

MYP English

Language Acquisition

A concept-based approach

Phase

4

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OXFORD

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Introduction

Teachers

This textbook has been written specifically for teachers and students of the IB MYP English Language Acquisition Phase 4 course as a series of six stand-alone MYP units.

Each chapter focuses on a different Statement of Inquiry, based on a Key Concept, Related Concepts and a Global Context. The chapters are written to systematically support students as they explore the Statement of Inquiry 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 writing 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. 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 particular parts of language and grammar is a decision for you, as a teacher, to make, depending on the requirements of your 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 three or more of the four learning objectives per unit, including comprehension of spoken and visual text, comprehension of written and visual text, communicating in response to spoken and/or written and/or visual text, and using language in a spoken and/or written form. We have added the number “4” to the criteria purely to point out that they relate to Phase 4.

The structure of each unit provides teachers and students plenty of formative assessment opportunities to help students and teachers make sure that learning is taking place and that the inquiry, concepts and contexts are well understood. To further assist you with this, we have provided downloadable worksheets which provide you and students with the opportunity to download and complete the tasks in the textbook. These include useful planning and scaffolding sections which will help your students learn how to plan and structure their written and oral tasks. 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.

An exciting development in the latest iteration of the MYP is the inclusion of 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 of spoken, visual and written texts that you may wish to explore.

Students

As a student of IB MYP English Language Acquisition Phase 4, we have provided you with a range of issues, topics and texts that will enable 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 debateable 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 reading, writing, speaking and listening skills before your final assessment at the end of each chapter. Working through the tasks and questions will help you prepare for the summative (final) activities by providing you with many opportunities to think about issues, plan responses and practice writing and speaking for different purposes. Our aim is that you will have the skills necessary to express your own thoughts and opinions on the issues and topics covered in this book. If you are inspired by a topic and would like to learn more about an issue or use your communication skills to help others, we have included a section at the end of each chapter with suggestions 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.

Since many of the tasks and activities ask you to answer questions and fill out tables or forms, these have been provided for you as downloadable worksheets. Instead of writing your answers in this book, you can print out the worksheets and answer the questions on paper or choose to write the answers on your computer and share your thoughts and answers with your teachers and classmates. Visit the website to download these:

www.oxfordsecondary.co.uk/9780198397984

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 (ATL)

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).

These ATLs encompass both the language-specific skills you need to achieve success in English Language Acquisition. Moreover, 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 need for college, work and life in the 21st Century.

Contents

1 Happiness and fulfilment	2		
What makes teenagers happy?	3	What does Text D communicate in relation to the topic of bilingualism, and how is this achieved?	133
Key and related concepts	11	Summative assessment	139
Do we all have the same kinds of intelligence?	13	Going beyond the chapter	144
Oral and interactive skills – role play	22		
How important is personal fulfillment?	28	4 Human rights	148
What does audio-visual Text D communicate about the themes of happiness, intelligence and fulfilment, and how is this done?	37	Who is Malala Yousafzai?	149
Summative assessment		Key and related concepts	157
Going beyond the chapter		How effective is Malala’s speech to the UN?	162
		What are human rights?	171
		How does audio-visual Text E communicate the theme of human rights?	178
		Summative assessment	182
		Going beyond the chapter	187
2 Migrations	50		
Who were the “stolen generations”?	51	5 Life on Mars	190
What knowledge do Mollie and the other girls use to journey across Australia?	60	Why do people want to live on Mars?	191
How do the children use their cultural knowledge to survive the journey across Australia?	60	Why should people not go to Mars?	198
Key and related concepts	68	Oral and interactive skills – a debate	203
Formative oral and interactive skills – interview	73	What can a science fiction film teach us about human behaviour?	208
Formative writing skills – an opinion piece	75	Key and related concepts	213
How important is it for migrant families to find a real home?	77	How does audio-visual Text E add to the debate on life on Mars?	217
What does audio-visual Text D communicate about the themes of either the “stolen generations” or migrations, and how is this done?	85	Summative assessment	222
Summative assessment	90	Going beyond the chapter	227
Going beyond the chapter	95		
		6 Global citizenship	230
3 Bilingualism and multilingualism	98	What is global citizenship?	231
What type of bilingual are you?	99	Are you a global citizen?	237
Key and related concepts	107	Key and related concepts	242
Formative oral and interactive skills – presentation	109	Can teenagers have a global impact?	250
Do your languages change the way you think about the world?	116	How does audio-visual Text D communicate the theme of global citizenship?	256
What makes communication so hard for new speakers of a language?	123	Summative assessment	260
		Going beyond the chapter	265

1

Happiness and fulfillment

In context

Global context: Identities and relationships

Who am I? Who are we?

In this chapter we will explore: 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.

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 intelligence. 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, to instruct. In literary terms, this means the creator's intentions in producing the text. In this chapter you will explore ideas such as meaning, thesis, argument, bias, persuasive techniques, function and opinions.

Statement of inquiry

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.

Inquiry questions

- What makes teenagers happy?
- Do we all have the same kinds of intelligence?
- How important is personal fulfillment?
- What makes for a happy and fulfilled life?
- How can we create a fulfilling life for ourselves?

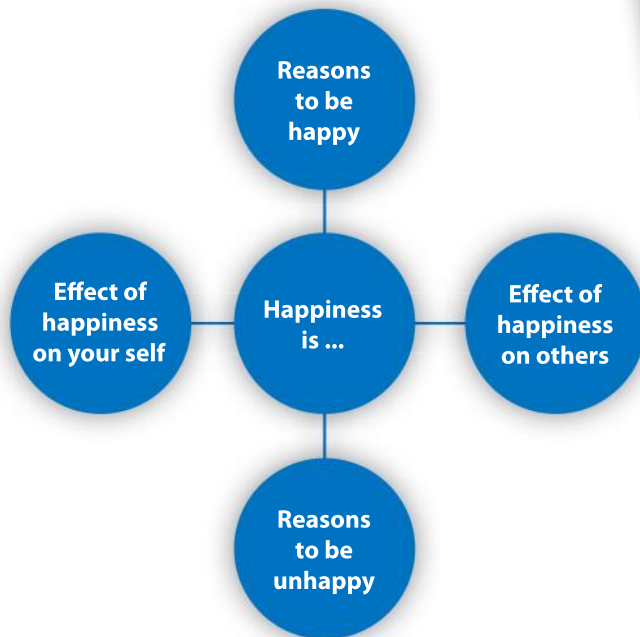
What makes teenagers happy?

Factual question

Before you read Text A

Criterion 4Biii

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 five questions below.



ATL Social and thinking skills

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

As you answer each question, make a list of points on which you all agree and points on which you disagree.

Discuss this question: “Does happiness mean the same thing to everyone?”

Give reasons for your answers.

While you read Text A

Criterion 4Bi

You are going to read Text A: 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” by ticking the relevant box below.

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

	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. For girls, it might be a pretty dress and heels. For guys, it might be a tie or even just a classy vest.

Pursue your interests. If it's something that makes you happy, don't let all those 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 devil 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 to happiness.



Adapted from: <http://www.radicalparenting.com/2009/07/07/15-tips-for-teens-to-lead-happier-lives-teen-article/>

Text A: Text Handling

1 Purpose of Text A – multiple-choice questions

Criterion 4Bi

Choose the correct answer from A, B, C or D. Write the letter in the box.

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

1. Text A is:
 - A. a newspaper report
 - B. an advertisement
 - C. a brochure
 - D. a set of guidelines.

2. The main purpose of Text A 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
 - C. teenagers can create their own happiness
 - D. teenagers should not think about themselves so much.

