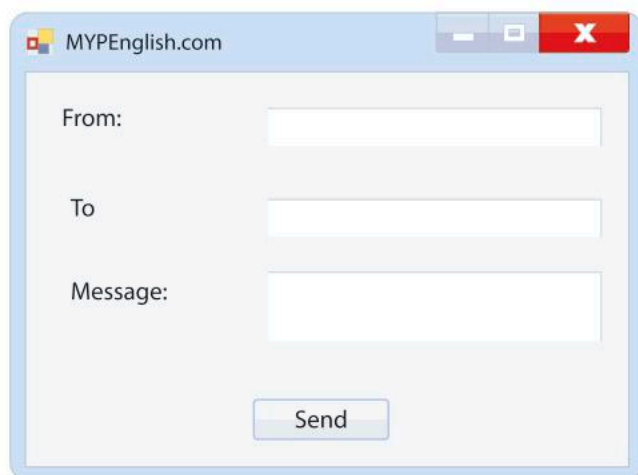
If you wish, you can use animals to represent humans in your fable.

# Synthesis: Key and related concepts – Communication and Function

**Communication** is the basis of what makes us human and it creates bridges between communities across the globe; it is the essence of Language Acquisition. Effective communication requires a common language (which may be written, spoken or non-verbal). In the case of this course, the common language is English.

Communication involves the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver or audience. As you read this, we, the authors, are sending a message to you. As you receive the message, you will interpret it and, we hope, make sense of it!

All the texts you read and write for this course also need a sender, a message and an intended receiver. An email is a great example of this process.



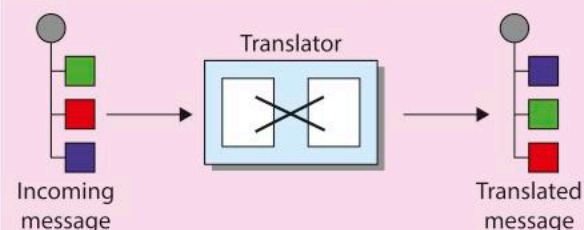
Communication also involves the act of conveying and receiving information and meanings. In this book you are learning to understand, process and transform information, facts, ideas, meanings and opinions.

In order to do that we need to think about the ways we can use language to do different jobs. These jobs are known as **functions**. As we have seen in the previous inquiry, some of the most basic **communicative functions** are:

- description
- instructions
- narrative.

## ATL Creative thinking skills

In small groups study this diagram, which has come from a computer manual.



What does it seem to say about:

- A. the way ideas are communicated
- B. how computers translate information from one language to another?



## Thinking about communication and function in stories

The function of **narrative** is to communicate things that have happened. We structure narratives by putting these events into a time sequence, or chronological order. Narrative is, therefore, the basis for storytelling.

The narrative makes sense of past events by dividing them into specific events with a beginning, middle and end.

What is the difference between these short narratives? How is the different meaning communicated?

They grew up. They married. They had children.

and

They had children. They married. They grew up.

From the story "The Moth and the Star" write down five or more narrative sentences that give a brief summary of the story. What is the minimum number of sentences you need to narrate the story?

	Character A	did	what/who/where/why
Ex:	The young moth	saw	a star.
1.			
2.			
3.			
4.			
5.			

## Description

When we communicate we can also use description. We describe when we want to give details about people, places, things and events. Sometimes we describe through our five senses: sight, sound, smell, taste and touch. We can also describe our emotions when we experience people and things.

Description can be communicated **directly** through the choice of vocabulary such as adjectives and adverbs. Nouns and verbs too can have descriptive qualities. For example, what words and phrases would you use to describe the appearance of the students and teacher in the picture? What kind of quest might they be on?



A quest for knowledge

Description is also suggested; it is implicit. For example, what does the photograph imply about the personalities of the students and teacher?

Use your creative thinking skills to write three short descriptions of the three characters.

	Appearance	Personality
Character A		
Character B		
Character C		

## Instructions

Instructions tell, or suggest, what to do or how to act. In a story a character can suggest a series of actions to another. For example, in “The Moth and the Star”, the father says, “Come on, now, get yourself scorched.” This means the moth should try something dangerous or adventurous.

The relationships between reader and writer can be seen in the way the speaker or writer modifies instructions. What is the relationship between the speaker and the listener in each of the examples below?

- |                |                                      |
|----------------|--------------------------------------|
| 1. Command     | Do it!                               |
| 2. Instruction | Do it this way.                      |
| 3. Advice      | It would be good to do it like this. |
| 4. Suggestion  | I suggest you do it.                 |
| 5. Hint        | You might wish to do it.             |



Instructions, suggestions or commands?

Copy and complete the table below with instructions that characters from the story “The Moth and the Star” might have given.

	Character A		Character B	Instruction
1.	The father	said to	the moth	“Go out and have fun.”
2.	The mother	said to	the moth	
3.	His brothers and sisters	said to	the moth	
4.	The star	seemed to say to	the moth	
5.	The moth	learned the lesson that it is better to		



## Inquiry 3: How does a writer's **word choice** influence the telling of a story?

Conceptual question

### Formative reading and speaking skills: Connections and Conventions

#### Conventions of a conflict

In order for a plot to work there has to be some **conflict**. The conflict is usually caused by an argument or contest. This moment is called the **inciting incident**. The conflict drives the story forward (**rising action**). Then there is a **climax** – usually a fight or an argument between the main character and an enemy or adversary. The conflict is solved at the end of the story – **a resolution**.

