



Proficient **MYP** **English**

Language Acquisition

 ENHANCED
ONLINE

**Phases
5&6**

Kevin Morley
Alexei Gafan

OXFORD



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Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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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 Proficient (Phases 5 & 6) 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 and at the Proficient level, in the reading and understanding of literary 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 Proficient level (Phases 5 & 6), 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 practise 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
Chapter 1 Identities and relationships: Happiness and fulfillment	Texts about identities often share common themes, but writers use their creativity to give their texts different purposes .	Creative thinking skills	Creativity What creative techniques have the writers used to discuss the topic, "What makes teenagers happy?"
Chapter 2: Orientation in time and space: Migrations	It often easier to empathize with people from other cultures , times and places when we understand the context in which they have lived.	Critical thinking skills	Culture What happens when you take children away from their own culture ?
Chapter 3: Personal and cultural expression: Bilingualism and multilingualism	Individuals and cultures create their own idioms in order to communicate in their own voice .	Communication skills	Communication Where and when do I communicate in my different languages?
Chapter 4: Fairness and development: Human rights	Our ability to express our ideas about fairness is connected to the stylistic choices we make and arguments we present.	Research skills	Connections What are the connections between children's rights and human rights?
Chapter 5: Scientific and technical innovation: Life on Mars	Writer's use their creativity and biases to influence people's points of view about innovation.	Social skills	Creativity What is the connection between space exploration and human creativity ?
Chapter 6: Globalisation and sustainability - Global citizenship	In a world with diverse audiences and cultures , we need to infer received ideas in order to create shared understandings.	Self-management skills	Culture (Conceptual) What is the culture of global citizenship?

Focus on Communication skills: <ul style="list-style-type: none"> • Listening • Speaking • Writing 	Inquiry 2: <ul style="list-style-type: none"> • Related concept 1 • Factual or Conceptual question 	Synthesis: <ul style="list-style-type: none"> • Key concept and related concept 1 	Inquiry 3: <ul style="list-style-type: none"> • Related concept 2 • Conceptual question
Listening and speaking: Role-play Writing: Explaining cause and effect	Purpose (Factual) What is the purpose of Howard Gardner's Theory of multiple intelligences?	Creativity and Purpose	Theme How important is the theme of Happiness to teenagers?
Listening and speaking: Interviewing Writing: Opinion pieces	Context (Factual) What was the historical context for the children's migration across Western Australia?	Culture and context	Empathy Why do we feel empathy for the narrator of <i>The House on Mango Street</i> and people like her?
Listening and speaking: Presentations Writing: Magazine articles	Idiom (Conceptual) Do we use different idioms when we communicate in different languages?	Communication and Idiom	Voice How can different voices communicate messages about learning English in different ways?
Listening and speaking: Speeches Writing: Formal correspondence	Stylistic choices (Factual) What stylistic choices can we make to communicate ideas about human rights?	Connections and Stylistic choices	Argument How do well-organized arguments help us to persuade our audiences?
Listening and speaking: Discussions and debates	Point of view (Conceptual) How does the point of view of the writer influence our thoughts about space travel?	Creativity and Conventions	Bias How can we detect bias in a text?
Listening and speaking: Negotiations Writing: Essays	Audience (Conceptual) How can we make audiences aware of the topic of global citizenship?	Culture and Audience	Inference How can inference improve our understanding of an inter-cultural text?

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 practise 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.

Happiness and fulfillment

Concepts

Global context: Identities and relationships

Who am I? Who are we?

In this chapter, we will explore the theme of identities and the things we aim for in life.

Key concept: Creativity

Creativity is the process of generating new ideas and points of view. In this chapter we shall look at some creative suggestions for achieving happiness and measuring intelligences. However, creativity also includes the ability to evaluate ideas: to see their strengths and weaknesses. Therefore, we will also need to make judgments about the ideas we encounter and come to conclusions about them.

Related concept: Purpose

The **purpose** for communicating can be, for example, to entertain, to recount, to socialize, to inquire, to inform, to persuade, to explain or to instruct.

Related concept: Theme

Theme refers to the main subject or idea that is conveyed in a text. For example, the themes of this chapter are Happiness and Fulfillment.



Ans

Statement of inquiry

Texts about identities often share common themes, but writers use their creativity to give their texts different purposes.

Unit plan

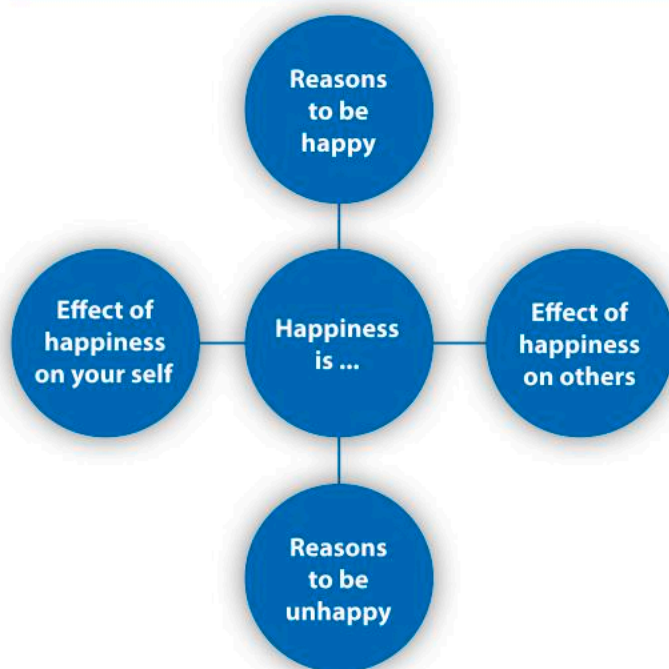
- ATL focus: Creative thinking skills
- Inquiry 1: What **creative** skills have the writers used to discuss the topic "What makes teenagers happy?"
- Focus on communication skills: Role-plays and explaining cause and effect
- Inquiry 2: What is the **purpose** of Howard Gardner's theory of multiple intelligences?
- Synthesis: Key and related concepts – **Creativity** and **Purpose**
- Inquiry 3: How important is the **theme** of Happiness to teenagers?
- Reflection: Listening skills and debatable questions
- Summative assessments: Listening, Speaking, Reading and Writing
- Theory to practice: Action and service

Inquiry 1: What **creative** skills have the writers used to discuss the topic “What makes teenagers happy?”

Factual question

Formative speaking and listening skills: Analysing conventions and connections

Before you start on this chapter, think about what you already know and believe about the topic of happiness. Look at this picture of a group of happy teenagers. Discuss the diagram and make a list of answers to the six questions below.



ATL Creative thinking skills

Creative thinking involves creating your own original ideas and texts. Work with a partner and use your creative thinking skills to answer these questions.

1. What are the things that make you happy?
2. By contrast, what are the things that make you unhappy?
3. What effect does being happy have on you?
4. What effect does you being happy have on others?
5. What is happiness?
6. Does happiness mean the same thing to everyone?

Give reasons for your answers and share them with your class.

Formative reading skills: Understanding implicit information

You are going to read an article containing 15 pieces of advice for teenagers on how to lead a happy life. As you read the article with a partner, rate the pieces of advice on a scale of “Excellent” to “Useless”. Record your answers on a separate sheet of paper.

	Excellent	Good	OK	Poor	Useless
Smile					
Dress up					
Pursue your interests					
Listen to music you love					
Always do your best					
Be open and honest					
Give compliments					
Do something					
Don't dwell on the past too much					
Make a list of things that make you happy					
Splurge/spend money					
Always be the best person you can be					
Look for the child inside yourself					
Remember all the people worse off than you					
Don't make yourself unhappy					



15 Tips for Teens to Lead Happier Lives

by Vanessa Van Petten

Kelsey is a crazy 17-year-old from Franklin, TN. She loves writing, acting, and hanging out with friends. Her favourite subject is English and she hopes to teach it herself when she gets older.

In this crazy, mixed-up world of teenage drama and angst, sometimes it seems like happiness is just a dream. But, contrary to popular belief, teens can be happy if we work at it.

Follow these steps, and you'll find yourself headed in that very direction.

Smile. This is the number one rule for a reason. People who smile can find reasons to be happy. It takes far fewer muscles to smile than to frown; why waste your energy feeling pessimistic? Give in to laughter, give in to smiling, and give in to happiness.

Dress up. Once a week, wear something a little bit nicer than usual.

Pursue your interests. If it's something that makes you happy, don't let stereotypes keep you from attaining happiness. Some people feel they must forever stick to their habits. But that's not true! If you're a football player and you find you actually enjoy theatre, go for it. Audition for the school play, get your friends to come and support you.

Listen to music you love. Sing along to it whether you have a great voice or are tone-deaf.

Strive to excel. There is no better feeling than working as hard as you possibly can and seeing the results of your efforts. Think always to yourself, "How can I be better?" and then work to make that happen.

Be open and honest. If someone hurts you, either forget about it or tell them what they've done – and then forget about it. When you love someone, tell them. When someone makes you happy, tell them.

Give compliments, even to the people that aren't your greatest friends.

Do something. Don't sit around the house feeling bad about things. Take action. Get out of the house; go on a walk, go next door to visit a friend.

Don't dwell on the past. Concentrate on what can be done now, in the present time and place. There's no pleasure in thinking about what might have been.

Make a list of things that make you happy. Make a list of all the good things in life. Make a list of good people. Make a list of beautiful sights or sounds. Make a list of anything uplifting.

Splurge. Pick one affordable thing you want to buy and which will end up making you terribly, terribly happy because it's just that great, and splurge! But don't overdo it, don't put yourself into debt and don't clog your arteries until they explode.

Always be the best person you can be. Don't lie, don't cheat, don't gossip, don't do anything that could bring someone else down. That's selfish and that's mean and that's totally not worth the pain that will come around later to you for it.

Look for the child inside yourself. Draw with sidewalk chalk, colour in colouring books, do something that takes you back to simpler days. It will remind you to look for joy in the little things.

Remember people worse off than you. You got a C on that Chemistry test? Well, someone else failed it. You broke your leg? Someone else doesn't have a leg. See? Remember that you have a LOT compared to someone else.

Don't make yourself unhappy. Get over your pride. Get rid of that little gnawing feeling inside you that refuses to be happy. Some people actually enjoy being miserable, whether they enjoy the attention it brings or otherwise. Don't be one of these people, because then you'll stand in your own way of happiness.



Formative reading skills: Analysing connections and conventions

Multiple-choice questions

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

Find evidence in the text to justify each of your answers.

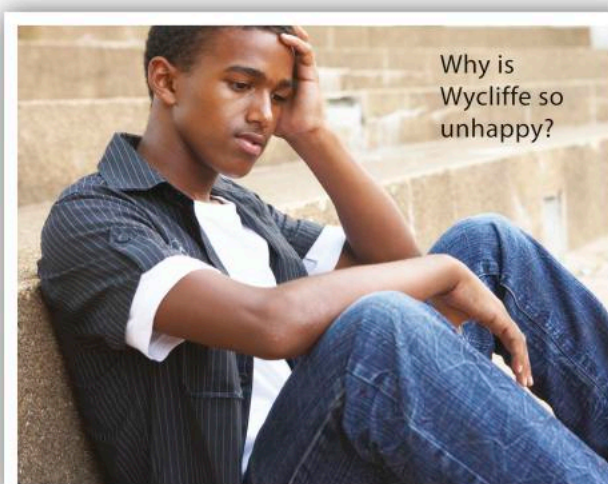
1. The article is:
 - A. a newspaper report
 - B. an advertisement
 - C. a brochure
 - D. a set of guidelines.
2. The main purpose of the text is to:
 - A. narrate a story
 - B. advise the readers
 - C. describe happiness
 - D. explain how the mind works.
3. The main point (thesis) of the text is that:
 - A. teenagers need help from friends to be happy
 - B. teenagers are unhappy most of the time
4. The main audience for the text is:
 - A. parents
 - B. young people
 - C. teachers
 - D. counsellors and advisers.
5. The writer of the text is:
 - A. an adult
 - B. a counsellor
 - C. another teenager
 - D. a professional journalist.

Formative speaking skills: Analysing a multimodal text

Wycliffe and friends

First, look at this multimodal text of Wycliffe, a student who is feeling unhappy. What kind of problems might he have? What is causing him to be unhappy? What could you do to help Wycliffe?

Copy the charts on the following page and use them to organize your thoughts.



Why is Wycliffe so unhappy?

Key concept: Creativity

Creativity involves creating new ideas and finding new ways to express them.

Look at the text “15 tips for teens to lead happier lives”.

With a partner, discuss which of these creative thinking skills the writer may have used to create the text:

- using existing knowledge to produce new ideas
- using existing ideas in new ways
- brainstorming to generate new ideas
- considering new or alternative points of view
- creating new solutions to old problems
- making unexpected connections between objects and/or ideas
- asking “what if?” questions
- making guesses.

There are no right answers to this exercise but you can make inferences from the text to justify your ideas.

Cue card: Wycliffe	
Wycliffe's problems	Reasons for/causes of the problems

Cue card: Wycliffe's friends		
Advice: What can make Wycliffe happy?	Reason: Why does this advice work?	Effect: What will happen to Wycliffe if he takes the advice?

When you have prepared your ideas, share them in class to see how you can help Wycliffe.

ATL Creative thinking skills

A multimodal text is a text in which the meaning and message are presented in multiple ways. For example, a multimodal text might use written and visual text (such as in a cartoon, website, TV programme, graphic novel, advertisement, poster, music video or magazine).

To design a multimodal visual an artist uses creative thinking skills such as:

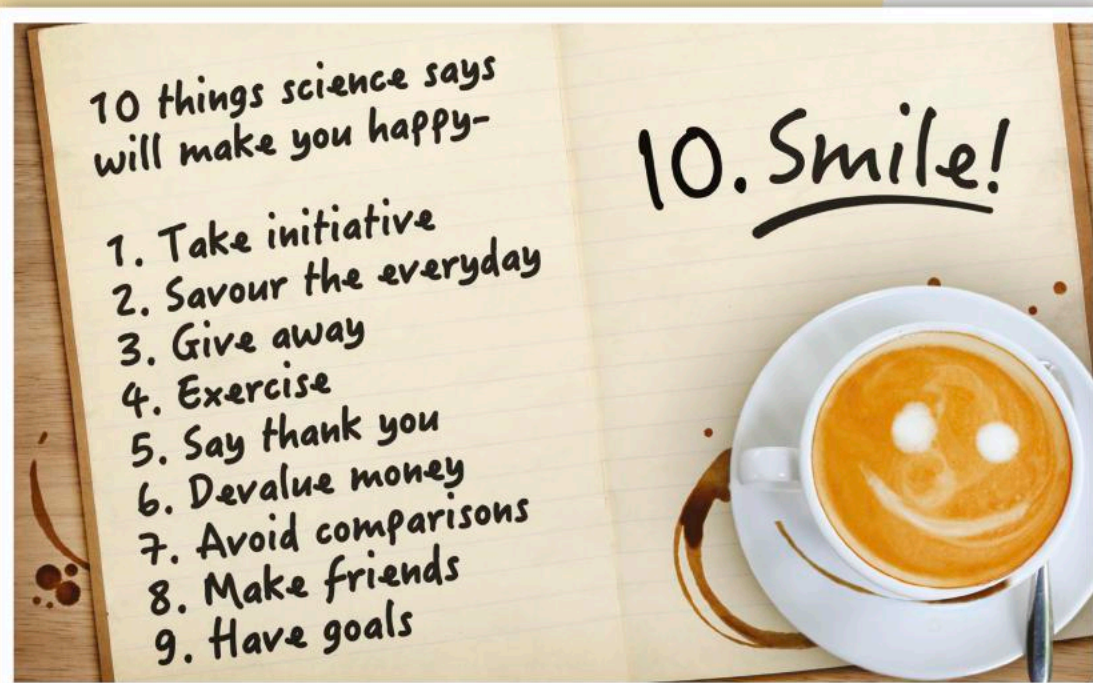
- creating original works and ideas
- practising visible thinking strategies and techniques
- using visual diagrams to generate new ideas
- generating metaphors and/or images to explain an idea.

As a class, discuss: how you could create a multimodal text to represent Wycliffe, his problems and the possible answers to them.

Formative writing skills: Using grammar and vocabulary accurately

Cause and effect – what makes you happy?

Use the example below to think creatively about your own personal list of five things that can make you happy. You could also use ideas from the article on page 5.



Create your own personal advice column for a school magazine. The title could be: “How to be happy”, or something similar.

Planning and scaffolding

Use the table like the one below to create at least five pieces of advice to give on the subject of “How to be happy”. Each piece of advice should show both a cause and an effect.

Advice: What can make you happy? Why does this piece of advice work for you?

Effect: What happens when you take this piece of advice?

Remember to write an introductory paragraph, then write a short paragraph about each of your five ideas. End your text with a conclusion or final thought. Write 300–400 words.

Planning and scaffolding – connecting phrases

Here are examples of basic connecting phrases for cause and effect.

As a result of X,	Y happens	
Due to X,		
Because of X,		
X	results in	Y
	leads to	
	gives rise to	
	is responsible for	
Y	is caused by	X
	is brought about by	
X makes Y possible		
X happens, therefore Y happens		
If X happens, then Y happens		

You should practise using these sentence types in your essay. Here are some examples.

- As a result of working with other people, you can make new friends.
- Having goals can result in feeling happier.
- A lot of unhappiness is caused by not talking about a problem.
- If you smile, people are more likely to talk to you.

Planning and scaffolding – language, audience and purpose

When writing a text at MYP proficient level, remember also to think about:

- the purpose of the text
- the audience or readership for your text
- your role as writer.

For example, when you are writing to your classmates, what language and style will you use? Will it be:

- formal
- semi-formal
- informal
- slang?

Reflection on Inquiry 1: What **creative** skills have the writers used to discuss the topic, “What makes teenagers happy?”

Now that you have completed this section, what is your answer to the question? Make a list of all the points you have thought about. Which are the most important? Which are the least important? Use your creative thinking skills to design and draw a diagram to demonstrate your conclusions.

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 Happiness and a related listening exercise to practise matching two halves of a sentence.



Formative listening and speaking skills: Role-plays

Role-play is a group speaking activity in which you put yourself into other people's situations and act out or improvise a scene as those characters for a short time. 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. In this book the situations are based on the texts you read. In role-play you also have a chance to practise using English in lifelike situations outside your everyday experiences.

Using cue cards

Role-play works best when you prepare before you start. Make sure you have prepared the language and the ideas you are going to use. It may help to create a cue card listing such information as name, family, friends, lifestyle, home, relationships and problems faced.

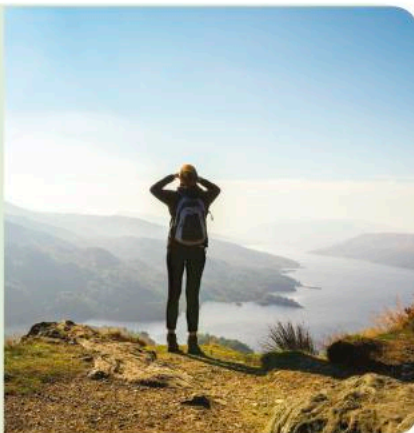
You may need time to get into the role by thinking about the character you are going to play and the opinions the character might hold. This is when cue cards can be very helpful. Look at the two people in the exercise below. Who are they? What are they like as people? What opinions might they have? Think about these questions and then create cue cards for each character.

Character A – quotes

"When I was younger I learned to stop chasing money and to start chasing my dreams."

"I know what I want in life."

"I may not have a fortune but I know what fulfillment is."



ATL Creative thinking skills

While the role-play is taking place others in the class or the group can observe the action. As observers you can give feedback by:

- interpreting what you see
- evaluating the arguments used in the role-play
- drawing reasonable conclusions.

As observers you can test your conclusions by asking the people in the role-play about what they said and did.

Back-story

Name

Family

Friends

Job

Lifestyle

Home

Relationships

Character B – quotes

“What is the point of a life without a lot of money?”

“It is true that money can’t buy happiness. But it helps.”

“I can have what I want when I want it.”



Back-story

Name

Family

Friends

Job

Lifestyle

Home

Relationships

Two different lifestyles

Look at the cue cards that you have completed for the two characters. Imagine they meet for the first time. In pairs carry out a role-play in which each character tries to find out as much as possible about the other.

After the role play, decide which character you would rather become in the future. Present your findings to the class.

ATL Creative thinking skills

Before you conduct the role-play, think about the purpose of the activity.

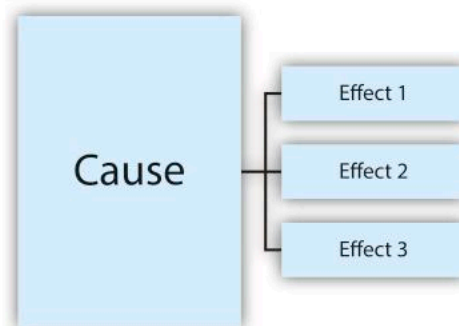
What are you trying to achieve? What can you do during the role-play to best achieve your purpose?

Formative writing skills: Explaining cause and effect

Cause and effect relationships explore how and why something happened in the past or will occur in the future as a result of an event.

When we create informative texts, the purpose can be to explain cause and effect in order to show the relationship between them.

Causes come before effects. Sometimes there are many different causes for one effect or result. Alternatively, one cause can be responsible for several effects, as shown in this diagram. For example, winning a large sum of money may have different effects on different people. Alternatively, a teacher may have different effects on different students.



Cause and effect – transitions

When describing cause and effect it is very important to use transitions.

These are words or phrases that help us to understand the relationship between people or events.

On the next page there are some transitions you can use to move your writing from one idea to the next.

To give an example or illustration

- He loves expensive clothes. *For example*, his shoes cost nearly two hundred dollars.
- Jo sometimes becomes bored easily. *For instance*, she can never concentrate on one thing for long.

To contrast one sentence with another

- Suzanne is one of my best friends. *However*, she is always complaining about something.
- Jack loves reading. *Even so*, his writing is not so good.
- I was feeling awful when she visited me. *Nevertheless*, we had a wonderful time.

To add another idea

- Tom is crazy about bikes. *Furthermore*, he knows how to do all the maintenance.
- Mr Patsula is an excellent teacher. *Moreover*, he is very popular with his students.
- Everybody likes Louise. *In addition*, she seems to like everyone she meets.

To show that one thing causes another

- Our teacher isn't very organized. *Consequently*, he sometimes doesn't seem to know what he is doing.
- One time John forgot his mum's birthday. *As a result*, she was very angry.
- Alison jogs three times a week. *Therefore*, she is very fit.

To summarize or generalize

- Her attitude towards work really bothers me. *On the whole* though, we agree on most things.
- Sarah is sensitive, warm, and considerate. *In short*, I really like her.



Formative writing skills: Explaining cause and effect

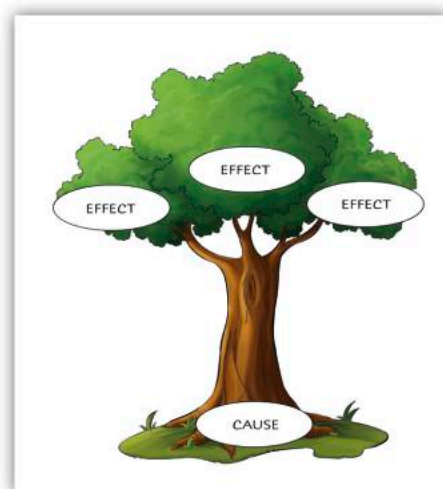
One cause, several effects

Look at the diagram of the tree. How does it explain the connection between cause and effect? Think about the metaphors of the root and branches. Sometimes several problems are the result of a single cause.

Here are three examples of causes of students' poor levels of success at school. Choose **one** of these causes and identify three effects it might have on a student.

- A. very bad teaching methods
- B. boring textbooks
- C. bullying by other students.

Write a text explaining the cause and effect topic you have chosen. Write 300–400 words. Remember to use the connective/transition words and vocabulary you have learned.



Inquiry 2: What is the **purpose** of Howard Gardner's theory of multiple intelligences?

Factual question

Formative listening and speaking skills: Communicating clearly

Think about your education as an MYP student. In class, make a list of all the subjects that you study. Discuss which subjects and options you have chosen, and also which subjects you decided not to take. Also list any sporting, artistic, community or personal projects at school.

When you have finished, discuss these questions.

1. Are you equally good at all subjects and activities in the MYP?
2. List your strengths as an MYP student.
3. What areas do you need to improve?
4. Do you think there are different kinds of intelligence? For example, what kinds of intelligence are used by:
 - (a) a scientific researcher
 - (b) a poet
 - (c) a detective?
5. What kinds of intelligence are needed to be an excellent MYP student?



Formative reading skills: Making connections

The article you are going to read describes eight different kinds of intelligence. With your teacher, discuss what each of these intelligences involves. Then, as you read the text, give yourself a score out of 10 for each kind of intelligence you possess. Record your answers on a separate sheet of paper.

Type of intelligence	Score on the scale 1–10
Linguistic	
Logical-mathematical	
Spatial	
Musical	
Bodily-kinesthetic	
Naturalistic	
Interpersonal	
Intrapersonal	

Related concept: Purpose

Everyone who creates some kind of communication has a reason to write: for instance, a written text, an image or a multimedia text has a message that the creator is trying to communicate. This reason explains the purpose of the text.

The purpose of a text could be to:

- recount or narrate a series of events
- inquire about something
- inform an audience about a topic
- persuade an audience to believe an idea
- describe a person, a place or an idea
- explain how something works
- instruct an audience what to do.

Examine the photograph of Dr Howard Gardner in the text “Which kinds of intelligence do you have?”.

With your teacher discuss: what is the purpose of the photograph in the text?

When you have finished your discussion, share your ideas with the rest of the class.

Which Kinds of Intelligence do you Have?

Along with youth, beauty, wealth and happiness, many cultures place a high value on intelligence.



Dr Howard Gardner

As a result, psychologists and educators have created a huge number of standardized tests with which to measure a person's intellect. These tests have different names – “IQ”, “general intelligence” or “general mental ability” – but all measure the same three skills: mathematics, first language and visualization.

Some people may not be so easy to assess. What about a musical child who has a hard time solving fractions? What



Related concept: Purpose

Examine the graphic opposite.

What do you think is the purpose of the graphic? Decide whether its purpose is to:

- A. narrate a story about multiple intelligences (MI)
- B. advise the readers about the need for MI
- C. describe Gardner's MI
- D. explain how the mind uses MI
- E. persuade the viewer to believe in MI.

about a child, who speaks three other languages fluently, but does poorly in spelling tests in English? What about the excellent athlete who cannot interpret a diagram?

20 Dr Howard Gardner is a psychologist and professor of neuroscience at Harvard University. He defines intelligence as the ability to solve problems or to create products which are valued in one or more cultural settings.

25 Gardner developed the theory of multiple intelligences (MI) in 1983. He said there are eight (possibly more) different kinds of intelligence.

Each one reflects a different way of interacting with the world. Gardner says each person has a different combination of these intelligences.

30 The intelligences can be described as follows.

1. Spatial intelligence involves the potential to imagine and "read" or work with three- or two-dimensional spaces. Pilots, navigators, architects or designers have this kind of intelligence.

- 35 **2. Bodily-kinesthetic intelligence** involves the potential of using one's whole body or parts of the body to solve problems, as a dancer or an athlete does.
- 3. Musical intelligence** involves skill in the understanding, performance and composition of musical patterns.
- 40 **4. Linguistic intelligence** involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic
- 45 **intelligence.**
- 5. Logical-mathematical intelligence** consists of the capacity to analyse problems logically and carry out mathematical operations. Unsurprisingly, this intelligence is associated with scientific and
- 50 **mathematical thinking.**
- 6. Interpersonal intelligence** requires the ability to work effectively with others. It involves sensitivity to other people's moods, feelings, temperaments and motivations. This kind of intelligence is important, for
- 55 **example, to a negotiator. Teachers, political leaders and counsellors all need to develop interpersonal intelligence.**
- 7. Intrapersonal intelligence** entails the capacity to understand yourself, your feelings, fears and motivations. It gives a person a deep understanding of
- 60 **people, situations, and moods.**
- 8. Naturalistic intelligence** is the ability to make distinctions in the world of nature such as between different plants, animals or cloud formations.

65 Ideally, we should have all eight intelligences to live life well and become well-balanced individuals. If we accept people who have different types of intelligence, schools can become more welcoming and inclusive. Maybe the world would become a smarter and happier place.

Related concept: Purpose

Having read "Which kinds of intelligence do you have?", what do you believe is the purpose of the text? Decide whether it is to:

- A.** narrate a story about multiple intelligences (MI)
- B.** advise the readers about MI
- C.** describe Gardner's MI
- D.** explain how the mind uses MI.

Formative reading skills: Understanding implicit meaning and conventions

1 Purpose of the text: multiple-choice questions

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

Find evidence in the text to justify each of your answers.

1. The main point (thesis) of the text is:
A. we all have multiple intelligences (MI)
B. some MI are more important than others
C. MI are more important than IQ
D. teenagers need MI.
2. The text seems to be:
A. a magazine article
B. an advertisement
C. a brochure
D. a set of guidelines.
3. The main audience for the text is:
A. parents
B. young people
C. a general audience
D. psychologists.
4. The writer of the text is:
A. a parent
B. an advertiser
C. another teenager
D. a journalist.
5. The language used in the text is:
A. chatty
B. formal
C. informal
D. slang.

ATL Creative thinking skills

Learning about Gardner's types of intelligence helps you to see that you have your own unique set of capabilities and skills.

Unfortunately, some schools concentrate on verbal-linguistic tests and logical-mathematical intelligence tests. For example, some English learners have little confidence in the classroom simply because they are learning English and do not do well in reading comprehension or vocabulary tests. However, all students have other highly developed intelligences. Showing learners of English that they are highly intelligent in other ways can strengthen their self-image and help them recognize that they still have the potential to succeed.

In groups of three or four, discuss the ways in which you could make younger students aware of their Multiple Intelligences (MI).

Design a suitable multimodal text. Make sure that your text is suitable for your audience and you communicate clearly the purpose of your text.

Formative reading skills: Making connections

Look through the list of eight kinds of intelligence. How do you see yourself in terms of these intelligences?

Copy the table below and rank your intelligences by putting them in order using the scale: 1 = least like me to 10 = most like me.

Look at the descriptions of each intelligence. Which specific skills would you like to develop for each kind of intelligence?

As you complete the table, also think about how you can develop new skills, techniques and strategies for effective learning.

Types of intelligence	Rank (1–10)	What specific skills of this type would you like to develop?	Reason
Linguistic			
Logical-mathematical			
Spatial			
Musical			
Bodily-kinesthetic			
Naturalistic			
Interpersonal			
Intrapersonal			

ATL Creative thinking skills

The purpose of this exercise is to help you to consider the process of learning.

As you think about the different intelligences you possess, you can identify the strengths and weaknesses of your personal learning strategies.

Work with a partner. Each of you should draw a pie chart to show the distribution of your own MI.

When you have finished, compare your results. What conclusions do you come to about your similarities and differences?

Formative speaking and listening skills: Understanding and using vocabulary

In groups, study the list of jobs and professions, and the kinds of intelligence they require.

Linguistic	Logical-mathematical	Spatial	Bodily-kinesthetic
Comedian Social media specialist Journalist Lawyer Librarian	Accountant Software designer Detective Economist Engineer	Architect Computer programmer Engineer Film animator Graphic artist	Actor Athlete Carpenter Dancer Firefighter
Musical	Naturalistic	Interpersonal	Intrapersonal
Disc jockey Musician Piano tuner Recording engineer Singer	Farmer Gardener Geologist Landscape Meteorologist	Actor Administrator Customer service officer Counsellor Marketing manager	Careers counsellor Consultant Criminologist Entrepreneur Psychologist

Here is a list of 45 more jobs and professions. What kind(s) of intelligence do you think are the most important for each job?

In groups discuss and categorize the jobs according to the types of intelligence required.

- Forest ranger
- Jeweller
- Personal trainer
- Physiotherapist
- Surgeon
- Voice coach
- Guitar maker
- Songwriter
- Sound editor
- Speech therapist
- Researcher
- Scientist
- Statistician
- Interior decorator
- Photographer
- Monk
- Therapist
- Writer
- Wellness counsellor
- Poet
- Politician
- Teacher
- Translator
- Writer
- Photographer
- Veterinarian
- Car mechanic
- Stage magician
- Helicopter pilot
- Truck driver
- Eco-warrior
- Doctor
- Illustrator
- Nurse
- Politician
- Salesperson
- Social worker
- Waiter/waitress/ barista
- Chemist
- Physicist
- Stuntperson
- Interior decorator
- Photographer
- Truck driver

ATL Creative thinking skills

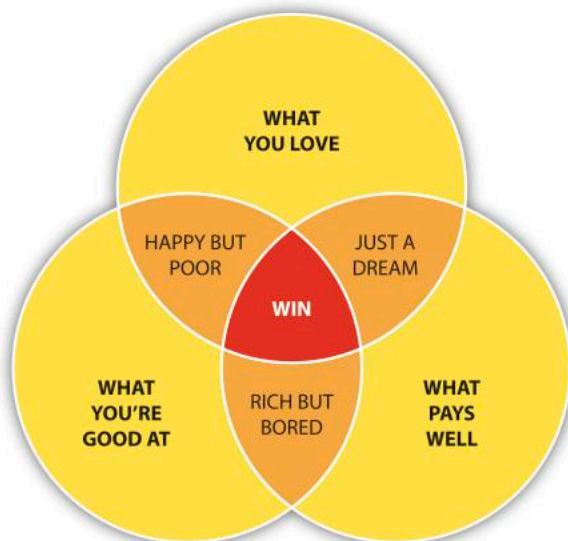
This could be quite a lengthy task.

Work in small groups. Find ways of organizing the task so that you can complete it quickly and efficiently. Remember that you will need to combine all your answers into a single solution. When you have finished the task look at the information you have collected. What conclusions do you come to about the different jobs and the different kinds of intelligence?

Formative listening and speaking skills: Role-play

Careers advice

Before you start the role-play discuss the meaning of the diagram below. How does the diagram relate to the topic of multiple intelligences (MI)?



What do you want to be in the future?

In pairs, carry out the following role-play. One person is a counsellor; the other is the student. The aim of the exercise is to identify two or three possible careers by discussing the student's MI.

Here is a list of prompts for the counsellor to ask.

- Tell me about the subjects you like at school.
- Tell me about the subjects you are good at.
- Are there any subjects and activities you don't like? Why?
- What do you like to do in your free time?
- What special skills do you have?
- Which of the eight kinds of intelligence do you possess to a greater degree?

Using the answers to these questions, the counsellor suggests a job or profession and the student gives an opinion. Continue until you agree on a future job or profession based on the student's MI.

Reverse the role-play so that each person plays each role.

ATL Communication skills

In this exercise you have opportunities to exchange thoughts, messages and information effectively through interaction.

Use your creative thinking skills to imagine what it must be like to work as a counsellor, listening to people with problems and giving appropriate advice.

As a counsellor you will also need to exercise leadership by leading the discussion.

As the client you need to be able to stand up for your own rights and needs in cases where you disagree with the counsellor's suggestions.

Formative writing activity

Cause and effect – goal

Write an essay with the title, “My future career”. Think of at least three reasons why you would want that career. Write 300–400 words.

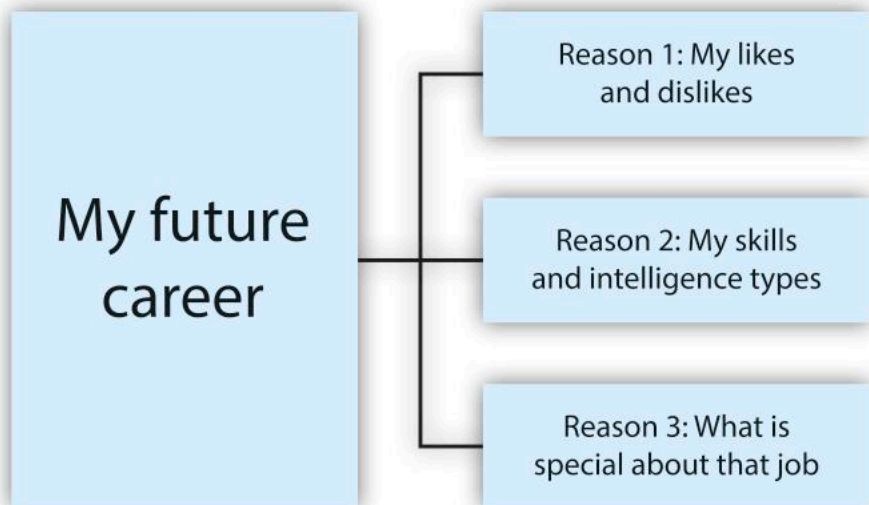
In your introduction state your dream job and what is so good about it.

Remember to outline your reasons for wanting your chosen career.

Write a short conclusion or final thought – maybe suggesting how easy or difficult it will be to achieve your ambitions.

Planning and scaffolding

You could plan the body of the essay using this diagram.



Use the “Planning and scaffolding” table on page 9 to find suitable phrases to connect your ideas and sentences.

Reflection on Inquiry 2: What is the **purpose** of Howard Gardner’s theory of multiple intelligences?

Now that you have completed this section, what is your answer to the question?

Synthesis: Key and related concepts – Creativity and Purpose

Creativity

Creativity involves the process of generating new ideas and points of view. In this section we shall look at some creative suggestions for personal writing. To do this we are going to think creatively about the future.

Look at the cartoon below. Do you agree with the speaker?



"WE CAN'T MAKE ANY PLANS. BY THE TIME WE GROW UP, THERE WILL BE PROFESSIONS NO ONE HAS EVER DREAMED OF."

What do you think you will be doing in the year 2030? Here are some questions to consider. Discuss your answers with a partner or in groups. Share your findings with your class.

- Where will you be living in the year 2030?
- What will you have achieved?
- What job will you be doing?
- What friends and family do you think you will have?
- What difficulties will you have had?
- What activities and people will be important in your life?
- How will you have changed since being a teenager?

ATL Creative thinking skills

What predictions are being made about jobs of the future? Make your own list of preferred future professions. You could present your choice to your class. Describe the job in detail and give reasons for your choice.

Purpose and creativity

Use your creativity to write a text about, or from, the person you imagine yourself to be in the year 2030. Write 300–400 words.

What would you want your older self to say or ask your younger self? Alternatively, what will be written about your future self?

Different text types

Here are some suggestions for creating a text.

1. Write a story about something important that happened to you as an adult.
2. Write a journal, diary or blog about your daily life in 2030.
3. Write an interview with your future self.
4. Write a set of guidelines and instructions from your future self to yourself now.
5. Write an essay on the subject “What I wish I had known when I was a teenager”.
6. Imagine you become a celebrity. Write a review of one of your concerts, books, films or other achievements.
7. Write a news report about something dramatic that has happened to you.
8. Create a magazine article about a famous version of your future self.



ATL Creative thinking skills

This is an exercise to develop your creative-thinking skills. You can generate new ideas and consider new perspectives.

Creative writing with a purpose

When you write it is very important to think about the purpose of a text. Think about the different texts you could write for tasks 1–8 above. What would be the purpose of each? Would it be to narrate, describe, instruct, explain, inform, persuade or entertain? Alternatively, might the text have more than one purpose, such as to inform and entertain?

With a partner, discuss tasks 1–8 and decide what the purpose of each text would be. When you have completed your discussion, choose one of the tasks and write 300–400 words. You can use the table below to plan your writing.

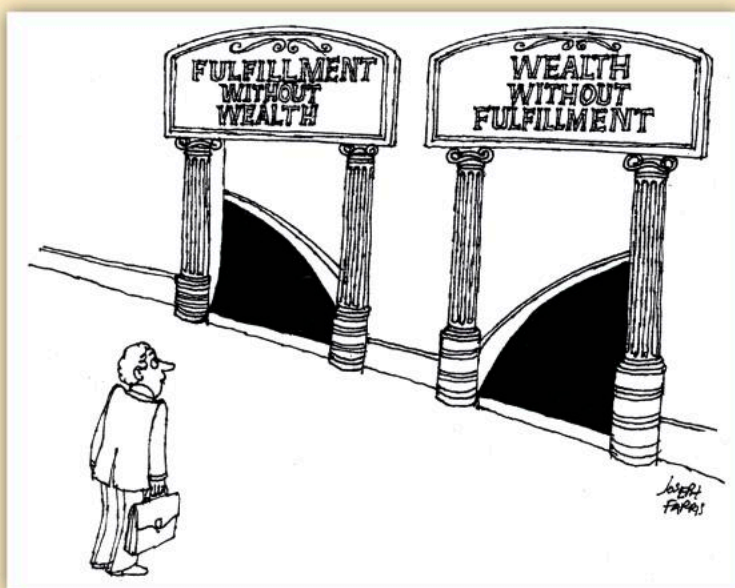
Think about:	Examples:	My text about my future self
your role as writer	friend, expert, older sibling, teacher, student	I am ...
the audience you are writing to	friend, younger self, older self, stranger, an important person	The audience is ...
the purpose of the texts	narrate, describe, instruct, explain, persuade	The main purpose of the text is to ...
the formality of the text	very informal to very formal very personal to very impersonal	My language will be ... because ...
what effect you hope to have on the reader	to make someone understand something, to persuade someone, to entertain, or to make them feel certain emotions	I hope the reader(s) will feel ... I hope the reader(s) will think ... I hope the reader(s) will [action] ...

Inquiry 3: How important is the theme of Happiness to teenagers?

Conceptual question

Formative reading and speaking skills: Understanding and analysing conventions and connections

Examine the cartoon. What is it suggesting about the choices you will have to make as adults? If you want to be happy, which will be more important: being rich, or fulfilling your personal ambitions? Which door will you go through? What will be the reasons for your choice? Discuss your answers in class.



Related concept: Theme

Theme refers to the main subject or idea in a text. Sometimes the theme is explicit; it is stated clearly, for example in the title (or main heading) of the text. In other instances, the theme is implicit; it is suggested but not directly expressed.

With a partner, discuss these questions.

1. Is the theme of the cartoon expressed explicitly or implicitly?
2. What is the theme of the cartoon?
3. What techniques does the cartoonist use to communicate the theme?

Formative reading skills: Predicting information

You are going to read an article written by a teenager, Charissa Newkirk. The title is "The hunt for happiness".

In the middle of the article, the writer mentions three things necessary for her future happiness as an adult.

Before reading the article, what do you think these three things might be? Make a list and check your answers when you have read the text.



The Hunt for Happiness



The other day, I was texting a good friend about school, and our future plans. He said he wasn't sure what he wanted to be. Naturally, I told him that he didn't have to worry about that now, but I said, "If you're going to do something, do what makes you happy."

Then he asked something I thought was peculiar: "Well, how would you define 'happy'?"

For some reason, I was really surprised by this question. I then began thinking about what I, as a teenager, understand by the word "happy".

My first thoughts about my own happiness were immature: happiness is having a boyfriend, being pretty, having friends, etc. I stopped myself, though, and started to think like an adult. (I'm 16; I'm going to have to start eventually!) I pictured what I'd want my life to look like in 20 years. I saw myself doing lab work at a university. I saw myself sitting on the couch with my husband and children watching a movie. I saw myself being able to have lunch with my mom and dad once in a while.

After considering this, my answer to him was, "Happiness is being comfortable, being surrounded with people you truly care about, and having a good amount of wisdom."

"Those things take time, though, Charissa," was his reply.

"What do you expect?" I asked. "Why, do you have something better?"

"Make a good amount of money in the least amount of time possible!" was his answer.

And you know what? I don't blame him for saying that.

Then I thought about Steve Jobs, the founder of Apple. He is an amazing example of someone who was not much older than I am now when he struggled with where he was going in life. ... but committed to going somewhere. Even though he dropped out of Reed College and had no formal education, Jobs used every lesson, to pursue his passion. He had the ambition and the courage to hunt a dream, take it by the throat, and run with it.

Ending his speech to Stanford graduates in 2005, Jobs advised them to "Stay hungry. Stay foolish." Ever since I read Jobs' speech, it has stuck with me.

It's made me want to push for more. It's taught me that hard work and dedication to something you love – anything you love – is really fulfilling.

So as I sat texting my friend, I decided at that moment to do what I love with my life ... even if it takes a little longer and I have to work a little harder, or I have to suffer a few disappointments.

And with that, I think I'll have a helluva good one.

Adapted from: http://www.huffingtonpost.com/charissa-newkirk/the-hunt-for-happiness_b_1165649.html

Formative reading skills: Understanding conventions and connections

Multiple-choice questions

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

Find evidence in the text to justify each of your answers.

1. The main purpose of the text is to:
 - A. narrate a story about being happy
 - B. advise the readers how to achieve happiness
 - C. describe what happiness feels like
 - D. define different kinds of happiness.
2. The main point (thesis) of the text is:
 - A. What is happiness?
 - B. What is ambition?
 - C. Happiness is a teenage thing
 - D. Steve Jobs is a role model.
3. The text is:
 - A. a magazine article
 - B. an advertisement
 - C. a blog
 - D. a set of guidelines.
4. The main audience for the text is:
 - A. parents
 - B. young people
 - C. a general audience
 - D. psychologists.
5. Charissa, the writer of the text, is:
 - A. an adult
 - B. an expert
 - C. another teenager
 - D. a professional journalist.
6. The tone of the author of the text is:
 - A. emotional
 - B. angry
 - C. persuasive
 - D. matter of fact.

Your predictions

Find the underlined sentence in the text. Which three requirements for her future happiness does Charissa mention?

What is different about her choices and your predictions?

Related concept: Theme

With a partner, discuss these questions.

Is the theme of the magazine article expressed explicitly or implicitly?

What is the theme of the article?

What techniques does the writer use to communicate the ideas connected to the theme in the article?

Answer the following questions.

7. According to Charissa, which three things are essential for her happiness as a teenager?
8. According to Charissa, which three things will be essential for her happiness as an adult?
9. According to Charissa's friend, which three things are essential for happiness?

True or false? The sentences below are either true or false.

Copy the table below, write "True" or "False" for each one then justify your answer with a relevant brief quotation from the text. Both are required for one mark. The first example is done for you.

		True	False
Example:	Charissa understands her friend's ambition to make a lot of money.	✓	
Justification:	"I don't blame him for saying that."		
10.	Steve Jobs had a hard time succeeding as a young man.		
Justification:			
11.	Steve Jobs had a brilliant university career.		
Justification:			
12.	Steve Jobs was very passionate about following his dreams.		
Justification:			
13	Steve Jobs thought people should always be really sensible and logical.		
Justification:			
14.	Charissa thinks that happiness means fulfilling your ambitions.		
Justification:			
15.	She thinks that this can be done quickly and easily.		
Justification:			

Formative listening and speaking skills – role-play

Class reunion in 2035



Related concept: Theme

With a partner, decide on the theme of the picture and its caption. Is the theme:

- A. growing up
- B. who we will become
- C. the search for happiness
- D. growing old?

Justify your answer.

Make a list of the techniques used in multimodal texts to communicate the theme of this picture and its caption.

Who will you be in 2035?

ATL Creative thinking skills

Asking “what if?” questions

Look at the set of portraits of people, mainly in their 30s, above.

Pick the portrait closest to your vision of yourself in 2035. Think about why you have chosen that person and who that person is. Do not reveal any information. Work in pairs and discuss how you see your future selves.

What will be important in your future: wealth, fulfillment, security or happiness?

Your school organizes a reunion. Imagine you meet members of your class in the year 2035. What will you say to each other?

Here are four cue cards for four people who meet at a school reunion. Complete their back-stories. Before you start, it may help to consider these four questions about each person.

- How wealthy is the person?
- How fulfilled is the person?
- How secure does the person feel?
- How happy is the person?

Planning and scaffolding

Use your imagination to create the back-story of four imaginary people from your class in 2035. You can use the information as a cue card in the role-play afterwards.

Character A	Back-story
"I just happened to hit the jackpot! I was working for the right company at the right time. I never thought I was going to be this rich. Wealth has given me freedoms, choices and adventures. The novelty of money soon wears off though. I need to do something meaningful."	Name Family Friends Lifestyle Home Relationships

Character B	Back-story
"I've travelled the world working for an international aid agency. I've concentrated on things that make the world a better place and improve the lives of other people, but the pay is low and I can't afford to buy my own home. Am I going to have to change career?"	Name Family Friends Lifestyle Home Relationships

Character C	Back-story
"After university I took a job with a small local company. I've been working there ever since. My job is safe but a little bit boring. I met my partner soon afterwards. We have three children. We can't afford luxuries in life."	Name Family Friends Lifestyle Home Relationships

Character D	Back-story
"I inherited money from my parents. I am unsure about my abilities because I have never tested myself. Wealth can be a barrier to connecting with other people. I have no close friends. People always expect me to give really good presents. Do people like me for who I am, or for my money?"	Name Family Friends Lifestyle Home Relationships

Working in groups of four, carry out a role-play of a conversation between the four characters that takes place in 2035. The purpose of the conversation is to look at the advantages and disadvantages of each character's lifestyle. Create a cue card for each character, listing the advantages and disadvantages of their lives and including advice from other characters, and use these in the role-play.

In the role-play discuss the characters' life stories. You can do this by asking questions about each other's lives: their families, friends, lifestyles, homes and relationships.