4. The main audience for Text A 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.

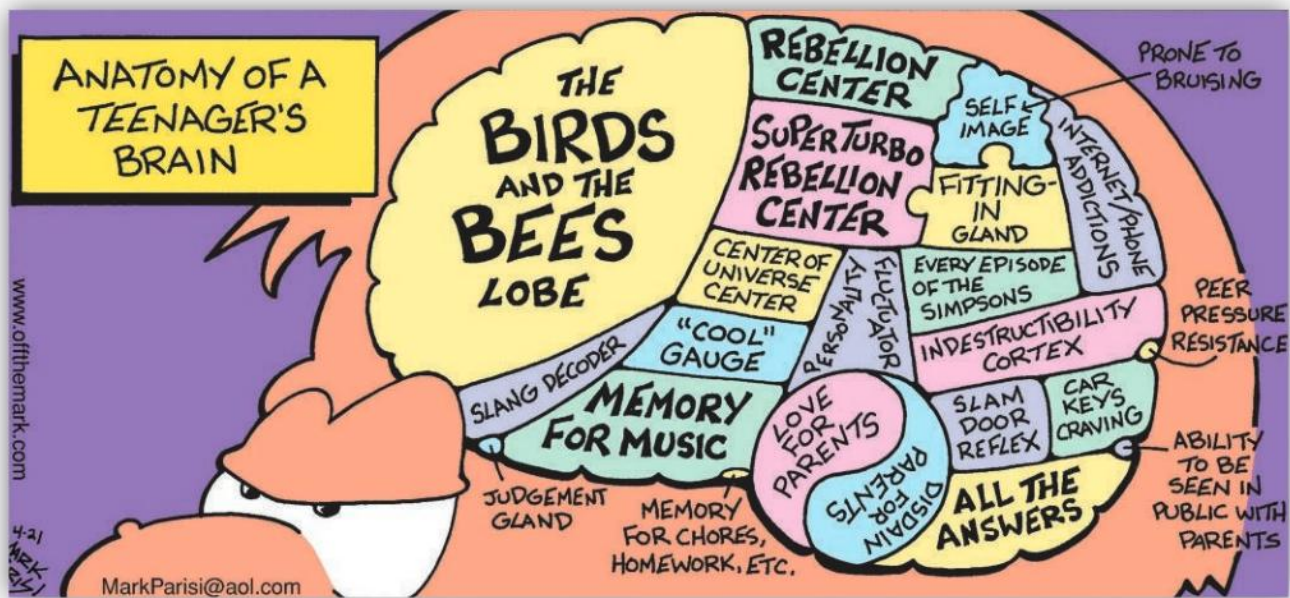
Formative oral and interactive skills – role play

Criteria 4Ci, 4Ciii

Wycliffe and friends

Create a role play in which one person plays Wycliffe, an unhappy teenager, and the rest of the group offers advice.

Think about the cartoon below in relation to Wycliffe. What kinds of problems might he have? What is causing him to be unhappy?



Planning and scaffolding

If you are playing the role of Wycliffe you can use the image to think of problems the character might have.

Use your creativity and make a list of five points. Do not show your list to the others. The others will offer you advice.

The person playing Wycliffe can ask questions such as:

- What is the point of doing that?
- What effect will it have?

On the next page you will find cue cards to help you organize your ideas for each character.

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

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

Planning and scaffolding

If you are playing one of Wycliffe's friends, help Wycliffe to be happier. Use this table to create several pieces of advice for Wycliffe. Do not show your advice to the person playing Wycliffe. Decide which pieces of advice are the best.

In the role play the people speaking are friends, so what language and style will they use? Will it be:

- formal
- semiformal
- informal
- slang?



When you have prepared your ideas, begin your role play to see whether you can help Wycliffe.

When you finish the role play, discuss what you have learned, so that you judge whether your advice was useful or not.

ATL Social skills

As you conduct the role play you can demonstrate these skills.

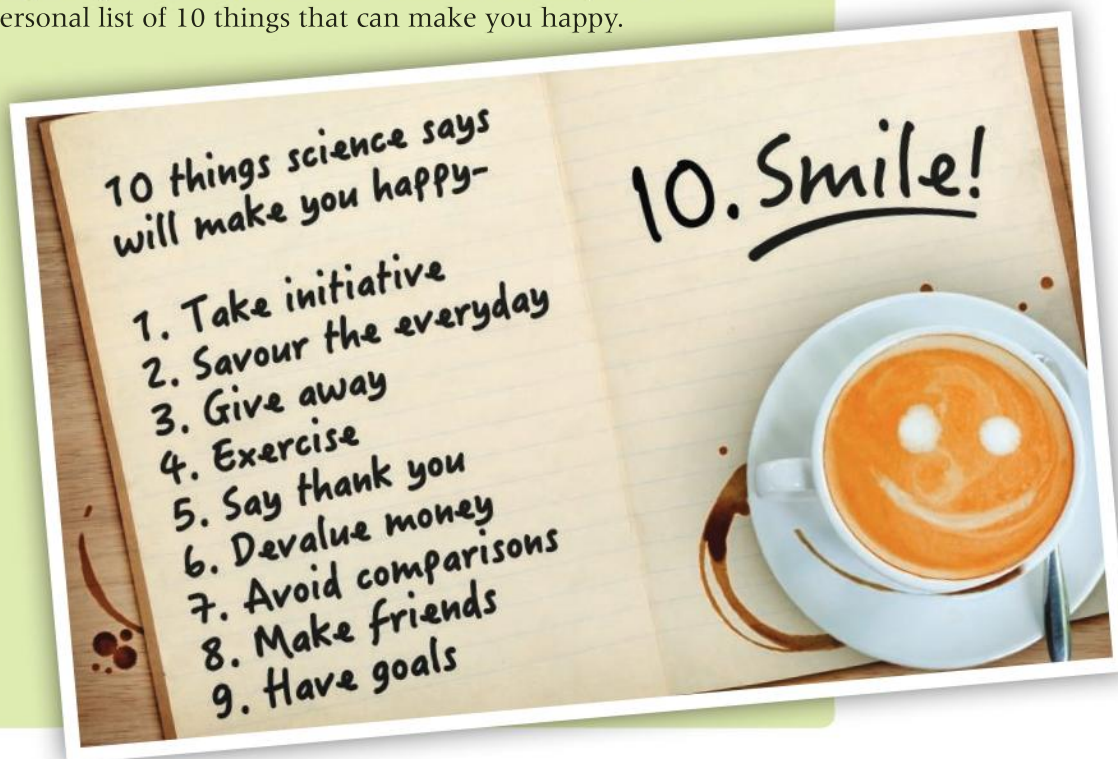
1. Practise empathy
2. Help others to succeed
3. Manage and resolve conflict
4. Listen actively to other perspectives and ideas
5. Give and receive meaningful feedback

Formative writing activity

Cause and effect – what makes you happy?

Criterion 4Di

Do you agree with the list in the article? Create your own personal list of 10 things that can make you happy.



Share your ideas with others. Create your own personal advice column for a school magazine. The title could be: “How to be happy”, or something similar. Write 200–250 words.

You can use ideas from Text A, or include other ideas of your own. Explain how the things that make you happy can make others happy too. Make sure that you are able to justify your advice by explaining the effect it will have. Remember to write an introductory paragraph. End your advice column with a conclusion or final thought.

Planning and scaffolding

Criterion 4Dii

Use the table 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 effect.

Advice: What can make you happy?

Cause: Why does this advice work for you?

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

Planning and scaffolding – cohesive devices

Criterion 4Dii

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

Criterion 4Diii

Remember also to think about:

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

You are speaking to your classmates, so what language and style will you use?