Pick one famous fairy story or fable.

Identify:

- A. the conflict
- B. the inciting incident
- C. rising action
- D. the climax
- E. the resolution.

### Discussion and debate

#### Conventions and plots

Here are five common plots found in fairy stories. Each plot follows a set of **conventions**: a set of rules. Read the list of plots and identify the conventions in each one.

##### 1. Quests

Many fairy tales are about growing up and overcoming difficulties. The characters are sent on a journey and they must successfully complete their quest in order to come home.

##### 2. Transformation

Frogs can become princes, princes become beasts, serving girls become princesses, and puppets become real boys.

##### 3. Justice

Most fairy tales have a strong sense of justice. They tell of the fight between good and evil. At the end the wicked are punished and the good are rewarded.

##### 4. Rags to riches

Some fairy tales are stories about very poor children who become rich. Such children often have a magical helper or a mentor.

##### 5. Intelligence

Fairy tale characters often use their intelligence to outsmart their older or more powerful antagonists, rivals or enemies.

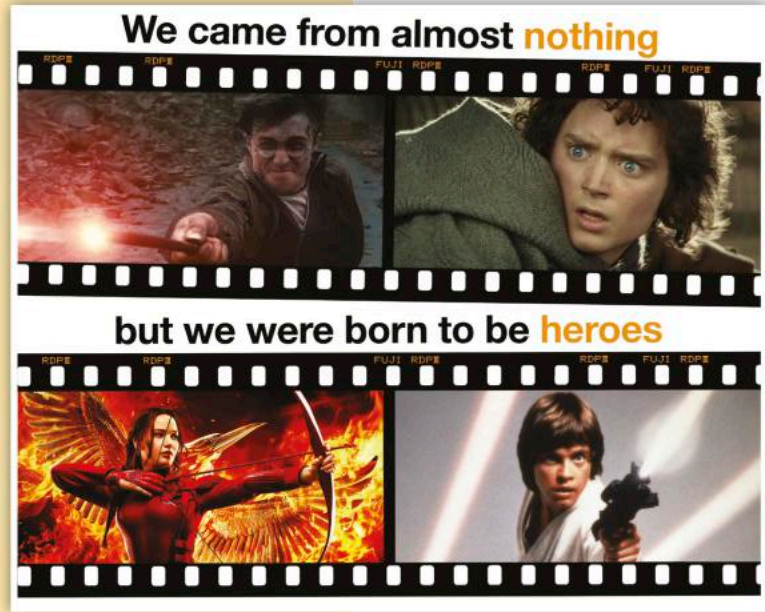
As a class, make a list of fairy stories, fables and folk tales that you know and classify the stories according to these five themes.

Note the stories that do not follow these conventions. Analyse why these stories are unconventional.

### The convention of the hero

Another **convention** of the quest is the hero who goes on a search. These people frequently share similar characteristics. For instance, they are often loners or outsiders. Sometimes they are young and frequently they are orphans. At the beginning of the story they are often powerless or lack knowledge.

Look at this visual of four young heroes in Hollywood movies and discuss the similarities in situation and character between these popular heroes from modern-day quests. Alternatively, you may wish to use heroes from other cultures as examples. Copy the chart below and then fill in your answers.



	Personal situation	Character and characteristics	Background to the story	Their quest
Harry Potter				
Frodo Baggins				
Katniss Everdeen				
Luke Skywalker				
Other (Name)				

### Other conventions: character types

Another **convention** of the story is the **list of characters**. We can often find the same character types, (villain, rival friend, mentor/teacher, beloved, companions) in many stories.

Think of two well-known stories from different cultures and identify the different elements of the story. Copy and complete the chart below.

	Story A	Story B
Storyteller		
Hero		
Best friend/companion		
Enemy/villain		
Teacher/wise person		
Other characters		