Conclusion to role-play

By the end of the role-play you should be able to come to conclusions about the question, “What is more important for your personal future: wealth, fulfillment, security or happiness?”

Using your creative thinking skills, find a way to share your findings with the rest of your class.

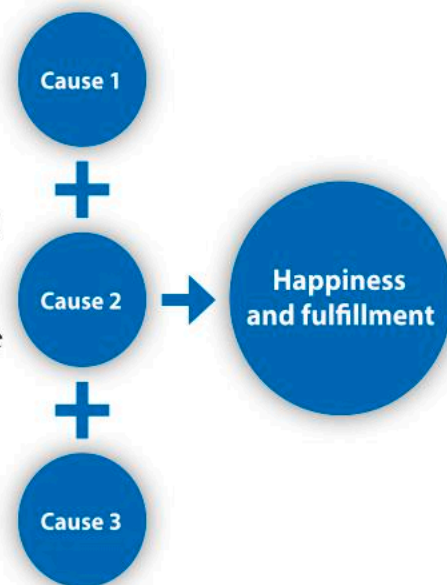
Formative writing skills: Explaining cause and effect

Several causes and one effect

Having read the texts in this chapter, what do you think is the secret of future happiness? What do you think are the main reasons why some adults are happy while others are not? Write a text on the theme of happiness. It could be a magazine article or a blog. The title could be “How to achieve happiness and fulfillment – my recipe for success”. Write 300–400 words.

Planning and scaffolding

Use the diagram opposite and create a table like the one below to help you to plan your assignment. Use the list of transitions on page 12 to help you connect your ideas.



Effect: achieving a happy and fulfilling life as an adult	Definitions and explanations Explain how you define the terms “happiness” and “fulfillment”.
Cause 1 Give one cause of happiness.	Explanation and examples
Cause 2 Give one cause of fulfillment.	Explanation and examples
Conclusion and final thought	

Planning and scaffolding – purpose

Remember also to think about:

- the purpose of the text
- the audience or readership for your text
- your role as writer.

You are writing a cause and effect essay for your teacher, so what language and style will you use? Will it be:

- formal
- semi-formal
- informal
- slang?

ATL Creative thinking skills

Thinking “outside the box”

Thinking “outside the box” is an expression that describes a kind of original and imaginative creative thinking.

This chapter is about the meaning of two concepts: happiness and fulfillment.

Think about yourself. How happy and fulfilled are you? Just like the Richter Scale which measures earthquakes on a scale of 1 to 10, imagine there was a “Happiness and Fulfillment Scale”. Give yourself a mark out of 10. What score would you give yourself?

What would you have to do to move one mark further up the scale? How would these changes make your life better?

Can you make a plan to activate and achieve these new aims?

Reflection on Inquiry 3: How important is the **theme** of *Happiness* to teenagers?

Now that you have completed this section, what is your own personal answer to the research question? How does this image of an adult relate to Inquiry question 3? Do you agree with the message conveyed by the picture?



Reflection: Listening skills and debatable questions

Reflections on the ideas and content of this chapter

What have you learned so far about the theme of **Happiness and fulfillment**?

As a class activity, make a list of the most important ideas you have learned so far in your inquiries.

At this stage, are there any points you would like to investigate further? Make a list of points and discuss them with your teacher.

Audio-visual texts

The following are suggested texts to use in this section. Alternatively, you could use an audio-visual stimulus of your own choosing related to the themes of happiness, intelligence and fulfillment.

- A. "What they don't teach you about career fulfillment in school" Ryan Clements

<https://www.youtube.com/watch?v=a7gFkUqlv1E>

- B. "What makes a good life?" Robert Waldinger

https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness

- C. Howard Gardner on multiple intelligences

<https://www.youtube.com/watch?v=iYgO8jZTFuQ>



Before you watch the video

Read through the exercises on pages 33 and 34 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.

Formative listening skills: Understanding explicit and implicit information

Answer the following questions.

1. The video is 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

Justify your answer with evidence from the video. Write your answers on a separate sheet of paper.

2. Create a table like this to summarize the main points of the video.
You may wish to add examples and explanations, as necessary.

Subject matter Thesis (main point)		
	Main idea	Examples and/or explanations and/or details
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusion		

Multiple-choice questions

Choose the correct answer from the options given. Record your answers on a separate sheet of paper.

1. What is the format of the audio-visual stimulus?

- A. Presentation
- B. Conversation/discussion/interview
- C. Debate
- D. Story

2. The purpose of the audio-visual stimulus is to:
 - A. narrate a story
 - B. describe a situation
 - C. explain a problem
 - D. argue a point of view
 - E. give instructions/guidelines.
3. The point of view in the audio-visual stimulus is:
 - A. balanced
 - B. one-sided.
4. How much does the audio-visual stimulus use graphics?
 - A. A lot
 - B. Quite a lot
 - C. Once or twice
 - D. Never
5. 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: Role-play

A friend tells you that he or she has found the secret of happiness for teenagers. You find this hard to believe.

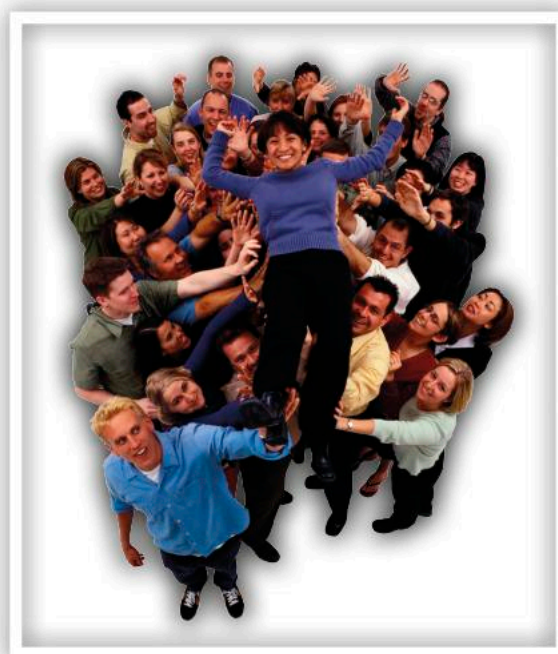
With a partner, conduct a role-play in which you ask your friend to explain the formula for happiness. At the end, tell the friend whether he or she is right or wrong about the formula for happiness. Then reverse the roles.

To prepare for the role-play, you should each prepare a cue card with three ideas about how to achieve happiness.

Formative writing skills: Explaining cause and effect

All the audio-visual texts you have looked at in this section discuss the topic of Happiness and fulfillment.

Think about what you have learned in this chapter and write a text explaining what you can do to achieve fulfillment as an adult.



Planning and scaffolding

Create a table and use it to help you plan your ideas.

Introduction: Cause of feeling fulfilled	Definitions and explanations
Effect 1	Explanation and examples
Effect 2	Explanation and examples
Effect 3	Explanation and examples
Conclusion and final thought (solution)	

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 **Happiness and fulfillment** and the global context of **Identities and relationships**.

They will also allow you to develop your own ideas about the concepts you have explored: **Creativity, Purpose** and **Theme**.

To demonstrate your understanding of these concepts, discuss these questions in small groups and afterwards share your conclusions with your class.

Happiness and fulfillment

Debatable question 1: Is the topic of **Happiness and fulfillment** central to the global concept of **Identities and relationships**?

Debatable question 2: As students, can you learn useful lessons from the study of happiness and fulfillment?

Creativity, Purpose and Theme

Debatable question 1: Does a text need to have a theme or a purpose?

Debatable question 2: Should we know the theme of our text before we start writing?

Debatable question 3: Does the theme of a text influence its purpose?

Debatable question 4: Can we use our creativity to write about a particular theme?

Debatable question 5: Does the purpose of a text limit our creativity when communicating our ideas?

Summative assessments: Identities and relationships

Statement of inquiry

Texts about identities often share common themes, but writers use their creativity to give their texts different purposes.

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, **Happiness and fulfillment**.

- 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 we understand the theme and purpose of a visual text by examining its contents?**
- The Writing assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 2: Can we use our creativity to write about the theme of happiness and fulfillment?**

Summative assessment A: Listening

Assessment criterion A: Listening

At the end of the proficient level you should be able to:

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

Watch the video 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 be happy

https://www.youtube.com/watch?v=_bJf48tNB1U



Search words: unjaded
happy how to



Answer these questions, recording your answers on a separate sheet of paper.

1. What is the purpose of the video?
 - A. To help teenagers deal with their lives.
 - B. To help teenagers deal with school.
 - C. To help teenagers make new friends.
2. In her introduction, what reason does the speaker give for making the video?
 - A. She has received many requests to discuss the matter.
 - B. She feels that it is something close to her heart.
 - C. She feels that it is something that needs to be said.
3. How does the speaker end the video?
 - A. She summarizes all the points that have made her happy.
 - B. She asks the audience to give her video a positive reaction.
 - C. She invites the audience to write to her with their questions.

In the video, the speaker uses these five headings to give advice. Match the examples of advice she gives to the correct headings. Record your answers on a separate sheet of paper.

Advice	Answer
A. Smile	
B. Ignore popularity	
C. Avoid toxic people	
D. You are enough	
E. Invest in yourself	

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.

Examples
1. Be prepared to change your ideas.
2. Be a little bit more positive.
3. Challenge yourself.
4. Find people like yourself.
5. You don't need to make other people happy.
6. Stay true to yourself.
7. Surround yourself with people who encourage you.
8. Try hard to achieve your goals.

Summative assessment B: Reading

Assessment criterion B: Reading

At the end of the proficient 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.

⏮
⏭
↺
✕
🏠
🌐 http://www.huffingtonpost.com/charissa-newkirk/the-hunt-for-happiness_b_1165649.html

How to Live the Good Life

There is a general understanding as to what “living the good life” can mean in the modern world. In its most basic form, it is a sense of satisfaction that grows more powerful with time.

5 The good life consists of wanting to get out of bed every morning, excited to take on whatever each day has waiting for you. It has nothing to do with material possessions. The good life is based on the compassionate deeds you perform,

10 the personal goals you strive to achieve, and what you decide to leave behind as a result of the mark you made on the world around you.


Here are several simple ways to live the good life.

15 **Slow down**

Urgency and haste can damage accuracy, awareness and happiness. There is a big difference between getting things done and getting things done effectively.

20 [– 9 –]

The best things in life truly are free. From a quiet sunset to sleeping in on a rainy day, life’s greatest pleasures can only be appreciated if you notice them.



[– 10 –]

A happy and fulfilling life is a life that is shared with people that you enjoy being around the most. Appreciate those connections and treat your friends as you would like to be treated.

[– 11 –]

As many great people have said in the past, the day you stop learning is the day that you die. Every day is a chance to learn something new about the life you wish to attain or the person you wish to become. Keep inquiring and exploring.

[– 12 –]

Do what you love to do because it will give you a sense of worth and fulfilment. Use your energies in the most productive way possible.

40

Talk to strangers

Meet new people who are like you and different from you in every way you could have imagined. Understanding these people will increase your knowledge of how the world works and the people in it.

45

[– 13 –]

What goes around comes around. You have no idea what type of fulfillment and security you will attain for yourself after you help other people more and more.

50

Be clear on your goals

You will never get where you want to go if you don't know what you want.

[– 14 –]

55

Being lazy and doing the bare minimum only guarantees dissatisfaction. Plan to achieve your goals.

[– 15 –]

Not doing so guarantees loneliness and failure. Stay true to your word as that is what your character is based on and how you will always be remembered.

60

[– 16 –]

A tired mind is inefficient and unhappy. No one can perform to the best of their ability without rest.

65

Laugh

As the good old-fashioned saying goes, those who laugh more are the ones who live longer. Stop taking life so seriously and realize that everything that makes you nervous or uncomfortable may really just be there to make you laugh.

70

Preston Waters/Elite

Abridged and adapted from: <http://elitedaily.com/life/motivation/live-good-life/>

Choose the correct answers and note them on a separate sheet of paper.

- The main purpose of the text is to:
 - entertain the readers with a story about the good life
 - describe the kind of person who leads a good life
 - explain the meaning of the phrase "the good life"
 - give advice to readers about how to lead a good life.
- In order to explore the theme of seeking the good life, the writer:
 - discusses the potential advantages and disadvantages
 - explains the different consequences to the readers
 - explains the reasons why we need to follow this way of life
 - describes different methods of achieving the goal.
- The image illustrating the text suggests that the good life is linked to:
 - searching for personal happiness
 - spending time finding answers
 - appreciating the simple things in life
 - being passionate about something.

Read lines 1 to 14. What do the following words mean in the text?
Choose the appropriate words from the list on the right.

- | | |
|---------------------------|----------------|
| 4. general (line 1) | A. individual |
| 5. basic (line 3) | B. detailed |
| 6. material (line 8) | C. expensive |
| 7. compassionate (line 9) | D. simple |
| 8. personal (line 10) | E. careless |
| | F. common |
| | G. immediate |
| | H. physical |
| | I. kindhearted |
| | J. unnecessary |

Choose an appropriate heading from the list below to complete each gap in the text.

9. [- 9 -]
10. [- 10 -]
11. [- 11 -]
12. [- 12 -]
13. [- 13 -]
14. [- 14 -]
15. [- 15 -]
16. [- 16 -]

A. Concentrate on your passions	B. Keep your promises	C. Stop worrying
D. Discover new ideas	E. Practise self-management	F. Live in the present
G. Develop your relationships	H. Be spontaneous	I. Sleep well
J. Appreciate the simple things	K. Help others	L. Travel

Summative assessment C: Speaking

Examine **one** of the images. Explain how it relates to the topic of Happiness and fulfillment.

Present the contents of the image to your teacher.

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

Debatable question 1: Can we understand the theme and purpose of a visual text by examining its contents?

You should speak for 4–5 minutes in total.

Assessment criterion C: Speaking

At the end of the proficient 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



Image B



Debatable question 2: Can we use our creativity to write about the theme of happiness and fulfillment?

You have been asked to provide a text to accompany the graphic. The text should create a connection between helping other people and feeling happy and fulfilled.

- *why a person would want to care for others*
- *the positive effects caring can have on other people*
- *the benefits for the person caring.*

Write 300–400 words.

At the end of the proficient 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 identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human. You have understood that we can first use language to describe and define happiness and intelligence and only then can we work towards a fulfilling personal future in a global context. Now you can make use of the information you have learned and the communication skills you have developed in this chapter for practical purposes beyond the classroom.

Using the text type

Video presentation

In this chapter you have learned how to plan, script and perform a role-play. You have also learned how to create an argument using a cause and effect structure.

- Turn your cause and effect essay on “How can we create a fulfilling life for ourselves?” into a presentation or video.
- You can present your ideas as slides or you can create a video.
- You could also role-play your ideas and video them.
- Show your video to the rest of your class, grade, year group or school.

Happiness and fulfillment SMART targets

Why not use what you have learned for your own development and good? You might have been asked to create academic targets to improve your grades at school, but how about creating personal targets for your own well-being? Go back to the text on page 5. What SMART targets can you set yourself to help you lead a happier life?

Remember, SMART targets are:

- **specific** (target a specific area for improvement)
- **measurable** (a way of showing and knowing what you have achieved)
- **achievable** (are your targets realistic and attainable?)
- **relevant** (are your targets linked to your own interests and hobbies?)
- **time-bound** (by when do you plan to achieve your target(s)?)



Action and service

Speak to your MYP coordinator or action and service coordinator to find out what your school's expectations for action and service are in your grade or year.

The ideas below relate directly to the service learning outcomes for students to:

- become more aware of their own strengths and areas for growth
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- consider the ethical implications of their actions.

Ideas for service

Having created SMART targets for yourself, why not create a table that other students can use to plan and record their happier life SMART targets?

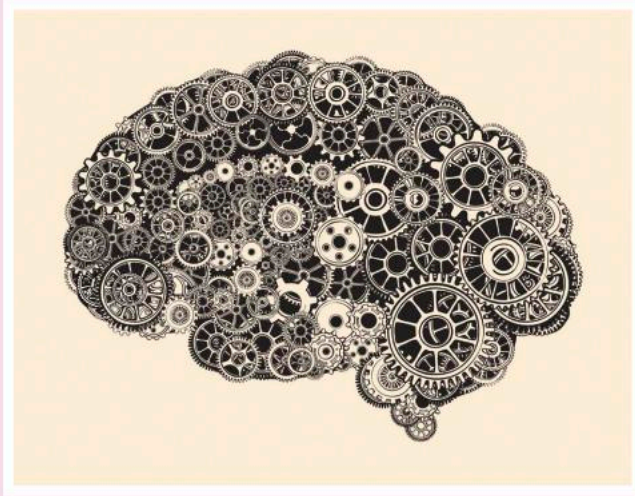
- Consider a layout for the table that is logical and simple to use.
- You could create paper copies or share the table electronically via email or on a shared drive.
- You could collaborate with the Student Council and create a "Happiness Awareness" campaign (or something similar).
- You could create a "Happiness" programme with the teacher responsible for your school's pastoral programme (homeroom teachers or heads of year or grade).

Further reading

If you enjoyed this chapter, you might also enjoy these texts.

Test of eight kinds of intelligence:

<http://www.literacynet.org/mi/assessment/findyourstrengths.html>



This quiz asks 56 questions. Try not to think too hard – just go with your first thought when describing your daily activities and interests. By the end, you may have some new insights into the way you think.

Here are some novels that discuss the themes of happiness and fulfillment:

- *Ella Enchanted* by Gail Carson Levine
- *Oh, The Places You'll Go!* by Dr Seuss
- *A Christmas Carol* (original or abridged) by Charles Dickens
- *Tuck Everlasting* by Natalie Babbitt
- *Stargirl* by Jerry Spinelli
- *Zahrah the Windseeker* by Nnedi Okorafor
- *Children of Blood and Bone (Legacy of Orisha)* by Tomi Adeyemi
- *Never Say Never* by Anthony Mugo
- *Love From A to Z* by S.K. Ali

ATL

Thinking and research skills

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

- What have I learned?
- What don't I yet understand?
- What questions do I have now?

Concepts

Global context: Orientation in time and space

What is the meaning of “where” and “when”?

In this chapter we will explore journeys to find a home. In the examples used, sometimes the people are returning to old homes; sometimes they are looking to find new ones. These migrations not only move people through time and space but from one culture to another.

Key concept: Culture

The idea of **culture** includes learned and shared beliefs. A culture has a set of values, interests and attitudes. In this chapter we will also look at the interactions between cultures and how these cultural interactions affect people migrating from one place to another.

Related concepts: Context and Empathy

Context

Context is the social, historical and cultural settings of events.

Empathy

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 creating relationships and understanding people from other cultures.



Ans

Statement of inquiry

It is often easier to **empathize** with people from other **cultures**, times and places when we understand the **context** in which they have lived.

Unit plan

- ATL focus: Critical thinking skills
- Inquiry 1: What happens when you take children away from their own **culture**?
- Focus on communication skills: Interviews and opinion pieces
- Inquiry 2: What was the historical **context** for the children's migration across Western Australia?
- Synthesis: Key and related concepts – Culture and Context
- Inquiry 3: Why do we feel **empathy** for the narrator of *The House on Mango Street* and people like her?
- Reflection: Listening skills and debatable questions
- Summative assessments: Listening, Speaking, Reading and Writing
- Theory to practice: Action and service

Inquiry 1: What happens when you take children away from their own **culture**?

Conceptual question

Formative listening and speaking skills: Analysing connections

What do you know about the culture of the Aboriginal peoples of Australia? Before you begin this chapter, conduct a class brainstorming session. When you have finished look at the picture then discuss and answer the three questions below.

Discussion and debate

Work with a partner and discuss these points.

1. Describe what you can see in the picture.
2. Create a caption for the photograph.
3. Discuss where, when and why the picture was taken.

Justify your answers.

Key concept: Culture

Culture is the set of learned beliefs within a community. A culture will include shared values, interests, attitudes and patterns of behaviour. A culture can often express itself through language, art and storytelling.

Cultures are constantly changing and evolving. Learning about another culture gives us opportunities to understand diversity and to interact with sensitivity and empathy to others.

In this chapter, you are going to read about the interactions of two very different cultures.



Formative reading skills: Analysing connections

You are going to read a text about two cultures in Australia. Before you read the text, copy the table below. In the first column **Before you read**, write whether you think the statements are true, untrue or partially true.

After you have read the text, state whether you now think the statements are true, untrue or partially true, and then justify your answers with information from the text.

Before you read True, untrue or partially true	Information in the text	After you have read True, untrue or partially true	Justification
	The Australian government has always had very positive policies towards Aboriginals.		
	All cultures in Australia have always been equally valued.		
	Many Australians thought Aboriginal mothers were bad parents.		
	In the 20th century Aboriginal children wanted to live in a modern society.		
	Children are always better off in a dominant majority culture.		
	Governments are able to take children away from their parents.		
	Siblings should always be able to live together.		
	Many Australians do not know their real parents.		

Forced Removal

The forced removal of Aboriginal and Torres Strait Islander children from their families was official Australian government policy from 1909 to 1969. However, the practice took place both before and after this period.

The children who were taken from their families became known as the Stolen Generations. There are Aboriginal people as young as their late 30s and 40s who are members of the Stolen Generations.

At that time there was a lack of understanding and respect for Aboriginal people. Indigenous people were seen as an inferior race. The white majority believed that Aboriginal people lived poor and useless lives.

The dominant racist views in the society meant that many white people believed that Aboriginals were bad parents and that Aboriginal women did not look after their children. Such children were taken from parents so they could be brought up

'White' and taught to reject their Aboriginal culture and heritage.

Children were quite legally placed in institutions and, from the 1950s, were placed with white families. In general the education they received was very poor. Aboriginal children were expected to become labourers or servants. Aboriginal girls were sent to homes to be trained in domestic service.

No one knows how many were taken, as most records have been lost or destroyed. Many parents whose children were taken never saw them again, and siblings who were taken were deliberately separated from each other. Today many Aboriginal people still do not know who their relatives are or have been unable to find them.

Adapted from [Reconciliation Australia](#).

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ATL Critical thinking skills

Critical thinking is thinking that is clear, rational and informed by evidence. Critical thinkers are open-minded and look at matters without bias or prejudice.

Some of the skills you can develop in this exercise are:

- recognizing unstated ideas and bias
- evaluating evidence and arguments
- drawing reasonable conclusions and generalizations.

Look at the responses you noted in the table before you read the text then after you read the text. Are they the same? How have you used critical thinking skills? Discuss your ideas in class.

Discussion and debate

Considering an issue from multiple perspectives

The subject of forced adoption is clearly very sensitive. With your teacher, you may need to use your critical thinking skills to discuss the matter further. Some questions to consider:

- Can the story in the text be understood from different perspectives?
- Are there ever times when children should be removed from their parents?
- How do we build societies where we show equal respect to the different cultures?
- What can we do to avoid repeating the mistakes societies have made in the past?

Formative reading skills: Understanding implicit meaning

Understanding references

The table below picks out particular words from phrases that appear in "Forced Removal". Copy and complete the table by writing what the words refer to. One example is done for you.

In the phrase ...		the word(s) ...	refer(s) to ...
Example:	"the practice took place" (line 4)	"the practice"	the forced removal of Aboriginal children
1.	"At that time there was a lack of understanding and respect for Aboriginal people" (lines 10–11).	"that time"	
2.	"Such children were taken from parents" (lines 18–19).	"Such children"	
3.	"the education they received was very poor" (lines 24–25)	"they"	
4.	"No one knows how many were taken," (line 29)	"how many"	
5.	"have been unable to find them" (line 35)	"them"	

Formative reading skills: Understanding explicit and implicit information

You are going to read a review of the book *Follow the Rabbit-Proof Fence*. As you read, think critically about the text by writing down two or three questions you have about the text and the cultures described in it.

After you have read the text, discuss your questions in class.

ATL Critical thinking skills

With a partner, look again at the picture of the children at the beginning of this section. Discuss these questions.

- Why was the picture taken?
- Who took the picture?
- What was the message in the picture?
- How do you feel about the picture now that you have read "Forced Removal"?

Review of *Follow the Rabbit-Proof Fence*

by Doris Pilkington (Nugi Garimara)

Follow the Rabbit-Proof Fence is about one of the dark chapters of Aboriginal Australian history: The Stolen Generations.

The law allowed the authorities "to cause every Aboriginal within any district [...] to be removed to, and kept within the limits of, any reserve".

Article 31 of the "Aboriginal Protection Act" of 1897 allowed the Australian government to provide "for the care, custody, and education of the children of Aboriginals". It also stated "any Aboriginal or half-caste children may be apprenticed to, or placed in service with, suitable persons".

This is the political background, the setting which must be comprehended before the story's full tragedy can be understood. Three girls, Molly, Gracie and Daisy, are "half-caste" Aboriginal youngsters living together with their family of the Mardu people at Jigalong, Western Australia.

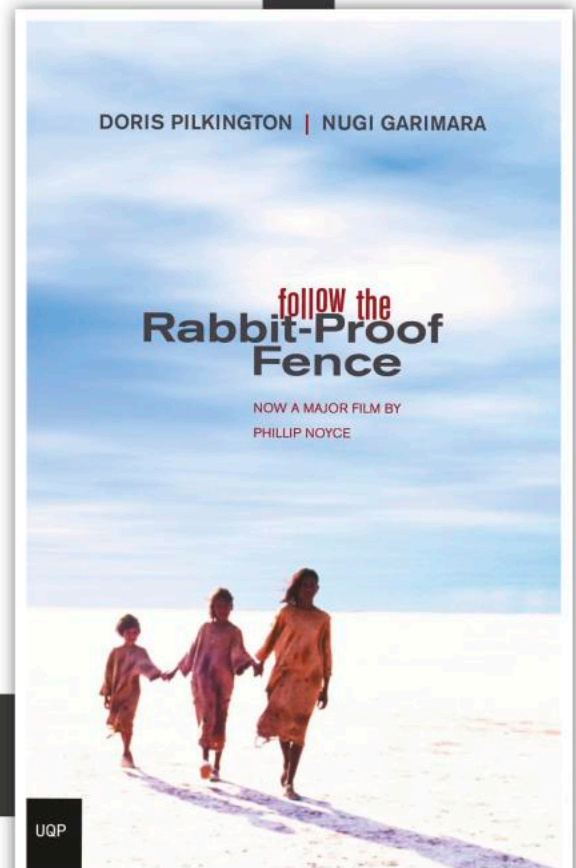
One day a constable comes to take the three girls with him. They are placed in the Moore River Native Settlement north of Perth, some 1,600 kilometres away. Most children never saw their parents again. Thousands are still trying to find them.

This story is different. The three girls manage to escape from the torturing and

authoritarian rule of the settlement's head. Guided by the rabbit-proof fence, which, at that time ran from north to south through Western Australia, they walk the long distance back to their family.

Doris Pilkington (whose traditional name is Nugi Garimara) is not a professional writer. But it is a story that Doris thought it was important to tell. So the book has one major advantage over novels; it's an authentic account of her mother's escape and perilous journey home. And this makes her mother's story even more remarkable, and the reader will be more and more concerned and shocked about the circumstances of that time. In the end you'll be as happy as the Mardu people when the girls come home, and your understanding of Australian history may have changed.

Adapted from:
<https://www.creativespirits.info/resources/books/follow-the-rabbit-proof-fence>



Formative reading skills: Analysing connections

Imagine you are going to interview the writer Doris Pilkington/Nugi Garimara. Here are some prepared questions. Use the review of the book *Follow the Rabbit-Proof Fence* to answer the questions. You may find additional useful information in the text “Forced Removal”.

Planning and scaffolding

Create a table like the one below to help you organize both the questions and the answers to them. The person answering should try to give long answers to the questions. You can do this by first answering the question, and then by giving more details, or an explanation.

Question to Doris Pilkington/Nugi Garimara	Her answer	Her reason/explanation/other details
Please introduce yourself and your book.		
Can you explain why you have two names: Doris Pilkington and Nugi Garimara?		
Is the story a real one?		
Why did you want to tell the story?		
Why were the girls Molly, Gracie and Daisy part of the stolen generation?		
Why were the children forced to leave their parents?		
Why is Mardu culture so important to the girls in the story?		
How did the girls feel about being forced to adopt to another culture?		
How hard was it for the girls to find the way back to their families and the Mardu people?		
How do you feel about the fact that so many people have read your book?		
Is there anything else you would like to say on the subject?		

Formative listening and speaking skills: Conducting an interview



Doris Pilkington Garimara with Everlyn Sampi, who played the character of her mother Molly in the film *The Rabbit-Proof Fence*

Use the completed table in the exercise on page 52 to carry out a prepared interview. One person can ask the questions and the other can use the table as a cue card to answer the questions. You may of course use your critical thinking skills to ask any other questions you thought about while reading the text.

ATL Critical thinking skills

In this exercise you can make logical connections between objects and/or ideas.

You also have another opportunity to show your intercultural understanding by imagining the events from the girls' point of view.

Formative writing skills: Writing a critical opinion piece

Before you write

Examine the picture below and the one at the top of page 54. How might the two pictures be connected? What story do they seem to tell?

What moment is being shown in this still from the film *The Rabbit-Proof Fence*?

I Come From
Jigalong THEY
TOOK ME AWAY
BUT I WALKED
ALL AROUND COUNTRY
BACK TO WHERE
I WAS BORN I
CAME BACK





Discussion and debate (Before writing exercise)

The inquiry question for this section is: “What happens when you take children away from their own culture?”

Imagine that as a ten-year-old you had been taken from your family and placed in another culture. How would you have felt? How would you have reacted?

When you have finished your discussion, write down what you have learned so far about the inquiry question and share your ideas with your class.

Working in pairs or small groups, think again about the work you have completed in this inquiry. Remember that the inquiry question is: “What happens when you take children away from their own culture?”.

Make notes on your thoughts and opinions about the following topics.

1. Australia in the 1920s	5. The treatment and education of children taken from their families
2. The differences between Aboriginal and White Australian culture	6. Molly’s background and character
3. The Australian government’s Aboriginal policies	7. The girls’ escape and journey home
4. The treatment of Aboriginal families in general	8. Other aspects of the story

Planning and scaffolding – structure

Using the conclusions you have reached in your discussions, write an opinion column of 300–400 words for your school magazine or for your personal blog. Create a table like the one below to help you organize your thoughts before you write. Use the right-hand column to make your notes.

Introduction	My English teacher said <i>Follow the Rabbit-Proof Fence</i> would be an interesting topic to read about. When I did some research on the book/film/background I found out ...	
Explain the context	In this true story this is what happened. ...	
Thesis (main point)	This made me feel ... because ...	
Three supporting points (see your discussion points above)	A few things struck me worth thinking about. First, ...	
	Next, ...	
	The third thing that struck me:	
Conclusion	What's my conclusion? ...	
Final thought	Let me leave you with this thought ...	

ATL Critical thinking skills

Can you separate opinion from fact? In order to complete the writing task you must:

- gather relevant information to formulate an argument
- revise understanding based on new information and evidence
- avoid unstated bias
- draw justifiable conclusions.

Reflection on Inquiry 1: What happens when you take children away from their own culture?

Now that you have completed this section, what have you learned and what conclusions have you come to?

Planning and scaffolding – language and audience

The opinion piece you are writing will appear in your school magazine or in your personal blog. The topic is a serious one. When addressing your audience, consider the language and style you should use. Will it be:

- formal
- semi-formal
- informal
- slang?

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 Migrations and a related listening exercise to practise identifying true statements.

Formative listening and speaking skills: Interviews

An interview is a face-to-face conversation in which one person asks questions and the other answers. In the most natural interviews there is an information gap between the interviewer who wishes to know certain information and the interviewee, who has the information necessary to complete a task or solve a problem.

A good interviewer knows how to ask the right questions. A skilled interviewee is able to give the information that the interviewer is looking for. The interview should be carefully structured. It is best to start with general questions and move to more specific ones.

It is important for the interviewer to decide which questions to ask and the order in which to ask the questions.

Two question types

If the interviewer is looking for specific information, it is useful to ask specific “closed” questions, for example, using “What?”, “Where?” or “When?”. Alternatively, the interviewer can ask “or” questions, such as “Do you think X or Y is best?”. Such techniques allow the interviewer to find out precise information. However, such “closed” questions often make the interviewee want to give short answers.

Closed questions	Open questions
Do/did/will you ... ? When/where/what/ ... ? Can/have/might/should you ... ? Which is better/worse/right/wrong – A or B?	Why? How? Can you tell me about ... ? What do you think about ... ? What's your opinion of ... ?
Short answers are likely. Yes/no responses are usually given. These questions are useful for obtaining facts/basic information/quick reactions.	No short answer is possible. These questions allow for thoughtful responses. These questions are useful for obtaining thoughts/opinions/feelings.

It is worth remembering that many interviews are very sensitive and if the interviewee is to speak about something personal, it is much better to use “open” questions, such as “Could you tell me about ...?” or “Could you explain/describe/express ...?”. Such open-ended questions encourage people to talk and explain their ideas and can produce a large amount of information.

Structure

Introduction: in the introduction, you could establish a good rapport with the interviewee saying, for example, “Thanks for coming in today to talk to our journalist”.

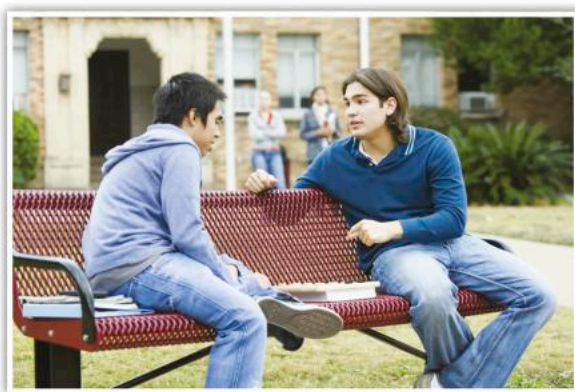
You could introduce the interviewee to the readership: “Daniel, thank you for coming to talk to us today about your dangerous journey from A to B”.

The main section: ask about general issues first and then move to specific questions.

Conclusion or “wrap-up”: your final question could allow the respondent to give information about future plans. You might say: “So, what do you see as the next stage?” You could conclude the interview by thanking the interviewee.

Formative listening and speaking skills: Participating in an interview

A new scholarship student has just arrived at your school from overseas. Your school has never received a student from that country or that culture before. You want to interview this student for the school magazine. You are particularly interested in the student’s move from one culture to another one.



Work in pairs. One person is the interviewer and the other is the new scholarship student. Create a set of questions to find out as much as possible about the scholarship student’s:

- background and culture
- hopes for his or her new education
- reaction to the new culture he or she is experiencing.

Put all your questions on a cue card and use it to structure the interview using the techniques you have learned in this section.

ATL Critical thinking skills

Now that you have read about organizing an interview, identify some real-world contexts in which it would be useful to interview someone.

Planning and scaffolding

Plan your questions and be sure that the questions are in the right order on your cue card. Once you have done this, each person in the pair should research a country, region or culture in order to answer the questions. Take it in turns to be the interviewer and interviewee. Also, think about the language you will use when the interviewer and interviewee talk to each other during the interview. Will it be:

- very formal, as if talking very politely to a very important stranger
- formal, as if talking politely to a stranger
- informal, as if talking to a friend?

You may wish to record your performance.

Formative writing skills: An opinion piece

An opinion piece appears in a newspaper and is the personal point of view of the writer on a particular issue. If you write an opinion column, you can use “I” because the column gives a personal viewpoint.

When writing an opinion piece, select an issue that is really important to your readers. For example, when writing for a school magazine, it is best to choose an issue that is relevant to your school and its students.

Here are four things that you can do in an opinion piece.

- Clarify – give your opinion on an issue, such as school uniform or the lack of it.
- Review – take a critical look at something, such as a book you are reading in English class.
- Convince – persuade your readers of your particular viewpoint.
- Recommend – explain what needs to happen or what the readers should do.

Your writing should be persuasive and entertaining. Otherwise, who will read it?

There are several things you should do to write an effective opinion piece.

Make sure you have a catchy title or headline. It should make the reader think or react.

Explain your thesis (main point) in one sentence right at the beginning of your piece, or very near the beginning. Here are some examples of a thesis.

- We should have more students from different cultures at our school.
- By learning about other cultures we learn more about ourselves.
- All children have the right to a family.

You should present two or three main ideas to support your thesis. Give evidence and examples. Your evidence should contain hard facts. Never make things up.

If you think something is wrong, offer a realistic solution to the problem. Then explain why your solution is better than the present situation.

Conclude your opinion piece with a final thought.

ATL Critical thinking skills



Take one of the three examples of a thesis given below.

- We should have more students from different cultures at our school.
- By learning about other cultures we learn more about ourselves.
- All children have the right to a family.

Form three groups. Each group should plan an opinion piece based on one of the examples given.

Use your critical thinking skills to make sure that your opinion piece uses a clear and logical argument.

Copy and use the planning and scaffolding table on the next page to plan your work.

When you have finished, share your ideas with your class.

Formative writing skills: Drafting and writing an opinion piece

Use the ideas you have discussed on page 57 to write an opinion piece in your school magazine on one of the following topics.

- We should have more students from other cultures at our school.
- By learning about other cultures we learn more about ourselves.
- Going to school away from home is always a positive experience.

Write 300–400 words.

Your opinion piece in the school magazine will be for a **mixed audience**. It will be read by students, teachers and parents. Think about the language you will use.

Will it be:

- very formal, as if talking very politely to a very important stranger
- formal, as if talking politely to a stranger
- informal, as if talking to a friend?

Planning and scaffolding

Create an attention-grabbing headline. Make the reader think or react.

Introduce the topic.

Explain your thesis (main point) in one sentence and explain the context.

Make a series of points to support your thesis.

Give evidence and examples for each point.

Offer a conclusion. What do you want to say about this topic?

Present your final thought. What life lesson can we learn?

Inquiry 2: What was the historical **context** for the children's migration across Western Australia?

Factual question

Discussion and debate

Imagine you had to cross the desert in this picture by following the fence. The fence is 500 kilometres long. What dangers would you face? First, make a list of everything that you would need to survive the journey.

With your teacher, discuss the following problem. Imagine you could only take three things from your list. Which ones would they be? How would they help you to survive the journey?

ATL

Thinking skills

Find solutions to this authentic problem.

Be creative and apply your existing knowledge to generate new ideas.

Make guesses, ask "what if?" questions and generate testable ideas.



Formative reading skills: Analysing connections and conventions

Read the extract below from *Follow the Rabbit-Proof Fence*. As you read, put the extract into the context of the story. Where and when does the action take place?

The Marlbu (Part 1)

It started to rain again. The girls looked up towards the sky and saw that it was only scattered clouds of light showers, so they trudged on through the open forest that covered the low sand dunes. The showers passed over them heading inland as they tramped over the wet, thick grass and thick ground covers.

The heathland stretched out in all directions and extended to the ocean. The bright, orange and white, and red and yellow conical-shaped banksia flowers fascinated Molly, Daisy and Gracie. They pulled the branches down so that they could examine them more closely.

However, it was impossible, or almost impossible, to find a patch of clean white sand amongst all that for the girls to pass through without scratching or stinging their legs on the prickly acacia bushes. Though it wasn't too bad when it was raining because the cool drops of rain washed and soothed the scratches on their skins.

They were almost past the clumps of banksia trees when they heard very heavy footfalls.

They were coming closer. There was a flash of lightning; in the distance

they heard a rumble of thunder. The footsteps came closer.

"Quick," whispered Molly and all three of them dived head-first underneath the thicket and slid on their stomachs as flat and low as they could – not daring to breathe.

They kept very still, frozen stiff with fear as they lay under the cover

of the tangled shrub and waited for whatever it was to appear. Molly had no intention of being caught only to be sent back to the Settlement to be punished by the authorities.

The footsteps were so close now, the ground was vibrating – they could feel every step. Then they saw it. They lay there, their eyes glued to the 'thing' that was emerging from behind the banksia trees.

Gracie started to say something in a low whisper but the words came out in an inaudible stutter. She tried once more, but the result was the same, so she gave up and shut her eyes tightly and began to swallow deeply, trying desperately to control her fear.

Several minutes later, after the 'thing' had gone by, its footsteps still thundering along, the girls remained on the prickly leaves and grass, pondering whether to move on or not. Their young hearts were still thump-thumping right up into their ears. All lay shivering with fear.

Adapted from: Pilkington (1996) *Follow the Rabbit-Proof Fence*



Formative reading skills: Understanding explicit and implicit information

Answer the following questions, writing your answers on a separate sheet of paper.

1 Multiple-choice questions

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

1. The text "The Marlbu (Part 1)" is narrated by:
 - A. Molly
 - B. Daisy
 - C. Gracie
 - D. a third-person narrator.
2. The first thing the narrator describes is:
 - A. the landscape and the rain
 - B. the rain and the grassland
 - C. the bright colours of the sea
 - D. the landscape and the ocean.

2 Supply the correct words.

3. Find two words in the first paragraph that suggest that the girls were tired of walking.

• and •

4. In the second and third paragraphs find the names of two plants that were growing in the bush.

• and •

3 Multiple-choice questions

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

5. The girls didn't mind the rain because:
 - A. it cooled them
 - B. they could drink the water
 - C. they liked the sound it made
 - D. it made their scratches better.
6. The girls were frightened by:
 - A. the thunder
 - B. the lightning
 - C. a bright light
 - D. a loud noise.
7. They hid:

<ol style="list-style-type: none"> A. behind a tree B. under a cover 	<ol style="list-style-type: none"> C. under a bush D. under a tree.
--	---

8. Molly feared that:
 - A. someone was looking for them
 - B. someone was punishing them
 - C. someone was trying to scare them
 - D. someone was sending a signal.
9. The girls see what was coming out of the bush:
 - A. clearly and distinctly
 - B. not at all
 - C. very vaguely
 - D. from a great distance.
10. Gracie was so frightened that she couldn't:
 - A. stand up quickly
 - B. speak properly
 - C. swallow properly
 - D. sleep well.
11. When the "thing" had gone the girls had to decide whether to:
 - A. sleep
 - B. follow it
 - C. stay
 - D. shiver.

4 Supply the correct words.

12. Find two phrases in the last paragraph that suggest that the girls were very frightened.

----- and -----



Aboriginal paintings of bush spirits from the Kimberley region of Western Australia

Related concept: Context

Context is the social, historical and cultural settings of a set of events.

For example, what is the context for the book *Follow the Rabbit-Proof Fence*?

Is it:

- modern-day Australia
- Australia in the late 19th century
- Australia in the early 20th century?

What is the context for the passage "The Marlbu (Part 1)" that you have just read?

Does it come:

- at the beginning of the story
- during the girls' journey home
- at the end of the girls' journey?

Formative reading skills: Understanding explicit and implicit information

1. Read the first seven paragraphs of "The Marlbu (Part 2)" and name six characteristics of a Marlbu.
2. Find evidence in the text that the girls have retained their knowledge of and beliefs in the Mardu culture they were raised in.

The Marlbu (Part 2)

It was another few seconds before they regained their composure and their fears subsided. It was only then that they could rise and stand firmly on their feet without shaking, to continue their trek homewards.

"That was a Marlbu, indi Dgudu?" said Daisy, still obviously shaken by what she had seen.

"Youay, it was a Marlbu alright," agreed Molly. "A proper Marlbu."

Yes he – that thing fitted the descriptions of a Marlbu, a sharp-toothed, flesh-eating, cannibalistic, evil spirit that has been around since the Dreamtime era. The old people always told them to be careful and always to watch out for them and now this very day they had seen one.

"That Marlbu had a funny head and long hair. He was a big one alright," said Daisy.

There seemed to be only one logical explanation to that phenomenon. The so-called Marlbu may have been an extra large Aboriginal man with prominent Neanderthal features who

was running to beat the storm that was brewing up and the fast-approaching nightfall.

"Quickly," urged Molly, "let us get away from this place." The sight of the Marlbu had unnerved her; she was really scared.

The two younger sisters nodded; they could see the shallow valley of sand dunes on the left and began making their way towards them.

"See that," said Molly when they reached the sand dunes, pointing to the rabbit warrens. "We'll just dig one out. We have to make it big enough for the three of us to fit into," she told them.

And so, crouching on their knees, they dug furiously, their elbows almost touching. Very soon, they managed to widen and deepen a deserted burrow to make a slightly cramped but warm, dry, shelter for themselves. This was their first sleep-out in the bush since leaving their homes in the East Pilbara.

Adapted from: Pilkington (1996) *Follow the Rabbit-Proof Fence*

ATL Critical thinking skills

Use your critical thinking skills to answer this question. What do you think the girls actually encountered? Was it:

- A. a Marlbu
- B. a large animal
- C. someone who was hunting them
- D. a passing stranger

The skills you will use to answer the question are:

- collecting and organizing relevant information
- interpreting information
- evaluating evidence and arguments
- coming to reasonable conclusions
- testing generalizations and conclusions
- analysing and evaluating issues and ideas to formulate an argument.

Formative listening and speaking skills: Interview

Imagine you could travel back in time to Australia in 1931. You are going to interview the young Mardu girl Molly about her perilous journey home and her life at that time.

Use the information on pages 56–57 to plan your questions.

In groups of three, conduct role-plays in which one person is the interviewer, one person is the interviewee, and one person is the observer. The interviewer should use the questions to structure the interview. Change roles at the end of the first interview. The third person can act as observer and can make notes using the table below. Use the chart below to give feedback at the end of the interview.

Planning and scaffolding

In groups make a list of about ten questions to ask Molly about her escape and her journey home. Make sure they are open questions. Use your critical thinking skills to put your questions into the best possible order.

You can also use this chart to assess and give feedback on the other oral work you undertake in this book.

	Good	Needs slight improvement	Needs some improvement	Needs a lot of improvement
Eye contact	Always has eye contact	Has eye contact most of the time	Sometimes has eye contact	Has little eye contact
Enthusiasm	Shows great enthusiasm for the topic during the activity	Shows enthusiasm for the topic during the activity for most of the time	Sometimes shows enthusiasm for the topic during the activity	Shows little enthusiasm for the topic during the activity
Preparation and organization	Seems very prepared and organized during the activity	Seems prepared and organized for most of the time during the activity	Seems somewhat prepared and organized during the activity	Does not appear to have prepared for the activity
Pronunciation	Speaks very clearly and is very easy to understand	Speaks clearly most of the time and is usually easy to understand	Sometimes speaks clearly and is sometimes easy to understand	Does not speak clearly and is difficult to understand
Knowledge of topic/content	Shows very good or excellent understanding and knowledge of the topic during the activity	Shows good understanding and knowledge of the topic during the activity	Shows some understanding and knowledge of the topic during the activity	Shows little understanding or knowledge of the topic during the activity

Formative written activity: Opinion piece

As we saw in “The Marlbu” (Parts 1 and 2), the girls’ behaviour in the storm and their ability to survive the journey across the desert are strongly influenced by their culture.

Unfortunately, and sadly all too frequently, one culture is convinced that its values are better, or more important, than those of another culture. Such a situation usually leads to conflict. In this chapter we have seen some of the problems created when one culture attempts to dominate another culture.



Follow the Rabbit-Proof Fence can teach us that we must interact with other cultures with sensitivity and empathy. This intercultural awareness is essential for us to become internationally minded and responsible members of local, national and global communities.

Having read some background material and an extract from the book, *Follow the Rabbit-Proof Fence*, do you think the text would be suitable for your English Language Acquisition class? Give reasons.

Using a chart like the one on pages 58 and 59 to organize your ideas, write an opinion piece for your school magazine either recommending or criticizing the book as a class reader for the whole of your year group. Write 300–400 words.

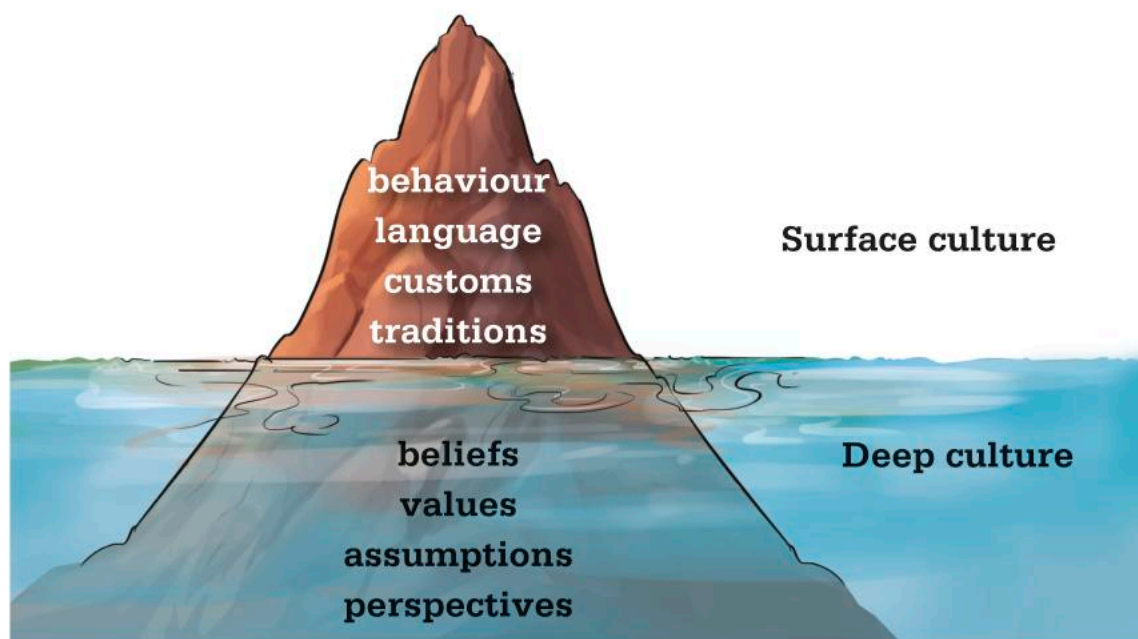
Reflections on Inquiry 2: What was the historical **context** for the children’s migration across Western Australia?