Will it be:

- formal
- semiformal
- informal
- slang?

Conclusion to factual question

What makes teenagers happy?

Now that you have completed this section, what is your answer to the factual question? Make a list of all the things mentioned in this section. Which are the most important? Which are the least important? Design and draw a diagram to demonstrate your conclusions.

Key and related concepts

Creativity and purpose

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?



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 in the year 2030?
- How will you be living your life?
- 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?
- What will be your likes and dislikes?
- How will you have changed since being a teenager?
- What will be your ambitions for the next 30 years?
- What other questions could you ask your future self?

ATL Self-management and research skills

Go to a variety of sources and find out 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.

Using your imagination and creativity

Different text types

Criterion 4Bi

Use your creativity to write a text about, or from, the person you imagine yourself to be in the year 2030. Write 200–250 words.

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



Here are some suggestions for creating a text.

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

Here are two alternatives:

- Write a letter or an email from yourself now to your future self.
- Create a text of your own.

Thinking about purpose

When you write it is very important to think about the purpose of the text you are writing. Use this table to plan the text you are going to write about your future self.

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 function(s) 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] ...

ATL Thinking and Communication skills

This is an exercise to develop your creative-thinking skills. You can generate new ideas and consider new perspectives. You also have the opportunity to write for different purposes and different audiences.

As a class you might want to consider how these two alternative written responses on the theme “Your future self” would differ in terms of text type, format and use of language.

Do we all have the same kinds of intelligence?

Conceptual question

Before you read Text B

Criteria 4Bi, 4Bii, 4Biii

Think about your education as an MYP student. With a partner make a list of all the subjects that you study. Discuss which subjects and options you have chosen, and also which subjects you have decided not to take. Also make a list of your choice of community or personal projects, as well as your involvement in action and service at school. What do your choices say about you as a person?

When you have finished, discuss these other questions:

1. Are you equally good at all subjects and activities in the MYP?
2. What are your strengths?
3. What are your weaknesses?
4. How does the MYP help you to become intelligent?
5. Are there different kinds of intelligence?



While you read Text B

Criteria 4Bi, 4Biii

The article you are going to read describes eight different kinds of intelligence. As you read, give yourself a score out of 10 for each kind of intelligence you possess.

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

Text B

Which kinds of intelligence do you have?



Dr Howard Gardner

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

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 easy to assess. What about a musical child who has a hard time solving fractions? What 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?

How can we assess children with such obvious talents? What if “intelligence” could be measured differently?

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.

Text B (continued)



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.

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.
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.

Text B (continued)

3. Musical intelligence involves skill in the understanding, performance and composition of musical patterns.
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 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 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 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 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.

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.

Text B: Text Handling

1 Purpose of Text B – multiple-choice questions

Criterion 4Bii

Choose the correct answer from A, B, C or D. Write the letter in the box.

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

1. The main purpose of Text B 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.

2. The main point (thesis) of Text B is:
 - A. we all have MIs
 - B. some MI are more important than others
 - C. MI are more important than IQ
 - D. teenagers need MI.

3. Text B seems to be:
 - A. a magazine article
 - B. an advertisement
 - C. a brochure
 - D. a set of guidelines.

4. The main audience for Text B is:
 - A. parents
 - B. young people
 - C. a general audience
 - D. psychologists.

5. The writer of Text B is:
 - A. a parent
 - B. an advertiser
 - C. another teenager
 - D. a journalist.

6. The language used in Text B is:
 - A. chatty
 - B. formal
 - C. informal
 - D. slang.

After you have read Text B

Criterion 4Biii

Look through the list of eight kinds of intelligence. How do you see yourself?

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?

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

ATL Social and 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.

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

Formative oral and interactive skills

Criteria 4Ci, 4Ciii

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	Monk Therapist Writer Wellness counsellor	Eco-warrior Doctor Illustrator
Songwriter Sound editor Speech therapist	Poet Politician Teacher	Nurse Politician Salesperson Social worker Waiter/waitress/barista
Researcher	Translator Writer	Chemist Physicist Stuntman/-woman
Researcher Scientist Statistician	Photographer Veterinarian Car mechanic Stage magician	Interior decorator Photographer Truck driver
Interior decorator Photographer	Helicopter pilot Truck driver	

ATL Social and thinking skills

This is 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 oral task: Role play

Criteria 4Ci, 4Ciii

Careers advice

Before you start the role play discuss the meaning of the diagram below.



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.

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?

On the basis of this information the counsellor suggests a job or profession and the student gives an opinion. Continue until you agree on a future job or profession.

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.

In the roles of counsellor and client you can practise these skills:

- listening actively to other perspectives and ideas
- building consensus
- giving and receiving meaningful feedback.

As a counsellor you will 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 – one result and several causes

Criteria 4Di, 4Diii

Write an essay with the title, “My future career”. Think of at least three reasons why you would want that career. Write 200–250 words .

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

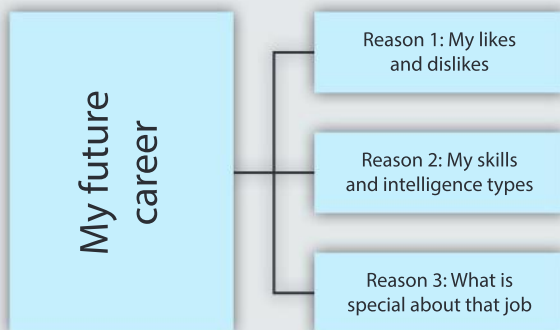
Remember to outline your reasons for wanting your chosen career.

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

Planning and scaffolding

Criterion 4Di

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



ATL Thinking and communication skills

Work with a partner. Each of you should draw a pie chart to show the distribution of your own multiple intelligences. When you have finished, compare your results. What conclusions do you come to?

Conclusion to the conceptual question

Do we all have the same kinds of intelligence?

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

Oral and interactive skills – role play

Think back to the role plays you did earlier in this chapter when you played Wycliffe or one of his friends, and when you carried out the careers advice activity. As you can see, role play is a speaking activity in which you put yourself into somebody else’s shoes and become that character 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 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. The use of a cue card such as the one below may help:

Name
Family
Friends
Lifestyle
Home
Relationships
Problem

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? 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.”





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.”



ATL 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 why they said what they did and why they acted in the way that they did.

Back-story

Name

Family

Friends

Job

Lifestyle

Home

Relationships

Formative oral and interactive skills – role play

Who has the better lifestyle?

Criteria 4Ci, 4Ciii

Look at the cue cards that you have filled in for the two characters above. Imagine they meet for the first time on the first day of a new school year. In pairs carry out a role play in which each character tries to find out as much as possible about the other.

What conclusions would they come to? Do you think they would become friends? Present your findings to the class.

ATL Thinking skills

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

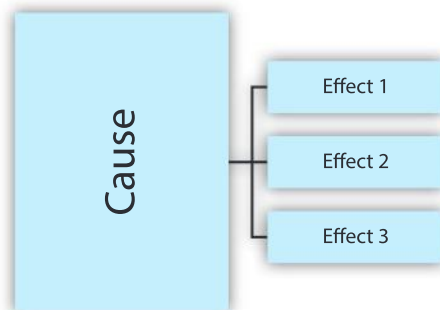
What are you trying to achieve? What can you do during the role play to best achieve your purpose?

Writing skills: Cause and effect – explanation

When we create informative texts, the purpose is often to present cause and effect to show the relationship between them.

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.

Causes always 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.



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.

Here 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 written activity – 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 some examples. What are the effects of:

- a poor education
- bullying
- overeating
- smoking among teenagers
- loud music?