## Formative reading skills: Predicting conventions

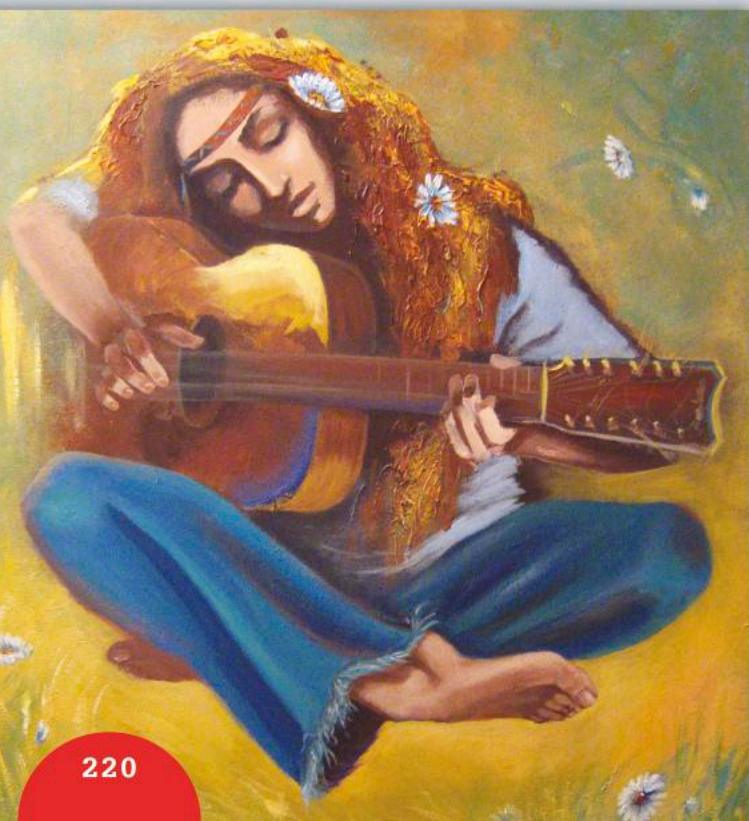
### Predicting the plot

"The Guitar Player" is a modern variation on the quest story. Two characters are interested in the same person. This guitar player in the title, is the object of the quest. However, the story has a twist – a surprise ending. Before reading the story: What do you think might happen? Use your imagination to brainstorm possible endings. Share your ideas in class.

Now read the story with your teacher and find out which of your predictions is closest to the actual ending of the story.

## The Guitar Player

- A woman played on her guitar and it so happened that someone passing by listened and fell in love with her. "Is it my music you love," inquired the woman, "or me?" The music continued, water from a fountain rose into the air and fell away.
- 5 The listener thought hard and finally said, "I don't know. What is the right answer?"
- "Shan't tell you," replied the woman, "but that's not it," and she went on playing.
- 10 Soon another passer-by happened to see her and also fell in love. "Is it me you love," inquired the woman, "or my guitar?" The second passer-by stared at the guitar, smiled at the woman and at last ventured to say, "Well, I don't know. It's a beautiful instrument. What is the right answer?"
- 15 But she just said that that wasn't it, and went on playing.
- The two passers-by were greatly perplexed. All night long the guitar music ran through their heads, and when they returned the next day it was perfectly obvious that they had prepared their speeches.
- 20 "I would love you," declared the first, "even if you could not play a note of the music."
- "And I would love you," swore the second,
- 25 "even if you did not own a guitar."
- "You don't understand," replied the woman. "I am a musician. Which [part of] me do you love, if you do not care about my music at all?"
- "Oh," they said. "Did we give you the wrong answer?"
- 30 "Yes," replied the woman.
- "Well, what is the right answer?"
- "You must love me altogether; just as I am, all my gifts, all my possessions, everything I've been and ever shall be from now on."
- 35 "But that's impossible!" they cried out together.
- "Yes," agreed the woman and chose a sad little tune to suit the occasion.



Suniti Namjoshi

## Formative reading skills: Explicit and implicit meaning and conventions

### Short-answer questions

Answer the following questions. Write your answers on a separate sheet of paper.

1. What attracted the first passer-by to the guitar player?
2. What question did the guitar player ask the first passer-by?
3. What attracted the second passer-by to the guitar player?
4. What question did the guitar player ask the second passer-by?
5. What answer did both passers-by give?
6. Why did the guitar player say she was rejecting both passers-by on the second day?
7. What is the guitar player looking for?
8. Suggest a possible meaning for the phrase, “(she) chose a sad little tune to suit the occasion”?

### Multiple-choice questions

Choose the correct answer from A, B, C or D. Record your answers on a separate sheet of paper.

9. The **plot** of “The Guitar Player” is a quest for:  
A. beauty  
B. love  
C. music  
D. money.
10. Stories often deal with some **conflict**. The conflict in “The Guitar Player” is the conflict between:  
A. the two passers-by  
B. the passers-by and the guitar player  
C. the passers-by and the society in which they live  
D. the passers-by and nature.
11. What is the main **theme** of the story?  
A. It is important to know what a person likes.  
B. Love is more important than music.  
C. Music is more important than love.  
D. It is important to know what a person is like.
12. The **storyteller** writes from:  
A. a first-person point of view  
B. a second-person point of view  
C. a third-person point of view  
D. a very biased point of view.
13. The conflict is **resolved** when:  
A. the guitar player keeps her independence  
B. the guitar player shows a preference for one of the passers-by  
C. the passers-by resolve their conflict  
D. one of the passers-by falls in love with the guitar player.

### ATL Creative thinking skills

Working in pairs, answer these questions.

1. In what ways does the storyteller of “The Guitar Player” use the conventions of a typical quest story?
2. In what ways is the plot different from a typical quest?



## Related concept: Word choice

Storytellers make choices about what they are going to describe and how to describe it in order to create particular effects for the reader or audience. Simply stated, word choice involves thinking about which words you are going to use and why you are using them.

### Formative writing skills: Choosing your words

There are many important elements to storytelling. One of the most important is word choice. Storytellers who use specific and colourful words in their writing can grab the reader's attention and make their stories more interesting too.