Now that you have completed this section, what facts have you learned, and so what is your answer to the factual question?

Synthesis: Key and related concepts – Culture and Context

Culture

In this chapter we can see that different communities have their own range of learned and shared beliefs, values and interests. This concept of culture can be seen in the diagram below.



Source: adapted from Pollack and Van Reken 2001

ATL Critical thinking skills

Look at the diagram. What is the difference between **surface culture** (what we see) and **deep culture** (what is under the surface)?

With your teacher, reflect on the story of Molly and her sisters. What is the **surface culture** that you can observe? Analyse the girls' behaviour, their language, their knowledge of customs and traditions.

What is the **deep culture** by which the girls live? What do they believe in? What values are important to them? How do they see the world around them? What are their assumptions and perspectives?

Think about your own culture.

What **surface** elements of your culture would an outsider notice?

What aspects of **deep culture** can you express?

Degrees of intercultural awareness

Look at the quotation in the poster below. Do you agree with the ideas suggested in the quotation?

There are different levels of understanding and interacting with other cultures.

“Our way is the only way.”

At the most basic level, people think their culture’s way of doing things is always excellent and that their way is the only way.

“We know their ways, but our ways are better.”

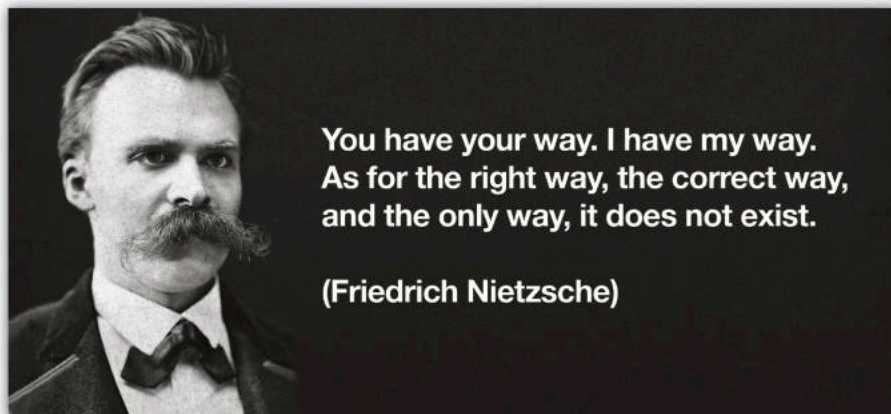
At the second level, people are aware of other ways of doing things, but still think their way is the best one. At this stage, one culture sees another culture as a problem. Such people tend to ignore other cultures or say they are not important.

“There are our ways and their ways.”

At this level one culture is aware and understands another culture’s ways of doing things. At this stage people still realize that cultural differences can lead to problems. However, they can also see the benefits and advantages. They are willing to borrow new solutions and alternatives from the second culture.

“There is a third way – a new way.”

This fourth and final stage brings people from different cultural backgrounds together to create a new, third culture of shared values. People from both cultures discuss new ways to meet the needs of a particular situation.



ATL Critical thinking skills

Work in small groups and make suggestions in response to these two tasks.

- 1 In what ways does your school bring people from different cultures together? To what extent does your school practise “There is a another way – a new way”? Can you give practical examples?
- 2 Identify other activities and events that your school could undertake to improve intercultural awareness further among the students, parents and staff. Justify your answers.



Context

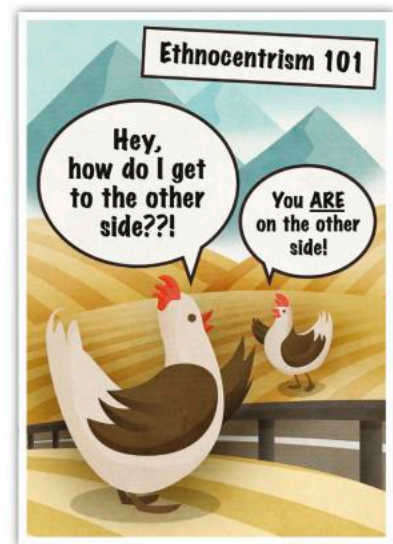
Examine the cartoon and answer these questions.

1. Which chicken is on the other side of the road?
2. What does the picture teach us about context and point of view?
3. How does the cartoon show how different cultures view things differently?
4. What is the meaning and significance of the title of the cartoon?

Cultures exist within a context. A context is the social, historical and cultural setting in which people exist, interact and create their own culture.

Narrative texts like the ones in this chapter narrate and describe migrations from one culture to another. These migrations exist within a context. Molly's migration takes place in the context of the story of the "stolen generations".

Understanding the context helps us to understand the deeper meaning of the narrative or the story. Molly is not just escaping from real or imagined dangers, such as the Marlbu. She is escaping from a system in which her very identity is under threat.



Discussion and debate

Here is a map of Western Australia showing the journey undertaken in *Follow the Rabbit-Proof Fence*.

Within the context of Western culture, we understand the conventions of creating and interpreting a map.

What surface cultural knowledge must you have to understand a map like this?

Imagine you were trying to explain the map to people who had no understanding of it. How would you explain the meaning of all the different lines, colours and the words?

To what extent do you think that knowledge is based on knowing the context and culture in which the knowledge exists?



Discussion and debate



With your teacher, examine the painting of a landscape by an Aboriginal artist. The painting is also a kind of multimodal map.

What knowledge of culture and context would you need in order to interpret the meaning of the painting?

Study the picture, thinking about what you know about desert landscapes, and then answer the following questions.

1. What can you see in the painting? Use your critical thinking skills to interpret the information contained in the painting.
2. What might be the message of the painting?
3. What cultural knowledge would a person need to really understand the painting?



Key concept: Culture

How do the children use their cultural knowledge to survive the journey across the Australian wilderness?

List all the cultural knowledge the girls possess to make such a journey.

In class, discuss these questions.

- 1 How is the girls' cultural knowledge different from the kind of knowledge you gain at school?
- 2 How does the girls' knowledge of their Mardu culture allow them to survive and successfully undertake such a dangerous journey?
- 3 Think about the cultural knowledge that you possess. Would it enable you to undertake the same journey as Molly and her sisters?

Inquiry 3: Why do we feel **empathy** for the narrator of *The House on Mango Street* and people like her?

Conceptual question

Discussion and debate

Look at the picture and discuss the following questions. Note: there are no right answers, only justified ones.

1. Who are the people in the picture?
2. What are the relationships between the children and the adults?
3. Where have they come from and where are they going?
4. How difficult has the journey been?
5. What problems have they had to reach their destination?
6. Where are they going to live next?
7. What will their new home be like?
8. In what ways is their story typical of other migrant families?



Related concept: Empathy

Empathy is an ability to understand and identify with a person, an idea or a situation.

Empathy is an essential tool in creating relationships and understanding people from other cultures.

Now that you have analysed the photograph and answered the questions above, can you imagine what the people in the photograph might be thinking or feeling?

In pairs, practise empathy by discussing the possible thoughts and feelings of:

- A. the mother
- B. the child
- C. the man walking behind the mother and child.

Formative reading skills: Understanding explicit information

As you read the text, make notes about the migrant family living in the house on Mango Street. Sort the information into three categories: the inside, the outside, the people who live in the house. When you have finished, use the notes to draw a visual (a poster, a diagram or a picture) of the house to show how you imagine the house.

The House on Mango Street



We didn't always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keeler. Before Keeler it was Paulina, and before that I can't remember. But what I remember most is moving a lot. Each time it seemed there'd be one more of us. By the time we got to Mango Street we were six – Mama, Papa, Carlos, Kiki, my sister Nenny and me.

The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn't a landlord banging on the ceiling with a broom. But even so, it's not the house we'd thought we'd get.

We had to leave the flat on Loomis quick. The water pipes broke and the landlord wouldn't fix them because the house was too old. We had to

leave fast. We were using the washroom next door and carrying water over in empty milk gallons. That's why Mama and Papa looked for a house, and that's why we moved into the house on Mango Street, far away, on the other side of town.

They always told us that one day we would move into a house, a real house that would be ours for always so we wouldn't have to move each year. And our house would have running water and pipes that worked. And inside it would have real stairs, not hallway stairs, but stairs inside like the houses on TV. And we'd have a basement and at least three washrooms so when we took a bath we wouldn't have to tell everybody. Our house would be white with trees around it, a great big yard and grass growing without a fence. This was the house Papa talked about when he held a lottery ticket and this was the house Mama dreamed up in the stories she told us before we went to bed.

But the house on Mango Street is not the way they told it at all. It's small and red with tight steps in front and windows so small you'd think they were holding their breath. Bricks are crumbling in places, and the front door is so swollen you have to push hard to get in. There is no front yard, only four little elms the city planted by the curb. Out back is a small garage for the car we don't own yet and a small yard that looks smaller between the two buildings on either side. There are stairs in our house, but they're ordinary hallway stairs, and the house has only one washroom. Everybody has to share a bedroom—Mama and Papa, Carlos and Kiki, me and Nenny.

50 Once when we were living on Loomis, a nun from my school passed by and saw me playing out front.

The laundromat downstairs had been boarded up because it had been robbed two days before
55 and the owner had painted on the wood YES WE'RE OPEN so as not to lose business.

Where do you live? she asked.

There, I said pointing up to the third floor.

You live there? There. I had to look to where
60 she pointed – the third floor, the paint peeling, wooden bars Papa had nailed on the windows so

we wouldn't fall out. You live there? The way she said it made me feel like nothing. There. I lived there. I nodded.

I knew then I had to have a house. A real 65 house. One I could point to. But this isn't it. The house on Mango Street isn't it. For the time being, Mama says. Temporary, says Papa. But I know how those things go.

Source: <https://www.tes.com/lessons/gC5M0pEF6JMNAQ/themes-house-on-mango-street>

Taken from: Cisneros 2009 (first published 1984)

Formative reading skills: Understanding explicit and implicit information

True or false. The sentences below are either true or false. On a separate sheet of paper, indicate whether each statement is true or false then justify your response with a relevant brief quotation from the text. Both are required for a correct answer.

1. The family have had exactly three previous homes before the house on Mango Street.
Justification:
2. The family have bought the house on Mango Street.
Justification:
3. The family had no reason to leave the flat on Loomis Street.
Justification:
4. Esperanza's dream house is one she had seen in films.
Justification:
5. Esperanza finds the house on Mango Street a big disappointment.
Justification:
6. On Loomis Street the family lived underneath a laundry.
Justification:
7. The nun made Esperanza feel really bad about the flat she lived in.
Justification:
8. The house on Mango Street is just a temporary home for the family.
Justification:

Multiple-choice questions

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

9. The main point of view of the text is that of:

A. the author	C. the nun
B. the family	D. the narrator.
10. The style used in the text is mainly:

A. persuasive	C. poetic
B. factual	D. exaggerated.
11. The narrator speaks to the audience using:

A. the first person	B. the second person
C. the third person	D. the fourth person.

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

12. The narrator is approximately:

A. 5 years old	C. 15 years old
B. 10 years old	D. 25 years old.

Formative listening and speaking skills: Conducting an interview

Work in groups of five or six. One group will interview Esperanza, the girl who narrates *The House on Mango Street*, and the other will interview Sandra Cisneros, the book's author.

If you are going to interview Esperanza, write a list of around ten questions that ask her about:

- her life as part of an immigrant family
- her move to Mango Street
- her life before the move to Mango Street
- her dreams for the future
- her Mexican background and culture.

Related concept: Empathy

Work in pairs to discuss these questions. In order to find answers, empathize with Esperanza, seeing the world from her point of view.

1. Why is Esperanza so disappointed with her new home?
2. Look back at the picture of the migrant family at the beginning of this section. What are the similarities and differences with the family in the story?
3. Do you think Esperanza's family's experiences are typical of a recently arrived migrant family? Justify your answers.
4. How easy (or difficult) is it for you to empathize with Esperanza and her situation?

Justify your responses and share them in class.

Related concept: Empathy

The inquiry question for this section is: Why do we feel empathy for the narrator of *The House on Mango Street* and people like her?

Before you start preparing for the interview, work in groups to decide what you think about the question so far.

The second group will interview Sandra Cisneros, write around ten questions that ask her about:

- her characters
- her Hispanic origins and culture
- her reasons for writing *The House on Mango Street*.

Note: You may need to use your research skills to find out more about the author.

For both interviews, ask open questions. Be sure to put the questions in the best order. You can show empathy by starting with the most general questions and leaving the most personal questions to the end of the interview.



Sandra Cisneros

Planning and scaffolding

On pages 52 and 53 you used a table to organize your interview with the writer. Study the table and use it to organize your interview questions and responses. The person answering should try to give long answers to the questions. For example, first the person could answer the question, then justify it by giving more details or an explanation.

Esperanza is a girl about 10 years old. Sandra Cisneros is a famous and well-respected author and poet. When you talk to your interviewee, what language and style will you use?

In an interview with Esperanza, will it be:

- formal
- semi-formal
- informal
- slang?

In an interview with Sandra Cisneros, will it be:

- formal
- semi-formal
- informal
- slang?

ATL Critical thinking skills

This exercise is an opportunity to:

- collect, record and verify data
- access information from the text to be informed and inform others
- make connections between various ideas in the text
- consider ideas from multiple perspectives
- synthesize ideas to create a new understanding.

Formative writing skills: Producing an opinion piece

Study the picture of the young migrant couple in their one-room home. Would you like to live like that? Justify your opinion.

It has come to your attention that migrants to your city are living in very poor accommodation and have little access to health care. You wish to write an opinion piece for your local newspaper showing empathy for the migrants' situation. You can use the advice in this section and the chart on page 59 to plan your opinion piece.

Write about 300–400 words.



Planning and scaffolding – language

In the opinion column you are writing to the wider community. The purpose of the text is to persuade your readers that your opinions are sensible and valid. What language and style will you use to address your readers? Will it be:

- formal
- semi-formal
- informal
- slang?

Reflection on Inquiry 3: Why do we feel **empathy** for the narrator of *The House on Mango Street* and people like her?

Now that you have completed this section, what is your answer to the inquiry question?

Reflection: Listening skills and debatable questions

Reflections on the ideas and content of this chapter

What have you learned so far about the theme of **Migrations**?

As a class activity, make a list of the most important ideas you have learned so far in your inquiries.

At this stage, are there any points you would like to investigate further? Make a list of points and discuss them with your teacher.

Audio-visual text

The following are suggested audio-visual texts to use in this section. Alternatively, you could use an audio-visual stimulus of your own choosing related to the theme of the “stolen generations” or migrations.

- A. “My story of immigration” Miriam Martinez

<https://www.youtube.com/watch?v=l6qkFNOVebo>

- B. Welcoming Stories: “Mona”

<https://vimeo.com/20927099>

- C. “My immigration story” Tan Le

https://www.ted.com/talks/tan_le_my_immigration_story?language=en

- D. A trailer for the film *Rabbit-Proof Fence*

<https://www.goodreads.com/videos/63708-rabbit-proof-fence>



Formative listening skills: Understanding explicit and implicit information

Answer the following questions, writing your answers on a separate sheet of paper.

Before you watch the video

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.

1. The video is 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

Justify your answer with evidence from the video.

2. Create a table like this to summarize the main points of the video. You may wish to add examples and explanations, as necessary.

Subject matter		
Thesis (main point)		
	Main idea	Examples and/or explanations and/or details
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusion		

Multiple-choice questions

3. What is 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 is 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 does 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: Preparing and conducting a role-play

The purpose of this role-play is to find out why the girls in the picture are protesting on behalf of migrants.

- One person plays the role of interviewer.
- One person plays the role of protester.

Planning and scaffolding

- With your partner, discuss the contents of the photograph.
- Use your research skills to discover more about the context in which the photograph was taken.
- Who is protesting and why? Who are “The Dreamers”?
- Use the knowledge and skills you have learned in this chapter to help you organize your interview.
- Before the role-play, discuss possible questions for the interview.
- Show empathy by planning your interview to start with more general questions before moving on to more sensitive topics.



Formative writing skills: Writing an opinion piece

Write an opinion piece for your local newspaper. The text will be based on the interview you conducted with the protesters in the photograph above. Write 300–400 words.

- Use the knowledge and skills about writing an opinion piece that you have developed in this chapter to plan and write your text.
- Before you write, answer these questions.
 - What is my main idea (thesis)?
 - What will be my headline or title?
 - What points can I make to support my main idea?
 - What evidence and examples can I use?
 - What will my conclusion be?
- You are writing to the whole readership of the newspaper and the purpose of the text will be to persuade your readers that your opinions are sensible and valid.
- What language and style will you use to address your readers?
- Use the table on the next page to organize your thoughts before writing your opinion piece.

Planning and scaffolding – organization

Create a table like this to help you plan your ideas.

Create an attention-grabbing headline. Make the reader think or react.

Introduce the topic. What is your reaction to the video you have watched?

Explain your thesis (main point) in one sentence. Does the video teach any useful information?

Make a series of points to support your thesis.

Give evidence and examples.

Offer a conclusion. Does the video have any educational value?

Present your final thought. What life lesson can you offer?

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 **Migrations** 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: **Culture**, **Context** and **Empathy**.

To demonstrate your understanding of these concepts, discuss these questions in small groups and afterwards share your conclusions with your class.

Migrations

Debatable question 1: Is the topic of **Migrations** related to the global concept of **Orientation in time and space**?

Debatable question 2: As students, can we learn useful lessons from the study of migrations?

Culture, Context and Empathy

Debatable question 1: Is there a connection between the concepts of context and culture?

Debatable question 2: Given our shared humanity, is it hard to empathize with people from other cultures?

Debatable question 3: Is it possible to understand and empathize with someone without knowing the context in which the person lives?

Summative assessments: Orientation in time and space

Statement of inquiry

It is often easier to empathize with people from other cultures, times and places when we understand the context in which they have lived.

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, **Migrations**.

- 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 our understanding of situations depend on the context and the culture we live in?**
- The Writing assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 2: Can we empathize with people who migrate from one culture to another?**

Summative assessment A: Listening

Assessment criterion A: Listening

At the end of the proficient 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.

It wasn't easy growing up as an immigrant

https://www.youtube.com/watch?v=tlxSJW_Q2mQ



Search words:

immigrant storybooth
growing



1. Choose the four true statements. Record your answers on a separate sheet of paper.

- A. The speaker's parents were married in the USA.
- B. Her family had wanted to move to the USA for a long time.
- C. Her mother's family moved from the Philippines to the USA.
- D. On arrival in the USA, her family lived with an uncle and his family in California.
- E. The speaker had language difficulties when she started kindergarten.
- F. When she started school, she made friends very quickly.
- G. In Kindergarten, she did not find it hard to learn English.
- H. Once in the USA, her parents did not hold on to their Filipino culture.

2. Choose the correct words from the recording to fill in the gaps below. Write your answers on a separate sheet of paper.

At the end of sixth grade, the speaker moved schools and found it hard to adapt to a new environment and new classmates. In addition, she felt ---(- 1 -)--- because her father always gave her a packed lunch to eat. Some of the other students made fun because she pronounced some words ---(- 2 -)--- from them. When her English improved, she had to ---(- 3 -)--- for her father. Despite everything, she can really ---(- 4 -)--- the opportunities her parents have given her.

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 proficient 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.



The Story of Daniel Penado Zavala

Daniel Penado Zavala was 17 when he made a heart-wrenching decision to leave his family behind in El Salvador and try to make a new life where it was safer.



He saw gang members target and kill young people like him. After his stepfather was killed, Daniel's mother was left to support him and his three siblings.

drank its murky waters, slept in a locked room with 20 people.

He, too, would be a victim if he resisted the gangs who infiltrate public schools and threaten kids.

After the coyote abandoned him, he crossed the US border and walked the desert alone without water or food. He lay down on the parched ground and abandoned hope.

He scraped together \$7,000 – a huge sum of money for a family like his – to pay a coyote, or smuggler, to arrange a harrowing journey, first to Mexico and then over the Texas border.

"I started crying and thinking this was the end," he said, as he recounted his journey to the lawmakers on Capitol Hill.

Daniel's is not an unfamiliar story anymore. There's little doubt that poverty and violence are two big reasons for the rising tide of Central American children fleeing their homes. Thousands cross the southern US border illegally each year in hopes of better lives.



On a recent morning on Capitol Hill, Daniel told a small committee of lawmakers the tale of his perilous journey to the US border. How he waded through a river infested with alligators,

35 He prayed to God that someone would find
his body to take back to his family. He found
the strength to go on only when he thought of
Magaly, the 13-year-old sister he left behind in
San Salvador. He loved her deeply and wanted
40 so much to be able to send money home to pay
for a good education – one that would help her
stay safe.

Daniel is a junior in high school now. He learned
English as a second language and does fairly well
with grades. His lowest has been a C, he said.

45 After school, he works as a mechanic and dreams
of becoming an engineer in the Air Force.

He broke down in tears as he described for the
lawmakers how he made it to America.

“It was a terrible idea to come over like that. I
don’t want anybody to come like that,” he told
CNN. “I wanted to testify. I want people to know
what happened to me. I don’t want anybody
else to experience that.”

It’s a thought that haunts him every day.

Abridged and adapted from: <https://edition.cnn.com/2014/06/13/us/immigration-undocumented-children-explainer/index.html>

Answer these questions. Choose the correct answers and record them on a separate sheet of paper.

1. The main purpose of the text is to:
 - A. describe Daniel’s relationship with his family
 - B. narrate Daniel’s journey from his home to the USA
 - C. explain Daniel’s reasons for leaving El Salvador
 - D. celebrate Daniel becoming an American citizen.
2. When he was lost in the desert, Daniel thought about:
 - A. the money he had paid
 - B. the home he had left behind
 - C. the danger he was in
 - D. the sister he wanted to help.
3. Daniel’s message is:
 - A. not to make the same journey
 - B. not to emigrate to the USA
 - C. not to enter the USA illegally
 - D. not to travel with smugglers.
4. The two photographs in the article help the readers to:
 - A. understand the difficulties of the journey to the USA
 - B. connect the different parts of the journey to the USA
 - C. empathise with migrants and their journeys to the USA
 - D. follow the migrants on their journey to the USA.

ORIENTATION IN TIME AND SPACE: MIGRATIONS

Read lines 1 to 14. What do the following words mean in the text?
Choose the appropriate words from the list on the right.

- | | |
|-----------------------------|---------------|
| 5. heart-wrenching (line 2) | A. annoying |
| | B. seek out |
| 6. target (line 5) | C. organize |
| | D. agonizing |
| 7. infiltrate (line 10) | E. befriend |
| | F. disturbing |
| 8. harrowing (line 13) | G. penetrate |
| | H. sensitive |

Find the words that complete the following sentences. Answer using the words as they appear in lines 15 to 30.

9. Many Central Americans migrate because of
_____.
10. Daniel has told his story to
_____.
11. Daniel had to cross the border alone because
_____.
12. Without food and water in the desert Daniel believed
_____.

Read lines 42 to 54. The following statements are either true or false.
Note down the correct option for each statement.

13. Daniel still gets very poor grades in high school.
14. Daniel became very emotional speaking to the lawmakers.
15. Daniel thinks his experiences could be a warning to others.
16. Daniel cannot forget the terrible journey he made.

Summative assessment C: Speaking

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

Present the contents of the image to your teacher.

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

Debatable question 1: Does our understanding of situations depend on the context and the culture we live in?

You should speak for 3–4 minutes in total.

Assessment criterion C: Speaking

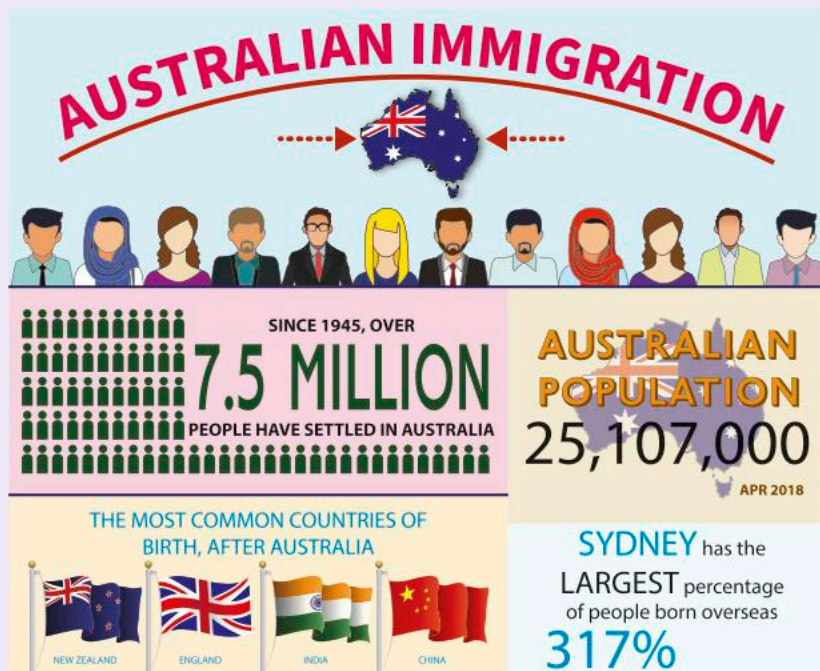
At the end of the proficient level, you will be able to:

- 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



Image B



Summative assessment D: Writing

Consider this debatable question and then complete the task.

Debatable question 2: Can we empathize with people who migrate from one culture to another?

Study the poster. What does it suggest about migration to Australia?

Assessment criterion D: Writing

At the end of the proficient 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.

How did we all get here?



Having examined the poster, write an opinion piece in which you explain:

- what causes people to migrate
- how migrants might feel when they arrive in a new place.

Write 300–400 words.

Going beyond the chapter

In this chapter you have explored journeys to find a home. Sometimes the people were returning to old homes; sometimes they were looking to find new ones. These migrations not only moved people through time and space but from one culture to another. You have understood that writers use narratives to orientate the reader in journeys through time and space, and to describe and reflect on the experiences of the protagonists. 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.

Using the text type

Publish your opinion piece

In this chapter you have carried out and written an interview and an opinion column. You have learned how to express a personal opinion about an important issue such as migration, so why not share your opinion with others?

If your school has a newspaper, magazine or student website, you might want to ask the editors of these publications to publish your opinion column on migration. If you do not have such a publication in your school, then this might be the perfect opportunity for you to get together with other students and start one. Alternatively, start your own blog where you and other students can give your opinions on important social and political issues.

Interview

Interview someone who has recently moved from another country to the country where you live. Alternatively, interview someone who has moved from one region of your country to another.

Your interviewee could be a teacher, parent or a student at your school. Start by asking these questions.

- What were the reasons for migrating?
- What difficulties has the person had in a new society and new country?
- What have been the benefits of migrating?
- How would the person sum up the experience?

Research

Look at the picture of migrant workers on a construction site.



Research the words we use to describe people who move from one country to another. Do any hold special importance or special meanings? For example, the words “migrant”, “immigrant”, “foreigner”, “refugee” and the abbreviation “expat” all describe people who move to other countries. But do these words all have the same meaning? Reflect on what you learn.

Action and service

Speak to your MYP coordinator or action and service coordinator to find out what your school’s expectations are for action and service in your grade or year.

The ideas below relate directly to the service learning outcomes for students to:

- become more aware of their own strengths and areas for growth
- 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

- Use your interviewing skills to research the life of migrants and refugees in your local community.
- If possible, interview members of the migrant community.
- Publish your interviews to raise awareness about migrant and refugee issues.
- Contact local or national charities that work with migrants and refugees. Find out what support they require.
- Create a student-led initiative about refugees and migrants at your school.
- Ask your school librarian to create a list of books and materials you have in the library and encourage other students to read these publications in order to raise awareness about migration.

Further reading

If you enjoyed this chapter, you might also enjoy this further reading:

Follow the Rabbit-Proof Fence by Doris Pilkington

Enrique's Journey by Sonia Nazario

Home Home by Lisa Allen-Agostini

Inside Out and Back Again by Thanhha Lai

The House on Mango Street by Sandra Cisneros

The Joy Luck Club by Amy Tan

The Namesake by Jhumpa Lahiri

Where the Streets Had a Name by Randa Abdel-Fattah

White Teeth by Zadie Smith

You can find more information on the topic of the “stolen generations” here:

https://en.wikipedia.org/wiki/Stolen_Generations

References

Cisneros, S. 2009 (first published 1984). *The House on Mango Street*. New York, USA. Vintage.

Pilkington, D. 1996. *Follow the Rabbit-Proof Fence*. Queensland, AU. University of Queensland Press.

Pollock, DC. and Van Reken, RE. 2001. *Third Culture Kids: The Experience of Growing Up Among Worlds*. Boston, Connecticut, USA. Nicholas Brealy Publishing.

ATL Thinking and research skills

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

- What have I learned?
- What don't I yet understand?
- What questions do I have now?

3

Bilingualism and multilingualism

Concepts

Global context: Personal and cultural expression

What is the nature and purpose of creative expression?

In this chapter you will explore the ways in which you discover and express ideas, feelings, nature, culture, beliefs and values when you speak two or more languages.

Key concept: Communication

This is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. **Communication** involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal). In this chapter you will look at how we use multiple languages to communicate and what happens to communication when you are learning a language.

Related concept: Idiom

Idiom is unique to each language. It refers to a manner of speaking, or to a specific expression, the meaning of which differs from the meaning of the individual words in the phrase.

Related concept: Voice

Voice relates to a writer's style when creating a text. Voice communicates the thoughts, speech and actions of a narrator; the voice gives the reader an understanding of the narrator's attitudes, personality and character.



Ans

Statement of inquiry

Individuals and cultures create their own idioms in order to communicate in their own voice.

Unit plan

- ATL focus: Communication skills
- Inquiry 1: Where and when do I **communicate** in my different languages?
- Focus on communication skills: Presentations and magazine articles
- Inquiry 2: Do we use different **idioms** when we communicate in different languages?
- Synthesis: Key and related concepts – **Communication** and **Idioms**
- Inquiry 3: How can different **voices** communicate messages about learning English in different ways?
- Reflection: Listening skills and debatable questions
- Summative assessments: Listening, Speaking, Reading and Writing
- Theory to practice: Action and service

Inquiry 1: Where and when do I **communicate** in my different languages?

Factual question

Formative listening and speaking skills: Identifying information and explaining clearly

It is not easy to define bilingualism because people use languages in so many different ways. Bilinguals are not necessarily perfect in both or all of their languages. It is quite usual for a person to have one language that they are much better at using than their other language.

Here are some questions to illustrate the point:

- Can you understand two languages equally well but are better at using one of them than the other?
- Can you speak two languages but are only able to write one of them?
- Do you tend to use your languages differently depending on the context of where and with whom you are communicating?

With a partner, first identify the languages you know and then analyse how well you can understand and use them.

Next think about the way you use your different languages in different areas of your life.

Copy the chart on page 94 and use it to reflect on your own experiences. If you use more than three languages, add more columns to the chart.

What conclusions do you come to about your use and knowledge of different languages?

When you have each completed the survey, discuss your responses with the rest of your class.

Key concept: Communication

Communication is the exchange or transfer of information and knowledge in the form of facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Communication is the basis of what makes us human and bridges communities across the globe; it is the essence of language learning.

Effective communication requires a common “language” (which may be written, spoken or non-verbal). In this chapter, we examine what happens when people communicate in more than one language.



Survey: My languages and me

	Language 1	English	Language 3
Which languages do you use?			
Put your languages into order of most fluent – 1, to least fluent – 3.			
How did you learn your languages?			
How well can you understand and speak each language?			
How well can you read each language?			
What problems do you have with reading in each language?			
How well can you write each language?			
What problems do you have with writing and spelling in each language?			
What words do you find difficult to translate?			
In what social contexts do you use your different languages?			
Who do you speak to in each language?			
What places do you associate with each language?			
What music, food or other aspects of culture do you associate with each language?			
What do you like least about each language?			
What do you like most about each language?			

Formative reading skills: Reading for explicit information and making connections

The article below describes eight different types of bilingualism. While you read, analyse which words best describe the type of bilingual you are. Choose one description from each of the pairs listed below.

When you have finished, work with a partner, comparing your responses and explaining your choices.

The types of bilingualism are:

- balanced or imbalanced
- individual or societal
- compound or coordinate
- additive or subtractive.

What is Bilingualism?

by Suzanne Jimenez



different types of bilingualism. Here is a brief description of some of them.

Balanced and imbalanced bilingualism

Theoretically, a balanced bilingual can perform all tasks equally well in both speech and writing. Logically therefore, an imbalanced bilingual cannot perform all tasks equally well in both languages.

Individual and societal bilingualism

Individual bilingualism occurs where a person or a small group use two languages because of individual circumstances. An immigrant family may speak a language at home which is not used in the outside community. A child may speak a home language such as Chinese and Russian but go to a French-speaking school. People in such families are classed as individual bilinguals.

In countries such as India, Switzerland, Kenya and Malaysia people frequently are bilingual, so almost all of the population of those countries can use or understand two or more languages. Therefore, people in such communities can be described as societal bilinguals.

What is bilingualism? The simple answer to the question is "the ability to speak two languages". In reality, the answer is much more complicated.

When we describe people as bilingual, do we mean that a bilingual person has to be able to use the two languages actively for speaking and writing? In turn, does that mean that bilinguals have to be able to speak and write both languages equally well?

Alternatively, can bilinguals be passively fluent in two languages? For example, there are people who cannot speak a second language but are able to read it fluently.

In his book *The Foundations of Bilingual Education* Professor Colin Baker discusses

Compound and coordinate bilingualism

Coordinate bilinguals learn both languages simultaneously from birth. Worldwide, most people grow up bilingually quite naturally because they live in multilingual societies. This is true for the vast majority of people in Asia and Africa, who automatically grow up speaking several languages.

Compound bilinguals learn one language after having acquired their first language.

Are you a coordinate or a compound bilingual?

Additive and subtractive bilingualism

Additive bilingualism describes a situation in which a child's development and knowledge in one language helps the child to develop abilities in another language.

Subtractive bilingualism describes the case where a child has no real first language and seems to speak and write both languages with a certain amount of difficulty.

Formative reading skills: Reading for implicit information and making connections

We can see that most bilinguals may show different levels of ability in their communication skills, such as speaking and writing. Bilingual people's use of their two languages also depends on context and how much they use their languages in their everyday lives. However, it is impossible to say that there is only one kind of bilingualism.

Here are 12 language profiles of a variety of 15-year-old MYP students from around the world. With a partner or with your teacher, look at the table on page 98 that categorizes the students according to the eight different types of bilingualism given above. If you need further information about the topic, ask your teacher or discuss the topic in class.

12 multilingual students

Maya's family moved from Kuwait to London last year. At home the family speaks their national language, Arabic, but in the outside world they use English, which she learned at school.

David moved to Montreal in Canada from southern France five years ago. He goes to a French-medium school. When he goes out into Montreal he speaks both French and English.

10 Pedro speaks Swahili with his mother and Spanish with his father. Spanish is their dominant language. When he writes Swahili he frequently uses lots of Spanish vocabulary and grammar. The family live in Mexico.

15 Franz is German but has always attended English-medium international schools in the USA. He speaks German and English fluently. He struggles to write in German because he has never learned to write in his mother tongue.

Bhargavi speaks and writes Gujarati fluently. Two years ago she moved from India to an international school in Doha where she is only just beginning to write English fluently. She is now learning Arabic in school, although she speaks it well.

20 Midori, who lives in Japan, has been learning English at a language school from the age of five. She understands spoken English on TV well but can still only speak and write it with difficulty.

25 Ida speaks Swedish at home and goes to a bilingual school. She finds it unnatural to speak in English at home, even though all her family members can speak the language reasonably well.

30 Nabila's family lives in Malaysia. She speaks Malay and English. The parents converse with their children in both English and Malay. As a young child Nabila came to speak both languages equally fluently.

Singaporean Mani speaks and writes both English and Tamil fluently. These are two of the national languages of Singapore. He also speaks Mandarin. However, he only started learning English when he started school.

35 Ji Hyun takes her mother tongue, Korean, as part of the MYP at school in the UK. She says that the more Korean she learns the more likely she is to be able to express new ideas and concepts in English. She is also strongly motivated to learn both languages.

40 Meili is from Rwanda. At home and at primary school she spoke Kinyarwanda with friends but had most of her lessons in French. At secondary school, she started learning English.

45 Serena is Chinese Indonesian. From a very early age both parents used to speak to her in Hokkien. On entering kindergarten Serena began very quickly to pick up Indonesian. However, after three years, the family moved to Shanghai where Serena went to Chinese primary school. By the time she was 12, Serena wrote imperfect Mandarin and imperfect Indonesian. She now goes to an international school in
50 Indonesia where she is learning English.

ATL Communication skills

One aspect of communication skills involves the interpersonal and intercultural skills we use to receive, process and share information.

As a bilingual or multilingual communicator, ask yourself these questions.

Listening: Where and when do I use listening skills in each of my languages? What kinds of information do I listen to and for in each language?

Speaking: Which languages do I speak? Who do I speak to in each of my languages? In which contexts do I speak each language?

Reading: In which languages do I read? What kinds of information do I read in each of my languages?

Writing: In which languages do I write? What kinds of texts do I write in each language?

Share your responses with your class. What conclusions do you come to?

	Languages	Balanced/imbalanced	Individual/societal	Compound/coordinate	Additive/subtractive	Other comments
Maya						
David						
Pedro						
Franz						
Bhargavi						
Midori						
Ida						
Nabila						
Mani						
Ji Hyun						
Meili						
Serena						

Formative listening and speaking skills

When you have completed the table, discuss your findings in class.

Categorize each student according to the different types of bilingualism. Justify your ideas with evidence from the text and come to conclusions you can all agree on. Discuss your findings in class.

Discussion and debate

Discuss this question with your teacher

Within different multi-language cultures, speakers may have different forms of bilingualism at the same time. For example, in Kenya and Tanzania many people will use English and Swahili. Some also use Arabic. Many Kenyans and Tanzanians additionally speak one, two or more local languages. In Asia too it is common to speak several languages. For instance, in India many people speak Hindi and/or English and one or more regional languages such as Telegu, Punjabi, Gujarati or Tamil.

In these circumstances, why do some people say that it is impossible to learn more than one language?

Formative writing skills: Magazine article

Now use the information that you gathered in the table on page 94 about the different kinds of bilingual you are and transform it into a written text.

The text could appear in your school magazine or as a blog post. The title could be: "What kind of bilingual am I?" Or you could invent a title of your own choosing.

Remember to use an appropriate form of English to address your audience.

Write 300–400 words.

Reflection on Inquiry 1: Where and when do I **communicate** in my different languages?

Now that you have completed this section, what is your answer to the inquiry question?

ATL

Communication skills

Here is an opportunity to use a wide variety of communication skills.

They are:

- reviewing texts to build understanding
- paraphrasing accurately and concisely
- taking effective notes from reading
- making effective planning notes
- using an organizer for a writing task
- using and interpreting a range of subject-specific terms
- making inferences and drawing conclusions
- organizing and depicting information logically
- structuring information into a written text
- writing for a specific purpose and audience.

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 Bilingualism and a related listening exercise to practise “Who said what” exercises.

Formative oral and interactive skills: Preparing and making presentations

Look at the picture. It shows a student giving a presentation to her class. How do you think she feels about talking in front of a class? What can she do to make sure her presentation is successful?



Planning a presentation

Topic:	
Introduction – thesis (main point):	
Supporting point 1 with example and/or explanation	
Supporting point 2 with example and/or explanation	
Supporting point 3 with example and/or explanation	
Supporting point 3 with example and/or explanation	
Conclusion: summary and final thought	

ATL Communication skills

Presentation skills

During the English Language Acquisition course you may be asked to give a group an oral presentation lasting 3–4 minutes on a topic you have studied.

When planning a presentation as a group, it is essential to:

- select appropriate material for your presentation
- decide the order in which you will present your ideas
- organize your ideas and supporting material into a clear structure.

To help you to communicate your ideas effectively you can use a table like the one opposite to plan your ideas.

With a partner, prepare a short presentation entitled “What type of bilingual am I?”.

The types of bilingualism are:

- balanced or imbalanced
- individual or societal
- compound or coordinate
- additive or subtractive.

Use a table like the one below to help you.

When you have finished your preparations, make your presentation to your partner. Alternatively, you could create a multimodal text (poster/flashcards/PowerPoint, and so on) and present it to your class.

Planning and scaffolding

Copy the table below and use it to help you to organize your ideas.

Introduction	What is bilingualism and what are the difficulties in defining the term?	Introduce yourself and your background as a bilingual
Body: types of bilingualism	Definitions	Examples and explanations from your own life
Individual/societal		
Balanced/imbalanced		
Compound/coordinate		
Additive/subtractive		
Conclusion	Summary of your ideas	Final thought: “In what ways will I develop my languages in the future?”

ATL Communication skills

Giving a presentation is a great way of practising your communication skills.

Presentation skills can be grouped into three categories.

1. Preparing

- Decide exactly what you want to say.
- Write out your main ideas as bullet points.

2. Practising

- Have your notes handy in case you forget something.
- Record yourself and listen critically to your presentation.
- Alternatively, ask a friend to listen to you and give feedback.

3. Presenting

- Speak clearly and at the right volume.
- Introduce yourself and your topic.
- Include a short pause after each idea.
- Use short, simple sentences to express your ideas clearly.
- Finish with a clear final thought.

Things not to do include:

- writing out the whole presentation and reading it aloud
- using very informal language
- using complicated language
- only looking at your notes
- speaking too quickly
- mumbling.

Formative listening skills: Assessing a presentation

Planning and scaffolding

As your partners practise their presentations, you can help them by assessing their performance. Use your listening skills and the table below to give positive feedback on the presentation you are watching.

	Good	Improvement is possible	Needs some improvement	Needs a lot of improvement
Eye contact	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
Enthusiasm	Shows great enthusiasm for the topic	Shows some enthusiasm for the topic	Shows a little enthusiasm for the topic	Does not show enthusiasm for the topic
Preparation and organization	Seems very prepared and well organized	Seems mostly prepared and well organized	Seems somewhat prepared and organized	Does not seem very prepared or organized
Clear speech	Speaks very clearly and is very easy to understand	Speaks clearly most of the time and is fairly easy to understand	Sometimes speaks clearly and is sometimes easy to understand	Does not speak clearly and is quite difficult to understand
Knowledge of topic	Shows excellent understanding of the topic	Shows good understanding of the topic	Shows some understanding of the topic	Does not show understanding of the topic

Formative writing skills: Preparing to write a magazine article

Magazine articles explore a range of issues, opinions, experiences and ideas. Feature articles can inform, entertain and persuade readers, or may simply satisfy a reader's curiosity about a particular topic. Some examples of feature articles that you might write for English Language Acquisition could be:

- information on a topic
- a profile of a well-known person
- a personal experience
- a background story on an important event
- a human-interest story.

Imagine that you have been asked to write an article on the theme of bilingualism or multilingualism for an international youth magazine. Choose one of these themes.

- The importance of bilingual education to you
- A profile of a bilingual or multilingual person
- Your personal experience of being bilingual or multilingual
- An activity or event at school to celebrate International Mother Language Day
- The background story of your bilingual or multilingual family
- A human-interest or amusing anecdote about learning English.

Write 300–400 words.



ATL Communication skills

You are going to write an article for an international youth magazine. How will your theme, your audience and your purpose affect your choice of language?

In a feature article you can use a personal approach. You can create a more personal tone by using a first-person point of view. You can relate personal experiences and anecdotes. The use of quotations can add life and colour to your article. These will help you to maintain your readers' interest in your writing. If you wish to write about the concepts and ideas related to bilingualism, you can use a third-person point of view and more formal language.

Structure

Like any form of writing, a magazine article has a clear structure. Your feature article should always include a headline, introduction, the main body and a concluding paragraph.

Headline and byline

The headline grabs the reader's attention. You may also need to include the byline, which is the writer's name and other details such as the date and the writer's location. The byline appears just below the headline.

Introduction

The purpose of the introduction is to capture the attention of the readers and make them want to read further. There are several ways of doing this.

- Make a provocative statement, for example "In the future no-one will need to use English".
- Begin with a dramatic moment in the story you are about to tell.
- Relate a humorous experience to illustrate the point of the article.
- Start with a quotation or a joke to illustrate the point of the article.

The main body

The main body is the middle section and consists of a number of paragraphs that divide the main topic of your article into sub-topics. The paragraphs should be related to your original point and be in a logical sequence.

Conclusion

A conclusion should tie everything together and sum up the article. The concluding paragraph could contain a final thought: a lesson for the readers to take away and think about. In the conclusion you can:

- come to some concluding insight that will stay with the reader
- suggest an appropriate course of action or make a recommendation
- if you are writing about a person explain the person's future plans.

ATL

Communication skills

Examine the magazine article "What is Bilingualism"? on page 95.

In groups of two or three, identify:

- the title and byline
- the techniques used to capture the audience's attention
- the techniques used to organize the main body of the text
- the techniques used to write the conclusion
- the multimodal elements of the text such as images, layout and the use of different fonts.

Formative writing skills: Planning and writing your magazine article

Using the information on the previous two pages, plan your magazine article. You can adapt the table below to check that you have all the information you need before you write your first draft.

Title	Choose a title that summarizes your main idea. Remember to include a byline.	Notes
Introduction	Grab the readers' attention. Make sure your readers will know what you are writing about.	
The main body	Decide on these issues: What topics or points do you want to make? How many paragraphs will you use? What order will the paragraphs be in? Will you use quotations?	
Conclusion	Decide what is the best way to finish your article.	

When you have finished your detailed plan, you can write the first draft of your article. You may also wish to select visual elements to illustrate your ideas.

When you have written the first draft, check your work and be prepared to improve your text. Write 300–400 words.

Discussion and debate

In the picture opposite, the two students seem to be discussing how to combine a written text with visual information.

Visuals are a really important element of magazine articles. Photographs, charts or graphics are usually included in a magazine article in order to make the text more understandable and/or interesting to the readers.

With a partner, first read each other's work and then suggest ways in which you could improve the quality of the magazine article. Consider improvements to the written text as well as the addition of visual content.



ATL Communication skills

In this exercise you can practise several interactive communication skills. They are:

- using a mode of communication effectively
- using a variety of writing techniques to communicate with an audience
- using an appropriate form of writing for a specific purpose
- negotiating ideas and knowledge with peers
- using digital media.

Inquiry 2: Do we use different **idioms** when we communicate in different languages?

Conceptual question

Formative listening and speaking skills

Do bilinguals and multilinguals see the world the same way as people who just speak one language?

Do your languages change the way you think about the world?

These are some of the questions we shall examine in this section.

Focusing group discussion

Here is a list of 12 common language difficulties that people have when learning English:

adjectives	prepositions	tenses
articles	pronouns	verb forms
auxiliary verbs	pronunciation	vocabulary
nouns	spelling	word order

What other language items could you add to your list? Using these 12 items, complete the following activity.

- List the items you think are the easiest to learn in English.
- Now list the ones you think are the hardest to learn in English.
- Justify your responses. Think about the differences between your first language and English.
- What are the special aspects of your first language and English that make it easy or difficult to learn? Share your ideas in class.

ATL Communication skills

Each language is unique and each language has its own differences from English. If possible, work with a partner who has a different first language from you and find out what difficulties your partner has had learning English. Share your information and experiences. Organize your findings and present them to the class. If everyone in your class has the same first language, work with a partner and compare differences between your first language and English.

Related concept: Idiom

We know that each language is unique and has its own characteristics. The technical term for these characteristics is idiom.

Idiom has two meanings.

It refers to a manner of speaking. For example, you can express yourself in a formal or informal idiom.

It also refers to specific expressions that have a meaning different from the meaning of the individual words in the phrase. For example, if we translate word-for-word this German phrase: "Mein Fernsehapparat ist im Eimer" (My TV is broken), we arrive at: "My farseeing apparatus is in the bucket.*"

Clearly there is a difference here between two idioms.

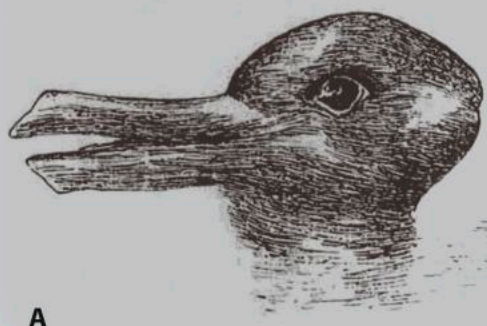
Moreover, idioms can mean different things in different languages. In Arabic **رَأْسٌ عَلَى عَقَبٍ** literally means **رَأْسٌ "head" عَلَى "on/over" عَقَبٍ 'heel'**. This means "to become completely the opposite".

On the other hand, to fall "head over heels" in English means to fall in love with someone at first sight.

Formative reading skills: Understanding conventions

Read the text below then answer questions 1–4 that follow.