Write an essay on one of the cause and effect topics listed above. Think of at least three effects for each cause. Write 200–250 words. Remember to use the connective devices and vocabulary you have learned about in this chapter.

Sample cause and effect essay: “What are the effects of bullying?”

Criterion 4Di



Planning and scaffolding – organization

Criterion 4Dii

Use the tree diagram above and the table below to help you to plan your assignment. Here is an example that has been started for you.

Introduction: Defining your ideas What is bullying?	Definitions and explanations When someone uses his or her strength or influence to force someone to do something
Effect 1: unhappiness	Examples and explanations Low self-esteem (not feeling good about yourself)
Effect 2: anxiety	Explanation and example Anxiety: being afraid of going to school so having many days away from school, perhaps staying off sick
Effect 3: loneliness	Explanation and example Feeling that you have no friends
Conclusion and final thought	

Planning and scaffolding – purpose

Criterion 4Diii

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, so what language and style will you use? Will it be:

- formal
- semiformal
- informal
- slang?



ATL Thinking skills

In this exercise you need to gather and organize relevant information to formulate an argument.

You have been given some explanations and definitions of the different effects bullying can have. You now need to find practical examples that will help your reader understand the point more clearly. You will also need to write an introduction that grabs the reader's attention as well as a final thought or conclusion.

How important is personal fulfillment?

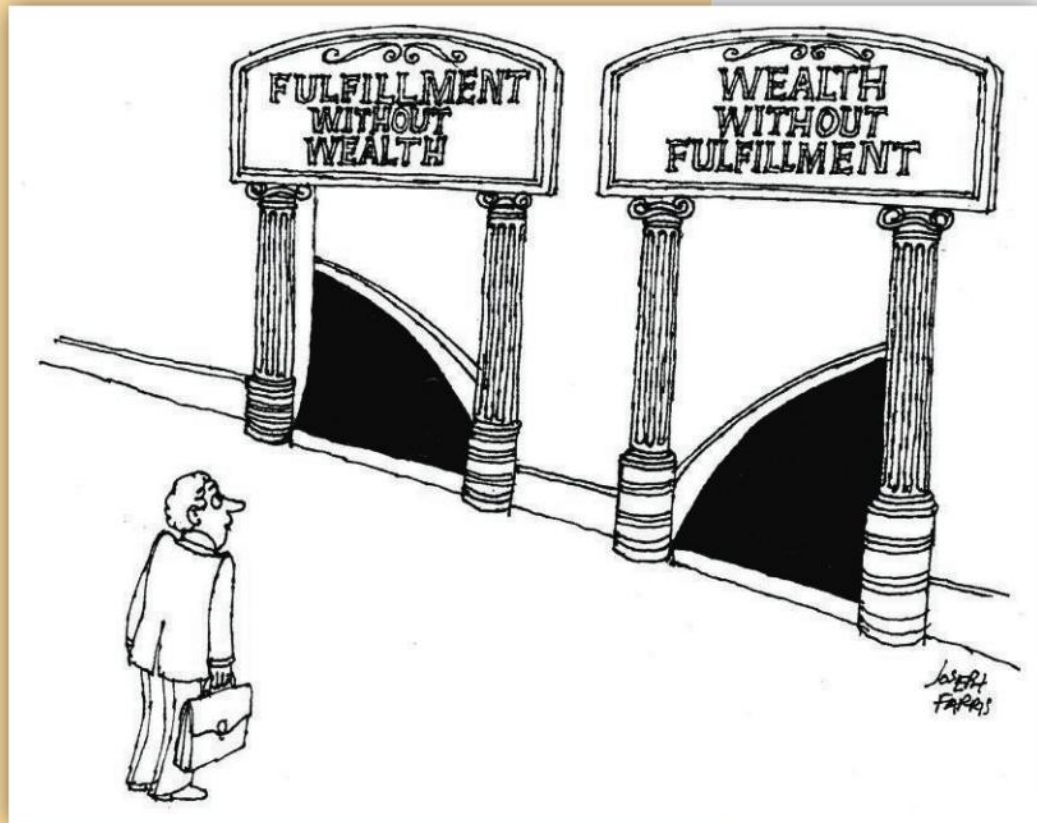
Conceptual question

Before you read Text C

Criteria 4Bi, 4Bii, 4Biii

Focusing discussion

Once again, imagine yourself 20 years from now. 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?



If you could only have one, which would you choose? Discuss your answers in class.

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

Text C: Text handling

Criteria 4Bi, 4Bii

1 Purpose of Text B – multiple-choice questions

Choose the correct answer from A, B, C or D. Write the letter in the box.

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 Text C is:
 - A. What is happiness?
 - B. What is ambition?
 - C. Happiness is a teenage thing
 - D. Steve Jobs is a role model.

3. Text C is:
 - A. a magazine article
 - B. an advertisement
 - C. a blog
 - D. a set of guidelines.

4. The main audience for Text C 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 text C is:
 - A. emotional
 - B. angry
 - C. persuasive
 - D. matter of fact.



After reading Text C – short-answer questions

Criteria 4Bi, 4Biii

2 Answer the following questions.

7. Name three things Charissa thought she would do in her future life.
8. Name three things Charissa thought she would need to be happy in her future life.
9. What was her friend's definition of happiness?

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

Tick "True" or "False" then justify your answer with a relevant brief quotation from the text. Both a tick and a quotation 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 oral and interactive skills – role play

Class reunion in 2030

Criterion 4Ci



Who will you be in 2030?

ATL Thinking and communication skills

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

Pick the portrait closest to your vision of yourself in 2030. Think about why you have chosen that person and who that person is. Do not reveal any information. Work in pairs and interview each other to find out as much as possible about your partner's future self.

Planning and scaffolding

Use your Criterion 4Ciii imagination to create the back-story of four imaginary people from your class. You can use the information as a cue card in the role play afterwards.

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 2030. 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 give your character a mark out of 10 for each point, e.g.:

Wealth: 1–10

Fulfillment 1–10

Security 1–10

Happiness 1–10



Character A: Rich, lucky but unfulfilled	Back-story
<p>"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."</p>	<p>Name Nationality Family Friends Lifestyle Home Relationships</p>

Character B: Fulfilling job but no money	Back-story
<p>"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?"</p>	<p>Name Nationality Family Friends Lifestyle Home Relationships</p>

Character C: Safe and steady	Back-story
<p>"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."</p>	<p>Name Nationality Family Friends Lifestyle Home Relationships</p>

Character D: Rich, never needed to work	Back-story
<p>"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?"</p>	<p>Name Nationality Family Friends Lifestyle Home Relationships</p>

Working in groups of four, carry out a role play of the conversation between the four characters in the year 2030. Use the table to guide the direction of the role play. In the role play discuss all the characters' life stories. You can do this by asking questions about each other's lives: their families, friends, lifestyles, homes and relationships.

The purpose of the conversation will be to look at the advantages and disadvantages of each character's lifestyles. Also record what advice you would give in order for each character to be happier or more fulfilled.

	Advantages of the person's life	Disadvantages of the person's life	Advice of the other characters
Character A			
Character B			
Character C			
Character D			

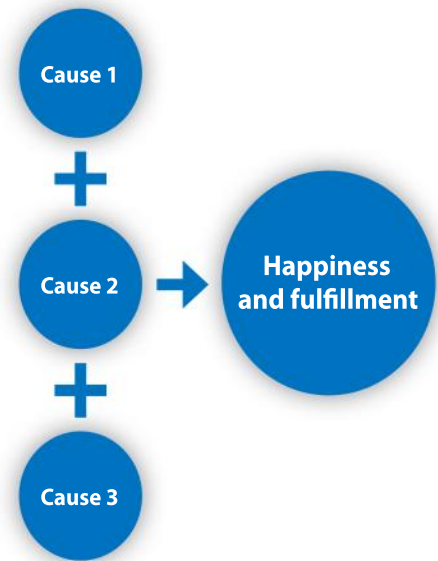
By the end of the role play you should be able to come to some conclusions about the question, "What is more important for your personal future: wealth, fulfillment, security or happiness?" What life lessons has the role play taught you? As a group what conclusions have you come to? Using your imagination, find ways to share your findings with the rest of your class.