#### Choose strong verbs

Action verbs are very important in the narrative of a story. They communicate action. However, do not rely on common verbs such as "go" or "put" or "say". Choose verbs that show *what* happened and *how* it happened.

For example, in the sentence "She ran to the castle", the reader knows that "she" was running.

Use a thesaurus to find other words and expand your vocabulary. Other words for "ran" include "sprinted", "darted" and "hurried". There are many more choices too.

#### Choose a variety of adjectives

Adjectives are essential to storytelling. Adjectives help the writer to describe people and places. It is easy to use the same adjectives over and over again. For example, examine this sentence: "The big dog was scary." You could replace "big" with "huge", "enormous", "immense" or "colossal". "Scary" could be replaced with "frightening", "terrifying" or "horrifying".

To practise choosing better adjectives, identify the adjectives that you use too much. Then, using a thesaurus, find other adjectives that have a similar but more specific meaning. For example, if you often use the word "good", replace it with another adjective such as "splendid", "excellent", "wonderful" or "valuable".

#### Choose a variety of nouns

Storytellers use the same technique of varying their choice of words for nouns too.

They try to be as precise as possible, but will vary their use of nouns and phrases by finding other words that mean the same thing.

Often, these are pronouns such as "they", "them", "she", "he", "it". Instead of relying on these pronouns, we can easily replace them by using:

- the person's name
- a noun to describe the person's job or position: "the musician", "the elder sister", "the doctor"
- a phrase to describe what the person or thing is doing: "the waiting train", "the frightened bird", "the howling baby".

#### Choose the correct words for your audience

Storytellers must also think about their audience. What is going to be the relationship between the writer and the reader? Only then can storytellers decide which words to use. Their choice might be:

- A. formal language
- B. informal language
- C. technical language
- D. poetic language
- E. a combination of any of these.

#### Practice

Now practise using a wider word choice in the exercise on the next page.

## Formative writing skills: Using word choice creatively

Here is a summary of the story “The Goose that Laid the Golden Eggs”.

*“A man discovers his goose lays golden eggs. He gets really rich selling the golden eggs. But he wants all the eggs quickly and so kills the goose to get them.”*

Rewrite the story for a teenage audience by using more interesting and descriptive words.

## Formative listening and speaking skills: Drama

### Create your own version of “The Guitar Player”

Choose one scene from the story “The Guitar Player” and create a drama script for it.

- Make a set of notes on cue cards that you can use to act out the scene.
- Decide which characters will take part in the scene and what will happen. Now work out what the characters will say to each other.
- Once you have your initial ideas, think about your **word choice**. How can you make your language more colourful and entertaining for your audience?
- Think about how the characters will talk to each other.

## Formative writing skills: Storytelling

Now write your own version of “The Guitar Player”. You could retell your story from a different point of view. For example, you could:

- a. put the story in a modern setting
- b. reverse the genders of the characters
- c. tell the story from the guitar player’s point of view

Write between 200 and 250 words. Remember to choose your vocabulary carefully and creatively when narrating your story.





**Planning and scaffolding**

Copy the table below and use it to think about the conventions of your story.

	Your version of "The Guitar Player"
Who will be the storyteller?	
Will it be a first-person or third-person narrative?	
Will your story be a quest or some other kind of plot?	
Which characters will be in the story?	
What is the conflict?	
What will be the climax to the narrative?	
What is the resolution of the conflict?	
How will the story end?	
What will be the moral of the story?	

**Planning and scaffolding**

**Choosing your words**

When you have written a first draft of your story, read it again.

See if you can find more interesting and varied words.

Consider the adjectives, verbs and nouns you have used to tell your story.

Replace all the words where there are better choices.

## Reflections on Inquiry 3: How does a writer's word choice influence the telling of a story?

Having examined this section, what is your answer to the question?

# Reflection: Listening skills and debatable questions

Conceptual question

## Reflection: The quest

### What do we know so far?

In this chapter you have looked into the topic of the quest. As a class, make a list of the most important ideas you have learned so far in your investigations.

At this stage, are there any points you don't understand?

Make a list of your questions and discuss them with your teacher.

## Suggested texts for this section

Here are some videos of fictional and real-life quests. Choose one and then answer the questions below.

**A. An Afghan boy looks for a new life in the UK**

<https://www.youtube.com/watch?v=mx1XZoPgNIU>

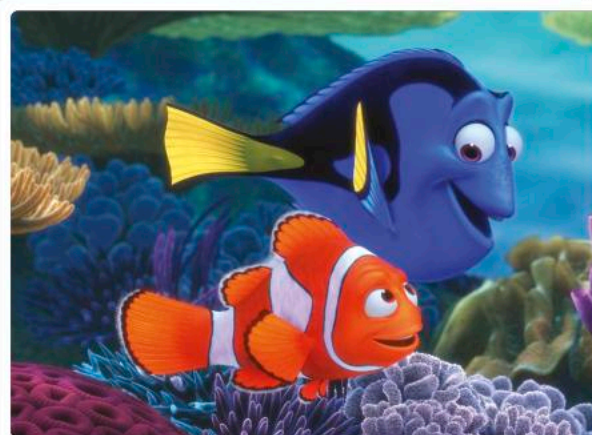
**B. The trailer for *Finding Nemo***

<https://www.youtube.com/watch?v=wZdpNgILbt8>

**C. The trailer for *Onward***

<https://www.youtube.com/watch?v=A5Z7QsRGxGo>

Alternatively, watch a video of a narrative quest of your choosing. Respond to the tasks and answer the questions in the appropriate manner. Write your answers on a separate sheet of paper.