Do your Languages Change the Way you Think about the World?



As is the case with the picture above, many bilinguals say that they see things differently, or have two distinct personalities depending on what language they are using. Do such important differences really exist, or is it just imagination?

We know there are big differences in languages. As we have already seen in this chapter, all languages have special ways of expressing ideas. These expressions are known as idioms. Let's take the example of the English verb "to get".

In each of the following sentences "get" has a different meaning:

- I need to get some milk from the shop – "get" means "buy".
- I need to get some breakfast – "get" means "eat" or "obtain".
- You need to get there on time – "get" means "arrive".

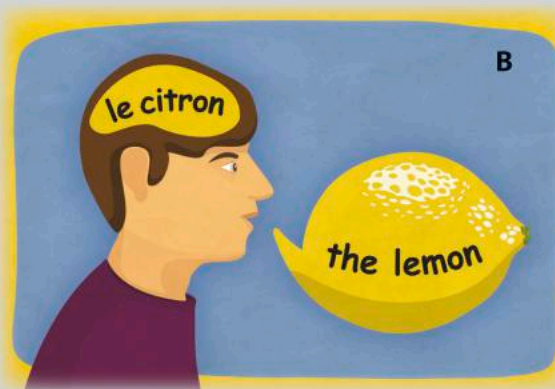
The verb can also be used as an auxiliary verb as in "to get washed" or "to get dressed". From this example we can see that it is not always possible to translate one word with one single word in another language. *Do you get the idea?*

Word order plays an important part in communication. Meaning in English is

communicated largely by the word order: subject+ verb + object.

"The dog bit the man" is not the same as "The man bit the dog". In these sentences we know who is biting whom because of the word order. On the other hand, other languages have a much more flexible word order. Let's take the example of German. The German sentence *Den Hund biss* (bit) *der Mann* (man) still translates as "The man bit the dog". This is because German can have a word order of object + verb + subject. Your own first language will have many examples of a word order that is different to English.

Different languages also use tenses differently. For instance, English uses the simple past to speak about something that happened this morning, for example, "I ate an apple this morning". Spanish, French, and German use an auxiliary verb ("have") plus a past participle: *Esta mañana he comido una manzana*; *Heute morgen habe ich einen Apfel gegessen*; *J'ai mangé une pomme ce matin*.



These examples raise an important question. Do we understand time differently in different languages? Many languages do not have a continuous tense form. English speakers can describe events happening over time ("I was thinking ..."). They can also see short complete events ("First I thought this, then realized...")

Other languages do not always make this difference. Does this mean English speakers “experience” time in another way to, say, Indonesian speakers who do not use tense markers on the verbs?

Scientists now think that when we change language, something else changes too. For example, English makes a difference between “cups” and “glasses”. The distinction is based on material. In Russian, the difference between “chashka” and “stakan” is based on shape. This simple example suggests that different languages can organize and categorize objects and ideas very differently.

C

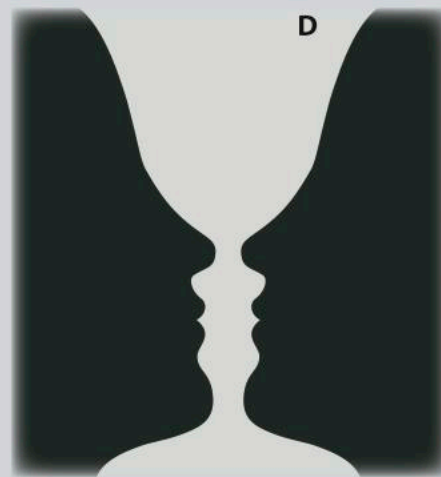


What about place? Surely all languages can describe where something is? Maybe not! Professor Lera Boroditsky carried out a simple experiment. She asked a group of distinguished professors in the USA to close their eyes and point south-east. The professors pointed in almost every possible direction. When she asked the same question to 5-year-old Pormpuraaw

girls from remote communities in the Australian outback, the girls always got the answer correct.

Boroditsky says languages can use different concepts to express the same ideas. She says Pormpuraaw languages in Australia don't use words such as “left” or “right”. They use the compass points: north, south, east and west. Pormpuraaw speakers say, for example, “That girl to your east is my sister.”

D



Scientists such as Boroditsky now think that bilinguals possess two sets of language-specific ideas and have language-specific experiences according to what language they are using. In other words, bilinguals can see the world through different lenses.

The description above of Boroditsky's research is based on the article “How language seems to shape one's view of the world”: <http://www.npr.org/sections/health-shots/2013/12/30/258376009/how-language-seems-to-shape-ones-view-of-the-world>

Formative reading skills: Understanding explicit information and connections

1 Understanding the text type: Multiple-choice questions

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

1. The text is:
 - A. a review of a linguistics book
 - B. an extract from a textbook or scientific article
 - C. a specialist magazine article
 - D. a news story about languages.

2. The audience for the text would probably be:

A. scientists	C. language teachers
B. teenagers	D. the general public.
3. The writer of the text seems to be:

A. a language expert	C. a fellow student
B. a language teacher	D. a journalist.
4. The style used in the text is mainly:

A. persuasive	C. poetic
B. factual	D. exaggerated.

Multiple-choice and short-answer questions

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

5. Image A suggests that bilinguals:

A. cannot communicate anything clearly	B. confuse rabbits and ducks when they speak in either language
C. can see two things depending on what language they are using	D. often have the same word for rabbit and duck in both languages.
6. Which sentence in the boxed example (page 107) explains the problem with translating the English word “get”?
7. When translating simple sentences from German to English, we have to be careful because:

A. there are big differences in vocabulary	B. the words look the same but have different meanings
C. there is no word order in German	D. the word order is not the same in both languages.
8. Some European languages:

A. always have the same tenses as English	B. cannot translate past tenses into English
C. do not have any past tenses	D. express the past tense in a different way from English.
9. Compared to Indonesian, English has:

A. no tenses	C. far fewer tenses
B. far more tenses	D. the same number of tenses.
10. Which two words show the difference between the way that English and Russian categorize objects to drink from?
11. English speakers:

A. have little sense of place	B. locate sides according to left and right
C. always point south-east	D. locate places according to compass points.

ATL Communication skills

Interpreting multimodal tests

A multimodal text is one in which meaning is constructed and presented or represented in multiple ways. Examples of multimodal texts are cartoons, websites, advertisements, posters and magazine articles.

Examine images A–D on pages 107–108 in the text. Do your languages change the way you think about the world?

With your teacher, discuss these questions.

- What is the meaning of each multimodal image?
- How is the meaning of each image constructed?
- How effective is each image in communicating its message?

Share your ideas in class.

12. Pormpuraaw speakers:
 - A. have little sense of place
 - B. locate places according to left and right
 - C. use other people to locate places
 - D. locate places according to compass points.
13. The section of the text that describes Boroditsky's work concludes by saying that bilinguals:
 - A. cannot communicate clearly in either language
 - B. confuse concepts when they speak in either language
 - C. can have two ways of seeing the world
 - D. have the same way of seeing the world in both languages.
14. Professor Boroditsky says: "However, some scientists now think when we change language, something else changes too." What is the "something else" that changes?
 - A. Our interpretation of the world
 - B. Our vision and eyesight
 - C. Our use of languages
 - D. Our vocabulary and grammar

Related concept: Idiom

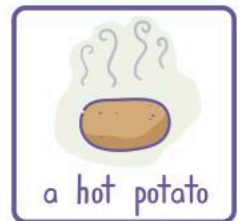
What are the most common differences in idioms in the languages you speak?

Look at one or more of these questions about idioms in different languages. Research your answers carefully. You may need to use a grammar book. Choose at least one question and be prepared to present your findings to the rest of your class.

1. Russian and English have different ways of categorizing "glasses" and "cups". Pormpuraaw does not have words for "left" and "right". Do you have ways of counting or grouping things in your first language that are different to English?
2. There are so very many meanings of "get" in English. Can you find a single word in your first language that also has many meanings? Illustrate the way your chosen word is used to create multiple meanings.
3. Translate this sentence into your first language: "This morning I went to school at 8 o'clock." What differences in grammar and word order do you notice between your first language and English? What problems could these differences create for people learning English?
4. It has been said that there are at least 16 tenses in English. Is this true? How many do you know and use? How does this compare to your first language? Identify one major complexity in your first language that does not exist in English.

When you have finished your research, share your ideas in class.

IDIOMS



Formative listening and speaking skills: Giving a presentation

You are giving a presentation to a group of young children. The title of the presentation is “Some amazing things you need to know about different languages”.



You may wish to use some of the ideas you have explored regarding bilingualism, communication and idiom.

In small groups, brainstorm ideas for your presentation and then decide on the headings that you will use for your slides. Create a table showing the order in which you will present them.

1. Opening the presentation	
2.	
3.	
4.	
5.	
6.	
7.	
8. Closing the presentation	

With your group, now choose a suitable format for your presentation. Find or create illustrations to communicate your ideas to your audience. Practise giving your presentations with a partner.

Also reread and use the advice on pages 100–102 for creating and listening critically to a presentation.

ATL Communication skills

Media literacy

In preparing your presentation for a younger audience, you are going to use communication skills related to media technology.

The **media literacy skills** you will use are:

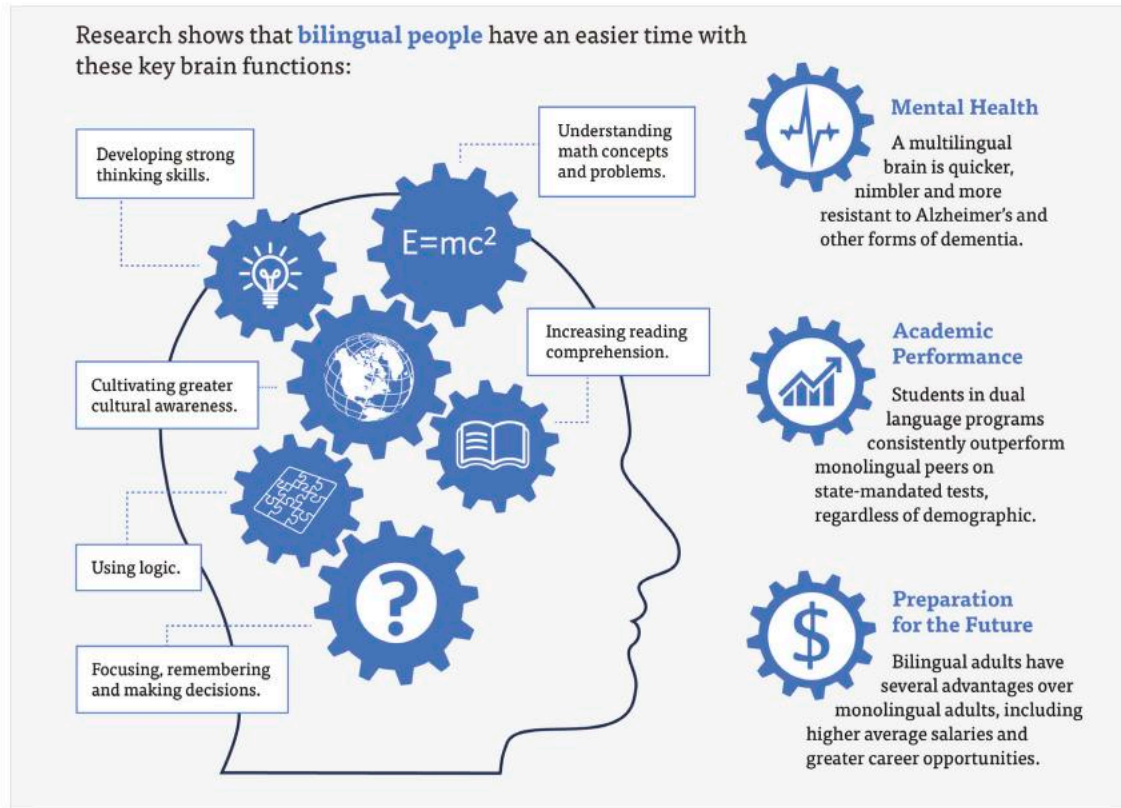
- locating, collecting, recording and checking information from a variety of media
- organizing, analysing and evaluating information from text-based and digital sources
- synthesizing and ethically using information from text-based and digital sources
- understanding the impact of media representations and modes of presentation
- seeing things from different perspectives and taking information from different sources
- communicating information and ideas effectively to multiple audiences, using a variety of media and text types.

Use your media literacy skills to consider the following questions.

- Who is the audience for your presentation?
- How will you make sure that you communicate your message clearly?
- Will you address your audience:
 - very formally, as if talking to very important strangers
 - formally, as if talking politely to strangers
 - informally, as if talking to friends?
- What examples will you give to illustrate your points to your audience?
- What visuals will you use to illustrate the meaning of each slide? How will you adjust your visuals to your audience?

Formative writing skills: Preparing and producing a magazine article

In pairs, study this poster and and discuss its key point. You can use the Discussion and debate box to form the basis of your discussion.



You have been asked to write an article for a popular magazine aimed at teenagers entitled "The advantages of bilingualism" to help other students understand the benefits of being bilingual or multilingual. Write 300–400 words. Remember these questions when you are preparing:

- Who is the audience for the magazine article?
- How will you make sure that you communicate your message clearly?
- What type of language will you use?
- What examples will you give to illustrate your points?

You may wish to use a visual to illustrate your article.

Reflection on Inquiry 2: Do we use different **idioms** when we communicate in different languages?

Now that you have completed this section, what is your answer to the inquiry question? Justify your answer with evidence you have gathered in this section.

Discussion and debate

In class, decide what are the key points of the poster. Can you find evidence to support these points from your own personal experience?

When you have finished, decide in what ways bilinguals have an easier time with certain brain functions.

Synthesis: Key and related concepts – Communication and Idiom

Communication

Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal).

Idiom

Rudolf Steiner was a famous German educationalist. He once said, “Each language says the world in its own way”. Steiner was saying that each language has a unique way of communicating ideas. The term “**idiom**” refers to an expression that has a meaning different from the meaning of the individual words that form it. All languages have idioms unique to that language.

Idioms have two meanings: a literal meaning and a figurative meaning. Idioms in one language may have a literal meaning when translated. However, they lose their figurative meaning. For instance, here are some idioms about cats translated from Japanese.



The idiom: 猫をかぶる

Literal translation: “To wear a cat on one’s head.”

Figurative meaning: “you’re hiding your claws and pretending to be a nice, harmless person”.

The idiom: 猫の手も借りたい

Literal translation: “willing to borrow a cat’s paws”.

Figurative meaning: “you’re so busy that you’re willing to take help from anyone”.

The idiom: 猫の額

Literal translation: “cat’s forehead”.

Figurative meaning: “a tiny space”. Often, this is used when someone is speaking humbly about land that he or she owns.

The idiom: 猫舌

Literal translation: “cat’s tongue”.

Figurative meaning: “waiting until hot food cools to eat it”.

ATL Communication skills

Choose a few common sayings in your own language. Then translate them word-for-word into English.

For example, a German might say,

“Mein Fernsehapparat ist im Eimer”

This idiom literally translates as:

“My farseemachine is in(the) bucket.”

In idiomatic English we could say, “My television has had it.” “Had it” means broken.

When you have completed the exercise, see if you agree with Rudolf Steiner when he said:

“Each language says the world in its own way.”

In what ways do your languages differ?

Think about:

- A.** grammar
- B.** vocabulary
- C.** word order.

Discuss your findings in class. What conclusions do you come to about translating from one language to another?

Thinking about communication and idioms

Learning a language involves learning the idioms. Some people take the meaning of idioms too literally, as shown in the cartoon. Make sure you don't experience the same problems.

Here is some further practice in the interpretation of idioms in English. Match the following English idioms to their meanings. When you have finished, make a list of similar idioms in one of your other languages. Share them with your class.

Idiom	Meaning
1. a hot potato	A. looking in the wrong place
2. a penny for your thoughts	B. a large amount of money
3. add insult to injury	C. I have no idea how to answer a question
4. an arm and a leg	D. do something badly to save time or money
5. at the drop of a hat	E. feeling slightly ill
6. barking up the wrong tree	F. complete two things at the same time
7. burn the midnight oil	G. a way of asking what someone is thinking
8. cut corners	H. to tell everyone about something secret
9. under the weather	I. easy or simple
10. hit the nail on the head	J. immediately
11. kill two birds with one stone	K. to agree with someone
12. let the cat out of the bag	L. to make a bad situation worse
13. piece of cake	M. something that people disagree about
14. see eye to eye	N. do or say something exactly right
15. your guess is as good as mine	O. to work late into the night

Inquiry 3: How can different voices communicate messages about learning English in different ways?

Conceptual question

Formative listening and speaking skills: Making connections

Discuss these questions in a group.

- Can you remember your first day in English-medium school? What was it like? How did you feel?
- How much English did you understand?
- What difficulties did you have? Which difficulties were caused by language?
- Which difficulties came from not understanding the new culture, such as the way your new school operated?

Create two lists: Language difficulties and Cultural difficulties.

When you have finished, reflect on what you have learned from the two lists and share your ideas in class.

Related concept: Voice

This concept relates to a writer's style when producing a text. Voice communicates the thoughts, speech and actions of a narrator. One element of voice relates to the writer's point of view.

The **first-person** voice uses the pronouns "I" or "we" to tell the narrator's own story. The effect on the reader is to understand the story from inside the narrator's head. We see the narrator taking part in the action, as well as telling the story.

"When **we** went in the house **I** saw he had been crying; his face was dirty in the right places, but **I** thought it odd that **I** had not heard him" (from *To Kill a Mockingbird* by Harper Lee).

The **third-person** voice tells a story about other people. This perspective uses pronouns such as "he", "she" and "they" to describe the actions of the main characters. The narrator does not participate in the events and simply narrates what happens. The effect is to create a more objective point of view for the reader.

"**He** was an old man who fished alone in a skiff in the Gulf Stream and **he** had gone eighty-four days now without catching a fish. In the first forty days a boy had been with **him**" (from *The Old Man and the Sea* by Ernest Hemingway).

Formative reading skills: Understanding implicit information

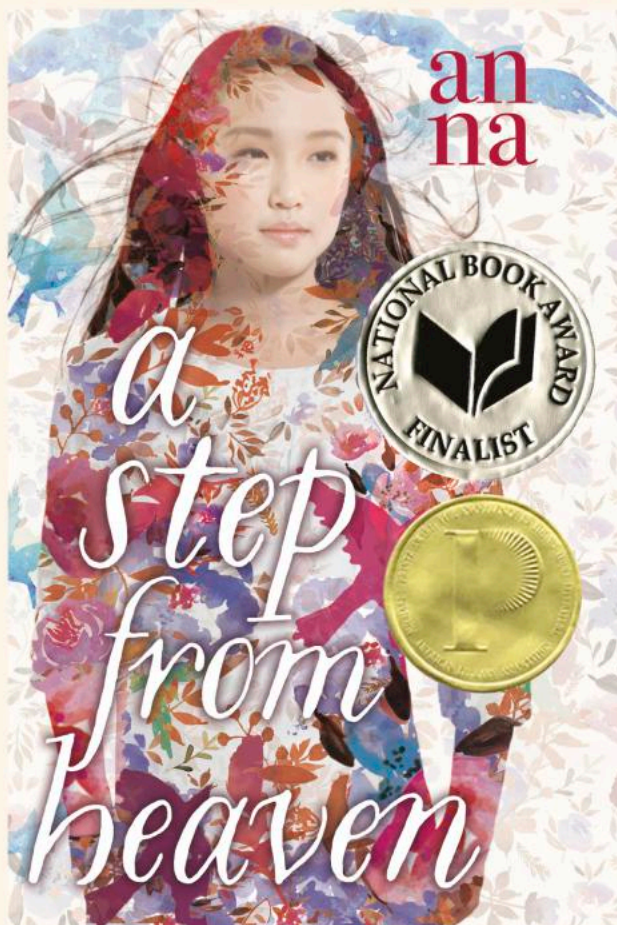
Read the text below with a partner and discuss the answer to this question.

Which **two** of these sentences are correct?

1. The narrator has a reason for not telling the truth.
2. The narrator does not understand the culture of her new school.
3. The narrator does not believe what is happening to her.
4. The narrator is too young to understand what is happening.

My Future

The following passage describes the first day at school of Young Ju, a 6-year-old Korean girl newly arrived in the USA. Young Ju speaks no English and her father has not given her anything to eat at lunchtime.



I see some girls whispering to each other. I have never seen so many different colors of hair. Some are shiny brown like mud in the rain. One boy and one girl have hair the color of wheat waving in the sun. 1 5

I count, hana, duool, seht, neht. Neht have night hair like me.

I am looking at all the hair, but then the witch teacher says more Mi Gook words and everyone runs to sit down at the tables. The teacher holds my hand and takes me to a chair next to a girl with night hair. Her shirt is the color of the sea. I want to touch her shirt, but I am scared. 10 15

"Hee;" says Sea Shirt and holds out a red stick. I shake my head because I do not know how to talk Mi Gook. Sea Shirt rubs the red stick on some paper and the color stays there. There are many color sticks inside the box and Sea Shirt is pulling them out and rubbing them on the paper. Sea Shirt stops rubbing the sticks and watches me chew on my finger. She holds out the red stick again. This time I know what to do. 20 25

I am rubbing the color sticks on the paper for a long time. I make a sea and 30

sand. There is so much to fill in that I do not hear the witch teacher talking. All the girls and boys run outside. I am the only one sitting down with my color sticks. The witch teacher is talking, talking, fast like she is mad. I cover my ears.

The teacher takes my hands away from my ears. "Yung," she says.

She walks over to the corner of the room and comes back with a bowl. She sits back down and pretends to take something out of the bowl and put it in her mouth. Her mouth moves up and down, up and down. Her head goes back and forth, back and forth.

The teacher points to her lips and says, "Laanchu". Then she is eating from the empty bowl again.

I say, "Laanchu," and chew hard like I am eating a piece of dried squid. This makes the teacher so happy she is clapping and smiling and saying, "Goo, goo!"

The teacher watches me. Again I say the word that makes her so happy, "Laanchu". But this time the teacher does not clap. She twists her lip in the corner.

I say, "Laanchu."

The teacher holds her chin. I play with my color sticks and pretend I do not see her. After a very long time, the teacher gets up and goes to her desk.

She comes back with a bag filled with big yellow crumbs.

The teacher takes one of the crumbs, puts it in her mouth. She sits down and holds out the bag. I pull out a crumb. The big yellow crumb up close looks like something I know. I turn it



around and around until I see the little tail. It reminds me of the little fishes Uhmma dries for dinner. I make the little fish swim in the air. The teacher nods. "Yehs!" she says.

"Yehs," I say and make the fish swim more. "Yehs."

"Noo," the teacher says, shaking her head. She points to the fish. "Go-do-feesh."

I point to the fish. "Go-do-feesh?"

"Yehs," the teacher says, nodding. "Go-do-feesh".

Then the teacher pours a big pile of Go-do-feesh onto my picture of the sea. I put one Go-do-feesh in my mouth and bite it slowly. It crunches like sand. A smoky salty taste sits on my tongue. These Go-do-feesh are good to eat. I nod and say, "Laanchu" The teacher smiles and goes to sit behind her desk.

I nod my head. Smile. I know only little Mi Gook words now. But someday I will know all of them. In the future.

Source: Adapted from An Na (2001) *A Step From Heaven*

Formative reading skills: Understanding implicit information

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

- The text is written from the point of view of:
 - the teacher
 - a child in Young Ju's class
 - Young Ju
 - a third-person narrator.
- The first thing Young Ju notices is:
 - the diversity of the other children
 - the size of the teachers
 - the bright colours
 - the noise in the classroom.
- Young Ju is astonished by "hair the colour of wheat waving in the sun". What does this phrase mean?
 - It is long
 - It is shiny
 - It is yellow
 - It is curly
- Young Ju says she has "night hair". What does this phrase mean?
 - Her hair is untidy
 - Her hair is black
 - Her hair is thick
 - Her hair is dirty
- Young Ju uses the phrase "Witch teacher" because the teacher:
 - wears a pointed hat
 - frightens her
 - threatens her
 - cannot understand her.
- The teacher sits Young Ju next to another girl with "night hair" because she thinks:
 - they know each other
 - they understand each other
 - they like each other
 - they will behave better.
- The girl called Sea Shirt gives Young Ju something she calls "a red stick". She refers to it like this because she doesn't understand what a crayon is:
 - in English
 - in Korean
 - in Korean or English
 - in any language.

Related concept: Voice

Another element of voice relates to the writer's **tone of voice**. The tone of voice gives the reader an understanding of the narrator's attitudes, personality and character.

Examine these three pairs of words. Which word from each pair best describes the narrator's tone of voice in the passage "My Future"? Is the tone:

- funny or serious
- formal or casual
- emotional or matter of fact?

Here is another list of words to describe tone. Choose three more words that also describe the narrator's tone of voice. Justify your reasons with evidence from the text.

- argumentative
- caring
- chatty
- concerned
- friendly
- persuasive
- respectful
- rude
- sad
- worried

8. The other children go out but Young Ju carries on drawing. This is because:
- A. she hasn't heard the bell
 - B. she is too frightened to move
 - C. the teacher keeps her in the classroom
 - D. she hasn't listened to or understood the teacher.
9. The teacher tries to make Young Ju understand the idea of lunchtime. Which of the following does she **not** do in order to communicate? She doesn't:
- A. repeat a phrase several times
 - B. draw a picture
 - C. pretend to be eating
 - D. make Young Ju follow her.
10. Young Ju thinks the teacher is playing a game. This is because she doesn't know:
- A. where to go for lunch
 - B. what to eat for lunch
 - C. what lunchtime is
 - D. the word for lunchtime in Korean.
11. On lines 57–59 it says: "But this time the teacher does not clap. She twists her lip in the corner." The teacher realizes that Young Ju:
- A. doesn't understand English
 - B. has nothing to eat for lunch
 - C. is not very hungry
 - D. does not like American food.
12. When the teacher first offers Young Ju a Goldfish snack, the girl:
- A. examines it
 - B. draws it
 - C. plays with it
 - D. eats it.
13. By the end of the text Young Ju has eaten all the Goldfish snacks the teacher has given her. What resolution does she make? She is determined to:
- A. learn English really well
 - B. bring something for lunch tomorrow
 - C. smile more
 - D. make friends with the teacher.
14. What voice does the writer use to describe the events in the extract?

Related concept: Voice

When you have answered questions 1–16 in this section, check and discuss your answers. Then discuss these questions.

Would the writer's message have been so effective if the story had been written in a third-person voice? Justify your answers.

How does the voice of the narrator help us to understand a young learner of English?

When you have finished, share your answers in class and make a list of your conclusions.

Formative reading skills: Understanding connections

15. Young Ju uses Korean words to explain things to herself. Copy and complete the table to explain the meaning of these words and phrases that Young Ju uses.

	The Korean word or phrase:	in the text	means in English:
a	hana, duool, seht, neht	on line 7	
b	Mi Gook	on line 10	
c	Uhmma	on line 74	

16. At first Young Ju cannot hear or understand what the children and her teacher are saying in English. Complete the table to explain the meaning of these words and phrases used by the other children and the teacher.

	The word or phrase:	in the text	means in English:
a	"Hee"	on line 17	
b	"Laanchu"	on line 48	
c	"Goo goo"	on line 54	
d	"Yehs"	on line 83	
e	"Noo"	on line 79	
f	"Go-do-feesh"	on line 84	

When you have finished questions 1–16, refer to the "Related concept" activity on the previous page.

Discussion and debate

In the previous inquiry, you examined the notion of **idiom**.

In the text, Young Ju seems to invent her own idiom – a mixture of Korean and English – in order to communicate with her American teacher.

To what extent do learners of languages invent their own idioms in order to communicate with the people around them?

To what extent is it necessary to mix languages when trying to communicate with people who do not speak your languages?

Discussion and debate

At the beginning of this inquiry, you discussed the difficulties that you had on your first day at an English-medium school. Now use your creativity to see the same events from Young Ju's point of view.

What communication difficulties did Young Ju have on her first day at school?

- A. Which difficulties were caused by language?
- B. Which difficulties came from not understanding the culture of the school?

Make two lists, headed Language difficulties and Cultural difficulties.

Having reflected on your own experiences and those of Young Ju, what advice would you give to students new to an English-medium school? What could a school do to make sure that it is as welcoming as possible for new students who are learners of English?

ATL

Communication skills

In a small group, design a sign or poster welcoming new bilingual or multilingual students to your school.

During this task the skills you can demonstrate are:

- identifying the purpose and audience of your text
- interpreting ideas using modes of non-verbal communication
- negotiating ideas and knowledge with your fellow students
- using a variety of techniques to communicate with your audience.



Formative listening and speaking skills: Planning and delivering a presentation

“Welcoming new students to our school”

In the text neither Young Ju, nor her father, nor the school seem very well prepared for the little girl’s first day at school.

What can schools do to make the first weeks easier for all new students and, particularly, students new to English? Use your notes from the previous exercise to create a presentation lasting 3–4 minutes that welcomes new students and their parents to your school and helps the students to settle in during the first few weeks.



Planning and scaffolding – content and organization

Remember to:

- select appropriate material for your presentation
- decide the order in which you will present your ideas
- organize your ideas and supporting material into a clear structure.

Use a table like this for your planning.

Topic and title:

Introduction – thesis (main point):

Main points with examples and explanations:

- 1.
- 2.
- 3.

Conclusion (summary and final thought):

You may want to use headings such as these:

- Before you start school
- Mother tongue language lessons
- Friendships and socializing
- School culture
- Learning English
- Learning in class
- Making choices
- Joining in

Or you may wish to use your own subheadings.

You are speaking to new parents and students so will the language and style you use be:

- formal
- semi-formal
- informal
- slang?

Formative writing skills: Planning and producing a magazine article

Use the information and notes from your presentation to create a feature article for your school newspaper. Your article will offer advice to new students, especially those who are still learning English, on how to survive the first few days of their new school.

Write 300–400 words.

Planning and scaffolding

Structuring a magazine article

Before you write, reread the guidelines earlier in this chapter. As you plan your writing, find photographs or other graphics to illustrate your article. Also, use the specific guidelines below to structure your text.

Headline and byline

- Use a headline that will grab the readers' attention.
- Include your byline at the beginning of your article.

Introduction

You could use one or more of these methods to open your article.

- Make a provocative statement ("Some say moving school is easy").
- Start with a dramatic moment ("I remember the first thing my teacher said . . .").
- Describe the school you are writing about (My school was so different . . .).

Body

Give three or four tips that will help a new arrival to adapt.

- Hint: use the same points you have made in your presentation.
- Remember to explain each point or give an example to support it.
- Begin each point with a subheading.

Conclusion

You can conclude your text with a final thought or piece of encouragement to help new students with their first days at your school.

Layout

When you have finished your first draft, demonstrate that you understand the importance of layout to a feature article. Consider the different fonts, and visuals such as photographs, you could use to create a text that is attractive to look at and easy to read.

Related concept: Voice

The **second-person** voice uses the pronoun "you". The effect is to make the readers imagine what it is like to be a certain character in a certain situation.

The second-person voice is often used in direct address, where the narrator speaks directly to an audience.

"You must be the change you wish to see in the world"
(Mahatma Gandhi).

The second-person voice is also very frequently used in mass media texts such as recipes, advertising and blogs. The second-person voice instructs, persuades or explains to an audience what to do, or even what to think or believe.

- Nike – "Just Do It"
- Apple – "Think Different"
- Coca-Cola – "Open Happiness"
- L'Oreal – "Because You're Worth It"
- M&Ms – "Melt in Your Mouth, Not in Your Hands"

In your presentation and your magazine article, use the second-person voice to address your readers directly.

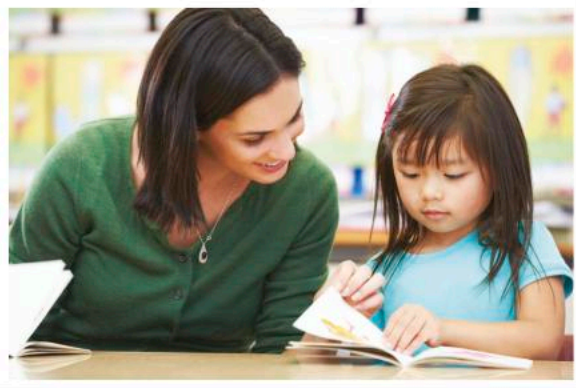
You should also identify and use the best tone of voice for each task.

Formative writing practice: Writing a magazine article in the first-person voice

Here is an opportunity to use a different voice to write an article for a magazine which targets the parents of young children.

Can you remember your first day at an English-medium school?

- What was it like?
- Was it anything like Young Ju's experiences?
- What did you learn from the experience?



ATL Communication skills

Use the techniques you have practised in this chapter to help you to write a great article.

First, use your creative thinking skills to generate your text.

- You can use brainstorming and visual diagrams to generate ideas.
- Use the magazine article for the specific purpose of explaining to your adult readers what it is like to be a learner of English in a new school.

Write a first-person magazine article of 300–400 words for your school newspaper or magazine about your experience.

How will you structure your magazine article?
Use the order:

- headline or title
- byline
- introduction
- body
- conclusion.

Here are some further points to think about.

- How can you use the second person voice to connect with your audience of young parents?
- How will your audience affect the language you use?

Reflections on Inquiry 3: How can different **voices** communicate messages about learning English in different ways?

Now that you have completed this section, what is your answer to the inquiry question?

Reflection: Listening skills and debatable questions

Reflections on the ideas and content of this chapter

What have you learned so far about the theme of bilingualism and multilingualism?

As a class activity, make a list of the most important ideas you have learned so far in your inquiries.

At this stage, are there any points you would like to investigate further? Make a list of points and discuss them with your teacher.

Audio-visual texts

The following are suggested texts to use in this section.

A. "Things bilingual people do"

<https://www.youtube.com/watch?v=ReHdQsB5rl8&t=29s>

B. "The benefits of a bilingual brain" Mia Nacamulli

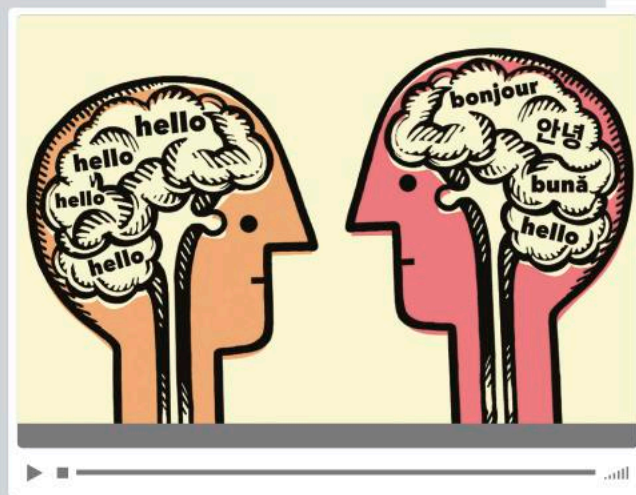
<https://www.youtube.com/watch?v=MMmOLN5zBLY>

C. "How bilingual brains perceive time differently"

<https://www.youtube.com/watch?v=L2sw-oRR2D8>

D. "What does it mean to be bilingual?"

<https://www.youtube.com/watch?v=ABcNewF69Nw>



Being bilingual

Before you watch the video

Read through the exercises on pages 126 and 127 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.

Formative listening skills: Understanding explicit and implicit information

Answer the following questions, writing your answers on a separate sheet of paper.

1. The video is related to which of these MYP global contexts?

A. Identities and relationships	C. Personal and cultural expression	E. Globalization and sustainability
B. Orientation in space and time	D. Scientific and technical innovation	F. Fairness and development

Justify your answer with evidence from the video.

2. Create a table like this to summarize the main points of the video. You may wish to add examples and explanations, as necessary.

Subject matter Thesis (main point)		
	Main idea	Examples and/or explanations and/or details
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusion		

Multiple-choice questions

3. What is 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 is 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 does 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: Preparing and delivering a presentation

The advantages of being bilingual or multilingual

The purpose of this exercise is to explain to an audience of teachers and parents some advantages of speaking two or more languages.



In a small group, create a presentation with three or four supporting ideas. You should have an example or evidence for each supporting point. You should make use of the other information you have discussed in this chapter.

Planning and scaffolding

You can also use the knowledge and skills you have learned in this chapter to develop your presentation.

As you prepare, consider these questions.

- Who is the audience?
- What voice and tone will you use to address your audience? Will it be:
 - humorous or serious
 - formal or casual
 - emotional or matter of fact?

Planning and scaffolding

- Select appropriate material for the presentation.
- Organize your ideas and material into a clear structure.
- Check the order of your main points.
- Conclude with a final thought.

You can use a table like this to help you plan your content. You may also wish to use a table like this for your planning.

Topic:

Introduction and thesis (main point):

Supporting point 1:

Example:

Supporting point 2:

Example:

Supporting point 3:

Example:

Conclusion: summary and final thought

ATL Communication skills

The two exercises in this section give you one more opportunity to practise the language and communications skills you will need for the summative assessments.

Make sure you use teacher feedback from these exercises to produce the most effective presentations and magazine articles.

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 **Bilingualism and multilingualism** and the global concept of **Personal and cultural expression**.

They will also allow you to develop your own ideas about the concepts you have explored: **Communication, Idiom and Voice**.

To demonstrate your understanding of these concepts, discuss these questions in small groups and afterwards share your conclusions with your class.

Bilingualism and multilingualism

Debatable question 1: Is the topic of **Bilingualism and multilingualism** central to the global concept of **Personal and cultural expression**?

Debatable question 2: As students, can you learn useful lessons from the study of bilingualism and multilingualism?

Communication, Idiom and Voice

Debatable question 1: Does it matter which voice we use to communicate our stories?

Debatable question 2: Do idioms help us to communicate our ideas more clearly?

Summative assessments: Personal and cultural expression

Statement of inquiry

Individuals and cultures create their own idioms in order to communicate in their own voice.

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, **Bilingualism and multilingualism**.

- 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 this debatable question. **Debatable question 1: Is it necessary to use different idioms to communicate in different languages?**
- The Writing assessment requires you to respond to a multimodal text and this debatable question. **Debatable question 2: Can the writer's voice help to communicate a message to an audience?**

Summative assessment A: Listening

Assessment criterion A: Listening

At the end of the proficient 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. Write your answers on a separate sheet of paper.



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.

A middle school bilingual programme

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



Search words: bilingual
program edutopia



1. Listen and watch from 00.00 to 01.41. Record the correct option for each of these statements on a separate sheet of paper.

Which teacher says the following?	Alison Boggs	Lori Valenzuela
A. The students at the school come from a variety of language backgrounds.		
B. It is a challenge to bring students of different backgrounds together.		
C. The students progress from their present levels of Spanish and English.		
D. The students who have good Spanish usually learn English successfully.		

2. Now listen and watch from 01.41 of the video to the end. Choose the **four** true statements.

- A. In 6th grade, the majority of the students' lessons are in English.
- B. In 6th grade, English-speaking students can start learning Spanish.
- C. 7th-grade students can take science and math lessons in Spanish.
- D. 7th-grade students can take geography and history lessons in Spanish.
- E. In 8th grade students can tutor younger students in their own language.
- F. In 8th grade students learn the same ideas in both Spanish and English.
- G. Students receive a prize on graduating from the bilingual programme.
- H. Students gain language and cross-cultural skills from the programme.

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 proficient 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.

⏮ ⏭ ↺ ✕ ⬆

http://www.huffingtonpost.com/charissa-newkirk/the-hunt-for-happiness_b_1165649.html

7 Benefits of being Bilingual or Speaking more than One Language

(besides being more attractive)

by **Amanda Chatel**

As someone who speaks and works in two languages, English and French, I've found that being bilingual not only helps me to get around more easily abroad, being bilingual is also awesome for my brain.

In case you need convincing, here are seven benefits — both scientific and anecdotal — of speaking more than one language.

[- 5 -]

A study found that those who could speak two or more languages were better at solving problems, planning, and other "mentally demanding tasks". The fact that shifting between languages is like a workout for the brain; making it quicker and better at multi-tasking.

[- 6 -]

Although the majority of the world is bilingual, statistics show that only 17 per cent of Americans can speak another language. It means that if you can speak a second



language, you can get a better job in the job market.

[- 7 -]

The University of California, San Diego, found that, of the 44 elderly participants who could speak both Spanish and English, those with higher levels of proficiency in both languages were less likely to have an early start to memory loss and Alzheimer's disease.

[- 8 -]

I often find that even when I'm reading a book in English, the author will throw in a phrase

35 in French. Instead of having to Google what
the writer is saying, I instinctively know. And,
because French is a Latin language, I can often
figure out what's being said in Spanish or Italian
too.

40 **You'll get to try on different personalities**

Those who can speak different languages often
feel a shift in their personality depending on
which language they're speaking. This was
confirmed by linguists Jean-Marc Dewaele
and Aneta Pavlenko over a two-year study of
45 thousands of bilinguals. Almost every individual
reported that they really did "feel like a different
person," when speaking another language.

50 **You'll boost your memory**

Learning another language requires lots and
lots of brain power. Studies have shown that

bilinguals always score higher in information
retention tests than those who can only speak
one language.

You'll enjoy other cultures even more

As someone who loves to travel, I'm always
grateful for the fact that I can speak both English
and French. Even when I find myself in a
country where my grasp of the language is non-
existent, there's almost always someone who
60 can speak one of the languages I know. It makes
for a richer cultural experience and being able to
communicate with others is the best feeling in
the world.

Abridged and adapted from: <http://www.bustle.com/articles/52833-7-benefits-of-being-bilingual-or-speaking-more-than-one-language-besides-being-more-attractive>

Choose the correct answers and record them on a separate sheet of paper.

1. The text is:

A. a set of guidelines	C. a news report
B. a magazine article	D. a personal essay.
2. The purpose of the image illustrating the text is to show someone:

A. working in France and the UK	C. working in French and English
B. writing in French and English	D. translating French to English.
3. The main purpose of the text is to show the readers:

A. the disadvantages of being bilingual	C. the advantages of being bilingual
B. how to live in two different cultures	D. how to speak two languages well.
4. To make her point the writer uses:

A. a variety of personal and scientific evidence	C. anecdotes from a variety of different speakers
B. evidence taken from scientific experiments	D. examples taken from her own experience.

Choose the appropriate heading from the list below that completes each gap in the text.

5. [- 5 -]

6. [- 6 -]

7. [- 7 -]

8. [- 8 -]

- | | |
|--|---|
| A. You'll be more intelligent | E. It'll protect you in your old age |
| B. It'll help you learn new languages | F. You'll be a better thinker |
| C. You'll have more job opportunities | G. It'll help you when you travel |
| D. You'll make more money | H. You'll be in the know |

Read lines 33 to 64. The following statements are either true or false. Note down the correct option for each statement then justify it using words as they appear in the text. Both parts are required for one mark.

- 9.** Knowing one language helps the writer to understand other languages.
Justification:
- 10.** The writer guesses that bilinguals have a change of personality when using different languages.
Justification:
- 11.** Language learning requires very little intellectual effort.
Justification:
- 12.** Even as a bilingual, the writer has problems communicating abroad.
Justification:

Read lines 40 to 64. What do the following words mean in the text?
Choose the appropriate words from the list on the right.

- | | |
|---------------------------------|-------------------------|
| 13. shift (line 42) | A. maintenance |
| 14. individual (line 46) | B. person |
| 15. retention (line 53) | C. change |
| 16. grasp (line 59) | D. player |
| | E. hold |
| | F. understanding |
| | G. transfer |
| | H. memory |

Summative assessment C: Speaking

Examine **one** of the images. Explain how it relates to the topic of Bilingualism and multilingualism.

Present the contents of the image to your teacher. After your presentation, use the image to discuss this debatable question with your teacher.

Debatable question 1: Is it necessary to use different idioms to communicate in different languages?

Then discuss with your teacher what the image also says about Bilingualism and multilingualism.

You should speak for 4–5 minutes in total.

Assessment criterion C: Speaking

At the end of the proficient 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



How did you learn English?

Image B



How do the students in this class communicate with each other?

Summative assessment D: Writing

Consider this debatable question and then complete the task.

Debatable question 2: Can the writer's voice help to communicate a message to an audience?

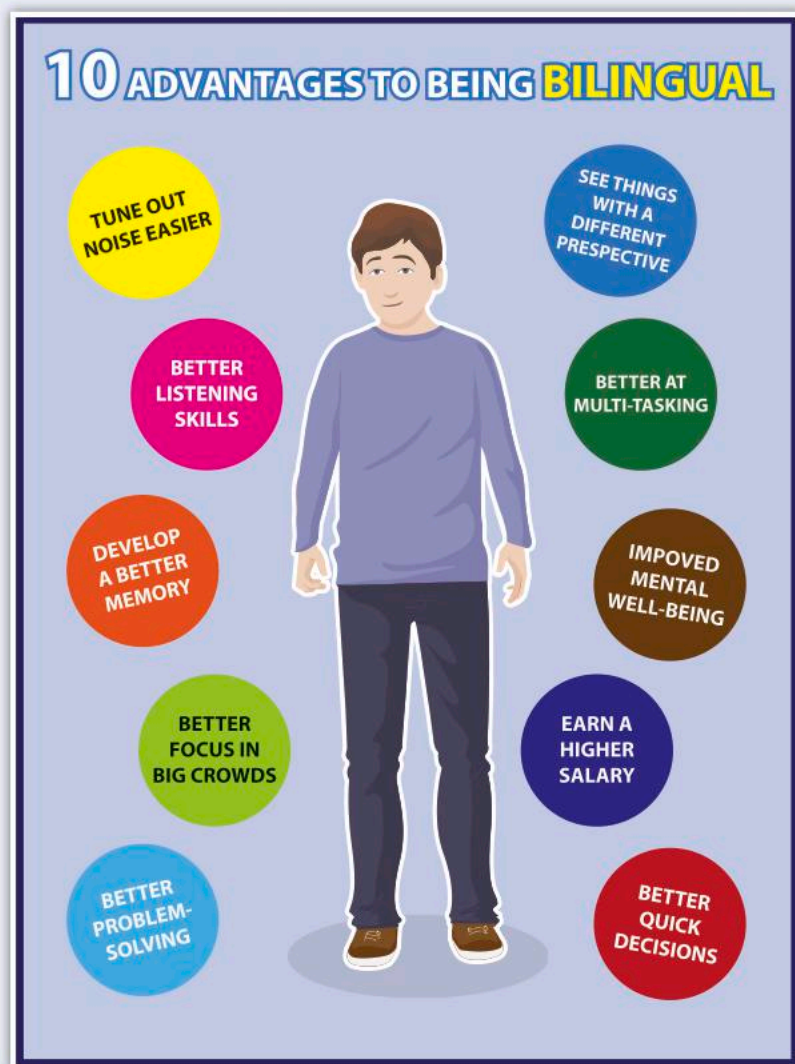
Study the image. A magazine aimed at teenagers has asked you to write an article about the advantages of bilingualism.

Use some of the information in the poster as the basis for your text.

Your article should have:

- an introduction including your "big idea"
- a number of points to support your big idea
- a conclusion with a final thought for the readers
- an attractive layout in order to communicate your ideas and motivate your audience to read your article.

Write 300–400 words.



Assessment criterion D: Writing

At the end of the proficient 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.

Going beyond the chapter

In this chapter you have explored the ways in which you discover and express ideas, feelings, nature, culture, beliefs and values when you are learning English. You have understood that the way we see the world is influenced both by the languages we use to communicate and by the ways in which we use them in personal, local and global contexts. 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

Your personal language story

Write your personal language story. You might want to think about some of the following questions.

- What was the first language you spoke?
- Do you still speak or communicate in this language?
- What were your first words?
- In what language(s) were you spoken to as a child?
- What language do you dream in?
- What language do you use when you get angry?
- What was the experience of learning a language like at school?
- What language(s) would you like to learn and why?
- How has the way you communicate changed as you have grown older?
- What languages do you communicate in now?
- Do you use different languages for different purposes?

- Do you speak to different people in your life in different languages or dialects?
- Are there languages you have learned that you have now forgotten?
- What is your favourite word in your own language?
- What is your favourite word in English?
- Why are you learning English?
- What has your experience of learning English been?

You could publish your story in a blog. Your classmates could all share their stories too.

You could create an audio-visual presentation of you and your friends reading your experiences of being bilingual or multilingual. This could be part of your school's Languages Day or Mother Language Day celebrations. Alternatively, start a school initiative or debate about the need to learn other languages, and the benefits of bilingualism and multilingualism.

Action and service

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

The ideas below relate directly to service learning outcomes for students to:

- become more aware of their own strengths and areas for growth
- 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

Research your school's policy on bilingualism and multilingualism.

Ask yourself these questions.

- Is the policy clear and easy to understand?
- What would you like to add and why?
- What would you like removed and why?

Ask to set up a student review group and meet to discuss your school's language policy. Share your findings with the student council and the school's management team.

Bilingual student and/or parent handbooks

Many schools publish handbooks for students and/or parents at the beginning of the academic year. However, not all students and parents may be fluent in the main language used in your school, so they may not understand all of the content of the handbooks.

- Are there any languages that are spoken by a big group of students or parents in your school?
- Carry out a survey of other home or mother languages used and spoken by parents and students at your school.
- Work with your school's management team and suggest translating relevant school publications, such as handbooks, into community languages.
- Recruit students who are fluent in these languages to translate school publications into these languages.