Formative writing activity – cause and effect essay

Several causes and one effect

Having read Texts A, B and C, 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? The title of your essay could be “The secret of happiness in later life”. Alternatively, you could create your own title.

Criterion 4Di



Planning and scaffolding

Criterion 4Dii

Use the diagram opposite and the table below to help you to plan your assignment.

Effect: 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
Cause 3: Loneliness Give one cause of unhappiness.	Explanation and examples
Conclusion and final thought	

Planning and scaffolding – purpose

Criterion 4Diii

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
- semiformal
- informal
- slang?

ATL Self-management skills

Practising self-awareness and mindfulness

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?

Conclusion to conceptual question

How important is personal fulfillment?

Now that you have completed this section, what is your own personal answer to the conceptual question? Look at the picture below. What message does it convey about the question? Do you agree with the message conveyed by the photograph?



What does audio-visual Text D communicate about the themes of happiness, intelligence and fulfilment, and how is this done?

Conceptual question

Before you examine Text D: What do we know so far?

In this chapter you have inquired into the concepts of happiness, intelligence and fulfilment. As a class, make a list of the most important ideas you have learned so far in your investigations.

Focusing activity

Read through the exercises in the **While you watch** section 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.

Text D

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 fulfilment.

Choose your own adventure: career!

Steven Tomlinson at TEDxTraverseCity

https://www.youtube.com/watch?v=GJ_P7col8c0

The moments that make champions

Caroline Adams Miller at TEDxGramercy

https://www.youtube.com/watch?v=84H1wihM_Go



Howard Gardner on multiple intelligences

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

While you watch Text D

Criteria 4Ai, 4Aii

Answer the following questions.

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



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

2 Purpose of Text D – multiple-choice questions

Choose the correct answer from the options given. Write the letter in the box and provide a short justification for your answer.

3. The approach to the subject matter of Text D is mainly:
- A. entertaining C. persuasive
B. factual D. other.
4. How would you describe the content of Text D?
- A. Really important C. Fairly interesting
B. Interesting D. Uninteresting
5. What was the format of Text D?
- A. Speech
B. Conversation/discussion
C. Debate
D. Documentary
E. Other
6. The purpose of Text D was to:
- A. narrate a story
B. describe a situation
C. explain a problem
D. argue a point of view
E. give instructions/guidelines
F. other.
7. How many points of view did Text D show?
- A. One C. Three
B. Two D. More than three
8. The opinions in Text D are:
- A. very balanced C. biased
B. quite balanced D. very one-sided.
9. How much use did Text D make of graphics?
- A. Used graphics a lot
B. Used graphics more than twice, but not a lot
C. Used graphics once or twice
D. Never used graphics
10. Which of these techniques are used in Text D?
- A. Voiceover
B. Special lighting techniques
C. Music and sound effects
D. Other special effects
E. None of the above
F. All of the above
G. Some of the above

Criterion 4Aii

Formative interactive oral activity – role play

Criteria 4Aiii, 4Aiii

Role play: Interview with the maker of Text D

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

One person (possibly the teacher) volunteers to be the director or presenter of Text D. One person plays the role of interviewer. The rest of the class should play the part of an invited studio audience. The interviewer starts by asking the director or presenter one or two questions and then invites members of the audience to ask their own questions.

You may wish to make use of other information you have discussed in this chapter to create questions for the director of the video and to help organize your discussion and role play.

Planning and scaffolding

Before the role play, discuss the questions you could ask. Create cue cards with potential questions about the audio-video text you have watched. Each person should have at least two questions to ask the “director”.

Use the answers to questions 1–10 above as the basis for creating questions.

Formative writing activity – cause and effect essay

Criterion 4Aiii

All the audio-visual texts you have looked at in this section discuss problems that people can have in life, either as learners, as teenagers or as adults. You need to understand the causes and effects of, and solutions to, these problems.

Look at the notes you made when answering question 2 above (summarizing the main points). Compare them with the notes of other members of your group or class. Use your combined notes to write a cause and effect essay that gives your reactions to the video you have watched.





Planning and scaffolding

Use this table to plan your ideas.

introduction: Cause of the problem	Definitions and explanations
Effect 1	Explanation and examples
Effect 2	Explanation and examples
Effect 3	Explanation and examples
Conclusion and final thought (solution)	

Alternatively, you can plan your essay like this.

Introduction: Cause of the problem	Definitions and explanations
Solution 1	Explanation and examples
Solution 2	Explanation and examples
Solution 3	Explanation and examples
Conclusion and final thought (effect)	

You can also use the knowledge and skills you have learned in this chapter to help you organize your essay.

Remember these points.

- This is an essay, so you need to spend time on your introduction, main points and conclusion. Make sure they are both clear and interesting to read.
- Use transitions to make sure your reader understands your ideas and the connections between them.
- The best essays will also give good explanations, examples and justifications.

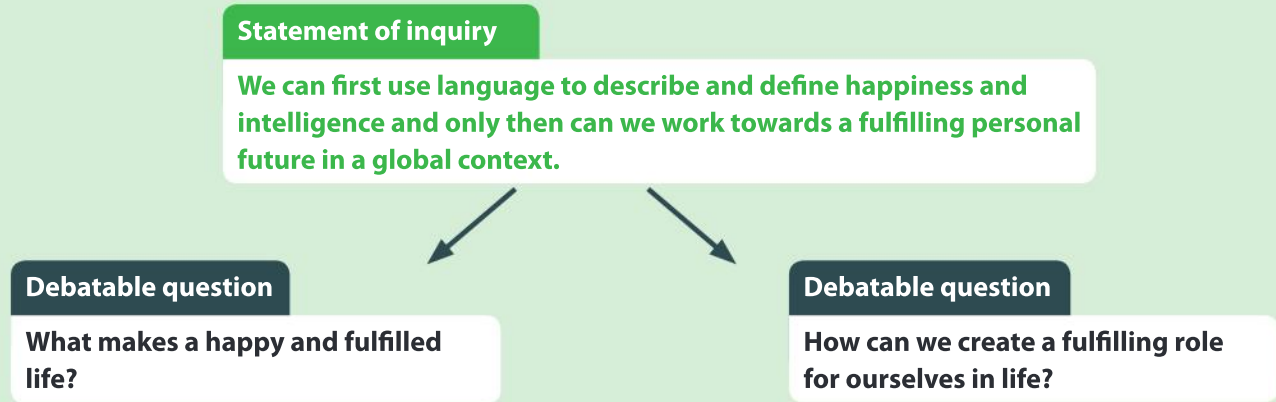
Conclusion to the conceptual question

What does Text D communicate about the themes of happiness, intelligence and fulfillment, and how is this done?

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

Summative assessment

In this summative assessment you will have an opportunity to show your understanding of the topic of happiness, intelligence and fulfillment. You will also be assessed on your use of the communication skills you have developed in this chapter. To complete the assessment you will undertake two tasks related to the statement of inquiry for this chapter.



Each assessment task requires you to answer a debatable question.