## Before you watch

### Focusing activity

Read through the exercises on pages 228 and 229 to make sure you know what to look and listen for. You may need to watch the material several times and discuss possible answers in class after each viewing and listening.



## Formative listening skills: Explicit and implicit information, conventions and connections

Choose one of the short narrative videos listed on the previous page. Respond to the tasks and answer the questions in the appropriate manner.

1. This audio-visual stimulus seems to be related to which of these MYP global contexts? Justify your answer with information from the video.
  - A. Identities and relationships
  - B. Orientation in space and time
  - C. Personal and cultural expression
  - D. Scientific and technical innovation
  - E. Globalization and sustainability
  - F. Fairness and development
2. Summarize the main points of the stimulus. You may find it useful to copy and complete the table below, adding extra supporting points if necessary. You will need the answers to these questions to help you complete the planning and scaffolding of the oral and interactive skills exercise.

	The story you watched
What is the title?	
Who is the storyteller?	
Is it a first-person or third-person narrative?	
Where does the narrative begin?	
What is the conflict?	
What is the climax to the quest?	
How does the quest end?	
What is the message of the story?	

### Multiple-choice questions

3. What was the format of the audio-visual stimulus?
  - A. Presentation
  - B. Conversation/discussion/interview
  - C. Debate
  - D. Story
4. The purpose of the audio-visual stimulus was to:
  - A. narrate a story
  - B. describe a situation
  - C. explain a problem
  - D. argue a point of view
  - E. give instructions/guidelines.
5. The point of view in the audio-visual stimulus is:
  - A. balanced
  - B. one-sided.
6. How much did the audio-visual stimulus use graphics?
  - A. A lot
  - B. Quite a lot
  - C. Once or twice
  - D. Never
7. Which techniques are used in the audio-visual stimulus?
  - A. Voiceover
  - B. Special lighting techniques
  - C. Music and sound effects
  - D. Special visual effects
  - E. All of the above



## Formative interactive oral: Retell the story as a drama

The purpose of this drama is to show an understanding of the story and the elements of storytelling shown in the video you have watched.

### Planning and scaffolding

Make sure you have an overview of your quest story by creating a table like the one below and completing it.

1. Give the reason to search for the important object.
2. Describe the characters as they set off.
3. Describe the journey.
4. Narrate any problems found along the way.
5. Narrate the finding of the object.
6. Narrate the fight or argument at the end.
7. Finish with a moral.

Decide which scene(s) to dramatize. Choose from the following list of moments in the plot structure.

The reason to search for the important object

Setting off

The journey

Problems along the way

The finding of the object

The final fight or argument

The ending and the moral.

Now make some more decisions.

- Decide which characters will take part in the scene and what will happen.
- Work out what the characters will say to each other.

ATL

### Creative thinking skills

This task is a major opportunity to show that you can use your creative thinking skills to collaborate on a complex set of ideas and create and communicate many of the ideas in this chapter.

## Formative writing skills: Storytelling

Rewrite one or two scenes of the video you have watched.

Alternatively, use your creative skills to write your own quest story.

The narrative will contain a seeker, a quest and at least two other characters. The storyline should contain a conflict with a clear beginning, an inciting incident, middle with a climax and end with a resolution.

Now write out your basic story in note form.

Once you have decided what you want to write, think about your **word choice**. Use language that will bring the scene to life and engage your audience.

Your final draft should be 200 to 250 words in length.

## Reflection: Debatable questions on topics and concepts

These debatable questions will allow you to evaluate some of the big ideas you have examined in this chapter about the topic of **The quest** and the global concept of **Orientation in time and space**.

They will also allow you to develop your own ideas about the concepts you have explored: **Communication**, **Function** and **Word choice**.

You may wish to discuss these questions in small groups and afterwards share your conclusions with your class.

### The Quest

1. Is the topic of **The quest** related to the global concept of **Orientation in time and space**?
2. Is the study of **The quest** a useful way of learning about the functions used in storytelling?

### Communication, Function and Word choice

3. Does our **word choice** influence the stories we **communicate**?
4. Are any **functions** essential to the **communication** of stories, such as quests and fables?



## Summative assessments: Orientation in time and space

### Statement of inquiry

#### Statement of inquiry

One of the **functions** of storytelling is to **communicate** a sense of time and space and this can be achieved through **word choice**.

In these summative assessments you will be assessed on your use of the four communication skills you have developed in this chapter: Listening, Reading, Speaking and Writing. In each assessment, you will also have an opportunity to show your understanding of the topic for this chapter, **Quests**.