Language buddies

Many older people who have migrated find it very hard to learn the language(s) of their new country. Young migrants who are still learning to read and write in their own languages might not be fully fluent in the language(s) of their new country either. Work with your service coordinator to investigate the situation where you are.

- Contact a local refugee or migrant centre.
- Ask the staff whether they work with any children who speak a language that you speak.
- Offer to be a language buddy who can introduce these children to life in their new community, using a language that is familiar to them.

You could consider becoming a language buddy to an older person. Work with your service coordinator to get started.

- Make contact with a local home for the elderly.
- Find out whether there are residents who speak a language you speak.
 - You could visit the residents to share a friendly chat in your common language.
 - If these elderly people have difficulty reading, you could read to them from newspapers, magazines or books.



Further reading

If you enjoyed this chapter, you might also enjoy this further reading.

- *When I was Puerto Rican* by Esmeralda Santiago
- *A Step from Heaven* by An Na
- *Lost in Translation: A Life in a New Language* by Eva Hoffman
- *The House on Mango Street* by Sandra Cisneros
- *Journeys: An Anthology of Short Stories* by Minfong Ho
- *The Girl Who Fell to Earth* by Sophia Al-Maria
- *Other Words for Home* by Jasmine Warga

Concepts

Global context: Fairness and development

What are the consequences of our common humanity?

In this chapter you will explore the concept of human rights. You will examine the life and words of a young activist to understand why it is so important to take action in the face of injustice.

Key concept: Connections

These are **links, bonds and relationships** among people, objects, organisms or ideas. This concept is central to the study of language and allows for the exploration of language, and for relationships between text, creator and audience.

Related concept: Stylistic choices

Writers make **stylistic choices** about the language they use in order to communicate a message to an audience.

Related concept: Argument

A speaker or writer uses **arguments** to convince or persuade listeners that his or her ideas are correct. An argument has three essential elements: a thesis or main idea, examples to support and illustrate the main idea and a conclusion.



Ans

Statement of inquiry

Our ability to express our ideas about fairness is connected to the stylistic choices we make and arguments we present.

Unit plan

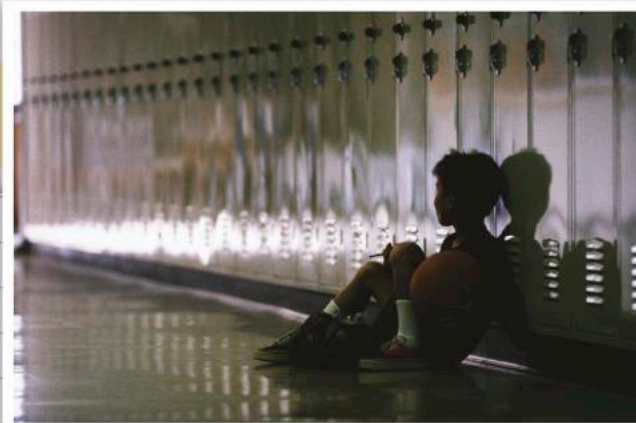
- ATL focus: Research skills
- Inquiry 1: What are the **connections** between children's rights and human rights?
- Focus on communication skills: Speaking – Speeches; Writing – Formal correspondence
- Inquiry 2: What **stylistic choices** can we make to communicate ideas about human rights?
- Synthesis: Key and related concepts – **Connections** and **Stylistic choices**
- Inquiry 3: How do well-organized **arguments** help us to persuade our audiences?
- Reflection: Listening skills and debatable questions
- Summative assessments: Listening, Speaking, Reading and Writing
- Theory to practice: Action and service

Inquiry 1: What are the **connections** between children's rights and human rights?

Conceptual question

Formative reading and speaking skills: Making connections

Examine the photograph carefully and read the story below.



A true human rights story

A few years ago a new boy came to my school. He was foreign and didn't speak much English. At lunch times he stayed by himself eating food that no one had ever seen before. Some boys started picking on him – calling him names, throwing stuff at him, and pulling faces. I knew that it was wrong, the boy was helpless, no one was there to help him, and I'm not sure he even understood what the boys were saying. I didn't think there was anything I could do, or maybe I didn't want to do anything at the risk of being bullied myself. I watched as the boy was tormented and, just like him, felt helpless. I didn't know what I could do. I don't think this sort of bullying is what our country is supposed to be about. Racism in the school yard should be stopped because it's just as cruel and hurtful as racism on a bigger scale.

Source: adapted from an account by Claire, 14, NT, 'Helpless in the playground', Human Rights and Equal Opportunity Commission, Voices of Australia 2005, p. 43

Discussion and debate

Discuss these questions.

- What unfair treatment did the boy receive?
- Why was it unfair?
- What rights and protections do you think the boy should have had?
- What should the school have done to protect the boy?

Formative reading skills: Interpreting conventions and making connections

The picture opposite is taken from the website of the European Convention on Human Rights.

On page 142 there are 16 more pictures and paragraph headings. They set out some basic human rights. As you examine the posters, pick out the ones that are most relevant to children. Be prepared to justify your answers.

You may wish to read through the list with your teacher and discuss this question.

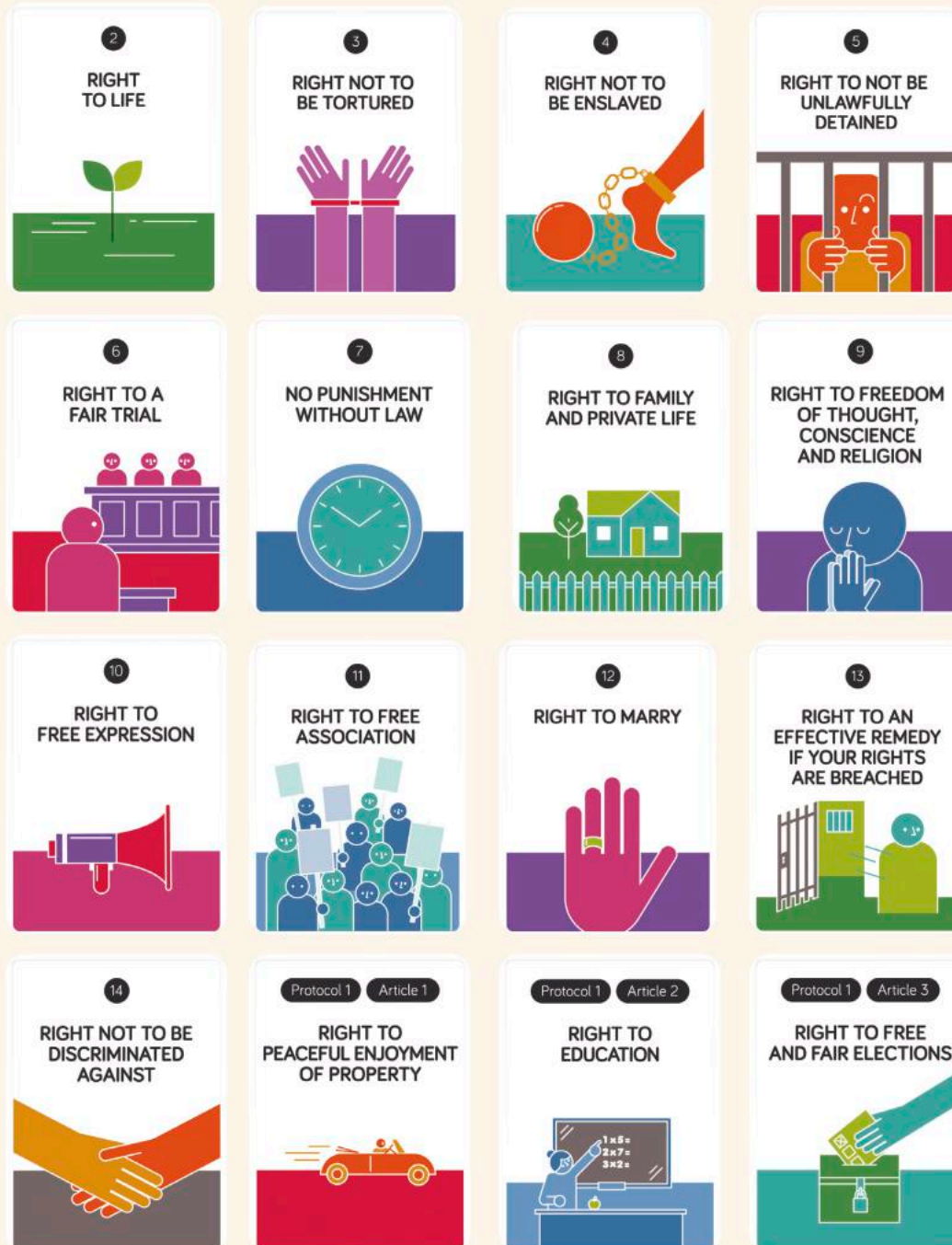
Use your research skills to find out more about the topic of human rights by searching for the European Convention on Human Rights online.

1

THE STATE'S
OBLIGATION TO
RESPECT
HUMAN RIGHTS



Posters from the European Commission on Human Rights



Formative reading skills: Understanding conventions and making connections

Matching ideas to the text

Here are ten statements made by young people about the human rights shown in the poster on the previous page.

Match the statements to the different human rights listed by the European Commission. Some statements may connect with more than one human right.

Young people's thoughts on human rights

- A** "People are starving and suffering every minute of every hour of every day, and it is wrong." *Caitlyn, 12*
- B** "If we grow up scared we will not have any dreams or ambitions, and if we don't have any dreams or ambitions we will not go very far in life." *Nasreen, 11*
- C** "Everyone makes mistakes and everyone deserves to have a fair chance before being punished." *Muchiri, 13*
- D** "Please protect our right to be free from slavery." *Mpesh, 13*
- E** "Please give children an opportunity in life. Learning unlocks potential to make a difference and be great." *Ashley, 13*
- F** "Please protect our right to freedom of expression. Without new opinions being voiced, nothing would change in the world and therefore life would never improve." *Ibrahim, 15*
- G** "Please protect every child's right to think and believe what they want to." *Nina, 13*
- H** "Please protect our right to leisure, play and culture." *Tai, 14*
- I** "Please protect our right to stay in contact with parents." *Kim, 10*
- J** "People can't choose our life for us no matter how old, because we are humans and we have rights." *Francesca, 13*

Adapted from: <https://eachother.org.uk/10-things-children-talk-about-when-they-talk-about-human-rights/>

ATL Research skills

All your investigations in this book give you opportunities for research. For example, each chapter contains a number of debatable questions. You can find information to help answer these questions by doing Internet searches.

However, you must decide whether the information you have found comes from a trustworthy source.

To test your research skills, answer the questions about the key concept below.

Key concept: Connections

Connections are the links and relationships between people, objects, organizations and ideas.

When you have finished the exercise opposite, answer these questions.

What is the connection between the European Commission on Human Rights and the poster on the previous page?

Which human rights are most connected to the rights of children?

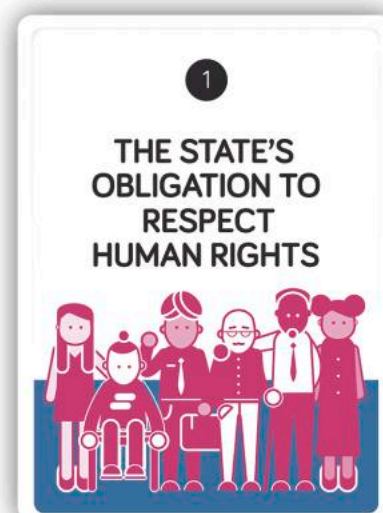
Formative reading skills: Understanding conventions in visual texts

The posters from the European Convention on Human Rights are multimodal texts that use visuals and words to communicate their message. The visuals connect the reader with the meaning of the words. In other words, the illustrations in each of the 17 posters on pages 141 and 142 are **symbols**. The first poster is entitled “The State’s Obligation to Protect Human Rights”. The visual shows people of different cultures, young and old, male and female. We can interpret this illustration to mean that the governments of these countries must protect all their citizens regardless of age, ethnicity or gender.

Now interpret the other illustrations in the posters. Use a table like the one below to record your answers.

Next to “Illustration” write what images you can see in the poster.

Next to “Interpretation” write what the illustration means. When you finish the exercise, discuss with your teacher and the rest of the class why these pictures can communicate their message better than words.



The right to life	The right not to be tortured	The right not to be enslaved	The right not to be unlawfully detained
Illustration:	Illustration:	Illustration:	Illustration:
Interpretation:	Interpretation:	Interpretation:	Interpretation:
The right to a fair trial	No punishment without law	The right to family and private life	Freedom of thought, conscience and religion
Illustration:	Illustration:	Illustration:	Illustration:
Interpretation:	Interpretation:	Interpretation:	Interpretation:
Freedom of expression	Right to free association	The right to marry	The right to an effective remedy
Illustration:	Illustration:	Illustration:	Illustration:
Interpretation:	Interpretation:	Interpretation:	Interpretation:
The right not to be discriminated against	Protection of property	The right to education	The right to free and fair elections
Illustration:	Illustration:	Illustration:	Illustration:
Interpretation:	Interpretation:	Interpretation:	Interpretation:

Key concept: Connections

Connections are the links and relationships between people, objects, organizations and ideas.

Examine the poster below. In pairs or groups, discuss and answer these questions.

- A. Does the poster connect the image of the child to the idea of children's rights?
- B. How does the poster connect the audience to a specific message?
- C. Does the poster connect the audience to a specific organization?

When you have finished, share your answers in class and then evaluate the effectiveness of the poster. Assess its effectiveness on a scale of 1 to 10, where 10 is very effective.

Justify your assessment and suggest one or two changes to improve the poster and its message.



Reflection on Inquiry 1: What are the **connections** between children's rights and human rights?

Now that you have completed this section, what is your answer to the inquiry question?

Can different countries have different human rights?

ATL Research skills

In this exercise, the skills you will have the opportunity to practise are:

- finding, interpreting and judging information
- collecting, recording and verifying data
- making connections between various sources of information
- processing data and reporting results
- analysing and interpreting media communications
- identifying solutions and making informed decisions
- creating new information.

Discussion and debate

Discuss these questions as a class.

How important are human rights to civilized society?

What would it be like to live in a society without human rights?

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 Human rights and a related listening exercise to practise gap-filling.

Formative speaking skills: Planning a speech

A speech is generally addressed to a listening audience. An effective speaker can convince an audience of an idea or a point of view.

Look at the picture. How easy do you think it would be to convince this audience?

Good speakers use a whole variety of techniques that help to make their speeches convincing. Here are some suggestions.

Good speakers use an **argument** to convince their listeners that their ideas are correct.

When planning a speech, you should divide your argument into three parts.

1. The **topic** and your **"big idea"**.
2. Some **examples** to prove your big idea.
 - 1 ...
 - 2 ...
 - 3 ... (etc.)
3. Your **conclusion** and **final thought**.

Preparing your argument

1. Your **central argument** – is stated at the beginning.

The opening will contain key information.

"Today I'd like to talk about/discuss ..."; "The topic I'd like to discuss is ..."

Use a phrase that clearly expresses your opinion or idea.

"My thesis/big idea is ..."; "I believe/think that ..."

2. **Examples** – are given in the middle.

Next, give examples and/or points to demonstrate your "big idea".

In a well-organized argument, you should use key phrases such as: *"First ..."; "My next point ..."; "Another example is ..."; "Lastly ..."*.

ATL Research skills

In your time at school you have probably listened to a huge number of speakers. Some speakers communicate well and motivate the audience. Other speakers are so boring that you stop listening after the first few sentences. What are the differences between great speakers and poor ones? In groups research the differences between good and poor public speakers. A key word you can search is rhetoric. Make a list and then use a visual diagram to categorize and communicate your ideas. Share your answers with your class.

Planning and scaffolding – organization

Content

Greet and welcome your audience. Connect with your listeners by using direct address. Address your audience using "you" and "we".

3. Conclusion – comes at the end.

Create one sentence that sums up or concludes your argument.

Here, you can use transitions such as: *“To sum up ...”*;

“In conclusion ...”.

Finally, leave your audience with a **final thought** or **lesson**.

“Let me leave you with this thought. I believe/think that we should ...”.

Formative listening and speaking skills: Preparing a speech

In groups, prepare a 4–5-minute speech on the theme: “What rights must all children have?”

Imagine you will give this speech in a school assembly.

Use the guidelines on the previous page and the tables below to discuss and prepare your ideas.

Preparing a speech on children’s rights

1. Plan your introduction.

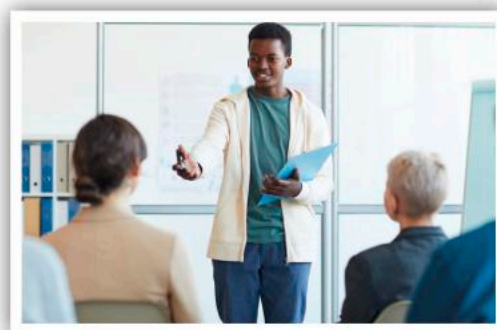
Words to welcome the audience	
Topic	
Thesis (“big idea”)	

2. Use examples from the European Commission on Human Rights to prove your big idea.

Your list of essential children’s rights	Why is this right essential?	A practical example to illustrate your point
A		
B		
C		
etc.		

3. Finish with a strong conclusion.

Your conclusion	
Your final thought for your audience	



Planning and scaffolding

After planning the content of your speech, you should also consider these questions.

- What is your relationship with the audience?
- How formal will your language be?
- What connecting words and phrases can you use to link your ideas together and make them clear to your audience?

ATL Research skills

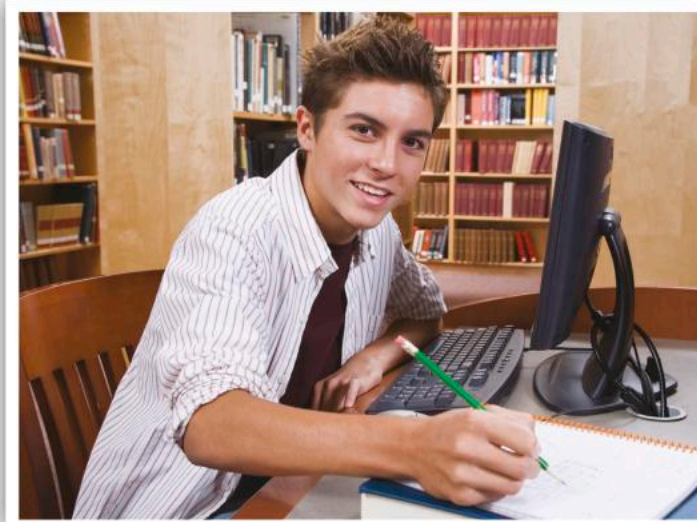
Before you plan your speech you may wish to undertake further research. You may want to discuss these questions with your teacher and answer each one separately.

- 1 What are children’s rights?
- 2 What are good examples of children’s rights?
- 3 What can happen when children do not have rights?
- 4 Why do schoolchildren need children’s rights?
- 5 What rights do children need at home and in the family?
- 6 Do children have the same rights in all societies?

Formative writing skills: Formal correspondence

At various times you will have to write a formal letter or email to a stranger or someone in authority, such as your head of school, a charity, a business or a potential employer.

When you write a formal letter, there are two sets of stylistic choices that have to be followed. One set of stylistic choices relates to form and layout. The other set relates to word choice and register. See the table below.



Stylistic choices for formal correspondence		
	Required in a formal letter	Not acceptable in a formal letter
Form and layout	Your address Date A formal greeting Paragraphing A closing salutation Signing off with your name	Smiley faces Emojis
Word choice and register	Correct punctuation Formal vocabulary and phrasing Formal grammar	Contractions Informal expressions Abbreviations "SMS" words Deliberate misspellings Slang, such as "gonna" Swear words

How do you organize formal correspondence?

You need formal correspondence to express an opinion, increase awareness of an issue or apply for a job.

Formal correspondence should be well-presented and correctly formatted.

You should always include:

- a salutation
- an introduction
- a development
- a closing remark.

Planning and scaffolding

Put the following elements of your formal letter into a logical order. You may also want to add additional points or paragraphs. The main elements are:

- your name
- your address and the date
- what you are asking the recipient to do
- the reasons why you would like the person to give the talk
- salutation
- the invitation to come to the school
- further information about the event
- information about your school
- formal close
- a note of thanks.

Salutation

Even if you know the name of the addressee, you may want to begin with the addressee's title above the salutation line. For example:

The Personnel Manager,

Dear Sir or Madam,

...

Alternatively, where you only know the title of the person or where you only have a generic email address, you can start with *"To whom it may concern,"*.

If you know the name of the person you are writing to, address the person by his or her title and last name: *Dear Mr/Mrs ...; Dear Dr*

Introduction

In your first sentence, state the purpose of your correspondence (for example, to make an enquiry, a complaint or a request): *"I am writing to you in order to ..."*

The development

The paragraph or paragraphs in the development of your letter should support the purpose of your letter. You should make a series of clear, separate points, one per paragraph and give evidence or explanations as necessary. You can use the same techniques as those to plan a speech.

Close

You should state what you would like your recipient to do.

"I would be grateful if you could consider this request."

"I believe my ideas are sensible and worth consideration."

Before closing, remember that it may be appropriate to thank the reader in some manner.

"Thank you for your time and consideration."

"I look forward to hearing from you."

"I thank you in advance for your consideration of this matter."

Formative writing skills: Communicating with a clear sense of audience and purpose

A letter of enquiry

A letter of enquiry is an example of a formal letter you may need to write. You write this type of letter when you need information about a subject. For instance, if you are looking for a summer job, you may want to apply to an organization to find out whether they have any suitable work experience to offer. Alternatively, you may need to find out more information about an existing opportunity before you apply.

You see an advertisement from this organization at school. Use the guidelines from this section to write a letter of enquiry to find out more information about the position and the organization. Write 300–400 words.



Inquiry 2: What **stylistic choices** can we make to communicate ideas about human rights?

Factual question

Discussion and debate

As an introduction to this chapter, with a partner make a list of the universal human rights that you know. Identify the rights that are related to children. Share your lists with your class.

Formative listening and speaking skills: Making connections between explicit and implicit information

First, examine the poster opposite and answer these questions about what is communicated in the poster.

1. What information can you see in the foreground and background of the poster?
2. Which organization created the poster?
3. Who might be the target audience for the poster?
4. What is the message of the poster?

Next, analyse **how** the message has been created.

5. What symbols has the designer chosen to communicate the message?
6. Finally, assess the effectiveness of the poster. Rate the poster on a scale of 1 to 10 where 10 is “very effective”.
7. Suggest alternative **stylistic choices** to improve the effectiveness of the poster.

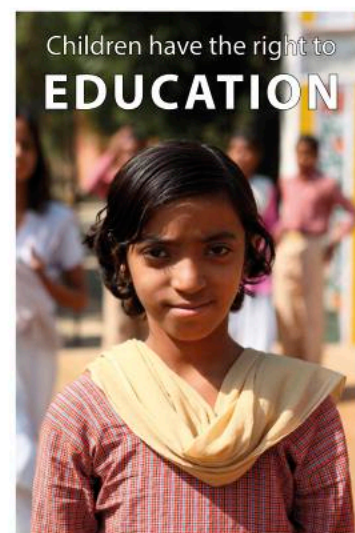
Formative reading skills: Understanding conventions and connections

In the text you are about to read, there are seven paragraphs then a one-line closing statement. The text has been divided into seven numbered sections.

Here are eight headings. Each one is used to summarize the contents of a section of the text.

- | | |
|----------------------------------|--------------------------------|
| A The next step | E Initial activism |
| B Targeted by the Taliban | F Going to school again |
| C University | G An early life |
| D Nobel Peace Prize | H After the attack |

Match the headings to the numbered sections.



Related concept: Stylistic choices

We have to make choices about **what** we communicate and **how** we communicate it.

Stylistic choices is an general term covering:

- literary devices (for example, symbolism, metaphor, simile)
- rhetorical devices (for example, rhetorical, syntax, repetition)
- visual devices (for example, font, colour, symbolism, foregrounding).

Malala Yousafzai – Youth Activist

1.

Malala Yousafzai was born in Mingora in the Swat Valley, Pakistan on July 12, 1997. As she was growing up, Mingora was internationally known as a tourist destination famous for its summer festivals. However, the Taliban tried to take control of the Swat Valley and things began to change.

2.

Malala's father, Ziauddin Yousafzai, had founded the Khushal Public School and, as soon as she was old enough, Malala was educated there. However, the Taliban began attacking girls' schools in the Swat Valley. In response, Malala gave a speech entitled, "How dare the Taliban take away my basic right to education?" For the next few years she continued to defend girls' and women's rights to education. In 2011 Malala received Pakistan's National Youth Peace Prize.

3.

When she was 14, Malala received a death threat issued by the Taliban. On October 9th, 2012, a man got on the school bus Malala was riding in. He wanted the passengers to identify Malala. Unfortunately, at that moment her friends looked in her direction, the gunman fired at Malala and the two other girls who were sitting with her.

4.

All three girls were injured but Malala was in a critical condition. She had swelling on the brain. A military hospital flew her to hospital in the regional capital, Peshawar. Doctors removed a portion of her skull and treated her swelling brain. Once her condition stabilized, Malala was then transferred to hospital in Birmingham, England where she received further treatment.



Malala Yousafzai in
He Named Me Malala.

5.

Yousafzai slowly recovered. Six months after the attack, in March 2013, she began attending Edgebaston High School in Birmingham. On her 16th birthday she gave a speech to the United Nations. She also told her story in an autobiography written with Christina Lamb, *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban.*

6.

In October 2014, at 17, Yousafzai received the Nobel Peace Prize jointly with Kailash Satyarthi for her struggle against the suppression of children everywhere and for the right of all children to education, the youngest person ever to do so. U.N. Secretary-General Ban Ki-moon called her "a brave and gentle advocate of peace who, through the simple act of going to school, became a global teacher".

7.

On her 18th birthday Malala opened a school for Syrian refugee girls in the Bekka Valley in Lebanon. In her speech she said, "Today on my first day as an adult, on behalf of the world's children, I demand of our leaders that we invest in books instead of bullets." In October 2015, a documentary about Yousafzai's life was released. *He Named Me Malala* examined the life of Malala and her family, and examined her tireless efforts to achieve education for girls everywhere.

Unfortunately, to this day, the Taliban is still making death threats against Yousafzai.

Understanding explicit information and making connections

Factual assessment of text: True or false?

On a separate sheet of paper, state whether each of the sentences or phrases below is true or false and justify your answer with a relevant brief quotation from the text. Both are required for one mark. The first example is done for you.

		True	False
Example:	Malala was born in Birmingham, UK.		<input checked="" type="checkbox"/>
Justification:	"was born in Mingora located in the Swat Valley, Pakistan"		
		True	False
1.	The Taliban controlled the region where Malala's family lived.		
Justification:			
2.	Malala used to visit her father's school.		
Justification:			
3.	As a young teenager Malala made speeches in favour of girls' rights to education.		
Justification:			
4.	At 14 she was nearly shot by a Taliban gunman.		
Justification:			
5.	She recovered fully in a hospital in Peshawar, Pakistan.		
Justification:			
6.	She made an important speech to the United Nations at the age of 16.		
Justification:			
7.	At 17 she was still too young to receive prizes for her work on human rights.		
Justification:			
8.	On her 18th birthday she made a speech about children's rights to education.		
Justification:			

1 Multiple-choice questions

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

9. Malala spoke against the Taliban because she thought:
 - A. they were against education
 - B. they were against girls' rights to education
 - C. they attacked her father's school
 - D. they supported her father's views on education.
10. Malala began to speak out for girls' rights to education:
 - A. when she was in junior school
 - B. after the age of 14
 - C. as a young teenager
 - D. as a young adult.
11. Malala was awarded a National Youth Peace Prize for:
 - A. her actions
 - B. her school work
 - C. her books
 - D. her speeches.
12. UN Secretary-General Ban Ki-moon praised Malala for:
 - A. her best-selling books on human rights
 - B. her outstanding school work and academic achievements
 - C. her work to achieve peacefully women's rights to education
 - D. the quality of her speeches on women's rights.



ATL Research skills

All your investigations in this book lend themselves to research. For example, each chapter contains a number of debatable questions. Remember that you can find information to help answer these questions by doing an Internet search, but you must decide whether the information you have found comes from a trustworthy source.

Use your research skills to answer these questions. Who is the person with Malala in this photograph?

How is the person with Malala connected to the text “Malala Yousafzai – youth activist”?

What does the photograph communicate about Malala's influence on education and human rights issues?

What choices has the photographer made in order to communicate Malala's global influence?

Formative reading skills: Understanding conventions

The author's choices

The author of "Malala Yousafzai – youth activist" has made particular stylistic choices about how to write the text. These choices have an effect on the text's readers. To demonstrate this concept, answer the following questions.

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

- The author has written:
 - a newspaper report
 - an advertisement
 - a biography
 - a set of guidelines.
- The writer's purpose is to:
 - narrate Malala's story
 - warn the readers about extremism
 - describe Malala's personality
 - explain about human rights.
- The writer has chosen an idiom that is:
 - chatty
 - factual
 - poetic
 - technical.
- The writer has chosen a structure that is organized:
 - using a number of subheadings
 - around a convincing argument
 - around a problem and its solution
 - to show first the effect and then the causes.
- The writer wants to make the readers:
 - feel excited by the events
 - empathize with Malala and her ideas
 - change opinions about girls' education
 - laugh about what happened to Malala.

ATL Research skills

You can use research skills to individualize your learning.

As you work through an inquiry, look up any difficult or new vocabulary and check anything that you are not sure of.

In the text, the writer has chosen certain literary techniques to express certain ideas.

Reread paragraphs 6 and 7, then answer the following questions about word choice

- Explain how Malala, "through the simple act of going to school, became a global teacher" (paragraph 6).
- What does Malala mean when she asks politicians to "invest in books instead of bullets" (paragraph 7)?
- Malala is associated with the words "activism" and "activist". How do these words relate to being "active"?

Related concept: Stylistic choices

Choosing rhetorical devices

Rhetoric is the study and practice of the forms of communication and argument essential to persuading an audience that a particular idea or set of ideas is valid.

Speechwriters have a number of rhetorical devices that they use to make their points in a memorable way. They use:

- personal experiences
- statistics
- quotes from experts
- lists of three
- repetition of key words or phrases

- rhetorical questions
- contrasting ideas
- dramatic pauses.

With a partner, read the extract on the next page from a speech given by Malala Yousafzai to the United Nations (UN). Identify which of the listed rhetorical devices she uses.

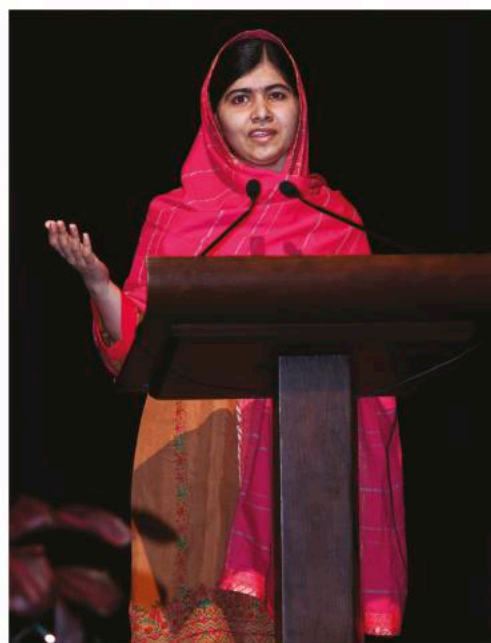
Discuss with your partner the effectiveness of each technique you have found. Justify your comments and share your ideas in class.

For further practice on identifying and analysing stylistic devices, you can repeat this exercise, using the extracts from Malala's speech on page 164.

An Extract from Malala Yousafzai's Speech to the UN

"Today is the day of every woman, every boy and every girl who have raised their voice for their rights."

"There are hundreds of human rights activists and social workers who are not only speaking for their rights, but who are struggling to achieve their goal of peace, education and equality. Thousands of people have been killed by the terrorists and millions have been injured. I am just one of them. So here I stand ... one girl, among many. I speak not for myself, but so those without a voice can be heard. Those who have fought for their rights. Their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated."



Formative speaking skills: Preparing, practising and presenting a speech

A speech is a professional text addressed to a listening audience. You might give a speech as a presentation or as part of a debate.

The general purpose is to inform, entertain and persuade your listening audience that your point of view is correct.

Remember that a speech is a persuasive text. You will need to hold your audience's attention from the moment you start speaking until your very last words.

The task

Students often complain about a lack of freedom at school. Use your research skills to identify one additional human right that you think all students at your school should have.

In groups, plan, prepare and practise a short speech to convince your teachers that you deserve the right you have identified.



Planning and scaffolding

Argument

Your speech should be a reasoned **argument**.

A speech has a clearly defined topic and clear point of view that the audience can identify and understand. So, make sure that you communicate your ideas as clearly as possible.

When constructing an argument, divide your speech into three parts.

1. Your "big idea".

In your opening, tell your audience your topic and point of view.

"I believe students in our school need the right to This is because"

2. Some examples to prove your big idea.

Next, give examples and/or points to demonstrate your "big idea".

Each example will make a key point, with evidence to support it. You may also want to offer further explanations.

For example, three forms of evidence are:

- your personal experience of school
- an expert opinion, for example: *"In her speech stating that all children should have the right to education, Malala Yousafzai said: "..."*
- statistics, for example: *"In country X, all students have the right to ..."*

To make sure your audience is following your **argument**, use key phrases such as: *"First ..."; "Another example ..."; "Lastly ..."*.

3. Your conclusion and final thought.

Find a sentence to sum up your argument and leave your audience with a final thought or lesson. For example: *"Let me leave you with this thought. I believe/think that students should have the right to ..."*

To achieve your purpose, use some of the stylistic devices Malala uses in her speech.

- Repetition of words for emphasis
- Repetition of phrases for emphasis
- Contrasting ideas
- Lists of three to make a dramatic point
- Pauses

Related concept: Stylistic choices

As you prepare your speech, select the most appropriate stylistic devices.

Rhetoric

To achieve your purpose, use some of the same rhetorical devices as Malala:

- repetition of words for emphasis
- repetition of phrases for emphasis
- contrasting ideas
- lists of three to make a dramatic point
- pauses.

Language

Consider your exact purpose. Is it:

- A.** to make your audience angry
- B.** to convince them that your ideas are correct
- C.** to persuade them that their ideas are wrong
- D.** to make your audience laugh?

Choose the language and vocabulary to use in your speech. Will it be:

- A.** exaggerated
- B.** factual
- C.** poetic
- D.** emotional?

Choose the idiom to use in your speech. Will it be:

- A.** formal
- B.** semi-formal
- C.** informal
- D.** slang?

Formative writing skills: Preparing and producing a formal letter

The campaign “Children, Not Soldiers” aims to prevent the recruitment and use of children by national security forces in conflict.

Find this poster on the UN’s website, <https://childrenandarmedconflict.un.org/children-not-soldiers/>. Write a formal letter of enquiry asking for more information about the project and about what you can do to help. Write 300–400 words.



Planning and scaffolding – organization

Structure

How will you organize your letter? Here are some ideas. The elements, in order, could be:

- salutation
- introduction (introduce yourself)
- the reason for writing (to ask for further information)
- the reasons why you would like that information
- an explanation of what you could use the information for
- a sentence expressing thanks
- a formal close.

Other stylistic choices

Consider these questions.

- What is the purpose of your letter?
- To whom will you address the letter?
- What will your relationship with the reader be?
- How formal will your language be?
- What kind of vocabulary will you use?

Reflection on Inquiry 2: What stylistic choices can we make to communicate ideas about human rights?

Now that you have completed this section, what is your answer to the inquiry question?

ATL Research skills

Before you write your letter you may want to think about and research the following questions.

1. Are human rights the same all over the world, or do different societies have different rights?
2. If we are all human, shouldn't we all have the same human rights?

After carrying out your research, write down your conclusions. Debate the matter in class.

Related concept: Stylistic choices

With a partner, examine the poster on this page.

What is the purpose of the poster?

What stylistic choices has the artist made to create the message? Consider visual devices such as:

- text
- font
- message
- colour
- symbolism
- foregrounding.

Why has the artist made these stylistic choices?

Synthesis: Key and related concepts – Connections and Stylistic choices

These **connections** will affect the **stylistic choices** we make about the language we use.

Connections are the relationships between people, organizations and ideas. For example, in languages, we need to understand the connections between the sender or creator of a message and the receiver of the message.

Study the diagram on the right. You may need to research ideas such as coding and decoding in order to understand the diagram fully. With a partner, discuss how speakers, receivers and ideas are connected.

Here are some questions we must consider.

- How well do the sender and the receiver know each other?
- Are the sender and the receiver in the same place or far away from each other?
- Are they communicating using speech or in writing?

Example 1: A spoken message

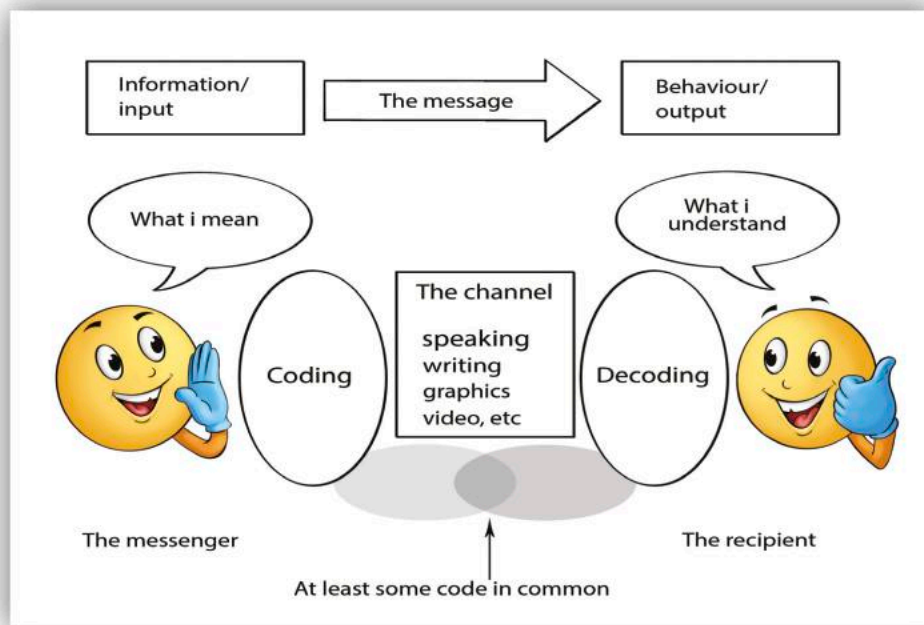
How does the sender of a voicemail message make sure that the receiver understands the exact meaning of the message? With a partner, consider this example.

You have lost the key to your home and cannot get in. You ring a family friend who has a key. That person does not answer, so you leave a voicemail message.

Given the situation and your relationship, what language will you choose to make sure the other person understands your problem and knows what to do?

Create the message you would leave for your family friend.

Explain the stylistic choices you have made to create your message.



ATL Research skills

In this exercise the skills you will need to use are:

- interpreting modes of verbal communication
- reading critically and for comprehension
- reading a variety of sources for information
- making inferences and drawing conclusions.

Example 2: A written message

How does a writer make sure that readers understand the message that he or she has written? Think about this example. You are offering extra tuition for primary students. You want to put a message on a noticeboard in a local supermarket. What will you need to say? What information will you give to persuade potential customers?

Given the situation and your relationship with your audience, what language will you choose in order to make sure that:

- you address your audience correctly
- your audience understands your message
- your audience knows how to respond to your message.

Also, consider what other visual devices you would use to make your message clear.

Create the message you would leave on the noticeboard.

Explain the stylistic choices you have made to communicate your message clearly.

Other stylistic choices in speech and writing



Writing can connect a writer and readers across space or time, or both. When we write, we choose symbols to communicate a message. We write on a durable material such as paper, wood or stone. These days we can also use technology to store and transmit messages.

In speech we do not have the time to reflect on the words we use. We have to rely on tone of voice, eye contact and gesture. We also use other techniques such as pausing, repeating and self-correcting as we are speaking.

Now let's think about stylistic differences between speech and writing. Look at the table on the next page. Column A contains a set of statements about speaking and interacting, based on the criteria listed. For each criterion, discuss and decide on an equivalent sentence relating to when we write. Create a table like the one on the next page to record your answers and discuss your findings in class.

ATL

Research skills

What difference did the invention of writing make to human civilization?

As you investigate this question:

- read a variety of sources for information
- make inferences and draw conclusions
- collect, record and verify data
- present your findings to your class.



When we interact in speech	Criteria	When we write
We use much less formal vocabulary	Vocabulary	
We do not always speak in full grammatical sentences	Correctness and accuracy	
We do not always plan what we are going to say	Amount of planning	
We know exactly who we are talking to	Audience	
We may only have a specific amount of time available	Length of time available	
The two speakers interact a great deal	Amount of interaction	
The two speakers create the conversation	Degree of speaker/reader involvement	
We have some idea what the other person thinks or believes	Shared beliefs and values	
We can see the reactions of the other person	Visibility	
The conversation happens in real time in one place	Context	
Most speech is private	Public or private?	
Our words disappear as we speak	Permanence	
Most speech has little value or prestige	Prestige	
Spoken language changes quickly depending on time and culture	Changeability	

Stylistic choices: Word choice

In writing, we must also choose our words very carefully to communicate our exact meaning. As Mark Twain once said, “The difference between the almost right word and the right word is really a large matter – it’s the difference between the lightning bug and the lightning.”

What exactly do you mean by “good”?

In groups, make a list of all the synonyms for “good” you can find. Discuss how you can classify the synonyms into different categories according to their meaning.

What does this exercise teach you about choosing the right words?



Thinking about connections and word choice

How does your connection with your audience affect your choice of language? The table lists some of the different text types you might write as part of the MYP English Language Acquisition course.

Create your own table and for each text type choose:

- the purpose of your text
- your possible role as writer
- the possible audience for your text
- the relationship between you and your audience
- what kind of vocabulary and language you will choose.

The first example (an advertisement for pet food) is done for you.

ATL

Research skills

Why do we need so many words? Would communication be easier if each language only had 2,000 words? What do you think? Justify your answer.

As you consider the question you will:

- gather and organize relevant information to formulate an argument
- recognize unstated assumptions and bias
- interpret data
- evaluate evidence and arguments
- recognize and evaluate propositions
- draw reasonable conclusions and generalizations
- test generalizations and conclusions.

Text type	Your purpose/ reasons for writing	Your role as writer	Your audience	The relationship between you and your audience	Your choice of vocabulary and language
	Instruct Describe Narrate Explain Persuade	Who are you writing as?	Who is going to read the text?	Will it be: formal semi-formal informal friendly?	Will it be: formal semi-formal informal slang?
Advertisement	Persuade, or sell a product (example: pet food)	Advertiser/seller	Buyer/pet owners	Friendly	Informal
Blog					
Book review					
Brochure					
Formal essay					
Formal letter					
Interview					
Journal/diary entry					
Magazine article					
News article					
News report					
Report of an event at school					
Set of instructions					
Short story					

When you finish this exercise, discuss your conclusion.
How does your audience affect your stylistic choices?

Inquiry 3: How do well-organized arguments help us to persuade our audiences?

Conceptual question

Now you are going to look at more extracts from Malala Yousafzai's speech to the UN. After reading you are going to analyse the arguments she uses to communicate her message clearly and effectively.

Formative listening and speaking skills

Imagine you have to make a speech to an assembly in your school to persuade people to make donations to your favourite charity. With a partner, consider how you will achieve your aim of persuading your audience to support you.

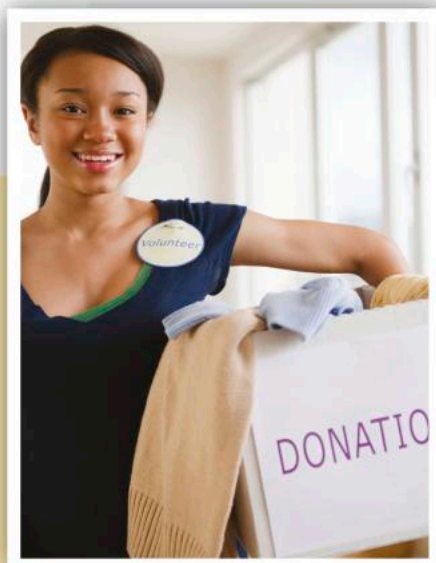
First, decide which organization you wish to support. You may need to use your research skills to identify a suitable organization.

Next, establish the context for your speech. You can do this by answering the following questions.

What ideas do you want them to understand? What feelings do you want your audience to have? What will you want your audience to do?

How will your speech achieve this aim?

Use a table such as the one below to record and reflect on your responses and ideas.



Related concept: Argument

As we have seen in this chapter, an argument is a method of organizing your ideas into a persuasive text.

Remember these key points.

Divide your argument into three parts.

1. The topic and your "big idea".
2. Some examples to prove your big idea and convince your audience.
A
B
C . . . etc.
3. Your conclusion and final thought.

Use the advice given earlier in this chapter to construct your argument to support your chosen organization.

Preparing a speech – understanding the context

What is the purpose of your speech?	
What is your relationship with the audience?	
How formal will your language be?	
Which three key points will you make in your speech?	1. 2. 3.
What effect do you want to have on your audience?	
What do you want your audience to do after hearing your speech?	

Formative reading skills: Understanding explicit meaning and conventions

Read the text below and then answer the questions that follow.

Extracts from Malala's Speech to the UN



1. In the name of God, The Most Beneficent, The Most Merciful.

Honourable UN Secretary General
Mr Ban Ki-moon,

Respected President General Assembly Vuk
Jeremic,

Honourable UN envoy for Global education
Mr Gordon Brown,

Respected elders and my dear brothers and
sisters;

2. ... now it's the time to speak up. So today, we call upon the world leaders to change their strategic policies in favor of peace and prosperity. We call upon the world leaders that all of these deals must protect women and children's rights. A deal that goes against the rights of women is unacceptable.
3. We call upon all governments to ensure free, compulsory education all over the world for every child. We call upon all the governments to fight against terrorism and violence. To protect children from brutality and harm. We call upon the developed nations to support

the expansion of education opportunities for girls in the developing world. We call upon all communities to be tolerant, to reject prejudice based on caste, creed, sect, color, religion or agenda to ensure freedom and equality for women so they can flourish. We cannot all succeed when half of us are held back. We call upon our sisters around the world to be brave, to embrace the strength within themselves and realize their full potential.

4. Dear brothers and sisters, we want schools and education for every child's bright future. We will continue our journey to our destination of peace and education. No one can stop us. We will speak up for our rights and we will bring change to our voice. We believe in the power and the strength of our words. Our words can change the whole world because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.
5. Dear brothers and sisters, we must not forget that millions of people are suffering from poverty and injustice and ignorance. We must not forget that millions of children are out of their schools. We must not forget that our sisters and brothers are waiting for a bright, peaceful future.
6. So let us wage, so let us wage a glorious struggle against illiteracy, poverty and terrorism, let us pick up our books and our pens, they are the most powerful weapons. One child, one teacher, one book and one pen can change the world. Education is the only solution. Education first. Thank you.

Multiple-choice questions

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

1. The main theme of Malala's speech is:
 - A. human rights
 - B. children's rights
 - C. men's rights
 - D. women's rights.
2. The main purpose of Malala's speech is to:
 - A. narrate her story to the audience
 - B. warn the audience about extremism
 - C. persuade the audience about the need for education for all
 - D. persuade the audience about the need for political rights.
3. Malala's audience consists of:
 - A. school students
 - B. parents
 - C. very important people (VIPs)
 - D. a general audience.
4. The language used in the text is mainly:
 - A. persuasive
 - B. factual
 - C. poetic
 - D. exaggerated.
5. The structure of the text is:
 - A. random and without planning
 - B. organized around a single idea
 - C. organized around a series of different ideas
 - D. organized by events from beginning to the end.
6. The effect of Malala's style is to:
 - A. make the audience angry
 - B. make the audience believe her story
 - C. persuade the audience to agree with her ideas
 - D. make the audience laugh.

Related concept: Argument

With a partner, reexamine Malala's speech. It has been colour-coded into six sections. Create a table like this to analyse the argument Malala uses to convince her audience.

1	Greeting	
2	Topic "Big idea"	
3	Example 1 Evidence/justification:	
4	Example 2 Evidence/justification:	
5	Example 3 Evidence/justification:	
6	Conclusion Final thought	

Discussion and debate

Stylistic choices: Rhetorical devices

Here is the opportunity to examine some of the stylistic choices the speaker has made.

Work in small groups to consider these questions.

1. Why does Malala choose to:

- A. address the members of her audience in that particular order
- B. address some of her audience as "Dear sisters and brothers"
- C. address her listeners as "we"
- D. begin six statements with the phrase: "We call upon ..."?

2. Malala uses metaphors to describe the right to education.

*"Because we are all together, united for the cause of education. And if we want to achieve our goal, then let us **empower** ourselves with the **weapon** of knowledge and let us **shield** ourselves with unity and togetherness ... So, let us wage a global **struggle** against illiteracy, poverty and terrorism and let us pick up our books and pens. They are our most powerful **weapons**."*

- A. How many similar words and phrases relating to this metaphor can you find in the speech?
- B. What ideas does this metaphor suggest about the right to an education?