To answer the first question you will watch a video about research into what makes a happy life. Then you will conduct a role play based on the content. To answer the second question you will write a cause and effect essay based on the content of a text you have read.

Summative assessment task 1

Role play

Watch the TED Talk entitled “What makes a good life? Lessons from the longest study on happiness” by Robert Waldinger, Director of the Harvard Study of Adult Development (Text E). Make notes on the points presented in the video.

Using evidence and examples from the words and images in the video, create and conduct a role play to answer debatable question 1. Your role play should last at least 3–4 minutes.

Debatable question 1: What makes a happy and fulfilled life?

Work in groups of three. Imagine three people who were school friends and are now adults. They meet for the first time in 20 years. Brainstorm the kinds of questions they would ask each other.

Create a cue card for each person. Each cue card should sketch out the personal details of one of the characters. The purpose of the role play will be to come to a conclusion about the question, “What makes for a happy and fulfilled life?”

Base your information on the video you have watched.

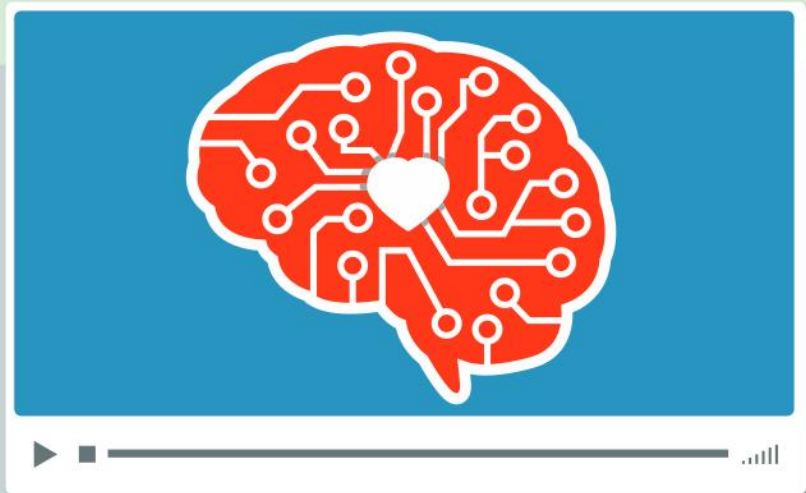
Text E

What makes a good life?

Robert Waldinger giving the TED Talk “What makes a good life?”

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

Alternative, you could use an audio-visual stimulus of your own choosing related to the themes of happiness, intelligence and fulfillment.



You will be assessed using the following criteria.

A: Comprehending spoken and visual text

- 4Ai Construct meaning and draw conclusions from information, main ideas and supporting details
- 4Aii Interpret conventions
- 4Aiii Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

C: Communicating in response to spoken and/or written and/or visual text

- 4Ci Respond appropriately to spoken and/or written and/or visual text
- 4Cii Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance
- 4Ciii Express ideas and feelings, and communicate information in simple and complex texts
- 4Civ Communicate with a sense of audience and purpose

D: Using language in spoken and/or written form

- 4Di Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- 4Dii Organize information and ideas into a structured text; use a wide range of cohesive devices
- 4Diii Use language to suit the context

Summative assessment task 2

Cause and effect essay

Read the following set of guidelines (Text F).

Based on the information you read in Text F write a cause and effect essay to answer debatable question 2. Write 200–250 words.

Debateable question 2: How can we create a fulfilling role for ourselves in life?

The cause and effect essay should:

- A. define the idea of a fulfilling life
- B. give at least three causes or reasons for a fulfilling life
- C. come to a conclusion and final thought.

You will be assessed using the following criteria.

B: Comprehending written and visual text

- 4Bi *Construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions*
- 4Bii *Interpret basic conventions including aspects of format and style, and author's purpose for writing*
- 4Biii *Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions*

C: Communicating in response to spoken and/or written and/or visual text

- 4Ci *Respond appropriately to spoken and/or written and/or visual text*
- 4Cii *Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance*
- 4Ciii *Express ideas and feelings, and communicate information in simple and complex texts*
- 4Civ *Communicate with a sense of audience and purpose*

D: Using language in spoken and/or written form

- 4Di *Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation*
- 4Dii *Organize information and ideas into a structured text; use a wide range of cohesive devices*
- 4Diii *Use language to suit the context*

How To Live The Good Life

Preston Waters | Elite

Living the good life can mean something different for everyone. However, there is still a general understanding as to what this idea entails to most human beings living in the modern world. The good life, in its most simple form, is a series of never ending satisfaction that only grows more powerful as time goes on.



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

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.

Appreciate Life's Simple Pleasures

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

Foster and Nurture Relationships

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

Learn About Different Things

As many great men 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.

Concentrate on Your Passions

Your passion is what you love to do every day because it gives you a sense of worth and fulfilment. This can be concentrated into your true life purpose, which is the key to real wealth on this earth. Use your passion in the most productive and universal way possible

Text F (continued)

Travel to Distant Places

Humanity has been blessed with a beautiful place to live. Experience all the natural and cultural wonders it has to offer.

Talk to Strangers

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

Assist Others

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

Be Clear on Your Goals

You will never get where you want to go if you don't know what you want and don't think you have what it takes to get it.

Practice General Time Management

Trying to achieve your goals without doing a little time planning is like sailing the open ocean without a compass and map. Sure it's fun but at the end of the day you need to remember why you are out there in the first place.

Be Spontaneous

Be spontaneous and step outside of your comfort zone at any chance you get. Experience new things that you may have been afraid of but always wanted

to try for your own personal satisfaction. The most exciting activities tend to seem incredibly scary at first glance.

Keep Your Promises

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

Work Hard

Being lazy and doing the bare minimum only guarantees dissatisfaction. Work hard to get closer and closer towards your goal every day.

Sleep Well

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

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.

Be Here Now

Right now is the time that you can use however you want to. Right now is life. Don't miss it. It is an entire world waiting to be shaped by your own desires.

Adapted from: <http://elitedaily.com/life/motivation/live-good-life/>

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 beginning of this chapter and look at Text A. What SMART targets can you set yourself to help you lead a happier life?

Remember, SMART targets are:

- **S**pecific (target a specific area for improvement)
- **m**easurable (a way of showing and knowing what you have achieved)
- **a**chievable (are your targets realistic and attainable?)
- **r**elevant (are your targets linked to your own interests and hobbies?)
- **t**ime-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

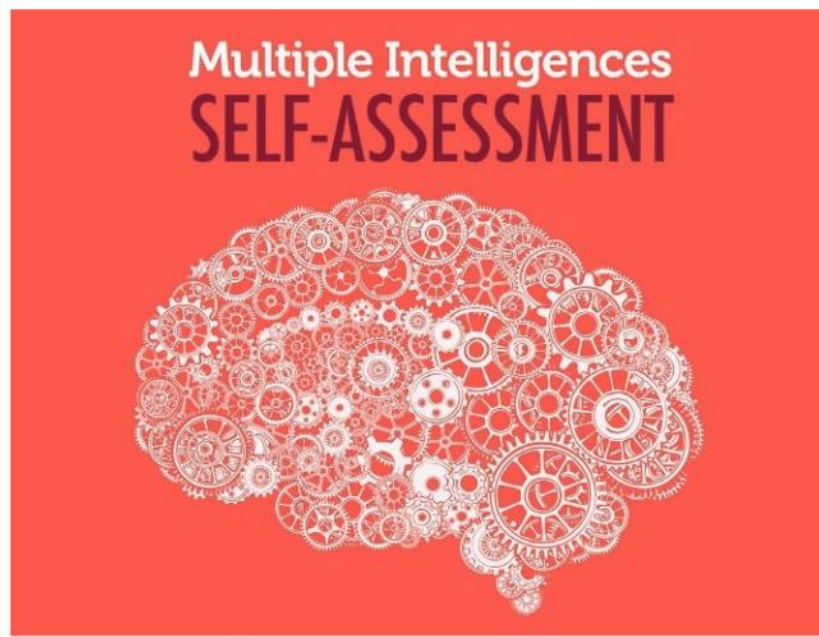
If you enjoyed this chapter, you might also enjoy these texts.