- The Listening assessment requires you to respond to a video. It assesses your understanding of explicit and implicit information, and the conventions and connections in the text.
- The Reading assessment requires you to respond to a multimodal text. It assesses your understanding of explicit and implicit information, and the conventions and connections in the text.
- The Speaking assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 1: Does the function of a quest story depend on what the writer wants to communicate?**
- The Writing assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 2: Is the way we communicate a story affected by our word choice?**

### Summative assessment A: Listening

#### Assessment criterion A: Listening

At the end of the capable level, you will be able to:

- identify explicit and implicit information (facts, opinions, messages and supporting details)
- analyse conventions
- analyse connections.

*Watch and listen to the following text and then answer the questions.*

#### Listening activities: notes on marking

The listening recordings are short. Each recording is assessed using two activities which are made up of eight questions in total.

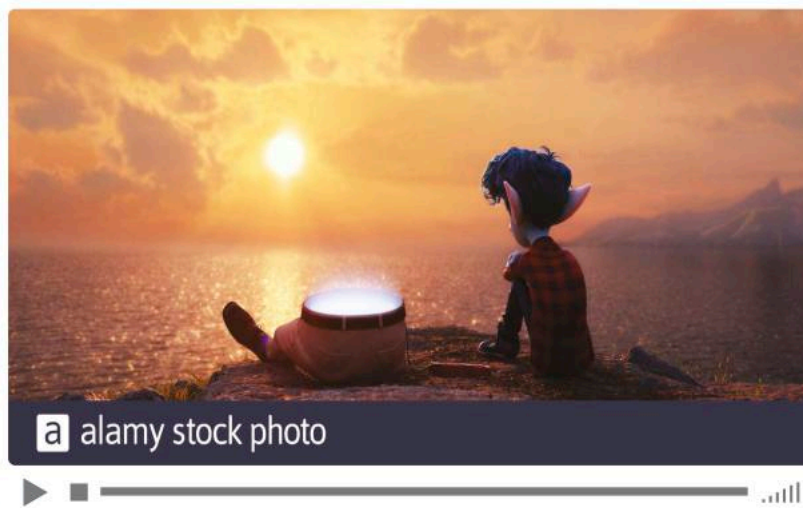
1. In an MYP summative assessment, grade using the Grading criteria given on the left.
2. If using this assessment for MYP eAssessment practice (MYP 5 only): 16 marks is the maximum score for the listening component of the MYP eAssessment. Award 2 marks for each correct answer. This mark scheme gives the Listening section the same weighting as the equivalent reading, speaking and writing assessments in the eAssessment.

## Onward

<https://www.youtube.com/watch?v=A5Z7QsRGxGo>



**Search words:** onward  
trailer november  
disney



a alamy stock photo

Answer these questions.

1. What is the content of the video?
  - A. A short version of a quest story.
  - B. A trailer for a film about a quest.
  - C. A review of a film about a quest.
2. What does the narrator do during the video?
  - A. Tells the viewers what to expect from the film.
  - B. Describes the journey that the seekers will take.
  - C. Explains where the audience can see the film.
3. What is the purpose of the final written instruction: "Make some magic"?
  - A. To make the viewers think they are taking part in the quest.
  - B. To help the viewers understand the plot and the characters.
  - C. To teach the viewers how to take part in a quest.

## Additional Listening practice for Summative assessments

Click on the icon below for further listening practice on the topic for this chapter.



Here you will find both an additional video and an additional Summative listening assessment.

Tick **one** option for each of the following statements.

Who says ... ?	The voiceover	The older brother	The younger brother
4. "Long ago the world was full of wonder."			
5. "Dad was a wizard."			
6. "We are going on a quest."			
7. "The expressway is faster."			
8. "This place may be booby-trapped."			



## Summative assessment B: Reading

### Assessment criterion B: Reading

At the end of the capable level, you will be able to:

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections.

Read the following text and answer the questions.

### Video Gaming: Quests

A quest, or mission, is a task in video gaming.

Player-controlled characters or groups of characters complete the quest in order to gain a reward. Rewards may include an increase in the characters' experience in order to learn new skills and abilities, treasure such as gold coins, access to new locations or territory or any combination of the above.

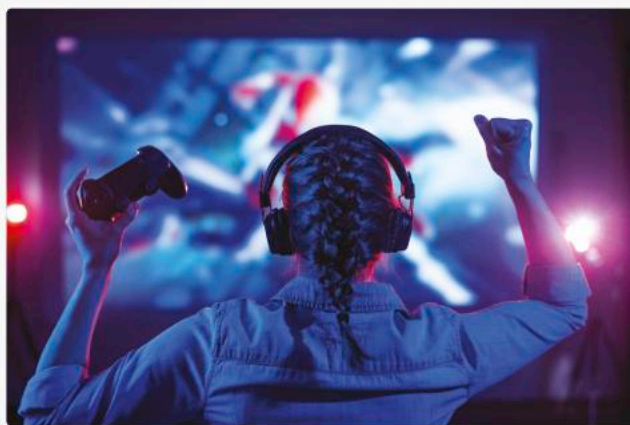
In the most general sense, a quest is a hunt for a specific outcome, in contrast to simply winning the game. Typical quests involve several tasks: defeating a number of creatures or opponents; overcoming a series of difficulties; collecting a list of specific items.

#### Types of quest

Quests are typically grouped into one of four categories: kill quests, gather quests, delivery quests and escort quests.