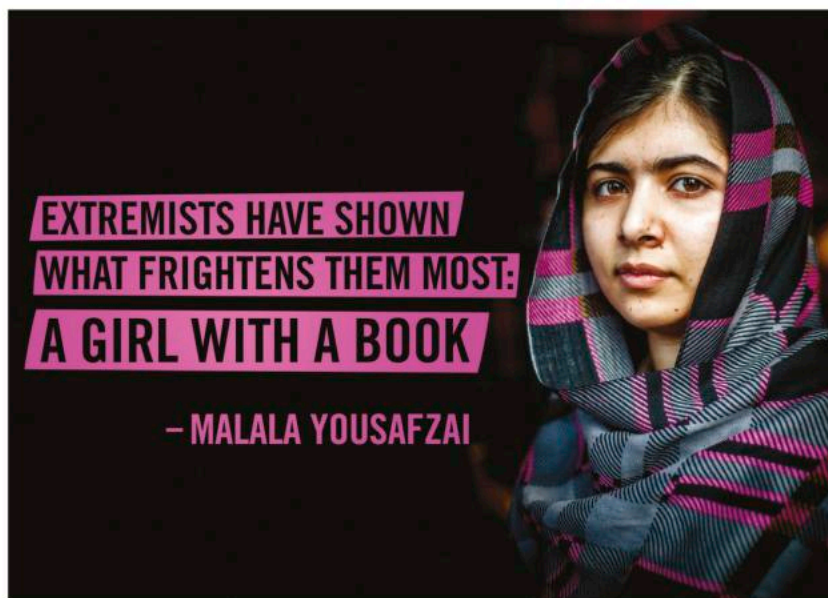
3. Examine the conclusion to Malala's speech. *"One child, one teacher, one pen and one book can change the world ... Education is the only solution. Education First."*

Are these phrases a convincing way to end the speech? Justify your answers.

4. We have seen that in her speech, Malala (a 16-year-old schoolgirl) addressed the representatives of all the major countries of the world. How effective a communicator is Malala?

When you have completed the task, share your ideas with your teacher and the rest of the class and decide how effective her speech has been.

Formative oral skills: A speech



Using the ideas in this chapter, plan and practise a speech to the rest of your class entitled “What lessons can Malala Yousafzai teach us about human rights?”

Planning and scaffolding – organization

In order to plan your speech, consider the following questions.

1. The purpose of your speech will be to:
 - A. narrate a funny story
 - B. warn the audience about extremism
 - C. describe Malala’s personality
 - D. persuade your audience of your point of view.
2. Your audience will be:
 - A. school students
 - B. parents
 - C. very important people (VIPs)
 - D. a general audience.
3. The idiom you use will be:

A. persuasive	C. poetic
B. factual	D. exaggerated.
4. What idiom will you choose to address your audience?
Will it be:

A. formal	C. informal
B. semi-formal	D. slang?

Planning your argument

1	Greeting	
2	Topic "Big idea"	
3	Lesson 1 Evidence/justification:	
4	Lesson 2 Evidence/justification:	
5	Lesson 3 Evidence/justification:	
6	Conclusion Final thought	

Related concept: Argument

Use the table opposite to construct your argument.

Remember to divide your argument into these three parts.

1. The topic and your "big idea"
2. Examples to prove your big idea and convince your audience.
3. Conclusion and final thought.

You may wish to add a greeting to your audience.

With a partner, plan your speech. Create a table like this to analyse your argument to answer this question: "What lessons can Malala teach us about human rights?"

It is probably difficult to forget that you will be speaking in public. Understandably, you might be nervous. Being anxious is absolutely normal and, in fact, a little stress can help you concentrate. However, there are certain simple things to remember.

- Always use your plan to remind you of what you want to say.
- Do not mumble or speak too fast. Remember, the goal is to be understood.
- Try to speak clearly, especially if you know that you speak quietly.
- Look at your audience.
- Avoid fidgeting or moving around: it will distract your audience.

Practising your speech

- Practise giving your speech to a partner.
- Take turns to present your speeches.
- If you can, record your practice speech and play it back.
- Note what you have done well.
- Note the areas where you need to improve.

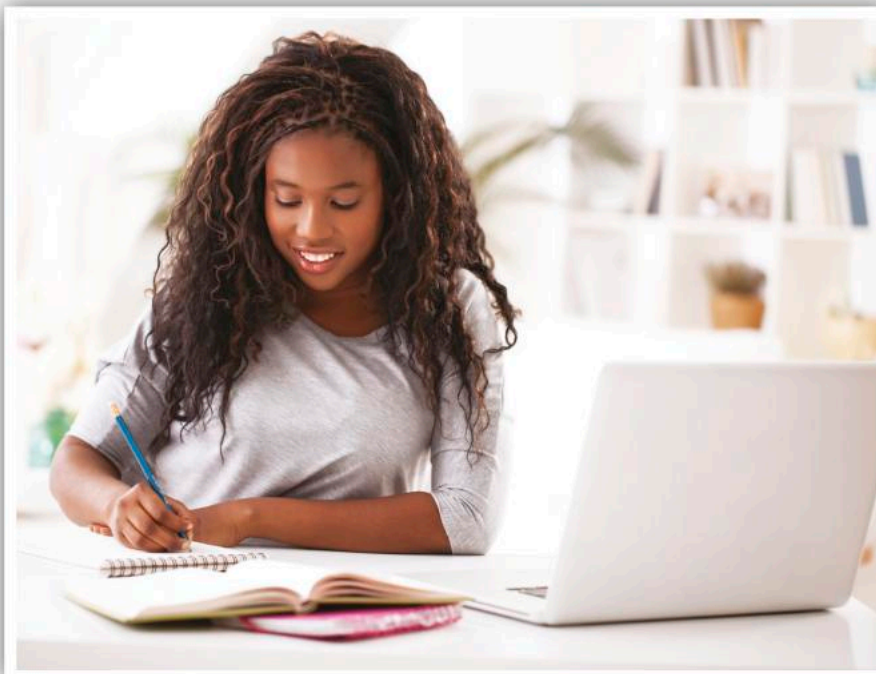
To do this, you can use feedback from your partner and your own thoughts and observations.

Formative writing skills: Planning a formal letter

Request for a donation

Here is another opportunity to be persuasive and creative. Use the ideas you developed about writing formal correspondence in this chapter. You may also want to use the table below to plan your letter.

Now write a formal letter to local businesses asking them for a donation or contribution to your favourite charity. Write 300–400 words.



Planning a formal letter requesting a donation

1	Salutation	
2	Introduction Reason for writing Your proposal	
3	Reason for donating 1 Justification:	
4	Reason for donating 2 Justification:	
5	Effects/results of donating	
6	Conclusion Final thought	

Reflections on Inquiry 3: How do well-organized arguments help us to persuade our audiences?

Now that you have completed this section, what is your answer to the conceptual question? Justify your answers by listing the stylistic choices she makes and giving examples.

Planning and scaffolding

Consider these questions.

- What is the purpose of your letter?
- What is your relationship with the recipients?
- How formal should your language be?
- What effect do you want to have on the recipients?

Here are some ideas about how to structure your letter. The elements, in a suitable order, are:

- salutation
- introduction (introduce yourself and your project)
- the reason for writing (to ask for a donation)
- the reasons why you would like that person to donate
- an explanation of what the donation would achieve
- a sentence expressing thanks
- a formal close.

Reflection: Listening skills and debatable questions

Reflections on the ideas and content of this chapter

What have you learned so far about the theme of human rights?

As a class activity, make a list of the most important ideas you have learned so far in your inquiries.

At this stage, are there any points you would like to investigate further? Make a list of points and discuss them with your teacher.

Audio-visual text

The following are audio-visual texts to use in this section.

- A. What are Human Rights? An Australian perspective
<https://www.youtube.com/watch?v=WJsUfck01Js>
- B. What are child rights?
<https://www.youtube.com/watch?v=01OOT4P7hww&feature=youtu.be>
- C. The Universal Declaration of Human Rights
<https://www.youtube.com/watch?v=hTlrSYbCbHE>
- D. "What are human rights?" Benedetta Berti
<https://www.youtube.com/watch?v=nDglVseTkuE>
- E. The 30 Articles of the Universal Declaration of Human Rights
<https://www.youtube.com/watch?v=hyVJHpiHO8I>

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



Before you watch the video

Read through the exercises below 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.

Formative listening skills: Understanding explicit and implicit information

1. The video is 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

Note your answer on a separate sheet of paper and justify it with evidence from the video.

2. Create a table like this to summarize the main points of the video. You may wish to add examples and explanations, as necessary.

Subject matter Thesis (main point)		
	Main idea	Examples and/or explanations and/or details
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusion		

3. What is 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 is 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 does 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 writing skills: Preparing and presenting a speech

Use the content of the video to make a speech to an audience of your choice on the need for human rights. You may also wish to make use of other information you have discussed in this chapter to illustrate your points.

Formative writing skills: Writing formal correspondence

Having watched one of the videos, identify three important ideas from it that have impressed you.

Write a formal letter to your school principal asking if you can talk about human rights in a school assembly.

Use the three ideas you have selected from the video in your argument. Write 300–400 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 **Human rights** and the global context of **Fairness and development**.

They will also allow you to develop your own ideas about the concepts you have explored: **Connections, Stylistic choices and Argument**.

To demonstrate your understanding of these concepts, discuss these questions in small groups and afterwards share your conclusions with your class.



Planning and scaffolding

In groups prepare a speech on the content of the video. You may wish to use these questions as a starting point.

- Who is your audience?
- How will you address your audience?
- What stylistic choices will you make?
- What **argument** will you use to persuade your audience of your point of view?
- What action would you like your audience to take?

Planning and scaffolding

- Use the knowledge and skills you have gained in this chapter to write your letter.
- Make stylistic choices appropriate to writing a formal letter.
- Present your reader with a strong argument to support your idea.

Human rights

Debatable question 1: Is the topic of **Human rights** central to the global concept of **Fairness and development**?

Debatable question 2: Should you learn more about human rights at school?

Connections, Stylistic choices and Argument

Debatable question 1: Is a well-constructed argument the only way to persuade or convince an audience about an idea?

Debatable question 2: Do we make the same stylistic choices when speaking and when writing?

Debatable question 3: Is there a connection between the arguments we develop and the stylistic choices we make?

Summative assessments: Fairness and development

Statement of inquiry

Our understanding of human rights is connected to the stylistic choices and arguments that writers use to describe them.

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, **Human rights**.

- 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 stylistic choices help to make a connection between an audience and a message about human rights?**
- The Writing assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 2: Can an argument help to make the connection between the right to an education and the need to help others?**

Summative assessment A: Listening

Assessment criterion A: Listening

At the end of the proficient 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. Write your answers on a separate sheet of paper.

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.

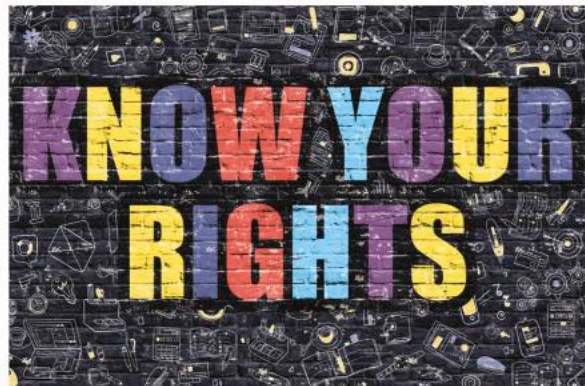
1. In an MYP summative assessment, grade using the Grading criteria given on the left.
2. If using this assessment for MYP eAssessment practice (MYP 5 only): 16 marks is the maximum score for the listening component of the MYP eAssessment. Award 2 marks for each correct answer. This mark scheme gives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

Teenagers – a guide to knowing your rights

<https://www.youtube.com/watch?v=FZp5Dc64Xsc>



Search words: teenagers rights
youthconnect



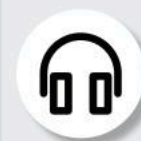
1. Choose the four true statements about the section of the video from 00.00 to 02.56.
- A. Tom was not really interested in the lesson on young people's rights.
 - B. Tom goes into the student council meeting to avoid the bullies.
 - C. Tom enjoys his part-time job because he is paid in cash.
 - D. Tom prefers working in the evening rather than doing homework.
 - E. A family friend has found Tom a part-time job in his office.
 - F. Tom discovers that every child in Ireland learns about their rights.
 - G. Because of Billy, Tom chose to join the school's anti-bullying group.
 - H. The employer sometimes makes Tom work until late in the evening.

Now watch the final section of the video. Complete the following gaps using no more than one word from the recording.

By the end of the video, Tom realizes that he should be paid correctly for his --- (- 5 -) ---. He also learns that he should be treated with --- (- 6 -) --- both at school and in the --- (- 7 -) ---. In conclusion, the voiceover tells the viewers that they can find out more information on a --- (- 8 -) ---.

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

Study the following text and answer the questions.

The Universal Declaration of HUMAN RIGHTS

Adopted by the General Assembly of the United Nations in 1948, the Universal Declaration states basic rights and fundamental freedoms to which all human beings are entitled.

WE ARE ALL BORN FREE AND EQUAL
EVERYONE IS ENTITLED TO THESE RIGHTS
 NO MATTER YOUR RACE, RELIGION OR NATIONALITY

EVERYONE HAS THE RIGHT TO LIFE, FREEDOM AND SAFETY

You have the responsibility to respect the rights of others
NO ONE CAN TAKE AWAY ANY OF YOUR RIGHTS

Rights:

- No one has the right to hold you in slavery.
- No one has the right to torture you.
- You have the right to recognition everywhere as a person before the law.
- We are all equal before the law and are entitled to equal protection of the law.
- You have the right to seek legal help if your rights are violated.
- No one has the right to wrongly imprison you or force you to leave your country.
- You have the right to a fair and public trial.
- Everyone is innocent until **PROVEN** guilty.
- You have the right to privacy. No one can interfere with your reputation, family, home or correspondence.
- You can travel wherever you want.
- You have the right to seek asylum in another country if you are being persecuted in your own country.
- Everyone has the right to a nationality.
- All adults have the right to marriage and to raise a family.
- You have the right to own property.
- Everyone has the right to belong to a religion.
- Freedom of Expression: You have the right to free thought and to voice your opinions to others.
- Everyone has the right to gather as a peaceful assembly.
- You have the right to help choose and to take part in governing your country, directly or through chosen representatives.
- You have the right to social security and are entitled to economic, social and cultural help from your government.
- Workers' rights: Every adult has the right to a job, a fair wage and to join a trade union.
- You have the right to leisure and rest from work.
- Everyone has the right to an adequate standard of living for themselves and their family.
- Everyone has the right to education.
- Your intellectual property as an artist or scientist should be protected.
- We are all entitled to social order so we can enjoy these rights.

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Assessment criterion B: Reading

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

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

Choose the correct answers and note them on a separate sheet of paper.

1. The main purpose of the poster is to:
 - A. amuse readers with a colourful visual about human rights
 - B. describe the ways that people can lose their human rights
 - C. inform readers about the rights that everyone enjoys
 - D. give advice to readers about how to obtain their human rights.
2. The designer has illustrated the poster with people from different cultures to:
 - A. show that people all over the world have the same rights
 - B. suggest we live in societies that have different values
 - C. show that people all over the world have the same point of view
 - D. describe how happy people are to know about their rights.
3. The central image of the boy and girl illustrates the right to:
 - A. seek your own happiness
 - B. marry whomever you want
 - C. enjoy a good education
 - D. have your own identity.
4. The ideas that are listed in the text come from:
 - A. the General Assembly of the United Nations
 - B. Zen Pencils, the illustrators of the poster
 - C. The Universal Declaration of Human Rights
 - D. an independent human rights organization.

Read the list of rights on the left-hand side of the poster. Find the words that complete the following sentences. Answer using the words as they appear in the text.

5. The rich do not have more rights than the poor because everyone _____.
6. Under the law, every person has the right to a _____.
7. Everyone has the freedom to go _____.
8. Once you are old enough, you have the right _____.

Read the list of rights on the left-hand side of the poster. According to the poster, these statements are either true or false. Record your answers on a separate sheet of paper.

9. Everyone has the right to follow the religion of his or her choice.
10. Governments can decide whether people can meet peacefully.
11. Governments must provide social security for all their citizens.
12. Parents have the right to decide on the education of their children.

Summative assessment C: Speaking

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

Present the contents of the image to your teacher.

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

Debatable question 1: Can stylistic choices help to make a connection between an audience and a message about human rights?

You should speak for a total of 4–5 minutes.

Image A

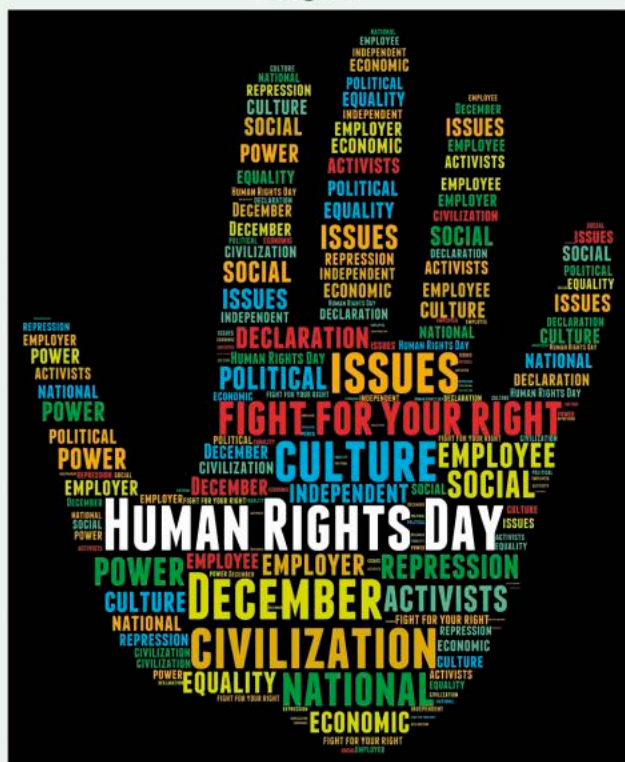
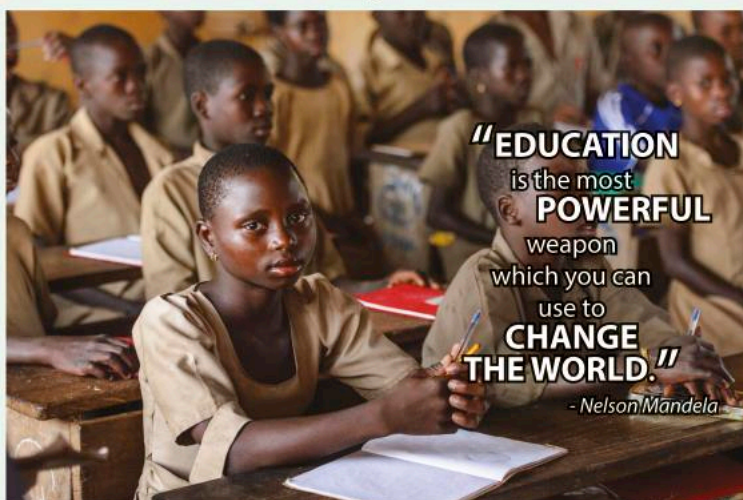


Image B



Assessment criterion C: Speaking

At the end of the proficient 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 proficient 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 argument help to make the connection between the right to an education and the need to help others?



You see the image above and decide to write to a politician asking what your government is doing to improve children's rights to education around the world.

Explain:

- who you are and why you are writing
- why you want your government to act
- what you would like your government to do.

Write 300–400 words.

Going beyond the chapter

In this chapter you have explored the concept of human rights. You have looked at the life and words of a young activist and seen why it is so important to take action in the face of injustice. You have understood that texts use language in ways which can influence our understanding of human rights. Now you can make use of the information you have learned and the communication skills you have developed in this chapter for practical purposes beyond the classroom.

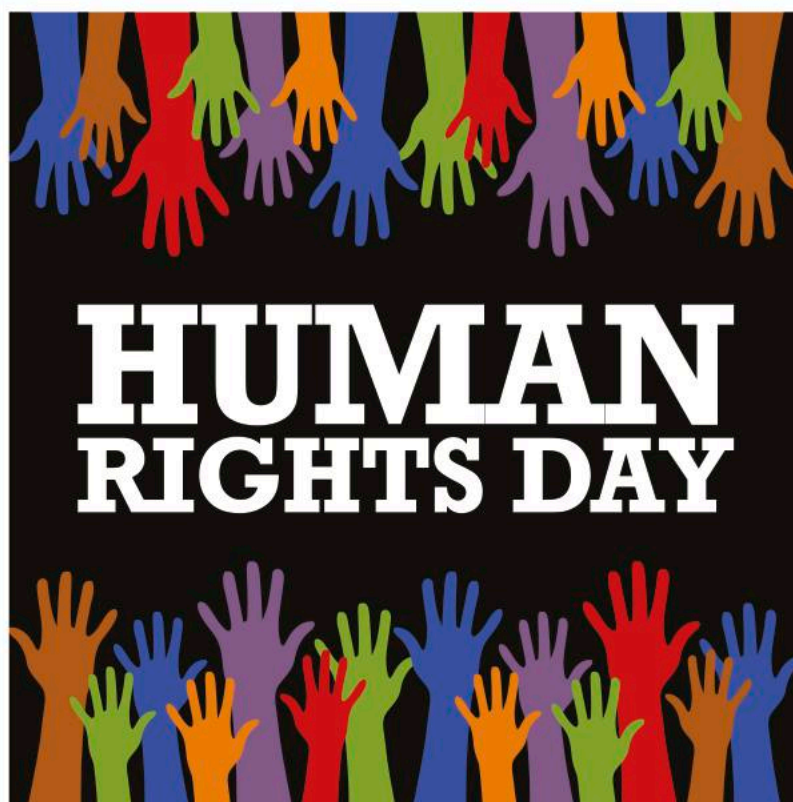
Using the text type Speeches and formal letters

World Human Rights Day

Put your learning into action by planning a Human Rights Day at your school, using some of the ideas provided below. Write a formal letter to your student council and school management team about making this an official school event.

Can you adapt one or more of the ideas for use in your school?

- Write a formal letter to your student council to pass a resolution in honour of Human Rights Day.
- Write speeches on the importance of human rights.
- Write a formal letter to your school's newspaper about the importance of human rights.
- Stage a public reading of the Universal Declaration of Human Rights.
- Set up a free expression wall to express ideas about human rights.
- Make a video about or for Human Rights Day.
- Start an online campaign about a specific human rights issue.
- Design T-shirts featuring a slogan about human rights.
- Hold a talent show, dance or party that has a human rights theme.



Action and service

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

The ideas below relate directly to service learning outcomes for students to:

- become more aware of their own strengths and areas for growth
- 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

The United Nations International Children's Emergency Fund (UNICEF):

"was created with a distinct purpose in mind: to work with others to overcome the obstacles that poverty, violence, disease and discrimination place in a child's path. We advocate for measures to give children the best start in life, because proper care at the youngest age forms the strongest foundation for a person's future."

Source: http://www.unicef.org/about/who/index_introduction.html

- You might want to consider supporting UNICEF. You can create a student-led initiative to raise awareness of the work UNICEF does to ensure that children's human rights are defended and made a reality.
- Use your speech and letter-writing skills to raise awareness by holding speeches on the work UNICEF does or write to local businesses asking for support with your efforts to raise money for UNICEF.
- Write letters to local and national politicians about human rights issues that are important to you.
- Alternatively, you may want to support a local or national human rights group in similar ways to the ones suggested above.

Further reading

If you enjoyed this chapter, you might also enjoy this further reading.

We've Got a Job by Cynthia Levinson

Let it Shine: Stories of Black Women Freedom Fighters by Andrea Davis Pinkney

Cry, The Beloved Country by Alan Paton

Half the Sky by Nicholas, D. Kristof and Sheryl WuDunn

Things Fall Apart by Chinua Achebe

ATL Thinking and research skills

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

- What have I learned?
- What don't I yet understand?
- What questions do I have now?



5

Life on Mars

Concepts

Global context: Scientific and technical innovation

How do we understand the world in which we live?

In this chapter we will explore the creativity of scientists and astronauts; for example, how potential space travellers might use technology creatively to adapt new environments to their needs. We will also examine the value and risks of such creative scientific innovations, and discuss how we understand them.

Key concept: Creativity

Creativity is the process of generating new ideas and considering existing ideas from new perspectives. Scientific creativity includes the ability to develop innovative responses to problems. **Creativity** is also developed through the process of learning and acquiring language, and taking risks and experimenting when expressing ourselves in English in order to interact with the English-speaking world.

Related concepts: Point of view and Bias

A **point of view** is the position or vantage point from which events are observed and presented to us. A first-person narrator "I" tells the story from his or her point of view. A third-person narrator is "outside" the story or the text. The **point of view** also includes the writer's particular perspectives and attitudes.

Bias is found in deliberately unfair or exaggerated opinions. **Bias** is often used to express a very limited point of view, such as a prejudice.



Ans

Statement of inquiry

Writers use their creativity and biases to influence people's point of view about innovation.

Unit plan

- ATL focus: Social skills
- Inquiry 1: What is the connection between space exploration and human creativity?
- Inquiry 2: How does the point of view of the writer influence our ideas about space travel?
- Focus on communication skills: Debates and reviews
- Synthesis: Key and related concepts – Creativity and Point of view
- Inquiry 3: How can we detect bias in a text?
- 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 space exploration and human creativity?

Conceptual question

Formative listening and speaking skills: Understanding and explaining connections

How much do you know about our attempts to live on Mars? Share your answers in class.

With a partner, examine the picture from a work of science fiction written 80 years ago.

Discuss these questions in pairs and share your ideas in class.

How has the artist used creativity to bring this imaginary world to life?

What scientific solutions are needed before people can live on Mars?

Can a creative artwork accurately represent future scientific developments?



Key concept: Creativity

Creativity is the process of generating new ideas and considering old ideas from new points of view.

Creativity is also the act of turning new and imaginative ideas into reality. It includes recognizing the value of new ideas, developing new responses to problems and finding new solutions.

Creativity is essential to science and art. For instance, we can see it in the amazing developments in space travel and also in the imaginative stories created by science fiction writers.

Language learning is also a creative process; we have to think and communicate in new ways, taking risks and expressing ourselves in new ways in order to interact with a new culture.

Formative speaking and reading skills: Understanding implicit information

The Mars One project is conducting a search to find the best candidates for the first human mission to Mars. The potential astronauts must be intelligent, creative, psychologically stable and physically healthy. You are about to read an interview with one potential astronaut, Maggie Lieu.

The table lists five more characteristics that all the candidates must have. In pairs, read the text and decide whether Maggie possesses any of these necessary characteristics. Justify your answers with evidence from the text.

Characteristics required for the Mars mission	Maggie is ... (Yes/No/Maybe)	Evidence in the text
Resilient		
Adaptable		
Curious		
Trusting		
Creative		

Discussion and debate

Do you think that people will be living on Mars in the near future? If so, what do you think living conditions on Mars might be like in the year 2050? Use the research resources available to you to find sources of information. Categorize the information you find under different headings, such as housing and food.

On a One-Way Ticket to Mars

Maggie Lieu discovered yesterday that she was on a shortlist of 100 volunteers for the four places on board a one-way mission to the Red Planet. Why on earth would she want to do that? Rachael Pells finds out.



A 24-year-old astrophysics student at Birmingham University was today named on the shortlist of candidates selected to set up the first human colony on Mars – on a one-way mission that, if successful, would represent one of the greatest achievements in human history.

Along with 50 men and 49 other women, she has been selected to spend the next decade learning everything she needs to know to live on the Red Planet as part of the Mars One project.

If her training is successful, she could make the team of 40 chosen to leave Earth. The first spacecraft, carrying two men and two women, is due to depart in 2024.

With nothing to build on but dusty rock and craters, the astronauts will have to become self-sufficient. They will have to build everything themselves and take all the food and oxygen they will need to keep them going. This means learning everything from plumbing to medical care.

Luckily, learning is what drives Ms Lieu more than anything else. “I’ll finally have time to read all those textbooks,” she says.

Ms Lieu is studying for a PhD in astrophysics at Birmingham University. Becoming an astronaut would make her childhood dream a reality. “It’s exciting because we all have so much to learn from each other,” she says, speaking of her future co-inhabitants.

Ms Lieu has already made headlines for admitting that she’d like to be the first to have a child on Mars. But with so much risk, doesn’t she think that bringing a baby into such a hostile natural environment might be selfish?

“I think it would be really exciting to have a child because it would be the first real Martian. I don’t know what race or nationality it would be because there are no countries on Mars – yet.”

Members of the Mars One project have been warned that the prize is strictly a one-way ticket. Launching into space in groups of four, each trip will cost around \$6bn. A return journey is considered economically and practically impractical due to the lack of infrastructure on Mars.

But Ms Lieu is optimistic about the possibility of a return to Earth. “Technology is advancing so quickly. Who knows what might be possible later on?”

That said, she’s not so sure she’d want to come back. She would be physically disabled back on Earth after years of muscle and bone wastage.

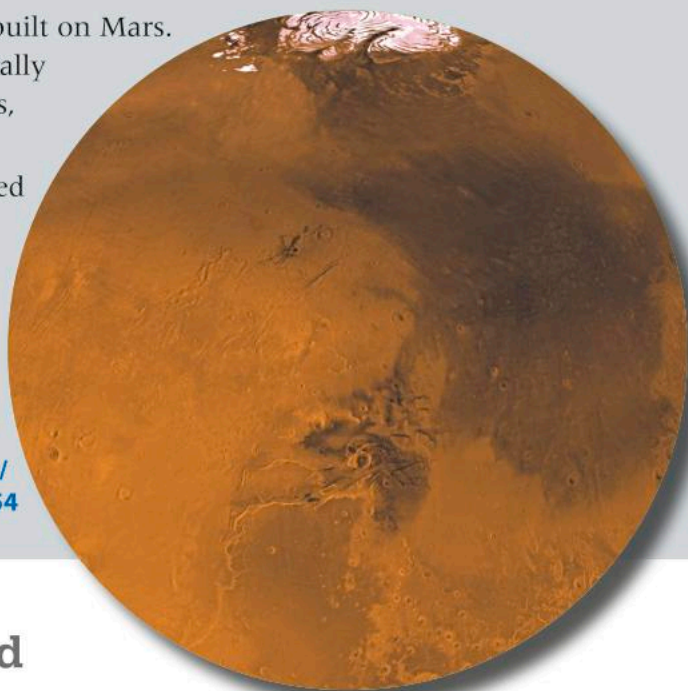


Ms Lieu is confident that a model community could be built on Mars. "There'd be no legal system or parliament so it would be really
60 fascinating to see how we work out our lives. With no rules, might there be chaos?"

What worries Ms Lieu most is that the habitations designed for the astronauts are inflatable. "They're built to be light, but what if they burst?"

65 "Even if I don't make it to Mars this time, I'll be happy just knowing that the project is getting people excited about science. To be curious is to be human and that's what it's all about."

Adapted from: http://www.nzherald.co.nz/world/news/article.cfm?c_id=2&objectid=11403254



Formative speaking and reading skills: Understanding explicit and implicit information

With a partner answer these questions. Choose the correct answer from A, B, C or D. Record your answers on a separate sheet of paper.

1. The text is:
 - A. a blog
 - B. an interview
 - C. a news report
 - D. a review.
2. The writer of the text is:
 - A. a scientist
 - B. a journalist
 - C. an advertiser
 - D. a science fiction author.
3. The main purpose of the text is to give the point of view of:
 - A. Maggie Lieu
 - B. the directors of the Mars One project
 - C. the opponents of the Mars One project
 - D. the general public.
4. The other purpose of the text is to:
 - A. persuade readers to support the Mars One project
 - B. inform the readers about the Mars One project
 - C. support the opponents of the Mars One project
 - D. make fun of the Mars One project.
5. The style used in the text is mainly:
 - A. persuasive
 - B. factual
 - C. poetic
 - D. exaggerated.

ATL Social skills

You use your social skills to work with others and learn to cooperate.

The reading exercises in this section are designed to help you to further develop your social skills. Complete all the reading exercises about Maggie Lieu with a partner and share your ideas. As you do so you will:

- work collaboratively
- listen actively to your partner's point of view
- encourage your partner to contribute to the exercise
- help each other to succeed
- share responsibility for your decision-making
- manage and resolve conflicts
- negotiate effectively
- build consensus
- reach an agreed outcome.

True or false? With your partner, reread the text carefully and identify true and false statements. Record on a separate sheet of paper whether each of the sentences below is true or false then justify your answer with a relevant brief quotation from the text. Both are required for one mark.

		True	False
Example:	Maggie Lieu is one of 50 people chosen to go to Mars.		✓
Justification:	"she was on a shortlist of 100 volunteers for the four places"		
		True	False
6.	Maggie Lieu is not at present a fully qualified scientific researcher.		
Justification:			
7.	The purpose of the Mars One mission is to set up a permanent base on Mars.		
Justification:			
8.	It can take successful candidates about 10 years to complete the training for the mission.		
Justification:			
9.	In 2024 the first 40 astronauts will travel to Mars.		
Justification:			
10.	The first astronauts to land on Mars will have to take almost all the basic materials with them.		
Justification:			
11.	These first astronauts will all be well trained for a survival mission.		
Justification:			

Key concept: Creativity

Now that you have read something about the Mars One project, discuss the following question in class.

To what extent is creativity an essential characteristic for anyone who wishes to be an astronaut on the Mars One Project?

Formative listening and speaking skills: Finding a group consensus

In this chapter you are going to practise debating.

Debating is often a team or group activity. Therefore, before you debate as a team, it is essential that you can all agree on a single point of view.

This exercise will help you to develop some of the skills you will need in a debate.

In small groups, study the statements in the table below. Do you think they present sensible arguments for going to Mars? Rate the ideas below on a scale of 1 to 5, where 1 is “not at all sensible” and 5 is “extremely sensible”. Discuss your responses and find answers that you can all agree on. You can use a table like the one below to record your answers.

When you have finished the exercise, come to an agreed position. Are you for, or against or undecided about the Mars One project?

Share your conclusions in class. Justify your opinions.

ATL Social skills

Finding an agreed point of view

Here is an opportunity for you to practise the skills of:

- building consensus
- sharing responsibility for decision-making
- listening actively to other points of view
- encouraging everyone in the group to contribute
- helping all members of the group to succeed
- coming to an agreed conclusion.

Planning and scaffolding

	Your rating (1 to 5)	Justifications
Maggie thinks she will have time to read textbooks.		
She will have a lot to learn from the other members of the team.		
She could have the first baby on Mars.		
Maggie says she could bring up a child on Mars.		
The journalist thinks the cost of the project is \$6bn.		
The journalist thinks there is no chance to return from Mars.		
Maggie thinks she may be able to return.		
Maggie might not be able to return to Earth for medical reasons.		
They can live in a place where there are no laws.		
Their habitations may not survive the Martian climate.		
It is an exciting adventure for mankind.		

Formative writing skills: Organizing a review

A review is a form of journalism. The writer of a review reads or experiences a creative work such as a film, book, play or TV programme. A review can also be a critical assessment of an innovation, such as a scientific project. A review usually presents a reasoned argument by giving a summary of the content, offering an opinion about it and making a recommendation.

In this exercise you are going to organize a review of the Mars One project.

1. To start, answer this question: "Is the Mars One project a sensible idea?". Decide what your answer will be. This opinion becomes your thesis or "big idea".
2. Make three points to support your thesis. Justify each point with evidence, explanations and examples. Use evidence from the text "On a one-way ticket to Mars".
3. Write a conclusion.
4. End with a final thought such as an answer to one of these questions: Should the Mars One project be stopped now? Alternatively, should it be expanded and accelerated?

Use a table like the one below to help you plan your review.

	Your points	Evidence/explanation/ examples
Introduction Topic Thesis (big idea)		
Supporting point 1		
Supporting point 2		
Supporting point 3		
Conclusion Final thought		

Key concept: Creativity

Is writing a review creative? Some people say it is much easier to criticize than to create something original. Others argue that writing a review is as creative as writing a poem.

Here is a list of creative thinking skills needed for carrying out a creative task. According to this list, "evaluating" is the highest level of creativity and "knowing" is the most basic level.

Levels of creativity: Examples

Evaluating involves:

- comparing and interpreting ideas
- making choices based on reasoned argument.

Synthesizing involves:

- relating ideas from different places
- drawing conclusions.

Analysing involves:

- seeing patterns
- recognizing hidden meanings.

Applying involves:

- using information
- using methods, ideas and theories.

Understanding involves:

- interpreting, comparing and contrasting information
- inferring causes and effects.

Knowing involves:

- observing and recalling information.

In your opinion, how many of these creative skills are needed in English Language Acquisition?

Discussion and debate

Why would people want to live on Mars?

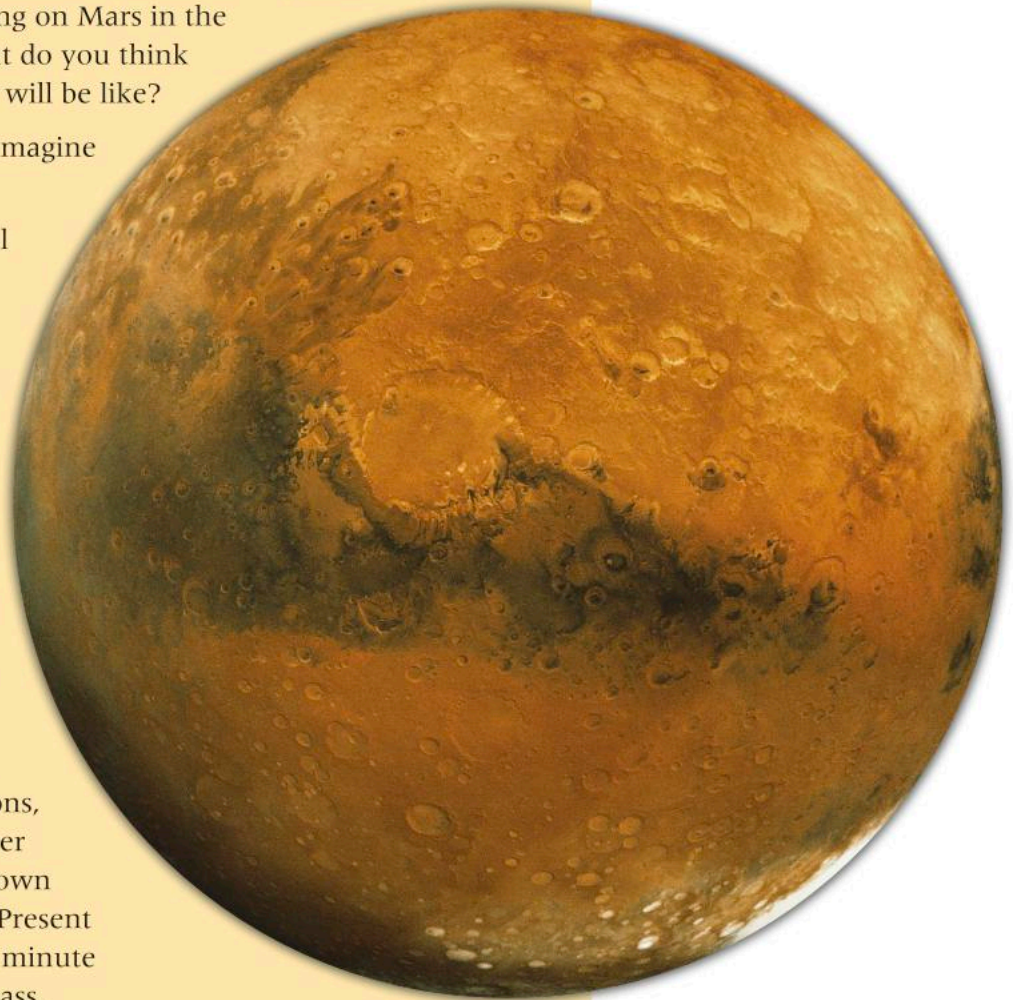
Having almost completed this section, do you think that people will be living on Mars in the near future? If so, what do you think living conditions there will be like?

Use your creativity to imagine life on Mars.

To begin, work in small groups to create a set of questions. Here are three questions to start your discussion.

- How will people produce enough food and water?
- Where will people live?
- How will they deal with loneliness?

When you have a complete set of questions, work together to answer them and create your own vision of life on Mars. Present your findings in a 4–5-minute presentation to your class.



Reflections on Inquiry 1: What is the connection between space exploration and human creativity?

Now that you have completed this section, what is your answer to the inquiry question?

Inquiry 2: How does the **point of view** of the writer influence our ideas about space travel?

Conceptual question

Formative listening and speaking skills: Understanding and communicating implicit ideas and connections

The next text is a review of projects such as Mars One. In the review, the writer has a negative **point of view** about the project. The writer offers the readers ten reasons why a Mars mission might be too dangerous.

Imagine that you and a partner have been chosen to become the first teenage astronauts on the Mars One project, and are enthusiastic supporters of the mission. How would you respond to negative criticism?

With your partner, read each of the ten opinions listed below and record your reactions to each of them. Share your ideas with your teacher and the rest of the class.



The writer's negative point of view

1. The journey to Mars is too dangerous.
2. There is a grave danger of radiation poisoning.
3. You don't know if you can survive on Mars.
4. Your space suit might rip.
5. There could be problems with your machinery and electrical equipment.
6. There could be problems with your transport.
7. Your doctor might die.
8. You could be extremely bored.
9. You could become very homesick.
10. You could become the only person alive on Mars.

Related concept: Point of view

Point of view refers to the perspectives and opinions held by a speaker or writer. For instance, a point of view can be in favour of or against an idea, such as space exploration.

A point of view is also the position from which we view events and ideas. For example, we could see a mission to Mars from an enthusiastic astronaut's point of view or a strong critic's point of view.

Formative reading and speaking skills: Understanding connections and conventions

With your teacher or a partner, read the text and then answer the questions on the next page.

10 Reasons Not To Go To Mars

Once the excitement of being a Mars One colonist wears off, the realities may start to set in. Being part of the Mars One colony is not only extremely dangerous, it is a recipe for a science fiction horror story. Here are the top 10 reasons why you shouldn't be a 'colonist' with Mars One:

1. High-risk travel

Space travel is high risk. During the launch, you will be strapped on top of a massive rocket that could explode. During the flight, you could smash into space debris. But a crash landing on Mars is probably the most dangerous event of all. Your risk of a violent or even terrifying death is extremely high.



2. Radiation poisoning

Flying to Mars may take over a year to complete and during that time you will face serious health risks from two main types of radiation: cosmic rays and energetic particles from the sun. Both types of radiation can damage DNA and greatly increase your risk of cancer.

3. Survival as experiment

Once you arrive on Mars, your survival is all a big experiment. No one has done this before. You have to create oxygen and food literally from the rocks. Your life support equipment could fail. Will you all die together, or will you decide the survival of the colony (and your own life) is worth a few murders?

4. Ripped suit

Over the decades, it's very likely your suit will rip at some point. If your suit rips, a number of horrible things will happen. First, CO₂ will rush in and mix with your oxygen, instantly poisoning you and causing you to stop breathing and choke.

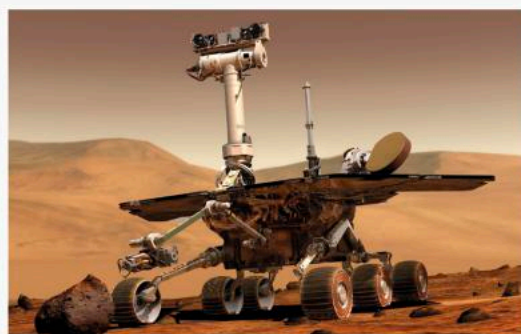
5. Maintenance problems

Over the decades, the machinery and electronics at your colony will experience natural wear and tear. We hope it will be easy to fix, but over many decades things will break

down. Do you know how to fix your laptop? Or how about the oxygen system? And what if the airlock jams?

6. Rover breakdown

If you're going to Mars for the rest of your life, you may want to explore. At first, you may just walk. But if you get a rover you can explore further. Over many decades, your rover will experience wear and tear and may break down. If it breaks down while you're exploring, you may be too far from home to walk before your oxygen runs out. That's a nightmare.



7. What if the doctor dies?

We'll assume you'll have a professional doctor at your colony. But what if that doctor dies before you? Maybe you could do a videoconference with a doctor, but do you really trust your fellow colonists to perform surgery guided by a video?

8. Extreme boredom

You will live in a small pod, about as large as a jail cell. Because going outside is a process more complicated than scuba diving, you will probably spend most of your time in your pod. Over the years, the novelty of going outside will wear off. You may find yourself spending months at a time lying in bed alone playing video games or just staring up at the ceiling.

9. Homesickness

You will never again feel the breeze on your face. You will never again dip your toes in the ocean. You will never again see blue skies with white fluffy clouds. You will never again see your family and friends.

10. Last man standing

Over the decades, people in the colony will die and there is no guarantee that more people will come to replace them. In time, there will be only one person left on the entire planet. If that person is you, it will be very lonely indeed. That is truly the stuff of nightmares.

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

- The text is:
 - a blog
 - a magazine article
 - a news report
 - a review.
- The writer of the text is:
 - a scientist
 - a journalist
 - an astronaut
 - a science fiction author.
- The main purpose of the text is to give the point of view of:
 - the author
 - the directors of the Mars One project
 - the opponents of the Mars One project
 - the general public.
- The other purpose of the text is to:
 - support the Mars One project
 - inform the readers about the Mars One project
 - advertise the Mars One project
 - make fun of the Mars One project.
- The style used in the text is mainly:
 - persuasive
 - factual
 - poetic
 - exaggerated.
- The author of the text speaks to the audience using:
 - the first-person voice
 - the second-person voice
 - the third-person voice
 - direct address.

Formative listening and speaking skills: Understanding a point of view

Each point in the text discusses a specific danger. With your partner, identify the exact phrases in each of the ten points that either explains or gives examples of each possible danger. The first point is done for you. This exercise will give you a clearer understanding of the writer's point of view. You can use a table like the one below to record your joint responses.

Reasons why the Mars expedition is a bad idea	Evidence or example
1. High-risk travel	"rocket that could explode" "you could smash into space debris"
2. Radiation poisoning	
3. Survival as experiment	
4. Ripped suit	
5. Maintenance problems	
6. Rover breakdown	
7. What if the doctor dies?	
8. Extreme boredom	
9. Homesickness	
10. Last man standing	

Formative listening and speaking skills: Debating a point of view

Debate preparation

Now, with your partner, reread the text to understand the writer's point of view in more detail. Each point made discusses a specific danger. Find phrases in each of the 10 points that either explain or give an example of each danger. Use a table like the one below to record your joint responses and justifications. Having analysed the writer's ten criticisms, have you changed your opinions about space travel? For instance, having read the article, would you still want to go on a mission to Mars?

Why the Mars expedition is a bad idea	Agree with the writer/ Disagree with the writer/Not sure	Reasons
1. High-risk travel		
2. Radiation poisoning		
3. Survival as experiment		
4. Ripped suit		
5. Maintenance problems		
6. Rover breakdown		
7. What if the doctor dies?		
8. Extreme boredom		
9. Homesickness		
10. Last man standing		

Discussion and debate

Having analysed the writer's ten criticisms, would you still want to go on a mission to Mars?

In preparation for a debate, choose the three strongest arguments for and against travel to Mars.

Justify your answers.

ATL Social skills

Evaluating the arguments

Making a speech in public can be a very stressful process. However, if you work together in pairs or as a group, you are much more likely to succeed.

In groups, construct two arguments: one against and one in favour of living on Mars.

Make a checklist or draw a diagram to plan your two arguments.

Are both arguments equally strong? If not, how can you improve the quality of the weaker argument?

Make sure that everyone contributes to the evaluation process.

Formative writing skills: Preparing a review

What is your opinion of the text “10 reasons not to go to Mars”. Is the text wonderful, good, indifferent, poor, unrealistic? Would you recommend it to others?

Write a review of the text. Write 300–400 words. Your review will appear in a science magazine aimed at young people called *Scientists of the Future*.

You may wish to use a table like this to help you plan your thoughts.

	Your points	Evidence, explanation and/or examples
Introduction Topic: “10 Reasons Not to Go To Mars” My point of view/“big idea”		
Supporting point 1		
Supporting point 2		
Supporting point 3		
Conclusion Final thought		

You are writing for a science magazine and your piece will be aimed at young people. Will the language and style you use be:

- formal
- informal
- semi-formal
- slang?

Reflections on Inquiry 2: How does the **point of view** of the writer influence our ideas about space travel?

Now that you have completed this section, what are your answers to the following questions?

- Were you convinced by the author’s ideas in this section?
- How do these ideas compare to the point of view of someone enthusiastic about space travel such as Maggie Lieu?
- How would you construct a convincing point of view about space exploration?

Planning and scaffolding

As you write your review of the text, follow the instructions below.

- Make sure your introduction grabs your readers’ attention and write from a clear point of view.
- Find evidence, explanations and/or examples for each you make.
- Make at least three points in favour of your point of view.
- Remember to write a final thought – your recommendation to your readers.

ATL Social skills

What other reasons are there for not undertaking the mission to Mars?