Test of eight kinds of intelligence:

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

Multiple intelligence self-assessment:

<http://www.edutopia.org/multiple-intelligences-assessment>



This quiz asks 24 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
- *The Alchemist* by Paulo Coelho
- *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

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?

2

Migrations

In context

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 look at what happens when one culture attempts to dominate another culture. Therefore, 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 concept: Context

Context is the social, historical, cultural and settings of the texts that narrate and describe an individual’s migration from one place to another.

Statement of inquiry

Writers use narratives to orientate the reader in journeys through time and space and to describe and reflect on the experiences of the travellers.

Inquiry questions

- Who were the “stolen generations”?
- Which cultural knowledge do the children make use of to travel across Australia?
- How do the children use their cultural knowledge to survive the journey across Australia?
- How does audio-visual Text D communicate the themes of either the stolen generations or migrations?
- How important is it for migrant families to find a real home?
- Should children risk their lives in order to enter the USA illegally?
- Is it possible for migrants to succeed in a new home?

Who were the “stolen generations”?

Factual question

Before you read Text Ai

What do you know about 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

1. What do you notice in the picture?
2. Do the children seem happy?
3. Why was the picture taken?

Justify your answers.

You are going to read a text about two cultures in Australia. Before you read the text, look at the statements in the table. Write in column A, **Before you read**, whether you think they are true, untrue or partially true.

Once you have examined the text, you will be asked to answer the questions again, using the **After you read** column, and then to justify your answers with information from Text Ai. Exact quotes are not necessary.

Before you read True, untrue or partially true	Information in Text A1	After you 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 with 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: <http://reconciliation.org.au/nsw/education-kit/stolen-generations/>

ATL Thinking skills

Here are some of the thinking skills you can develop in this exercise:

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

Look at your answers for "Before reading" and "After reading". Are they the same? What conclusions do you come to about this? Discuss your thoughts in class.

Text Ai: Text handling – referencing

After you read Text Ai

The table below picks out particular words from phrases that appear in Text Ai. 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" (line 11).	"that time"	
2.	"Such children were taken from parents" (line 19).	"Such children"	
3.	"the education they received was very poor" (line 25)	"they"	
4.	"No one knows how many were taken," (line 30)	"how many"	
5.	"have been unable to find them" (line 36)	"them"	

ATL 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 Text Ai?

Review of *Follow the Rabbit-Proof Fence*

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.

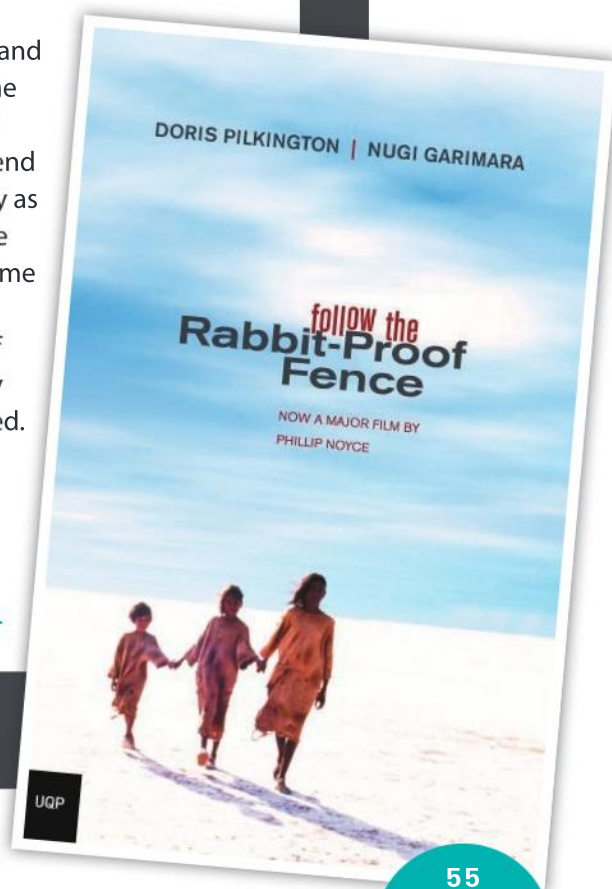
One day a constable comes to take the three girls with him. They are placed in the Moore River Native Settlement north of Perth, some 1,600 kilometres away. Most children never saw their parents again. Thousands are still trying to find them.

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 which you’ll notice while you read. But it is a story that Doris thought it was important to tell. So, despite occasional stylistic flaws, 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:
<http://www.creativespirits.info/resources/books/people/follow-the-rabbit-proof-fence>



Text Aii: Text handling – interview

After you read Text Aii

Imagine you are going to interview the writer Doris Pilkington/ Nugi Garimara. Here are some prepared questions. Use Text Aii to answer the questions. You may find additional useful information in Text Ai.

Planning and scaffolding

Use the table 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?		
Were the girls Molly, Gracie and Daisy part of the stolen generation?		
Were the children forced to leave their parents?		
Could they still go home to visit at weekends or holidays?		
Were the girls well treated in their new home?		
Was it easy 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 oral and interactive skills – interview

Criteria 4Ci, 4Cii, 4Ciii



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

Use the table in the text handling exercise above (Text Aii: Text handling – interview) 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 ask additional questions and use your creativity when answering.

In the role play the people speaking are strangers, and the interviewer is much younger than the interviewee. When they are talking, will the language and style be:

- formal
- semiformal
- informal
- slang?

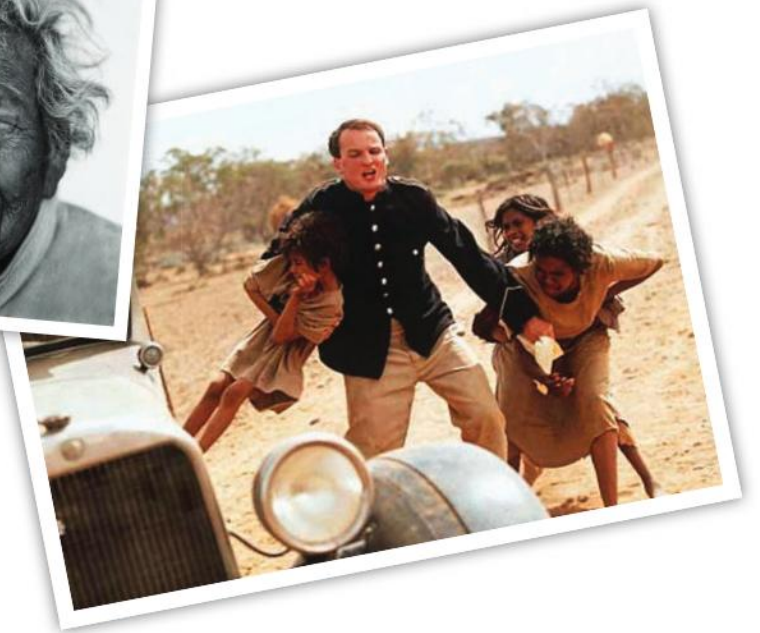
Criterion 4Civ

Formative written activity – opinion piece

Before you write

Look at the pictures below. 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*?