[-1-] This quest sends the character out to hunt down a specific number of creatures, or characters. These types of quest require the character to bring back trophies such as body parts (boar tusks, wolf pelts, even severed heads).

[-2-] These quests also require a character to collect a number of items. Players can either obtain these from different locations or they have to defeat or outsmart various foes in order to collect everything they



need. The quest may also require the character to collect a number of different components to assemble a device.

[-3-] Another type of quest is the "fetch-carry" journey. This involves the character being sent to take an item from one place to another. Sometimes the character may need to collect the item first before starting the quest. These quests are made challenging by asking the character to travel through unfamiliar or dangerous territory, sometimes facing a time limit.

[-4-] These quests require the character to maintain the well-being of a traveller with an important mission. A typical quest of this kind will involve protecting this second character as he or she moves through a monster-infested area and slaying multiple monsters to ensure the safety of the traveller and the success of the mission.

## Hybrids

Elements from the above types of quest can be combined to make more complex quests. For example, a quest could require that the player

find the parts needed to assemble a specific weapon (gather quest) and then use it to defeat a specific enemy (battle quest). Hybrid quests may also include puzzles and riddles.

*Choose the correct answers.*

1. The main function of the text is to:
  - A. narrate the story of a video game quest
  - B. describe the characters in a video game quest
  - C. explain the different types of video game quest
  - D. instruct readers how to play video game quests.
2. The main function of a video game quest is to:
  - A. gain a reward
  - B. kill monsters
  - C. find new places
  - D. defeat enemies.
3. The image illustrating the text portrays a player:
  - A. working with a partner during a video game
  - B. looking at the title screen of a video game
  - C. choosing a character to play in a video game
  - D. taking part in a quest during a video game.
4. In a hybrid quest the players:
  - A. seek an answer to a puzzle
  - B. have to defeat an enemy
  - C. find the parts of a weapon
  - D. complete more than one task.

*Choose an appropriate heading from the list below to complete each gap in the text.*

5. [ -1- ]
6. [ -2- ]
7. [ -3- ]
8. [ -4- ]
 

A. Delivery quest	D. Escort quest
B. Fortune quest	E. Love quest
C. Gather quest	F. Kill quest



What do the following words mean in the text? Choose the appropriate words from the list on the right.

- |                                 |                      |
|---------------------------------|----------------------|
| <b>9.</b> trophies (line 24)    | <b>A.</b> tools      |
|                                 | <b>B.</b> enemies    |
| <b>10.</b> locations (line 30)  | <b>C.</b> victories  |
|                                 | <b>D.</b> prizes     |
| <b>11.</b> foes (line 31)       | <b>E.</b> places     |
|                                 | <b>F.</b> viewpoints |
| <b>12.</b> components (line 34) | <b>G.</b> parts      |
|                                 | <b>H.</b> donors     |

Read lines 10 to 62. Complete the gaps using a word from the text.

One common feature of a quest is a journey through

- 13.** \_\_\_\_\_ territory in order to find something valuable. Certain quests require one character to accompany a **14.** \_\_\_\_\_ on a dangerous journey. The player has to protect the person by killing the **15.** \_\_\_\_\_ that live there. Sometimes, the character must search for a number of items which when assembled create a powerful new **16.** \_\_\_\_\_ .

## Summative assessment C: Speaking

Examine **one** of the images. Explain how it relates to the topic of Quests.

Present the contents of the image to your teacher.

After your presentation, use the image to discuss this debatable question.

**Debatable question 1: Does the function of a quest story depend on what the writer wants to communicate?**

You should speak for 3 to 4 minutes.

### Assessment criterion C: Speaking

At the end of the capable level, you will be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. communicate all the required information clearly and effectively.

**Image A**



The quest for adventure

**Image B**



A quest for success



## Summative assessment D: Writing

### Assessment criterion D: Writing

At the end of the capable level, you will be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
- iv. communicate all the required information with a clear sense of audience and purpose to suit the context.