With a partner, conduct your own research on the Internet and make a list of further points against such an expedition. With your partner, sort the arguments against an expedition to Mars into different categories, such as Costs, Physical health and Mental health. When you have finished, share your ideas with the rest of your class.

Focus on communication skills

Formative listening skills: Answering 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 Life on Mars and a related listening exercise to practise responding to short answer questions.

Formative listening and speaking skills: Conducting a debate

You are about to conduct a debate. In class, discuss what you already know about debates and debating.

What is a debate?

A debate is a discussion in which two teams express and justify two opposing points of view on an issue. A debate is a formal speaking situation and has certain rules.

The moderator: this person manages the debate. The moderator may be your teacher or a student. The moderator introduces the debate topic and allows students to speak.

Organization: each team could have five prepared speeches, using these headings.

- Opening statement
- Supporting point 1
- Supporting point 2
- Supporting point 3
- Closing statement

Opening statements: students from both teams make opening statements. The debate begins with an opening statement from those who agree with, or are in favour of, the issue (these people are the “pro” side), followed by an opening statement from the opponents (the “against” side). Opening statements should include each side’s opinion with a brief overview of the supporting points the speaker wishes to make.

Supporting points: three different team members present the three main supporting points or arguments for their team. Teams speak alternately. Each person should make a clear supporting point with evidence, explanations and examples.

Planning and scaffolding

Testing your arguments

Making a speech in public can be a very stressful process.

However, if your group, understand both sides of the argument you are debating, you are much more likely to succeed.

In your group, construct two arguments: one against and one in favour of living on Mars.

Each argument should consist of three points.

Examine each point carefully. Make a note of the strengths and weaknesses of each point.

Use these notes to strengthen your point of view and attack the views of your opponents.

Remember that the more you prepare your argument, the more confident you will feel.

Closing statements: the debate ends with closing statements from both sides. As with the opening statement, members of the “pro” side speak first, followed by the opponents. The closing statements should restate the opinions with a strong final thought.

Open debate and vote: members of the audience have the opportunity to state their points of view. The moderator will decide how much time is available. At the end of the debate the audience votes in favour of or against the debate question.

Rules

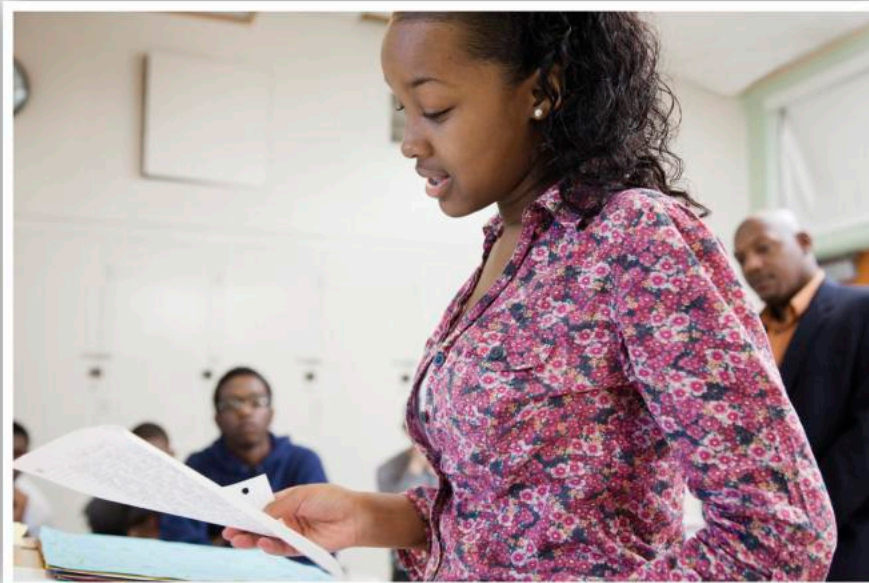
- Only one person speaks at a time.
- The moderator decides who speaks.
- Speak only when the moderator indicates you should.
- Be polite and courteous.
- Listen attentively.
- Be respectful and supportive of peers.
- Do not monopolize the debate.
- Allow others to express their opinions.

The best responses will use specific technical vocabulary relevant to the topic.

Formative listening and speaking skills: Debating

Use the information above to conduct a class debate. **The topic will be, “Should human beings attempt to settle on Mars?”**

Organize your debate according to the rules and procedures set out above. Remember to behave and speak politely at all times.



Discussion and debate

In this chapter you will develop debating skills.

To see how a debate is conducted in middle school, watch the following video:

<https://www.youtube.com/watch?v=Vv1S9QPblv0>

ATL Social skills

Being on a debating team is a fantastic opportunity to practise the skills of:

- sharing responsibility for planning and decision-making
- listening actively to other perspectives and ideas
- encouraging everyone to contribute
- helping all members of the group to succeed
- negotiating effectively
- building consensus
- reaching an agreed outcome.

As your team organizes its contribution to the debate, use the list above to assess your personal contribution to your team’s success.

Formative writing skills: Planning a film review

As we have seen, a review is a form of journalism. Reviews can be found in magazines, newspapers and blogs. In a review you share your opinions about a media product; for example, a book, a film, a video or a concert.

Point of view

A good review is a creative piece of writing as you show that you can entertain your audience with your point of view. Nevertheless, whatever the subject matter that you are reviewing, your opinions should be based on evidence: facts and details. Otherwise your review will simply be an opinion without real credibility.

Audience

You need to think about the type of publication you are writing for and its audience. If you are blogging for an audience of your peers, you could use informal, familiar language. If you are writing for a school magazine and writing for your peer group then you will want to sound informal but still show that you have expert insightful ideas. In contrast, if your task involves writing for a magazine where you do not know the audience, so you do not have a personal relationship with the readership, then you are going to have to be more formal.



Voice and tone

We know that English has different registers. These registers or levels of familiarity go from the very formal (for example “A most enjoyable musical experience”), to the informal and familiar (“A cool show – awesome!”).

A review of a film or book is an analysis usually written in the present tense. However, you should write a review of an event (such as a concert or drama performance) in the past tense, as it has already taken place.

Formative writing skills: Writing a film review

On this page you will find information about the 1951 science fiction film *Flight to Mars*.

For more information on the film, you can go to Wikipedia.

Write a review of the film of 300–400 words, either for your school magazine or for your personal blog.



Flight to Mars trailer

You can watch the original trailer to the film *Flight to Mars* here:

<https://www.youtube.com/watch?v=9nvEtDbTPK8>

Flight to Mars

You can watch the original film here:

<https://www.youtube.com/watch?v=FIW56bJzyx8>



Planning and scaffolding – structuring a film review

You could divide your film review into different paragraphs.

1. Grab the readers' attention with a question to connect them to the film. "Have you ever wondered ... ?"
2. In your introduction to the film, give an overview of what it is about. You should include the name of the film, the type of film (for example, comedy, adventure, drama) the prominent stars and the basic setting (time and place).
3. Do not reveal the ending.
4. Analyse other aspects of the film, such as the:
 - a. acting
 - b. costume design
 - c. photography
 - d. soundtrack.
5. Describe your overall reaction to the film as well as your opinion of its quality. Include your recommendations for your readers.
6. You are writing for your school newspaper. Who is your audience?
Will the language and style you use be:
 - formal
 - semi-formal
 - informal
 - slang?

Here are some other points to consider.

Will you write in the first person or the third person? Give reasons.

Will you address your audience directly or not? Give reasons.

Key concept: Creativity

Here is an opportunity to use your creative thinking skills.

Based on the information available, write a review of the film.

First, decide on your **point of view**.

- How will you present the film to your audience?
- Will you be positive or negative?
- What reasons would the audience have to watch such an old-fashioned film today?

Then choose three **aspects of the film to** support your point of view. Some aspects you could mention are the:

- storyline
- characters
- quality of the acting
- costumes
- special effects
- technology
- realism of the film sets.

Make guesses, ask yourself "What would be ... ?" questions. Be inventive. What might you say about each of the three aspects you have chosen?

Finish with a strong conclusion and final thought. For example, give:

- a really good reason for watching the film
- a really good reason for not watching it.

Synthesis: Key and related concepts – Creativity and Point of view

Here is an excellent opportunity to examine the concepts of Creativity and Point of view.

The poet Craig Raine wrote a poem entitled “A Martian sends a postcard home”. The poem is written from the point of view of a Martian trying to describe what he sees on Earth. The Martian finds life on Earth very strange and so he frequently describes nature and man-made objects in terms of machines. For example, he does not know the word “book”, so he describes them as “mechanical birds with many wings”.

The effect of describing the world in this way allows us, the readers, to see things on Earth the way that an outsider or an alien might see them.



A Martian Sends a Postcard Home

Caxtons are mechanical birds with many wings
and some are treasured for their markings –

they cause the eyes to melt
or the body to shriek without pain.

I have never seen one fly, but
sometimes they perch on the hand.

Mist is when the sky is tired of flight
and rests its soft machine on the ground:

then the world is dim and bookish
like engravings under tissue paper.

Rain is when the earth is television.
It has the properties of making colours darker.

Model T is a room with the lock inside –
a key is turned to free the world

for movement, so quick there is a film
to watch for anything missed.

But time is tied to the wrist
or kept in a box, ticking with impatience.

In homes, a haunted apparatus sleeps,
that snores when you pick it up.

If the ghost cries, they carry it
to their lips and soothe it to sleep

with sounds. And yet, they wake it up
deliberately, by tickling with a finger.

Only the young are allowed to suffer
openly. Adults go to a punishment room

with water but nothing to eat.
They lock the door and suffer the noises

alone. No one is exempt
and everyone's pain has a different smell.

At night, when all the colours die,
they hide in pairs

and read about themselves –
in colour, with their eyelids shut.

Source: (Craig Raine, 1978)

Formative reading and speaking skills: Analysing a poem

In groups of three discuss the following questions. The purpose of the exercise is to find answers you can all agree on.

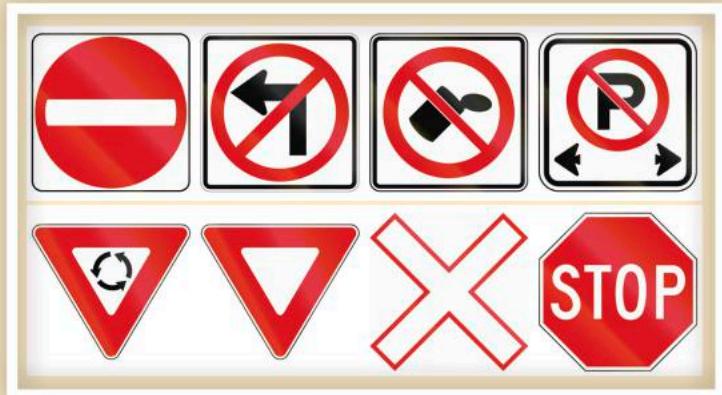
Multiple-choice questions

Discuss the answer options A, B, C or D. When you have agreed which answer is correct, record your answers on a separate sheet of paper.

1. The text is:
A. a description C. a report
B. a review D. a story.
2. The poem is written from the point of view of:
A. an Earthling on Mars
B. a Martian on Mars
C. a Martian on Earth
D. a Martian in space.
3. The Martian is trying to explain what he sees to:
A. people on Earth C. his family
B. himself D. other Martians.
4. The speaker is using:
A. the first person C. the third person
B. the second person D. direct address.
5. The writer's purpose is to:
A. see the Earth from a new point of view
B. see Mars from a new point of view
C. persuade other Martians to come to Earth
D. make fun of life on Earth.
6. The style used in the text is:
A. persuasive C. poetic
B. factual D. exaggerated.
7. When he looks at things on Earth the Martian:
A. understands everything perfectly
B. misunderstands everything
C. explains things as best he can
D. looks at everything negatively.
8. From the Martian's language we can infer that Mars is full of:
A. machines C. plants
B. animals D. monsters.

Thinking about point of view and creativity

These traffic symbols have clear messages. In the first picture the designers have used their creativity to make their point of view very clear. Take a moment to interpret each sign.



Understanding ambiguity

Sometimes words and symbols can be ambiguous – they can have two or more meanings. Alternatively, the messages can be contradictory. In such cases we do not know exactly what the meaning is.

When there is no clear answer, we have to use our creativity to solve the problem. For example, what is a driver supposed to do in the photograph opposite?



A limited point of view

The Martian in the poem does not understand the conventions on Earth. It has a **limited point of view**.

As a result, the Martian either misunderstands ambiguous phrases, or uses the wrong word to describe the objects it finds on Earth. It has to be creative to explain ideas for which it has no appropriate words.

With a partner, reexamine the poem. Which “Earth words” correspond to the name given by the Martian? Make a copy of the table on the next page and fill in your answers.

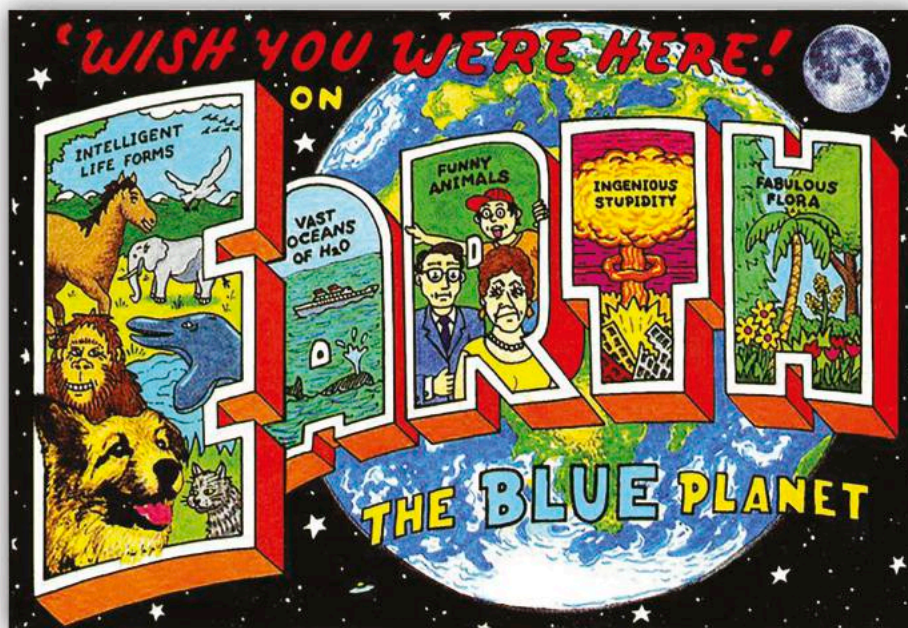
- A baby
- Cars
- Books
- A toilet
- Sleeping
- A watch
- Fog

In groups or pairs decide why the Martian has used the “wrong” word or phrase. Create a table like the one below and write your answers in the column “Possible explanations”.

Martian name	Earth name	Possible explanations
Caxtons		
Mist		
Rain		
Model T		
Time		
A haunted apparatus		
A punishment room		
They hide in pairs		

Formative writing skills: Creative writing

Imagine you are writing from the point of view of a Martian on Earth and write your own 300–400-word message home. You can use the postcard below for ideas. Alternatively, use the skills you have learned in this chapter to write a review of the poem “A Martian Sends a Postcard Home”.



ATL Social skills

What is the advantage of using creative or ambiguous language?

For example, what could the following phrases mean?

- “Caxtons ... cause the eyes to melt”
- “Mist is when the sky is tired of flight”
- “a box, ticking with impatience”
- “when the colours die”
- “read about themselves in colour”

Would it be better if we only communicated using clear, literal and unambiguous language? First, discuss this question in a group. Then, share your answers in class.

Inquiry 3: How can we detect bias in a text?

Conceptual question

Formative listening and speaking skills: Understanding and using a range of vocabulary

You are about to read a review of the film *The Martian*. It is a science fiction film about an astronaut stranded on Mars.

With a partner decide which words in the list below:

- | | |
|----------------------------------|-----------------------|
| • are related to film-making | • show positive bias |
| • are related to writing reviews | • show negative bias. |
- | | | | |
|------------|-------------|---------------|-----------------|
| acting | drama | plot | special effects |
| amateurish | enjoyable | point of view | storyline |
| background | fantastic | rating | subjective |
| comments | lighting | recommend | tension |
| crude | magical | scenes | value |
| dislike | outstanding | second-rate | |
| directed | opinion | set | |

When you have finished, share your ideas and add additional words to each list.

Related concept: Bias

Bias is an opinion or judgment based on a personal point of view.

In this section we will examine the bias in a review of the film *The Martian*. We will:

- identify evidence of the author's biased thinking
- examine the role of word choice in revealing bias
- identify the author's purpose in writing the review.

Formative speaking and reading skills: Understanding explicit information

For this exercise you are going to work in small groups and check that you understand the main ideas in the review. Read the text and then answer the questions that follow.

The Martian Movie Review

by Ahmed H.



The Martian is a sci-fi drama film directed and produced by Ridley Scott. It stars Matt Damon as Mark Watney and features other familiar faces like Jeff Daniels and Sean Bean. 1

The story takes place sometime in the near future, when human technology has improved and outer space travel to Mars has been achieved. Mark Watney and the other members of his crew are on an expedition on Mars when a storm hits and the team is forced to evacuate, accidentally leaving Watney behind. 5

The whole movie is about Watney trying to survive and NASA trying to contact him. The movie jumps back and forth between the two settings. 10

Obviously with a situation like this, tension runs high throughout the film, and indeed there are several thrilling moments.

15 However, the high points of the film for me are the intimate, thoughtful moments that show the psychological and emotional stress Watney goes through during this crisis.

It's these quiet and well-presented scenes

20 that make this movie so memorable and special. I grew to care about Watney and his struggle. Matt Damon does a phenomenal job at bringing Mark Watney to life from the novel,

25 with some of the best acting of his career.

The Martian also has a very unexpected aspect: comedy. Mark Watney himself

has a very good sense of humor, further increasing his likability. He is very optimistic and upbeat about each situation. 30

Overall, I found *The Martian* to be a really great movie. The special effects are not hugely spectacular, nor does it have the action of *Interstellar* or *Gravity*, but rather it focuses on smaller moments, whether 35 emotional or comic. It does these things very well, and I recommend this movie to anyone who enjoys drama/thrillers, or science fiction films.

Adapted from: <https://mvlteenvoice.com/2015/11/28/the-martian-movie-review/>

True or false? The sentences below about the review are either true or false. Record on a separate sheet of paper whether each of the sentences below is true or false, and then justify each answer with a relevant brief quotation from the text. Both are required for one mark.

		True	False
Example:	The movie's principal actor is Mark Watney.		✓
Justification:	"The movie's lead actor is Matt Damon."		
		True	False
1.	Mark Watney was on a one-man mission to Mars.		
Justification:			
2.	The story is a conflict between man and nature.		
Justification:			
3.	The story has a single climax.		
Justification:			
4.	The film focuses on Mark Watney's ability to deal with problems.		
Justification:			
5.	The film is based on an original script.		
Justification:			
6.	The writer was surprised to find that the film had funny moments.		
Justification:			
7.	The writer is very enthusiastic about the film.		
Justification:			
8.	The writer recommends the film to people who like special effects.		
Justification:			

Formative speaking and reading skills: Understanding conventions and connections

Trying to understand and interpret a reading text in a small group can be a stressful process. Some people hold strong opinions. Others may try to dominate the group. Some people may be too shy to speak.

However, you are much more likely to help everyone to succeed if you can understand that the process of decision-making is as important as the final result.

Some of the very useful skills you can develop during this exercise are:

- sharing responsibility for planning and decision-making
- listening actively to other perspectives and ideas
- encouraging everyone to contribute
- helping all members of the group to succeed.
- building consensus
- reaching decisions that everyone can agree to.

1. Examine the list below of vocabulary taken from the review of the film *The Martian*. From the list, identify the words that show bias.

drama	well presented	comedy
tension	memorable	movie
thrilling	scenes	special effects
intimate	struggle	spectacular
thoughtful	phenomenal	action
stress	acting	thriller
crisis	unexpected	science fiction

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

2. The reviewer expresses his bias through his choice of:

A. verbs	C. adjectives
B. nouns	D. all of these.
3. The reviewer's bias can be described as:

A. indifferent	C. critical
B. enthusiastic	D. sympathetic.
4. As evidence to support his opinions, the reviewer uses:

A. specific examples from the film	C. the opinions of other critics
B. his personal feelings	D. his biased point of view.

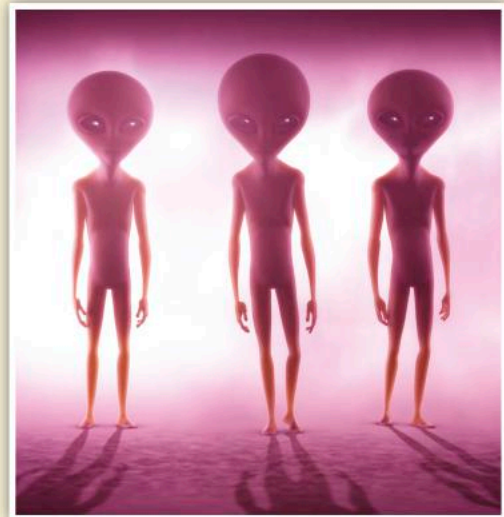


Formative speaking and reading skills: Understanding implicit information and bias

Related concept: Bias

Study the image below (on the left) of the astronaut from the film *The Martian*. In pairs, discuss these questions.

- What words and phrases come to mind when you describe the astronaut's situation?
- Why has the film director chosen to portray the astronaut like this? How are the audience supposed to feel about the astronaut?
- Is the image free from bias? Justify your answers.



Now study the picture of the Martians above (on the right) and discuss these questions.

- What words and phrases come to mind when you see the Martians arriving like this?
- Why has the artist chosen to draw the Martians like this?
- Is the image free from bias?

Discussion and debate

- Why is it really important to be able to recognize bias in the material we read and watch?
- How can we recognize the difference between an objective and a biased text?
- How can evidence help us to distinguish between reasonable opinions and irrational prejudice?
- What does the bias in the two images above suggest about the concepts of "them" and "us"?

Formative writing skills: Organizing and presenting a review

Write a **biased** review of a film that you have seen recently. Your review should be either very positive or very negative. Write 300–400 words.

Planning and scaffolding – structuring a film review

Divide your film review into paragraphs. Your review could have a positive or negative bias. Also reexamine pages 197 to 199 on how to write a review.

1. Grab the readers' attention with some information or a question to connect them to the film, such as "Have you ever wondered what it would be like...?"
2. Introduce the film. Include the name of the film, the type of film (for example, comedy, adventure, drama), the prominent stars and the basic setting (time and place). Give a brief, but biased, summary of the plot, the characters, and their situation.
3. Do not reveal the ending.
4. Using the same biased point of view, describe other aspects of the film. You might consider the quality of the:
 - a. acting
 - b. costume design
 - c. photography
 - d. soundtrack.
5. Describe your overall reaction to the film and include your biased recommendations for your readers.

Formative listening and speaking skills: Debating

In small groups, study the photograph and ask yourselves these questions.

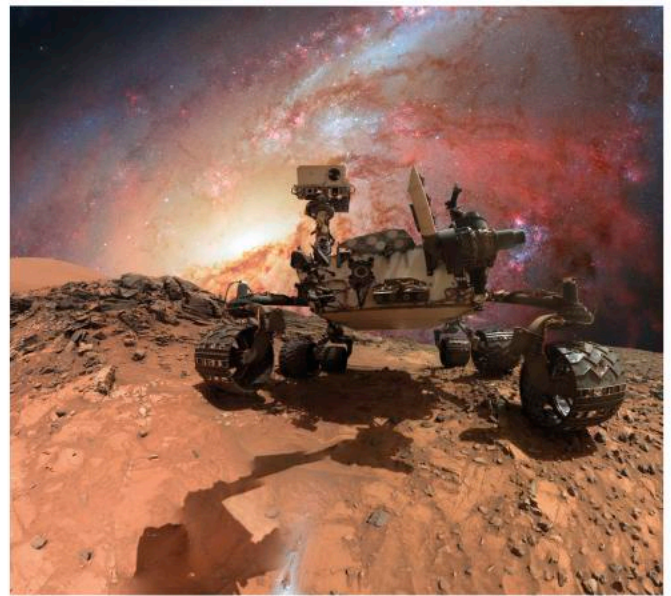
- What message is the text communicating?
- What is the point of view of the person who created the image?
- Is this image free of bias?

Divide your group into two teams.

Use the skills you have developed in this chapter to organize a debate around this statement.

"It is impossible for a text or an image to be free from bias."

To revise your debating skills, consult pages 195 and 196.



Reflections on Inquiry 3: How can we detect **bias** in a text?

Now that you have finished this section, what is your answer to the inquiry question?

Reflection: Listening skills and debatable questions

Reflections on the ideas and content of this chapter

What have you learned so far about the theme of life on Mars?

As a class activity, make a list of the most important ideas you have learned so far in your inquiries.

At this stage, are there any points you would like to investigate further? Make a list of points and discuss them with your teacher.

Audio-visual text

The following are audio-visual texts to use in this section.

A. "If I die on Mars"

<https://vimeo.com/119124588>

B. First Mars mission by the United Arab Emirates

<https://edition.cnn.com/2020/07/19/middleeast/uae-mars-hope-launch-intl-hnk-scn-scli/index.html>

C. "Maggie Lieu Q&A: Mission to Mars" Maggie Lieu speaks to schoolchildren in a question and answer session.

<https://www.youtube.com/watch?v=uQRSx4Qmhow>

Note: Alternatively, you could use an audio-visual stimulus of your own choosing related to the theme of life on Mars or space travel.



Before you watch the video

Read through the exercises below 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.

Formative listening skills: Understanding explicit and implicit information

Answer the following questions, writing your answers on a separate sheet of paper.

1. The video is 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

Justify your answer with evidence from the video.

2. Create a table like this to summarize the main points of the video. You may wish to add examples and explanations, as necessary.

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

Multiple-choice questions

3. What is 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 is 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 does 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: Debating

Debate: Is space exploration a terrible waste of money?

ATL Social skills

Before you conduct the debate, think about the wider issue of space exploration. In small groups, discuss the questions we asked at the beginning of the chapter. For example, is there any value in sending spacecraft to orbit the Earth or exploring the rest of the universe? Are there good scientific or economic reasons for sending robots to other planets or conducting research in space? Would the money be better spent here on Earth?

Now divide your class into two groups. One group should research the possible value of space exploration. The other group should research the economic and scientific arguments against space exploration. For example, how much does it cost to send a rocket into space? How could that money be spent otherwise? Would governments be better spending money on solving social problems rather than scientific adventures? Why explore space when there is so much we do not know about Earth?



Discussion and debate

Conduct a class debate using this question: Is space exploration a terrible waste of money?

The purpose of this debate is to discuss the content of the video you have watched in groups. You may also wish to add ideas from your own research.

Divide each group into two teams. Using evidence and/or examples from the words and images from the video and other material from this chapter, each team should create and make a series of debate points. You may also wish to make use of other information you have researched.

One team should present the points of view in favour of space exploration.

One team should present the costs of space exploration and the alternative uses of the money involved.

Planning and scaffolding

You should use the knowledge and skills you have learned in this chapter to help you organize your debate in the most effective way. Before you start, review what you have learned so far about the rules for conducting a debate. Are there any points that are unclear? If so, now is the time to ask.

What is the best way to organize your speech? How do you make an effective speech? Make a list of all the points you have learned so far about constructing a persuasive argument.

Formative writing skills: Organizing and producing a review

Write a review of your reactions to the video you have watched.

Planning and scaffolding – structuring a review

Review the guidelines for writing a review on pages 197 to 199. Then, divide your review into different paragraphs.

1. Grab the readers' attention with some information or question to connect them to the film, for example "Have you ever wondered ...?" You could also mention the reason or context for watching the video.
2. Introduce the video: give an overview of what the video is about. You should include the name, the type of video (for example, interview, presentation, discussion, debate, fictional narrative or drama) and the participants.
3. State the main purpose of the video. Describe the organization of the content.
4. List the arguments, ideas and opinions expressed in the video. You can use the table from question 2 above to help you.
5. Describe your overall reaction to the video and the extent to which it interested you. Give your opinion on the quality of the ideas presented and the extent to which you agree with them. Include your recommendations for your readers.

ATL

Social skills

Structuring a review is a complex task. Why not work on it as a group activity and share ideas?

By working collaboratively you can:

- understand other perspectives and ideas
- share responsibility for decision-making
- help each other to succeed.

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 on Mars** and the global context of **Scientific and technological innovation**.

They will also allow you to develop your own ideas about the concepts you have explored: **Creativity**, **Point of view** and **Bias**.

To demonstrate your understanding of these concepts, discuss these questions in small groups and afterwards share your conclusions with your class.

Life on Mars

Debatable question 1: Is the topic of **Life on Mars** central to the global concept of **Scientific and technological innovation**?

Debatable question 2: Can we learn useful lessons from the study of life on Mars?

Creativity, Point of view and Bias

Debatable question 1: Is it easy to recognize the point of view and bias in a text?

Debatable question 2: Is there such a thing as an unbiased text?

Debatable question 3: Is it useful to create a text using more than one point of view?

Debatable question 4: Is there a connection between creativity, point of view and bias?

Summative assessments: Scientific and technological innovation

Statement of inquiry

Both **point of view** and **bias** can affect a writer's **creativity**.

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 on Mars**.

- 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 this debatable question. **Debatable question 1: Can we create an informative image that has no point of view?**
- The Writing assessment requires you to respond to a multimodal text and this debatable question. **Debatable question 2: Does the context in which we write affect the meaning of what we say?**

Summative assessment A: Listening

Assessment criterion A: Listening

At the end of the proficient 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.

Mars: When will humans get there?

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



Search words: mars humans
economist



Watch from the start to 01.00 to answer these questions.

1. What is Mars' other name?
2. Name the two similarities between Earth and Mars that are related to time.
3. Name two geographical features that show that Mars once had flowing water.
4. Watch from 01.00 to the end of the video. Identify the **five** true statements.
 - A. Astronauts on Mars will receive new supplies from Earth.
 - B. By 2024 NASA hopes to have sent humans to Mars.
 - C. It will take nine months to travel from Earth to Mars.
 - D. Life forms have been detected on the surface of Mars.
 - E. NASA will send humans to Mars within two decades.
 - F. Scientists think life may have existed on Mars in the past.
 - G. Scientists have discovered underground lakes on Mars.
 - H. Some astronauts may die before the end of the mission.
 - I. The journey to Mars should take around 26 months.
 - J. Water has been detected on the surface of Mars.

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 proficient 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.

◀ ▶ ↺ ✕ 🏠

🌐
<https://dam.oup.com/share/page/site/oxford-education/document-details?nodeRef=workspace://SpacesStore/4a768a9a-736b-4c53-88b2-d8b97a93bf19>

IB Student Hopes to be First Woman on Mars

A 17-year-old American student is using her IB education to fulfill her dreams of visiting the red planet.

Alyssa Carson has resolved to be on the first human mission to Mars. This IB student from Louisiana, USA, may only be 17 years old but, should Mars space flights become a reality in the 2030s, she's convinced she'll be one of the very first human beings to set foot on the red planet.

Much of her life is devoted to becoming an astronaut. As a youngster she attended NASA space camps and space shuttle launches. This summer she is going to train to be an aeroplane pilot.

In her spare time she follows a course at an astronaut and space scientist academy in Florida, which has involved spacesuit testing, making emergency exits from aircraft and sea survival, and most exciting of all, zero gravity flights. On one particular flight she encountered zero gravity on 11 occasions for around 20 seconds each time. Not many 17-year-olds can boast about that.

Her school studies, meanwhile—at Baton Rouge International School—are all targeted towards a



future university degree in astrobiology. As soon as she reaches the minimum age of 18 next year, she plans to apply for NASA's astronaut selection programme.

Alyssa says her IB education is helping her enormously in her vocational goal. She is currently following a Diploma Programme and, before that, she completed a Middle Years Programme.

"All my IB projects have encouraged me to do other space-themed projects," she says. For her extended essay, for example, her plan is

40	to choose a Mars-themed subject. One idea is to attempt to grow bacteria under Mars-like conditions.	Alyssa says the international nature of her IB studies is giving her a well-rounded and global outlook that would be invaluable on any future Mars mission. Since kindergarten level she has been studying French, Spanish and Chinese, and is fluent in all three foreign languages.	55
45	As part of her physics higher level studies, she wants to examine the luminosity of stars. Her other higher level subjects are mathematics and biology.		
50	The IB Diploma Programme is, she believes, the perfect preparation for her transition to university. There's an undergraduate course in astrobiology on offer at a college in Florida that she has her eyes on.	"Astronauts would come from many different countries," she says. "The worldwide education I'm getting is great for a global project like going to Mars."	60
	"If I end up going to Mars I can see myself investigating soil and water samples and the atmosphere of Mars in order to search for signs of bacterial life."	Adapted and abridged from: https://blogs.ibo.org/blog/2018/05/07/ib-student-hopes-to-be-first-woman-on-mars/	

Choose the correct answers and write them on a separate sheet of paper.

- The main purpose of the text is to:
 - describe Alyssa's NASA space camp training to the readers
 - persuade readers to take an interest in space travel
 - inform readers about Alyssa's interest in space travel
 - give advice to younger readers with an interest in space travel.
- The text uses a photograph of Alyssa to illustrate:
 - Alyssa during her training to become a pilot
 - the uniform that Alyssa would wear in space
 - the day Alyssa successfully completed her training
 - Alyssa on a course at a space science academy.
- Alyssa says that her ambition to become an astronaut:
 - developed out of her interest in the luminosity of the stars
 - has been made easier because of her choice of Diploma Programme subjects
 - developed out of her interest in her Middle Years Programme and Diploma Programme subjects
 - has resulted from her interest in her extended essay topic.
- The text concludes by suggesting that there is a connection between:
 - an IB education and having an internationalist outlook
 - the IB and the study of astrobiology at university level
 - the IB and the ability to undertake vocational training
 - an IB education and the ability to learn languages easily.

Read lines 1 to 23. What do the following words mean in the text? Choose the appropriate words from the list on the right and note your answers on a separate sheet of paper.

- | | |
|--------------------------|----------------|
| 5. resolved (line 4) | A. decided |
| 6. devoted (line 10) | B. defined |
| 7. involved (line 17) | C. attempted |
| 8. encountered (line 20) | D. insisted |
| | E. included |
| | F. experienced |
| | G. contained |
| | H. dedicated |

Read lines 24 to 44. The following statements are either true or false. Choose the correct option for each statement then justify it using words as they appear in the text. Both parts are required for one mark.

9. Alyssa has already joined the NASA astronaut programme.
10. Alyssa is undertaking vocational courses as part of her IB education.
11. Her IB studies have motivated her to do her own research.
12. Her extended essay will focus on the study of bacteria on Mars.

Find the words that complete the following sentences. Answer using the words as they appear in lines 45 to 63.

13. Alyssa thinks her IB education has prepared her to make the _____.
14. There is a really interesting course at a college in Florida that Alyssa _____.
15. On Mars, Alyssa's main scientific goal would be to look for _____.
16. Alyssa has studied French, Spanish and Chinese and is now _____.

Summative assessment C: Speaking

Examine **one** of the images. Explain how it relates to the topic of Life on Mars.

Present the contents of the image to your teacher.

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

Debatable question 1: Can we create an informative image that has no point of view?

You should speak for 4–5 minutes in total.

Assessment criterion C: Speaking

At the end of the proficient 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

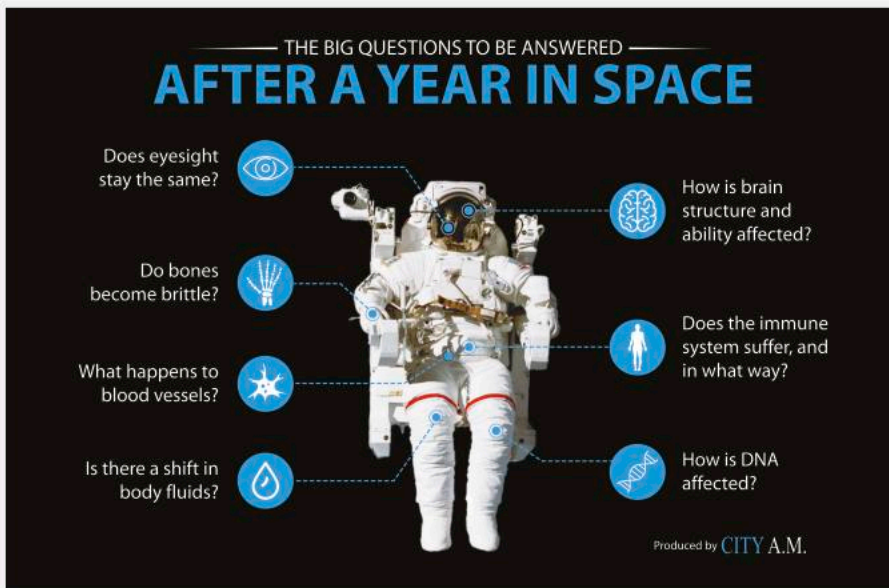
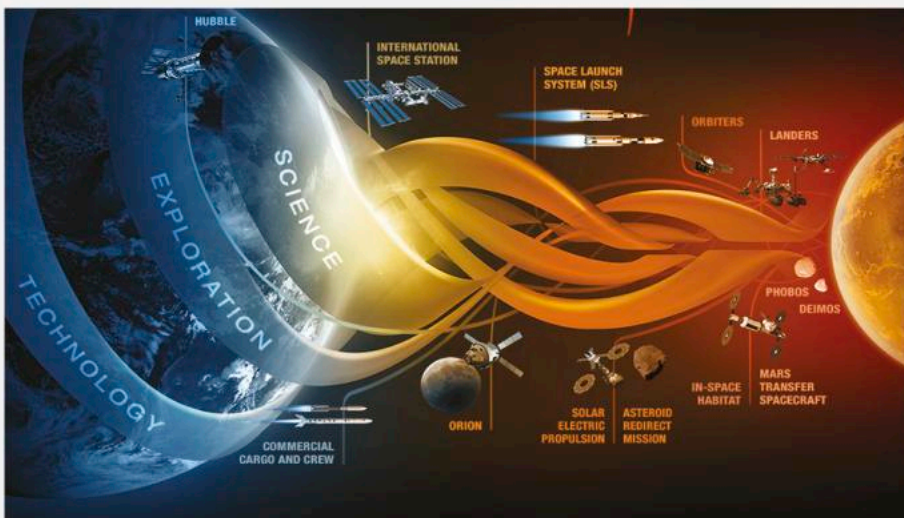


Image B



Summative assessment D: Writing

Consider this debatable question and then complete the task.

Debatable question 2: Does the context in which we write affect the meaning of what we say?

Study the image.

A Space Academy is preparing a team of young people to become trainee astronauts to travel to Mars later next year. Your job is to encourage young people to apply to the Space Academy to become astronauts.

Write a positive review of the Mars One programme, describing some important benefits of space exploration and persuading young people to apply to the Space Academy to become trainee astronauts.

Write 300–400 words.

Assessment criterion D: Writing

At the end of the proficient 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 the interaction between scientists and the idea of space travel, and how space travellers might use technology to adapt strange environments to their needs. You have also debated the value and risks of such potential scientific innovations, and discussed what impact they could have on our lives. You have understood that language used to describe scientific and technological matters can tell us as much about human behaviour as it does about science. 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.

Test yourself – Five key characteristics of an astronaut

Characteristic	Examples	
Endurance	Clear-thinking Persevering and productive Optimistic Indefatigable A "Can do!" attitude.	 <ul style="list-style-type: none"> • Consider the characteristics and compare them to your own skills, abilities and interests. • Do you think you would make a great astronaut? • Think about what skills, characteristics and intelligences you possess. • What profession do you think you would be best suited to? • For more information about becoming an astronaut look here: https://www.mars-one.com/faq/selection-and-preparation-of-the-astronauts/what-are-the-qualifications-to-apply
Adaptability	Adaptable to people and situations You know your limits Open-minded Tolerant of ideas different to your own Open to other cultures	
Curiosity	You ask questions to understand ideas A good communicator A good learner A good teacher Not a show-off	
Trust	Self-confidence Good judgment Trust others' judgments A team player Reflective	
Creativity	Flexible problem-solver Creative perspectives to problems and solutions Good sense of humour Playfulness Possess multiple intelligences	

Action and service

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

These ideas relate to service learning outcomes for students to:

- become more aware of their own strengths and areas for growth
- 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

In the text, "A Martian Sends a Postcard Home", the poet Craig Raine makes the familiar (life on earth) different, by presenting it from the perspective of an alien.

How would a visitor from another planet describe some global issues to other aliens? For example, consider:

- global warming
- child labour
- deforestation
- poverty
- racism or xenophobia
- violence towards women

Use a creative approach to raise awareness of a social or political issue that is important to you. This could be as part of a student-led initiative or club you are already involved in (for example, an international charity, an environmental club or an animal rights group). You could do this in the form of a diary entry, letter, email, blog or vlog (in costume, perhaps).

Further reading

If you enjoyed this chapter, you might also enjoy this further reading.

The Hitchhiker's Guide to the Galaxy by Douglas Adams

The Weight of the Stars by K. Ancrum

I Hope You Get This Message by Farah Naz Rishi

Slay by Brittney Morris

Miles Morales: Spider-Man by Jason Reynolds

Rebel Seoul by Axie Oh

War Girls by Tochi Onyebuchi

The Light at the Bottom of the World by London Shah

The Martian Chronicles by Ray Bradbury

2001: A Space Odyssey by Arthur C. Clarke

The War of the Worlds by H.G. Wells

Invasion by Jon S. Lewis

Legend by Marie Lu



Concepts

Global context: Globalization and sustainability

How is everything connected?

In this chapter you will explore the interconnectedness of systems and communities and the potential impact that you can have on local and global processes. You will consider what it means to be a global citizen in the 21st century and how young people have the opportunity to change the world for the better.

Key concept: Culture

The **cultures** we live in give us a range of learned and shared beliefs, values, interests, attitudes and products, as well as ways of knowing and patterns of behaviour. The concept of culture is dynamic and organic. We can change the culture we are part of and, as global citizens, we can also learn to understand other cultures and values.

Related concepts: Audience and Inference

Audience

Audience refers to the person or people at whom a text or performance is addressed (the reader, the listener or the viewer). In this chapter you will see how an understanding of audience and culture affects the way in which we communicate.

Inference

Inference involves identifying what the creator of a text may think, express or consider correct but does not express directly. It is understanding the layer of text that is often referred to as "between the lines".



Ans

Statement of inquiry

In a world with diverse audiences and cultures, we need to infer received ideas in order to create shared understandings.

Unit plan

- ➔ ATL focus: Self-management skills
- ➔ Inquiry 1: What is the **culture** of global citizenship?
- ➔ Focus on communication skills: Negotiating and essays
- ➔ Inquiry 2: How can we make **audiences** aware of the topic of global citizenship?
- ➔ Synthesis: Key and related concepts – **Culture** and **Audience**
- ➔ Inquiry 3: How can **inference** improve our understanding of an intercultural text?
- ➔ Reflection: Listening skills and debatable questions
- ➔ Summative assessments: Listening, Speaking, Reading and Writing
- ➔ Theory to practice: Action and service

Inquiry 1: What is the **culture** of global citizenship?

Conceptual question

Formative listening and speaking skills

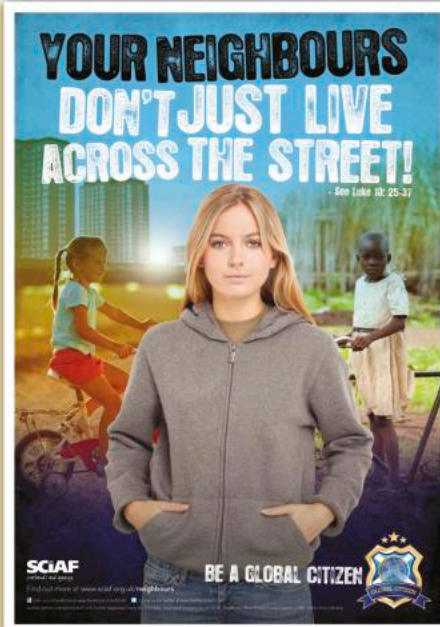
Before you begin this inquiry, conduct a class survey about what you understand by the phrase “global citizenship”.

Now, with a partner, examine the poster opposite. Discuss why the designer included in this multimodal text:

- the teenage girl in the foreground
- the two small children
- the block of flats in the background
- the grassland or farmland in the background
- the written messages in the poster.

Now answer these questions.

- What is the explicit message of the text?
- What is the implicit meaning of the text?
- What is the purpose of the text?
- Who is the poster’s potential audience?



Key concept: Culture

Social groups share a **common culture**. This means that they share a range of beliefs, values, interests and attitudes. They often like the same products such as clothes and fashions; they eat the same food. They often express themselves through their art, music, patterns of behaviour and a shared language.

However, the concept of culture is dynamic and organic. Cultures change with time and as a result of social development. Cultures are also not limited to local, regional or national groups.

Global culture involves embracing diversity and accepting differences, interacting with sensitivity and empathy to people in other cultures and treating them as equals, and participating in meaningful global actions. Language learning is an essential part of global culture as it provides many opportunities to learn about other cultures and the ways in which people in other cultures see and understand the world.

Intercultural communication involves creating messages that people from different cultures can understand in the same way.

Examine the poster again. How does it promote the idea of a global culture? In what ways does it promote intercultural communication?

ATL Self-management skills

In the MYP English Language Acquisition course, you have many opportunities to check your work yourself, manage your errors and develop strategies for improving the overall standard of your English. These are examples of self-management skills.

Self-management involves taking responsibility for your own personal development, including your own learning. It includes planning strategies and taking action to achieve your personal and academic goals. For instance, if you know you have a habit of handing in work late, make a note in your planner of dates and times to submit your completed assignments. If you haven't got a planner, get one and use it!

Formative reading skills: Understanding explicit and implicit meaning

The following text comes from a school website. With a partner, scan the text to get the general meaning and then answer the questions that follow.

Global Citizenship

What is global citizenship?

i. Global citizenship means that as citizens of the world, we all have responsibilities to each other and to the Earth itself. Whether through sharing knowledge, volunteerism, philanthropy; everyone can make a difference.

ii. Being a global citizen means you:

- Spend time in school learning about the wider world and (1) the way you fit in.
- Learn about the ways that money, politics, culture (like movies and music) (2) the world.
- Learn about and (3) the many different peoples and cultures in the world.
- (4) active in your own community and help to make your home a better place to live.
- Participate in the global community – (5) steps to make the world a better place for everyone.
- Even though you're far away, you can help people in other countries who (6) in difficult or dangerous situations.

iii. Global citizenship:

- Gives learning meaning by being exciting, relevant and grounded in 'real-life' scenarios. 35
- Challenges misinformation and stereotyped views about other countries, and allows children to counter ignorance and intolerance. 40
- Acknowledges that we have power as individuals: each of us can change things, and each of us has choices about how we behave. But this power can be even greater when we work collectively. 45
- Demonstrates how the world we live in is unfair and unequal, but promotes challenging and changing this. 50
- Encourages us to recognise our responsibilities towards each other, and learn from each other. 55
- Teaching approaches used to promote global citizenship have a positive impact on learners and can raise standards. 60

Formative reading skills: Understanding explicit information

Missing words

Read lines 8–31. Choose the correct words from the list below to fit in the six gaps and write them on a separate sheet of paper. The first one has been completed for you.

affect	become	cooperate
join	live	respect
take	understand	work

1. understand

Identifying audiences

The authors address different audiences within the school community in different sections (i–iii).

Identify the audience addressed in each section.

Is it:

- | | | |
|-----------------------|------------------------|-------------------------|
| A. teachers | C. everyone | |
| B. parents | D. students? | |
| 7. Section i = | 8. Section ii = | 9. Section iii = |

Finding words with similar meaning

Find the word in section iii that could meaningfully replace one of the words in section ii. Write your answers on a separate sheet of paper. The example in line 34 (“relevant”) is done for you.

Example: relevant (line 34)	A. flexibility
10. acknowledges (line 42)	B. play
11. behave (line 46)	C. biased
12. promotes (line 51)	D. elasticity
13. encourages (line 53)	E. appropriate
14. promote (line 58)	F. act
15. raise (line 60)	G. support
	H. greets
	I. improve
	J. relationships
	K. recognizes
	L. helps
	M. strong

ATL Self-management skills

Here is an opportunity to take responsibility for your own learning. Look up the meaning of the word “philanthropy” as used in section i.

Find examples of philanthropy:

- within your school
- within your community.

There is a saying in English: “Charity begins at home”.

What does this mean?

Do you have a similar saying in your language and culture?

Do you think that money spent on philanthropy outside your school community would be better spent making your own school better and helping students within your own school?

If you do not agree with the saying, give your reasons.

Formative speaking and listening skills: Negotiation

Negotiating a definition: What is global citizenship?

Below is a list of 18 characteristics of global citizenship.

However, different people have different definitions of the term “global citizenship”. The purpose of this exercise is to come to an agreement on what the term means.

To achieve this aim, when you disagree, you will have to negotiate to find answers you can all agree on.

First, in groups of three or four, discuss your responses to these two tasks.

1. Identify three characteristics in the list below that are **not** connected to global citizenship.
2. Organize the remaining characteristics into one of the following three categories: “Knowledge and understanding”, “Skills” and “Values and attitudes”.

When you have finished, compare your responses with those of another group.

Key characteristics of a global citizen

Social justice and equity	Critical and creative thinking	Sense of identity and self-esteem
Identity and diversity	Empathy	Commitment to social justice and equity
Globalization and interdependence	Self-awareness and reflection	Respect for people and human rights
Sustainable development	Communication	Valuing diversity
Peace and conflict	Cooperation and conflict resolution	Concern for the environment and commitment to sustainable development
Human rights	Ability to manage complexity and uncertainty	Commitment to participation and inclusion
Power and governance	Informed and reflective action	Belief that people can bring about change



Discussion and debate

In this inquiry you have already investigated activities that schools can undertake to promote global citizenship. In addition, you have categorized the characteristics of a global citizen.

Reflect on the activities that take place in your school to promote global citizenship. Make a list of these activities.

What knowledge, values and skills do these activities bring? Use a table like this one below to record your ideas.

Creating global citizens of the future			
School activities (Examples)	Knowledge gained	Values learned	Skills developed
Volunteering			
Language lessons			

When you have finished, discuss these questions.

- Do you think your school does enough to promote global citizenship?
- What else could your school do? Make a list.
- Explain how your ideas could be put into practice.

Formative writing skills: Organizing a formal essay

What is a global citizen?

Study the planning and scaffolding chart on the next page. What can you learn from the chart about writing formal essays?

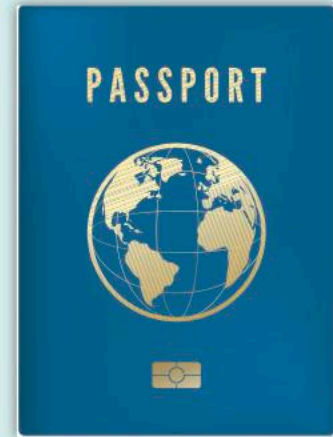
Make a list of all the useful tips about organizing an essay.

Using information from the discussion above and elsewhere, write an essay that answers the question “What is a global citizen?”. Remember to use cohesive devices to join your ideas together.

Aim to write 300–400 words.

Key concept: Culture

How can we understand the culture of global citizenship?



Examine the picture of the passport.

What messages does this passport communicate about the culture of global citizenship?

Why is this passport a good example of intercultural communication?

Making improvements

Two aspects of global citizenship are a set of shared values and recognizable patterns of behaviour. This definition enables us to make statements that start, for example:

- “Global citizens believe that ...”
- “Things that global citizens do include ...”.

With a partner, negotiate the best way to complete the sentences in the bullet list in order to describe the culture of global citizenship to an audience of 11–12-year-olds in the country where you go to school.

When you have finished, create a multimodal text about global citizenship for an international audience. Your text could include the image of the passport and the key sentences you have created.

Planning and scaffolding – formal essay structure and features

Here is an example essay plan.

A. Introduction

Opening remark:

Thesis: A global citizen is

B. Body

This consists of 1–3 supporting paragraphs with topic sentences (see points below). Give examples, evidence and/or explanations for each point.

Point 1: Global citizens have particular types of knowledge.

Examples, evidence and/or explanations:

Point 2: Global citizens have particular skills.

Examples, evidence and/or explanations:

Point 3: Global citizens have particular values.

Examples, evidence and/or explanations:

(Add supporting paragraphs as necessary.)

C. Conclusion (this relates to the thesis):

Final thought:

Reflection on Inquiry 1: What is the culture of global citizenship?

Now that you have completed this inquiry, identify the most important characteristics of the culture of global citizenship.

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 Global citizenship and a related listening exercise to practise responding to MCQs.



Formative listening and speaking skills: Negotiating

In English Language Acquisition, your discussions will always have a practical purpose. It could be to answer a question, solve a problem or conflict, create a plan of action or organize an event.

However, sometimes the members of your group may have differing opinions. At this point you will need to demonstrate **negotiating** skills and procedures to come to a solution you can all agree on. As a global citizen, it is really important to be able to negotiate successfully with people from other cultures in order to find mutual agreements.

Having a small number of people in the group allows everyone to take part in a negotiated discussion. Once the number reaches five it may help your negotiations if you choose a chairperson who can manage the discussions and make sure everyone's voice is heard. Sometimes the group will be in general agreement about the task, but where there are disagreements, you will need negotiating skills to reach a successful conclusion.

Negotiation skills and procedures

Sample negotiation task

As a group you have been asked to come up with suggestions for promoting Global Citizenship Day. You have a budget of \$250 to spend.

- What event or events will you hold?
- How will you use the money wisely?
- What results do you aim to achieve?

Here are a list of negotiation strategies you can use in negotiations.

In order to plan for your Global Citizenship Day, follow these steps one-by-one in order to come to an agreed conclusion.

Opening the discussion

- Clarify things you don't understand.
- Find out what each member of the group thinks.

Putting forward ideas

- Make suggestions.
- Propose solutions.
- Look at the advantages and disadvantages of all the ideas.

Agreement

- Make choices by agreeing what to do and how to do it.
- If there are still disagreements, take a vote.

Is this the best way to reach agreement?



Study the picture and suggest alternative ways for the girls to settle their differences.

Discussion and debate

In this chapter we can see that our connections and relationships can go far beyond our own personal and cultural boundaries.

Discussion topic: How can learning English help you become a global citizen?

In groups, discuss your ideas and present them to your class.

Use your **negotiating skills** within the group to make sure that you can come to conclusions that you can all agree on.

Reflection

Reflect on your negotiations. Did you negotiate an agreement about how to spend the \$250?

Now examine the list of skills below. In your groups, think about the skills that helped you to negotiate a solution. Divide the list into two sets of skills – skills that were:

- helpful in negotiations
- irrelevant to negotiations.

Be prepared to justify your choices in a class discussion.

Negotiation skills
Interpersonal skills
A sense of humour
Clear handwriting
Effective listening
Not speaking
Expressing yourself clearly
Giving compliments
Speaking at length
Knowing when to finish
Note-taking
Patience
Reading body language
Making jokes
Stating what you want
The ability to remain calm
Understanding other people's point of view

You may wish to add additional useful skills for negotiation to the list. Negotiate a method to present your findings to the rest of your class. Agree on the language you will use in the presentation to suit topic, purpose and audience for the presentation.

ATL Self management skills

Self-management means being efficient. For example, show that you can find quick answers to some or all of these questions for the next lesson:

- Which organizations are involved in tackling global issues?
- Which teenage activists are involved in tackling these global issues?

Planning and scaffolding

Use the procedures set out (see "Negotiation skills and procedures"). Make sure to complete all three stages.

Opening the discussion

- Clarify things you don't understand.
- Find out what each member of the group thinks.

Putting forward ideas

- Make suggestions.
- Propose solutions.
- Look at the advantages and disadvantages of all the ideas.

Agreement

- Make choices by agreeing what to do and how to do it.

Discussion and debate

Five global challenges that will affect young people in your lifetime are:

- youth unemployment
- climate change and environmental pollution
- war and humanitarian crises
- aging societies and the rising costs of healthcare
- global pandemics.

Your group has the opportunity to speak about one of these issues at a Global Citizens' International Youth Forum.

- Which issue will you choose to talk about?
- Why is this issue more important than the others?

In your group debate your answers to these questions and negotiate an agreed response.

Present your choice and your reasoning to the class.

Formative writing skills: Planning and organizing formal and personal essays

The essay is an essential communication tool, especially in school. In an essay you can state and argue your ideas on a topic. If you learn to communicate a set of ideas supported by evidence clearly, you can persuade your audience that your opinions are reliable. It is also worth remembering that in all your subjects well-written, well-organized essays achieve good marks.

Writing for a specific audience – formal and personal essays

The type of essay you write depends on the topic and the audience. If you are writing for a teacher on a formal subject, you should write a thesis-driven essay, using formal language and using the third-person voice.

If you are writing for a general audience on a personal subject, you can use a first-person point of view. In this kind of personal essay you may wish to relate a personal experience. At the end it is usual to explain how this made you come to some conclusion by saying what the experience has taught you.

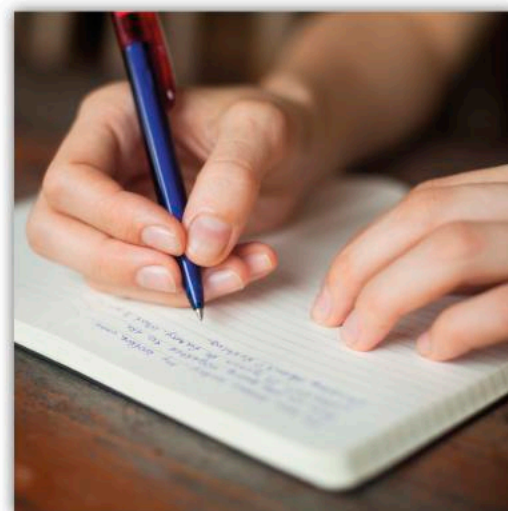
Structure

For a formal essay you will need to use a **thesis-driven structure**. You can think of the thesis as the “big idea” or the main point you want to communicate in your essay. Look at the opening paragraph of a school essay, to the right. Which sentence contains the thesis to the essay?

Your formal essay also needs a series of supporting paragraphs. Each paragraph will focus on a single point that supports your thesis. You should express each supporting point clearly in a topic sentence. This will help your readers to focus on the main idea of each of your paragraphs. You will also certainly need to use formal language to communicate your opinions.

In contrast to a formal essay, as we have seen above, a personal essay tells a story in order to make an observation on life or on the way the world works. Your opening remark may be a question: *Why is it when that one thing goes wrong, everything goes wrong?* Alternatively, you can make an observation: *They say every cloud has a silver lining.*

Then you can narrate a story or personal experience to illustrate your point. You can finish with a conclusion or final thought to show how your story makes your point. Your final thought can also be a lesson about life for your readers.



“Many teenagers spend their time messing with their phones, watching TV, or playing computer games. However, other teenagers are doing amazing things. Two such examples are Alex Lin, who recycles and refurbishes e-waste and Malala Yousafzai, who has made a stand for girls’ education. These teenagers want to make their community, and the world, a better place.”

Summary: Two types of essay

	Personal essay	Formal thesis-driven essay
Stimulus	Title	Question
Opening	Opening remark	Thesis
Body	Narrative paragraphs	Supporting paragraphs
Ending	Conclusion	Conclusion
Language	Semi-formal, informal	Formal
Point of view	First person	Third person

Sample essay tasks

Here are four debate-style essay questions. Choose one title. In groups, decide how you would organize your response to each question if you were going to write:

- a personal essay
- an academic essay.

Essay topics

1. Should students be allowed to have cell phones in schools?
2. Should the voting age be lowered to 16?
3. Should mixed teams of boys and girls play sport together?
4. Should schools offer junk food options for lunch?

Plan to write 300–400 words for both the formal and the personal essay.

Formative writing skills: Drafting and composing an essay

Once you have finished your discussion, choose one essay title and decide whether you will write a formal or a personal essay.

You can use the table on page 230 to plan a formal essay. You can use the table on pages 239–240 to plan a personal essay.

Before you write your first draft, study points A to D on page 235.

With a partner, discuss the contents and make a list of all the useful tips you can use to improve the quality of your written work.

Use your notes as a checklist to make sure that your response is as well-written as possible.

ATL Self-management skills

In order to be a successful learner, be prepared to explore new skills and evaluate their effectiveness. For example, you can use the essay-writing skills you are developing in this chapter in your other MYP subjects. When you have to write an essay, use a plan like the one below to organize what you want to say **before** you begin to write.

Planning and scaffolding – essay planning

You can use this plan to organize your ideas and use the questions below to check them.

A. Do you think your introduction does a good job of introducing the topic?

- Does the opening grab your reader's attention?
- Can you identify your thesis statement? If yes, write it down.

B. Is the main body of the essay effective?

- Does each of the paragraphs in the body present one single idea?
- Does that idea support your thesis statement?
- Is there a clear topic sentence in each of your supporting paragraphs? If yes, write them down.

Are there reasons, examples, or different explanations to support the topic sentence? If yes, write them down.

Is the use of connectors effective or should you add more?

C. Does your conclusion relate to the question and your thesis statement?

- Yes or no
- Is there a clear conclusion? If yes, write it down.

What is your final thought?

D. Is the language accurate and appropriate?

- What is the purpose of the essay?
- Is the language appropriate for the purpose and the intended audience?
- Are your grammar and vocabulary correct?
- If you notice any errors, correct them.

Inquiry 2: How can we make audiences aware of the topic of global citizenship?

Conceptual question

Formative listening and speaking skills: Negotiating

In the text below, “Seven Signs you are a Global Citizen”, there are seven paragraphs. Each paragraph describes a different characteristic of a global citizen.

With a partner, predict which seven headings are most likely to introduce each paragraph in the text. If at first you cannot agree, be prepared to negotiate and compromise.

1. You travel	2. You speak your mind in debates	3. You dislike artificial boundaries	4. You read news from all over the place	5. You recycle as much as possible
6. You take an interest in human rights and the environment	7. You never stop learning	8. You are open to new experiences	9. You are in touch with people in many other countries	10. You have empathy for people from other parts of the world

Formative reading skills: Making connections

Now see whether your predictions were correct. Match seven of the headings (1–10 in the table above) to the paragraphs A–G in the text.

Seven Signs you are a Global Citizen

by Matt Hershberger

A.

There's some truth to the saying that good fences make good neighbors: it's good to know where you stop and the person next to you begins. But a good global citizen knows that these fences are man-made. As a result, they can be torn down when they are no longer needed. This can refer to national borders. It refers to divides between cultures, class, gender and sexual orientation. Global citizens know that, at our cores, we are one.

10 **B.**

Families and friends are wonderful, but good global citizens recognize that other people are just as valuable as they are. Sometimes, it's hard to really feel this — it's much easier to connect with people who are like you. When someone from your country gets killed in a disaster, it may be easy to feel the family's pain. But global citizens

realize that their grief or anger is not greater than that of people whose relatives have died as a result of a catastrophe on the other side of the world. 20

C.

Listening is everything. Reading is everything. Learning is everything. It's more or less impossible to be born knowing everything. You have to get there through exploring, through empathizing, and through discovering new things. 25

D.

Global citizens are interested in the world, so they read a lot about the world. But most importantly, they read about the world from other perspectives. If you aren't looking at the world through many different eyes, you're not seeing it as clearly as possible. Global citizens try to be aware of bias. They are aware that there's no such thing as a completely “unbiased” point of view. 35

E.

It is essential to get to know different parts of the world. While you can certainly learn a lot through books, videos, movies, and stories told by others, nothing beats firsthand experience. When you're in a place for real, stereotypes and prejudices begin to fall apart.

F.

Global citizens think for a moment before judging a situation that is unfamiliar, or uncomfortable, to them. They understand that what may be right for them is not necessarily right for another group

or culture. They are willing to give someone else's culture and lifestyle a chance. This also makes them way more fun to be around. They'll always be open to trying new things – at least once!

G.

You care for the world and making it a just, healthy, happy place. This can be difficult, and sometimes even intense, but it ultimately is what changes the world for the better. And it's easy to find energy when the rights of friends in other countries or the health of the planet is at risk.

Adapted from: <http://matadornetwork.com/change/7-signs-global-citizen/>

Related concept: Audience

The **audience** is the person or group you are writing or speaking to. Here are three general categories of audience you might address.

Types of general audience			
	Personal audiences	Mass audiences	Professional audiences
Person or people addressed	The audience you address are people you know on a personal level.	The people you address have a common interest, but they might not know you or each other personally.	The people you address are professional or authority figures.
Voice/ language	The language used by the speaker/writer will be personal and informal.	The language will be defined by the context. It could be informal, semi-formal or formal.	The language used will be (very) formal and possibly impersonal.
Examples	Personal letters Diaries Postcards Personal essays	Blogs and online postings Advertisements and publicity materials Magazines and newspaper articles	Reports Formal letters Proposals

1. With a partner, examine *Seven Signs you are a Global Citizen* and, using the table above, first identify the **general audience** type for the text. Justify your answers.

Next, identify a more **specific audience** for the text. Which of these specific audience categories help us to understand which group(s) the writer is addressing?

- Gender
- Nationality
- Age group
- Interests
- Language
- Location

2. With your partner, identify the techniques the writer uses to address his audience. Find examples of each technique used.

Techniques	Examples
Addressing the readers directly as "you"	
Asking the readers direct questions	
Giving instructions or advice to the readers	
Giving examples relating to the readers' lives	

Formative listening and speaking skills: Negotiating an agreement



Discussion: How can we define a global citizen?

The purpose of this discussion is to **negotiate** a definition of the term “global citizen”.

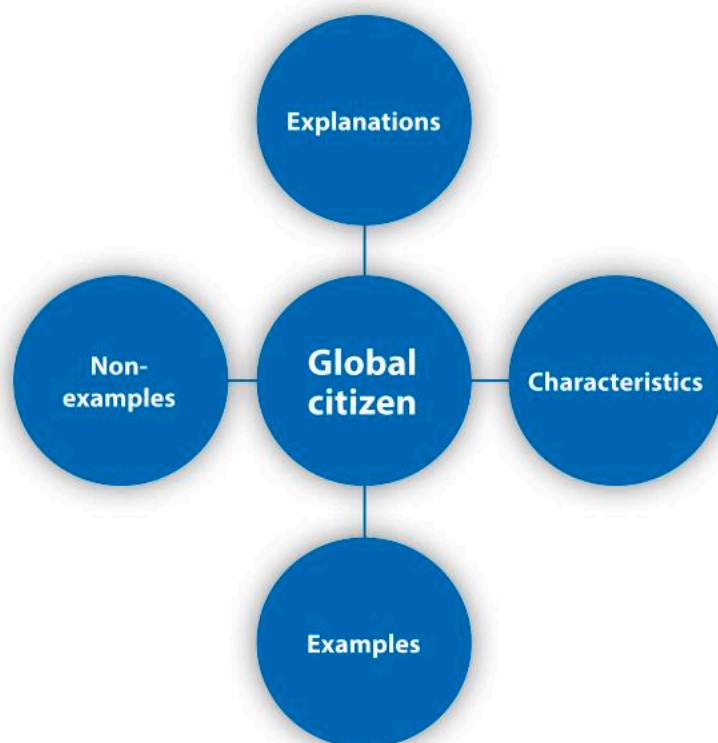
First reread the text “Seven Signs you are a Global Citizen”. Then, in pairs, examine the diagram opposite. How does the mental model help us to create a definition?

Using the diagram, identify the characteristics of global citizenship. Use information from the text to give explanations and examples (a global citizen is ... or does ...) and non-examples (a global citizen is not ... or does not ...).

As you complete the table, think about:

- the ideas you have learned in this chapter
- your own experiences of global citizenship.

Use a table like the one on the next page to record your ideas.



Planning and scaffolding – brainstorming

What is global citizenship?

Definition: A global citizen is ...

Explanations

Characteristics

Examples

Non-examples

Formative writing skills: Planning and writing a personal essay

You write formal academic essays about school subjects to a teacher. Most academic essays are factual and argue a particular point of view on a given topic.

A personal essay is quite different.

You are writing about your own thoughts, experiences and feelings.

When you write a personal essay who is your audience? Is it your teacher? Is it yourself? Are you writing for other people?

Using the material you collected during the previous activity, write a personal essay to answer the question, “Am I a global citizen?” Aim to write 300–400 words.

Planning and scaffolding – personal essay

A personal essay is a first-person response to the question, so you can use sentences containing “I”. A personal essay is usually less formal than a thesis-driven essay.

A. How to start

- The first paragraph in a personal essay can contain an introductory sentence linked to the essay question.
- The purpose of the opening sentence is to grab your readers’ attention and to let them know you have something interesting to say.
- This sentence could be an example, a definition or a story. For example, you might start by relating your experience of the term “global citizen”.

ATL Self-management skills

How can you best communicate your definition of global citizenship to the rest of your class? Design and create a multimodal text that communicates your findings in the clearest possible manner.

While completing this exercise, you will demonstrate that you can:

- set an achievable but challenging goal
- plan an assignment
- use appropriate strategies to organize information
- manage time effectively
- work to a deadline.

You may want to use the mental model on page 238 as a starting point for your design.

B. Presenting ideas

Pick three or four ideas from the text. The list below is a reminder of these ideas. Show how you relate or do not relate to each idea.

- You travel.
- You speak your mind in debates.
- You dislike artificial boundaries.
- You read news from all over the place.
- You recycle as much as possible.
- You take an interest in human rights and the environment.
- You never stop learning.
- You are open to new experiences.
- You are in touch with people in many other countries.
- You have empathy for people from other parts of the world.

C. Your final thought

You can end your personal essay with a final thought. Consider these questions.

- Which of your supporting points are the most convincing?
- Will the situation change or remain the same in the future?
- What lessons can your audience learn from your experience?

D. Check that your ideas are linked

Make sure you have used cohesive devices to link your ideas.

Reflections on Inquiry 2: How can we make audiences aware of the topic of global citizenship?

Now that you have finished this section, what is your answer to the inquiry question? Consider what you could do to help others become global citizens. Make a list of practical steps that you could take.

ATL Self-management skills

Manage your time and tasks effectively.

- Plan the assignment and meet deadlines.
- Set challenging and realistic goals.
- Keep an organized and logical system of notes.
- Use appropriate strategies for organizing information.
- Select and use technology effectively and productively.

Synthesis: Key and related concepts – Culture and Audience

Culture

All communities share a range of beliefs, values and interests. People within a community often share the same attitudes, points of view and ways of knowing and behaving.

In what ways might the teenagers in this picture (on the right) share a common culture? In groups, make a list of all the interests and activities they might share. Organize your list into different categories.

How many of their interests are your interests too? Do you think your culture is identical to that of the teenagers in the photograph? Give your reasons.



Discussion and debate

When we are learning a language of a community, it gives us opportunities to interact with cultures other than our own. We can learn to interact with others with sensitivity and empathy.

In what practical ways does learning another language lead to better understanding of those cultures? With your teacher debate this question and make a list of at least 10 points.

Audience

Whatever culture you are living in, the level of formality you use in writing will depend on your relationship with your specific audience. Your friends may expect you to write informally, or to use slang. If you are writing an article for a school magazine, you could use a semi-formal style to address your audience. However, a semi-formal style would not be appropriate when writing to a person who has an official capacity, such as the manager of a business you wish to apply to for a summer job or temporary placement. Look at the picture on the next page.



Imagine you want to write to the woman in the photograph to thank her for speaking to your class about her work for a Doctors Without Borders, a medical charity. Would it be appropriate to use very informal language, emojis or textspeak? In this instance, what language should you use? With a partner, make a list of the characteristics of formal English that you might use in a formal letter. Consider the different categories of language: vocabulary, grammar, punctuation and spelling.

Finding the right level of language for your audience is really important. One secret of successful communicators is that they always write and speak in the style that suits their purpose and their audience.

Answer these questions about the letter to the right.

1. What is wrong with this application to volunteer at a charity shop?
2. How many problems of style can you find in the writing?
3. Rewrite the letter so the content and language are appropriate for the audience and purpose.

Hi! I read in the newsletter that you want a volunteer for your charity shop. I think that I am good for that job because I've done things like that at my aunty's shop. I am good at chatting with people, and am good at explaining things to people who don't get it.

ATL Self-management skills

Here is an opportunity to manage your own research.

Consider this question: Why is it so important to be able to use the right level of formality in English? What advantages will it give you?

You might also like to think about this: English only has one word for "you". Other languages have different words for "you" depending on whether you are addressing one person or many. Some languages also have different words for "you" depending on the levels of formality, or distance between the speakers. So how do we make these distinctions in English when there is just one word: "you"?

Before you begin, agree a time limit for this activity with your teacher. Make sure you finish the task in the time agreed so that you can share your findings in class.

Reflecting on culture and audience

Examine the table below. It sets out different texts people might write about an aspect of globalization and sustainability. With a partner, identify:

- the correct audience for each text given in the first column of the chart below
- the correct level of formality to address the audience
- the type of language and vocabulary you would use.

When you have finished, discuss the lessons you have learned with your partner and share your findings in class.

Text type and sender	Audience	Formality	Language and vocabulary
A blog entry on a school service project Sender: you as student	A. A friend B. A group of people with the same interests C. An important stranger D. A community of strangers E. A teacher	A. Formal B. Semi-formal C. Informal D. Slang E. Other:	A. Very technical B. Complex C. Uncomplicated D. Basic and simple E. Other:
A written interview with a human rights worker Sender: you as journalist	A. A friend B. A group of people with the same interests C. An important stranger D. A community of strangers E. A teacher	A. Formal B. Semi-formal C. Informal D. Slang E. Other:	A. Very technical B. Complex C. Uncomplicated D. Basic and simple E. Other:
A fable for children Sender: you as storyteller	A. A friend B. A group of people with the same interests C. An important stranger D. A community of strangers E. A teacher	A. Formal B. Semi-formal C. Informal D. Slang E. Other:	A. Very technical B. Complex C. Uncomplicated D. Basic and simple E. Other:
A newspaper article about an incident Sender: you as journalist	A. A friend B. A group of people with the same interests C. An important stranger D. A community of strangers E. A teacher	A. Formal B. Semi-formal C. Informal D. Slang E. Other:	A. Very technical B. Complex C. Uncomplicated D. Basic and simple E. Other:
An essay on global citizenship Sender: you as student	A. A friend B. A group of people with the same interests C. An important stranger D. A community of strangers E. A teacher	A. Formal B. Semi-formal C. Informal D. Slang E. Other:	A. Very technical B. Complex C. Uncomplicated D. Basic and simple E. Other:

Inquiry 3: How can **inference** improve our understanding of an intercultural text?

Conceptual question

Formative listening and speaking skills: Understanding implicit meaning

With a partner, examine the contents of the photograph opposite and consider what **inferences** you can make from its contents.

- Who took the picture and for what purpose?
- Where was the picture taken?
- What is the relationship between the two people in the picture?
- How could the picture relate to the theme of global citizenship?
- What message could the picture communicate?

Note: we cannot be absolutely certain that our answers are correct, but we can look for evidence in the picture to make inferences.



You are about to read an essay on activism written by a 14-year-old junior high school student. Before you read the essay, examine the statements below and predict which are correct and which are not. Write your first responses.

Now read the text with a partner and check whether your predictions were correct. Find evidence in the text to support your answers then share your ideas with your teacher.

Formative speaking and reading skills: Understanding explicit information

Correct or not correct?

- Rachel is from the Philippines.
- She has always been very self-confident.
- Rachel has no sympathy for quiet kids.
- Rachel thinks activism begins with school.
- She started an organization called "Pennies for Peace".
- Rachel believes energy conservation starts at home.
- She thinks that everyone should volunteer in old people's homes.
- She believes that activism benefits herself and others.

Related concept: Inference

Inference involves identifying what the creator of a text may think, express or consider correct but does not express directly.

For example, a reader can also **infer** "unspoken" ideas such as a writer's purpose or intended audience. This understanding is sometimes referred to as "reading between the lines". In the example above, you are inferring meaning from a photograph.

You can also infer ideas about the personalities of different characters in a story or even the writer's personality.

In this section, you will read an essay by a student activist. As one of the formative reading activities, you will be asked to infer ideas about the author.

Essay: Student Activism

by Rachel G.

Paragraph A

Before I was in Junior High, I was always the shy tiny little Filipino girl who always kept her thoughts to herself. But that all changed when I got to 7th grade. When I first got to Junior High, I was still shy, but I broke out of my shell near the middle of the year. I have now actually learned how to speak for myself.

Paragraph B

Now you are probably wondering how in the world would my personal past relate to teen activism right? Actually it does because when you are a shy person who sits in the back of the room and counts the minutes until class is over, you are not a very good teen activist. A teen activist is a person who actually wants to be heard, who tries to answer as many questions as possible, or gives their opinions on topics others have. If you are the description I just explained a few seconds ago, then you are the perfect person who would like to be a student activist.

Paragraph C

Let me explain student activism: It is when kids and teens take part in changing the world. I think that there are many ways to change the world and your future. You could first start with changing your school. Some people might say, "What could you change in our school or how are we able to?" The answer to that question is your voice. Everyone around was born with a voice, but some chose not to use it. If you have a voice, you could change a whole lot of things around you at school, even if it's just starting really small like writing letters to your teacher, principal, or superintendent, it can change a lot.

Paragraph D

When taking part in activism, there are so many different ideas that inspire. Last year there was a girl who was helping the less fortunate. The program she started on our

island in the Philippines was called Pennies for Peace. The campaign "Pennies for Peace" was an organization that helped less fortunate girls in Asia pay for school.



Paragraph E

I am absolutely and completely passionate about recycling because we can save material instead of wasting it. Conservation could help in so many different ways. For example, many could conserve energy in the home by turning off all the lights when they are not being used, reduce the time spent on the computer, or even take less time in the shower. If you start to do things like that in your home, you save money on your utility bills.

Paragraph F

But, if you aren't really into this kind of activism, you could do other things like volunteering in your community. Great places to volunteer are at a senior centre, a local elementary school, or spending time after school helping younger students with homework.

Paragraph G

I care so much about teen activism because many people can get more out of life if they participate rather than sitting around and just listening. It is a very great thing if you can listen, but isn't it better if you can listen and participate? Later down the road, those characteristics will take you to wherever you want in life. Another reason to be a teen activist is that many teens can change things all around them. When somebody changes something important, it affects everyone around them and affects the future.

Rachel G.

Adapted from: <http://www.teenink.com/opinion/all/article/61305/Student-Activism/>

Formative reading: Understanding conventions

One kind of inference is a **value judgment**. A value judgment is an evaluation of something or someone. This evaluation might be about the usefulness of an idea or the quality of a piece of work. A value judgment could also be a comparison based upon a particular set of values or on a particular value system, such as a mark scheme for schoolwork.

In the next exercise, you will make inferences about Rachel's essay by making value judgments about the essay techniques she uses.

Answer these questions and find evidence in the text to support your judgment. Write your answers on a separate sheet of paper.

1. Do you think Rachel does a good job of introducing the topic?

A. Yes

B. No

C. Maybe

Evidence:

2. Does her opening grab your attention?

A. Yes

B. No

C. Maybe

Evidence:

3. Can you identify her thesis statement?

A. Yes

B. No

C. Maybe

If yes, what is the thesis statement?

4. Is the main body of her essay effective?

A. Yes

B. No

C. Maybe

Evidence:

5. Does each of the paragraphs in the body present one single idea?

A. Yes

B. No

C. Maybe

6. Is there a topic sentence in each of the supporting paragraphs?

A. Yes

B. No

C. Maybe

Evidence: Write out the topic sentences for paragraphs D, E and F.

7. Does each topic sentence support the thesis statement?

A. Yes

B. No

C. Maybe

Evidence:

8. Are there reasons, examples, or different explanations to support each topic sentence?

A. Yes

B. No

C. Maybe

Evidence: Write out the reasons, examples, or different explanations to support the topic sentences for paragraphs D, E and F.

9. Is there a clear conclusion?

A. Yes

B. No

C. Maybe

Evidence:

10. Is there a final thought?

A. Yes

B. No

C. Maybe

Evidence:

Discussion and debate

Having analysed Rachel's essay, what is your value judgment?

How good an essay is it?

How well does Rachel communicate a set of relevant intercultural ideas?

If you were Rachel's teacher, what constructive feedback would you offer her?

1. Make a list of what works really well in Rachel's essay.
2. List the ways you think she could improve her work.
3. What would you say to Rachel to encourage her?

Related concept: Inference

As we have seen, making an **inference** is not just making a wild guess. Inference involves making a judgment that can be supported with evidence. In other words, you must be able to come to a reasoned conclusion by using one or two details from your reading of the text to prove your point.

For instance, having read the text "Student Activism" what inferences can we make about Rachel, the author of the text?

In the opening paragraph, she writes: "When I first got to Junior High, I was still shy, but I broke out of my shell near the middle of the year. I have now actually learned how to speak for myself."

From this statement, can we infer that she is now: a) more confident or b) less confident? What is the evidence in the text for your answer?

An exercise in inference

Here is a list of adjectives. With a partner, using your skills of inference decide which five words best apply to Rachel. Remember to find evidence from the text to support your ideas.

Adventurous	Honest	Compassionate	Superior
Courageous	Organized	Intelligent	Emotional
Dependable	Patient	Independent	Serious
Energetic	Risk-taking	Rebellious	Determined

Inference and intercultural values

Respond to the following question. You will need to infer your answer by using evidence in the text and relating it to your own cultural situation.

Rachel is writing about her situation in the Philippines, but how many of her ideas are relevant to your situation and your culture?

Related concept: Inference

We can also make **inferences** about a visual text.

With a partner, study the picture opposite and make inferences about the information you see.

- What is happening?
- Why is it happening?
- What is motivating the girls?
- What can we learn about youth activism?

Justify your answers. Use your negotiating skills to come to conclusions you can both agree on. Share your answers with your class.

As a class, discuss these questions.

1. How do we infer information from a photograph?
2. What kinds of evidence can we find in a photograph to support our inferences?



Formative listening and speaking skills: Negotiating

As always, the purpose of the negotiation is to reach an agreement on a complex issue where there may be conflicting opinions.

Task: Designing a multimodal text for student activism

As a class, identify organizations, clubs or events within your school that promote some aspect of global citizenship.

In small groups, use your negotiating skills to design a multimodal text. This could be a digital presentation, a poster or another form of mixed media text. This text will be displayed around your school in order to advertise **one** such activity. The overall message of the text will be to promote student activism and global citizenship.

Planning and scaffolding

Use the mental model to help you plan the design of your text.



Process

- First, discuss the meaning and relevance of the mental model.
- Next, use the mental model to generate ideas for your poster.
- Finally, decide on the best design to communicate your message.

When you have finished these discussions, create your text and present it to your class, explaining the choices you have made in its design.

Areas where you can use your negotiation skills

Negotiation skills can be used when:

- defining the precise context and target audience for the poster
- choosing the most appropriate language to address your audience

- defining the precise purpose of the multimodal text
- choosing the content of the text
- selecting visuals to make your message clearer
- organizing the structure and layout of the multimodal text to have maximum impact.

Formative writing skills: Organizing, drafting and writing an essay

Using the material you have collected from the activities in this section, write either a formal or a personal essay to answer the question: “How can teenagers have an impact on the world around them?”

When you are deciding the type of essay you will write, remember to consider the topic of the essay as well as its purpose and audience. Aim to write 300–400 words.

Planning and scaffolding

Create a table like this and use it to focus your discussion to find the main points of the stimulus.

Question	How can teenagers have an impact on the world around them?	
Your thesis (main point)		
	Main idea	Examples and/or explanations and/or details
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusion	Conclusion (related to thesis)	
	Final thought	

Reflection on Inquiry 3: How can inference improve our understanding of an intercultural text?

Now that you have completed this section, what is your answer to the inquiry question?

Reflection: Listening skills and debatable questions

Reflections on the ideas and content of this chapter

What have you learned so far about the theme of global citizenship?

As a class activity, make a list of the most important ideas you have learned so far in your inquiries.

At this stage, are there any points you would like to investigate further? Make a list of points and discuss them with your teacher.

Audio-visual text

The following are suggested audio-visual texts to be used in this section.

- A. "What does it mean to be a citizen of the world?" Hugh Evans

https://www.ted.com/talks/hugh_evans_what_does_it_mean_to_be_a_citizen_of_the_world?language=en

- B. "How to change the world (a work in progress)" featuring Kid President

<https://www.youtube.com/watch?v=4z7gDsSKUmU>

- C. "Turning urban youth into global citizens" Angela Jackson

<https://www.youtube.com/watch?v=vMwPTI54rqQ>

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



Before you watch the video

Read through the exercises on page 251 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.

Formative listening skills: Understanding explicit and implicit information

Answer the following questions, recording your answers on a separate sheet of paper.

Multiple-choice questions

1. The video is 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 developmentJustify your answer with evidence from the video.
2. What is the format of the audio-visual stimulus?
 - A. Presentation
 - B. Conversation/discussion/interview
 - C. Debate
 - D. Story
3. The purpose of the audio-visual stimulus is to:
 - A. narrate a story
 - B. describe a situation
 - C. explain a problem
 - D. argue a point of view
 - E. give instructions/guidelines.
4. The point of view in the audio-visual stimulus is:
 - A. balanced
 - B. one-sided.
5. How much does the audio-visual stimulus use graphics?
 - A. A lot
 - B. Quite a lot
 - C. Once or twice
 - D. Never
6. 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

Planning and scaffolding

In these next two exercises you can work in pairs or small groups. Together you should:

- preview and skim the audio-visual text to build understanding
- watch critically and for comprehension
- make inferences and draw conclusions
- paraphrase accurately and concisely
- take effective notes in class.

In order to find answers you can all agree on, you will also need to:

- work collaboratively
- listen to each other carefully
- build consensus
- manage and resolve conflict
- negotiate effectively.

Formative listening and speaking skills: Negotiating meaning

The purpose of this group activity is to understand and come to an agreement about the message of the video. You must also discuss and agree on how to present your ideas as clearly as possible. You may also wish to make use of other information you have discussed in this chapter to illustrate your points.

Planning and scaffolding

Create a table like this and use it to focus your discussion to find the main points of the video.

Subject matter		
Thesis (main point)		
	Main idea	Examples and/or explanations and/or details
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusion	The extent to which the video interested you	
	The extent to which you agree with ideas represented in the video	

Within your group use your negotiating skills to produce a clear plan for a **formal essay**. At each stage listen to each other's suggestions for the best thesis, supporting points, examples and conclusion.

Formative writing skills: Drafting and writing an essay

Now write the essay that you have planned together. The title of the essay should be: “What lessons has the video taught us about global citizenship?”

Planning and scaffolding

You could mention:

- the reason for watching the video
- the theme, main points and conclusion
- the most important conventions and techniques used
- the extent to which the video interested you
- the extent to which you agree with ideas represented in the video.

Use your answers from the previous page to help you plan your essay. Remember that the best answers will also give examples and justifications.

You can also use the knowledge and skills you have learned in this chapter to help you to further develop your formal essay. Aim to write 300–400 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 **Global citizenship** and the global context of **Globalization and sustainability**.

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

To demonstrate your understanding of these concepts, discuss these questions in small groups and afterwards share your conclusions with your class.

Global citizenship

Debatable question 1: Is the topic of **Global citizenship** an important part of the global concept of **Globalization and sustainability**?

Debatable question 2: Should schools promote the idea of global citizenship?

Culture, Audience and Inference

Debatable question 1: Is it necessary to understand your own culture before you can understand somebody else’s?

Debatable question 2: Do all the texts we write have an audience?

Debatable question 3: Is it useful to develop skills of inference or should we accept the idea that “words just mean what they say”?

Debatable question 4: Is there a connection between culture and audience?

ATL Self-management skills

In this final writing task use your research skills to:

- find, interpret and judge information
- collect, record and verify data
- access information to be informed and inform others
- make connections between various sources of information
- create new information.

Summative assessments: Globalization and sustainability

Statement of inquiry

In a world with diverse audiences and cultures, we need to infer received ideas in order to create shared understandings.

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, **Global citizenship**.

- 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 this debatable question. **Debatable question 1: Can we make inferences about the culture of global citizenship from a visual image?**
- The Writing assessment requires you to respond to a multimodal text and this debatable question. **Debatable question 2: Is it important to consider your audience when writing about the culture of global citizenship?**

Summative assessment A: Listening

Assessment criterion A: Listening

At the end of the proficient 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 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.

Introduction to Model United Nations (MUN)

<https://www.youtube.com/watch?v=gt1LT4XKP5Q>



Search words: model un
archium



Listen from the beginning to 01.10. Complete the following gaps using words from the recording. Write your answers on a separate sheet of paper.

1. The Model United Nations (MUN) is a ---(1)--- of the real-life United Nations.
2. Teams draft resolutions in the hope of finding ---(2)--- to global issues.
3. Two aims of the United Nations are to prevent ---(3)--- and promote international cooperation.
4. Countries use it as a ---(4)--- to express their views and make collective decisions.

Listen from 01.10 to the end. Choose the correct answers.

5. According to the speaker, UN rules and guidelines come from:
 - A. things such as human rights and climate change
 - B. resolutions that have been drafted and debated
 - C. input from member states, experts and NGOs.
6. The main purpose of the MUN is to:
 - A. play your part in foreign policies of your country
 - B. cooperate and beat other teams in the competition
 - C. work together and overcome differences of opinion.
7. The speaker suggests that different MUN conferences:
 - A. usually take place at the Hague International MUN
 - B. require soft skills such as critical thinking and research
 - C. have councils that use a variety of different formats.
8. The next episode of the video:
 - A. will teach viewers how to prepare for the MUN
 - B. will help viewers to find the Malaysian MUN
 - C. will support the work of the Malaysian MUN.

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 proficient 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.



INTERNATIONAL YOUTH DAY

**2016
YOUTH
LEADING
SUSTAINABILITY**



Toolkit to Celebrate International Youth Day

Share your commemoration with the world! Send in a description of your planned activities to youth@un.org and we'll put it in the World Map of Events!

Be Active! Social activism through theatre and games with social messages or role playing exercises. You can also volunteer at the local level or involve with civic groups or activities.

Spread the Word: Develop communication platforms to create or strengthen networks. You can use various channels to get the word out and connect with people interested in youth issues such as social networks: Facebook, Twitter, as well as University Newsletter and Local Newspaper, etc.

Use Social Media: Celebrate International Youth Day connecting with other young people on social media. Use #Youth2030 and #YouthDay and share your plans

Engage your community: Create an "info point" about youth leading sustainability in the centre of town/village, at high schools, or at university centres.

Advocate: Lobby your Government to hold a National Youth Day of Action and to celebrate International Youth Day on 12 August. Reach out to your school, group, organization or faith community to strengthen programmes encouraging youth to make sustainable consumption choices.

Be creative: Come up with new ideas to celebrate!

Contribute towards responsible consumption and production: Advocate for your government to enforce policies for healthier and sustainable food systems

Organize a forum to exchange ideas and discuss the leading role of young people in achieving sustainable development through sustainable production and consumption

Advocate and Engage Media: Contact popular local/national radio or TV stations to request a slot to have a discussion with distinguished individuals working on responsible consumption and production. Speak out and take action to influence positive change.

Use art: Get permission to use a public space for an arts exhibit, which showcases the challenges of young people today. Try to involve young people in the domains of culture, arts and music, to raise awareness on achieving the Sustainable Development Goals.

Make it fun: Organize a concert or festivals to promote International Youth Day. Invite your local musicians and combine it with a panel discussion or invite a politician or policy maker to hold the key note speech.

Choose the correct answers and record them on a separate sheet of paper.

1. The body responsible for creating the poster is:
 - A. International Youth Day
 - B. The United Nations
 - C. Youth Leading Sustainability
 - D. World Map of Events.

2. The purpose of the poster is to encourage readers to:
 - A. attend an event for international youth groups
 - B. send an email asking for additional information
 - C. request a toolkit to organize their own events
 - D. tell the global community what they are doing.
3. This publicity poster is targeting:
 - A. international high school students
 - B. primary school children around the world
 - C. youth groups from around the world
 - D. students at colleges and universities.
4. The "Toolkit to Celebrate International Youth Day" is:
 - A. a list of suggestions for people to choose from
 - B. a handbook explaining what people need to know
 - C. a set of instructions on how to organize an event
 - D. a checklist to ensure an event is well-organized.

Study the left-hand column of the poster. Choose an appropriate heading from the list A-H that completes each gap in the text.

- | | | |
|--------------|--------------------------|------------------------------------|
| 5. [- 5 -] | A. Use your creativity | E. Communicate internationally |
| | B. Seek government help | F. Organize a party for your group |
| 6. [- 6 -] | C. Engage your community | G. Form local groups |
| | D. Spread the word | H. Connect and organize |
| 7. [- 7 -] | | |
| 8. [- 8 -] | | |

Read the first three paragraphs in the right-hand column. The following statements are either true or false. For each statement choose the correct option then justify it using words as they appear in the text. Both parts are required for one mark.

9. The poster suggests governments should do more to allow their citizens to choose the food they want to eat.
10. The writers want their readers to debate what the younger generation can do.
11. The writers suggest asking the local media to give time to examine relevant issues.
12. Young people should principally make their demands for change by writing to people with influence.

Read the last three paragraphs in the right-hand column of the poster. What do the following words mean in the text? Choose the appropriate words from the list A-H.

- | | | |
|----------------|------------------|------------------|
| 13. permission | A. instrument | E. custom |
| 14. awareness | B. willingness | F. alertness |
| 15. panel | C. plan | G. authorization |
| 16. policy | D. understanding | H. committee |

Summative assessment C: Speaking

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

Present the contents of the image to your teacher.

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

Debatable question 1: Can we make inferences about the culture of global citizenship from a visual image?

You should speak for 4–5 minutes in total.

Image A



Image B



Assessment criterion C: Speaking

At the end of the proficient 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 proficient 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 almost 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 below.

Debatable question 2: Is it important to consider your audience when writing about the culture of Global citizenship?

The IB Middle Years Programme Global Citizen Essay Completion asks students to consider how they can bring about a positive change to either their local or the global community.

Study the poster opposite and think creatively about how to make one positive contribution to global citizenship.

Write either a formal or a personal essay of 300–400 words. Your essay may also include visual material to illustrate your ideas.



Going beyond the chapter

In this chapter you have explored the interconnectedness of systems and communities and the potential impact that you, as a global citizen, can have on local and global processes. You have considered what it means to be a global citizen in the 21st century and how young people have the opportunity to change the world for the better. You have understood that language plays an important role in promoting global citizenship, and is the key to participation in an interconnected world. Now try to make use of the information you have learned and the communication skills you have developed in this chapter for practical purposes beyond the classroom.

Using your communication skills

Negotiating

- In this chapter you have discussed whether the Model UN helps us to understand the concept of global citizenship and whether there are benefits of your school taking part in Model UN activities. Now that you have had this discussion in class, negotiate with your school authorities to conduct a wider debate in your grade, year or school.
- If your school already takes part in Model UN activities, this might be a good opportunity to discuss whether this is helping the participating students to become global citizens. Think of ways to publicise MUN events or get more students involved.
- If your school does not participate in Model UN activities, you could research the Model UN and discuss as a student body whether or not your school should participate.
- If, for some reason, you or your school cannot participate in Model UN activities, negotiate holding alternative activities.



Debate

According to Oxfam, global citizens are people who:

- are aware of the wider world and have a sense of their own role as a world citizen
- respect and value diversity
- have an understanding of how the world works
- are outraged by social injustice
- participate in the community at a range of levels, from the local to the global
- are willing to act to make the world a more equitable and sustainable place
- take responsibility for their actions.

To be an effective global citizen, you need to be flexible, creative and willing to take action. You could turn the Oxfam statements into questions and debate them, either informally or formally.

Participate

There are skills you will need in your personal, academic and professional life in the 21st century. You need to demonstrate that you can identify and solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and groups.

Find a project or identify a suitable social project that could use your help in some way. You could help with advertising or fundraising, or maybe assist in some practical way such as collecting, sorting or packing items. The main objective is to take part and, by doing so, help others and at the same time help yourself.

Action and service

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

The ideas below relate directly to the service learning outcomes for students to:

- become more aware of their own strengths and areas for growth
- 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

The IB recognizes that a very important part of taking part in any service is carrying out research before taking action. Below are links to digital resources related to global citizenship that may help you identify worthy service learning opportunities. These are organizations that actively work to help young people become global citizens.

- Round Square
<https://www.roundsquare.org/>
- United World Colleges
<https://www.uwc.org/>
- The Duke of Edinburgh's International Award
<http://www.intaward.org/>
- The Ellen MacArthur Foundation
<https://www.ellenmacarthurfoundation.org/>
- Greenpeace International
<https://www.greenpeace.org/international/>

You may also want to find out more about activists such as: Greta Thunberg, Vanessa Nakate and Kumi Naidoo.

ATL Thinking and research skills

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

- What have I learned?
- What don't I yet understand?
- What questions do I have now?

Further reading

If you enjoyed this chapter, you might enjoy this further reading.

Three Cups of Tea: One Man's Mission to Promote Peace... One School at a Time by Greg Mortenson

The Not-For-Parents Travel Book Lonely Planet

Hoot by Carl Hiaasen

Dream Freedom by Sonia Levitin

Freak the Mighty by Rodman Philbrick

Schooled by Gordon Korman

The Shadow Speaker by Nnedi Okorafor

Aluta by Adwoa Badoe

Children of Blood and Bone by Tomi Adeyemi

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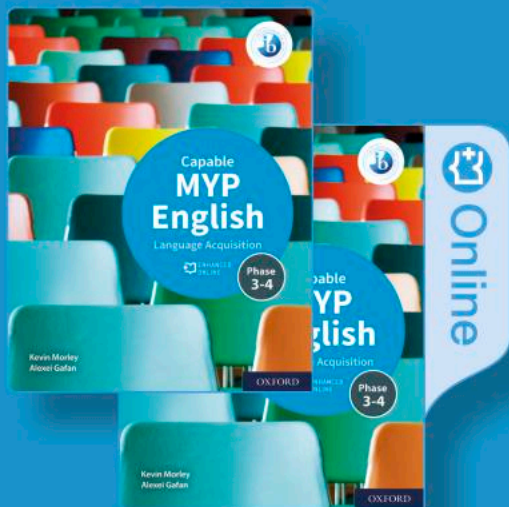
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us.k12education@oup.com (US only)
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