*Consider this debatable question and then complete the task.*

**Debatable question 2: Is the way we communicate a story affected by our word choice?**

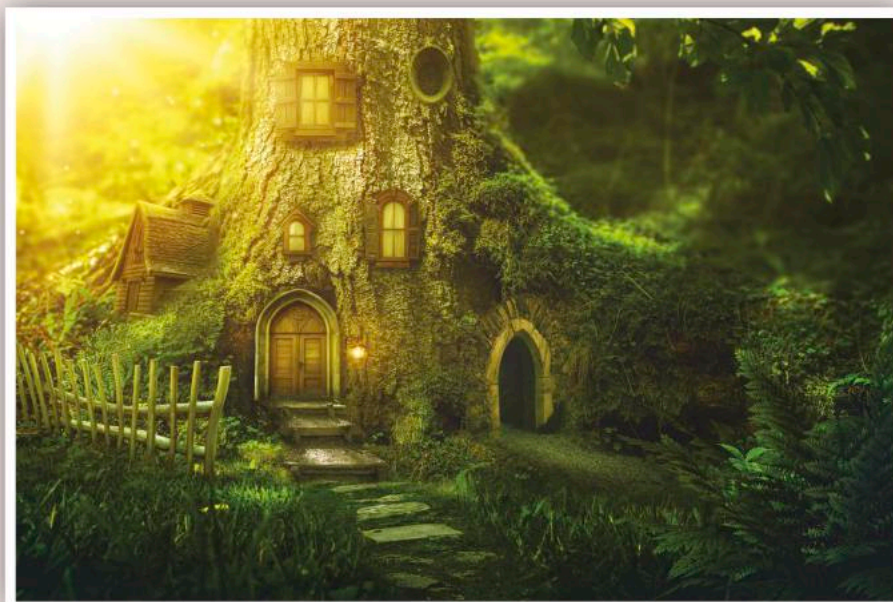
### A note to storytellers

- What are the important functions of a quest story?
- What are the best words to communicate your quest story?

*Study the image created by an instructor to help storytellers to create a quest story.*

*Use the image to write one or two scenes from your story. Pay special attention to the instructions in the visual.*

*Write between 200 and 250 words.*



## Going beyond the chapter

In this chapter you have learned that in order to communicate an effective story, writers need to understand the function of a story and choose their words carefully. You have done this by exploring quests. Now make use of the information you have learned and the communication skills you have developed in this chapter for practical purposes beyond the classroom.

### Take action! Some suggestions ...

#### Short play

Use the drama skills you have developed in this chapter to write and produce a short performance about the personal quest of someone you personally admire. You may want to concentrate on two or three key scenes in that person's quest.

Research the lives of one or two people who have to make a choice either to stay behind or follow their heart. Such people often have to embark on a difficult or risky journey, or undertake a difficult task. You could link this activity to someone you have learned about in *Individuals and Societies* or another subject.

Alternatively, find out about a member of your family, or one of your circle of friends or neighbours who has gone on some form of quest. That person may have undertaken a difficult journey such as emigrating from one country to another.

Alternatively, the quest may have been more personal, such as a love story.

You could delve deeper into the character of this person by exploring their motivations and actions, or the context in which the action takes place.

Consider the function of your text and the role that word choice plays in communicating your message.

Once you are ready, create your dialogue, rehearse and then act out your drama. You can record the final performance and show it to an invited audience.





## Service learning

Speak to your MYP coordinator or Action and Service coordinator to find out your school's expectations for action and service in your particular grade/year.

The ideas below relate directly to the following service learning outcomes:

- undertake challenges that develop new skills
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding.

*Read the following text and answer the questions.*

## Ideas for service

Drama can be a very powerful tool to help others visualize and experience an important topic that you want to publicize. Drama can capture an audience's attention and can be more effective and more direct than creating a poster or delivering a speech about a topic.

You could use your drama skills and understanding of the topic of quests to write and present a drama on one of the following issues that relate to this theme:

- refugees
- migrant workers
- a quest for justice
- a quest for equality (human rights, gender issues, access to education).

Alternatively, you may want to dramatize a related topic of your own choosing.

You could use a drama to inspire others to join your service activity or to support a specific initiative in which one group seeks to help another.

Create a drama showing how someone accepted a challenge to make a difference. You could ask to perform your drama piece in a school assembly or as part of a fundraising or awareness creation event.



### **If you enjoyed this chapter here are some texts for further reading**

- Ibi Zoboi, *American Street*
- Jasmine Warga, *Other Words for Home*
- Hafzah Faizal, *We Hunt The Flame*
- Yassmin Abdel-Magied, *You Must Be Layla*
- C.S. Lewis, *The Lion, the Witch and the Wardrobe*
- Rodman Philbrick, *Freak the Mighty*
- Rodman Philbrick, *Max the Mighty*
- Rick Riordan, *The Percy Jackson* series
- “Star Wars” books
- J.R.R. Tolkien, *The Hobbit*

#### **ATL**

### **Research and thinking skills**

At the end of any learning experience always ask yourself these questions.

- What lessons have I learned from this chapter?
- What concepts don't I yet understand about this topic?
- What questions do I still have about this topic?
- Where can I find answers to these questions?



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## Notes







Developed directly with the IB to be fully integrated with the revised MYP framework for first teaching 2020, this comprehensive, inquiry led and concept based resource equips learners to acquire and practise essential language skills while developing wider conceptual and contextual awareness.

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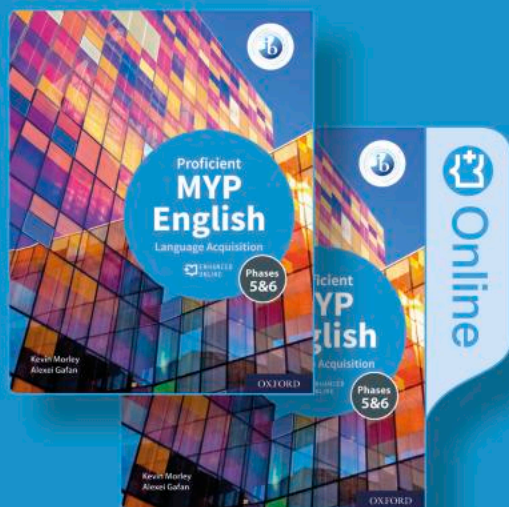
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