ATL Thinking skills

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

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

Working in pairs or small groups, think again about Texts Ai and Aii. Make notes on your thoughts and opinions about the following topics.

The girls' journey home	
The Australian government's Aboriginal policies	
Molly's character	
The treatment of Aboriginal families	
The differences between Aboriginal and White Australian culture	
The treatment and education of children taken from their families	
Australia in the 1920s	
Other aspects of the story	

Planning and scaffolding – structure

Criteria 4Di, 4Dii

Using some of the conclusions you have come to in your discussions, write an opinion column of 200–250 words for your school magazine or for your personal blog. Use the table 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 ...	
Thesis (main point)	This made me feel ... because ...	
Explain the context	In this true story this is what happened. ...	
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 Communication and thinking skills

What are the facts here? In order to answer the question you must:

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

Conclusion to the factual question

Who were the “stolen generations”?

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

Planning and scaffolding – language and audience

Criterion 4Diii

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
- semiformal
- informal
- slang?

What knowledge do Mollie and the other girls use to journey across Australia?

Factual question

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

Conceptual question

Before you read Texts Bi and Bii

Criteria 4Bi, 4Bii, 4Biii

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.

However, 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

Be creative.

Apply existing knowledge to generate new ideas.

Make guesses, ask “what if” questions and generate testable ideas.

Find solutions to an authentic problem.



The Marlbu

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



Text Bi: Text handling

Criteria 4Bii, 4Biii

1 **Multiple-choice questions** Choose the correct answer from A, B, C or D. Write the letter in the box.

1. Text B 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 Fill in the gaps below.

3. Find two words in the first paragraph that suggest that 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. Write the letter in the box.

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:

- A. behind a tree
- B. under a cover
- 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 Fill in the gaps below.

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

Text Bii: Text handling

Criteria 4Bii, 4Biii

1. Read the first seven paragraphs of Text Bii and name six characteristics of a Marlbu.
2. Find evidence in Text Bii that the girls have retained their knowledge of and beliefs in the Mardu culture they were raised in.

Text Bii

The Marlbu

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

After you read Text Bi and Bii

Criterion 4Bi

What do you think the girls actually encountered?

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

What evidence do you have for your answer?

Formative oral and interactive skills – interview

Criteria 4Ci, 4Cii, 4Ciii

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.



ATL Self-management skills

This task requires you to take greater responsibility for your own learning. You must:

- manage the time available for the role play effectively
- plan the assignment and meet deadlines
- plan strategies and take action to create an interview

Remember that this task is one of several in this chapter to prepare you for the summative assessments at the end of this unit.

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. Put your questions into the best possible order.

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. Give feedback at the end of the interview.

You can also use this chart to assess and give feedback on the other oral work you undertake in this book. In the interview the people speaking are strangers, but the interviewer is the same age as the interviewee. Will the language and style they use when talking together be:

- formal
- semiformal
- informal
- poetic?

	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 column

Criteria 4Di, 4Dii

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.

Write an opinion column for your school magazine either recommending or criticizing the book as a class reader for the whole of your year group. Write 200–250 words.





Planning and scaffolding – organization

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

Introduce the topic: what is the book about?

Explain your thesis (main idea) in one sentence. Does the book appear to be suitable for everyone at your grade at school?

Make a series of points to support your thesis.	Give evidence and examples.

Offer a conclusion. Should, or should you not, read the book in English class?

Your final thought:

Planning and scaffolding – language

In the opinion **Criterion 4Di** column you are writing to the whole school 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
- semiformal
- informal
- slang?

Conclusion to the factual question

What knowledge do Mollie and the other girls use to travel across Australia?

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

Conclusion to the conceptual question

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

Now that you have completed this section, what is your answer to the conceptual question? Make a list of all the skills and knowledge that the girls possess. How is their knowledge different to the kind of learning you undertake in the MYP?

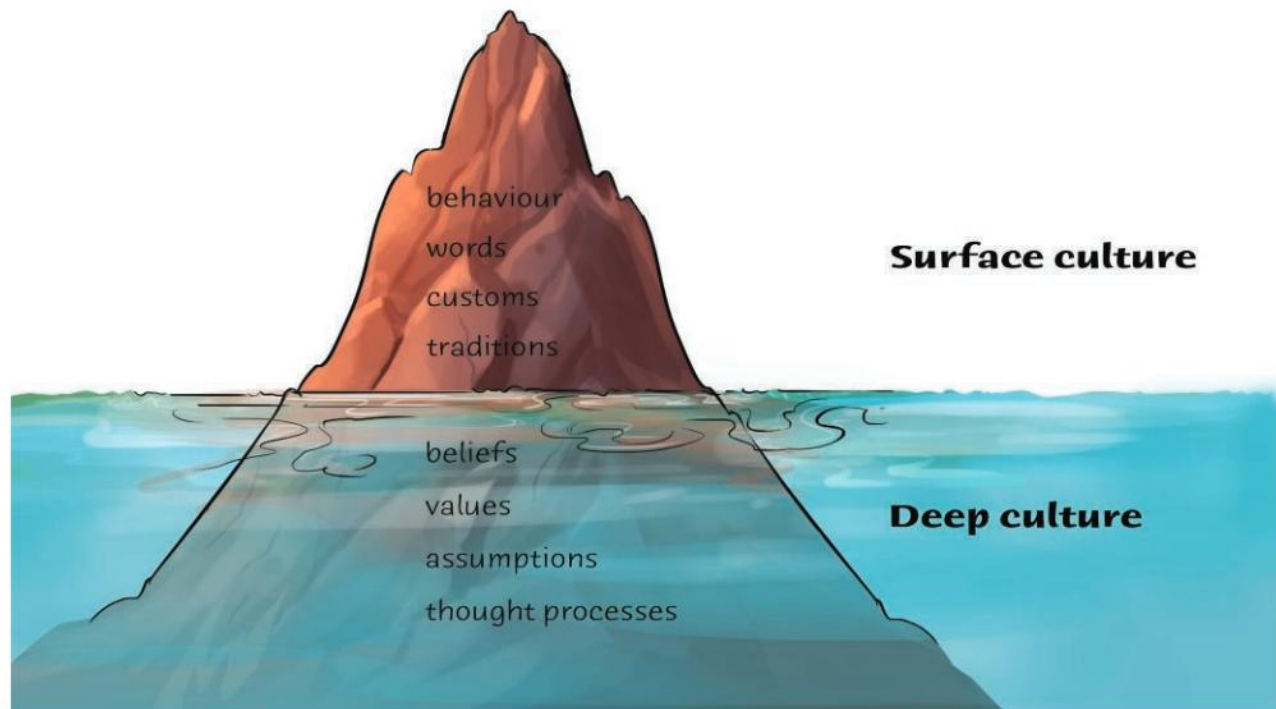
ATL Thinking skills

Here is an opportunity to use your skills of intercultural understanding. In class, discuss this question: How does the girls' knowledge of their Mardu culture allow them to survive and successfully undertake such a dangerous journey?

Key and related concepts

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: Pollock and Van Reken 2001

As we saw in Text Bi and Bii, 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 what happens when one culture attempts to dominate another culture.

Follow the Rabbit-Proof Fence teaches 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.

ATL Thinking skills

Here is an opportunity to:

- empathize with other cultures
- apply existing knowledge to generate new ideas, products or processes
- create original ideas
- use existing ideas in new ways.

Look at the iceberg diagram. What is the difference between surface culture (what we see) and deep culture (how the culture operates)?

In groups think about the story of Molly and her sisters. What is the surface culture that you can observe?

What is the deep culture by which the girls live?

Think about your own culture.

What surface elements 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.”

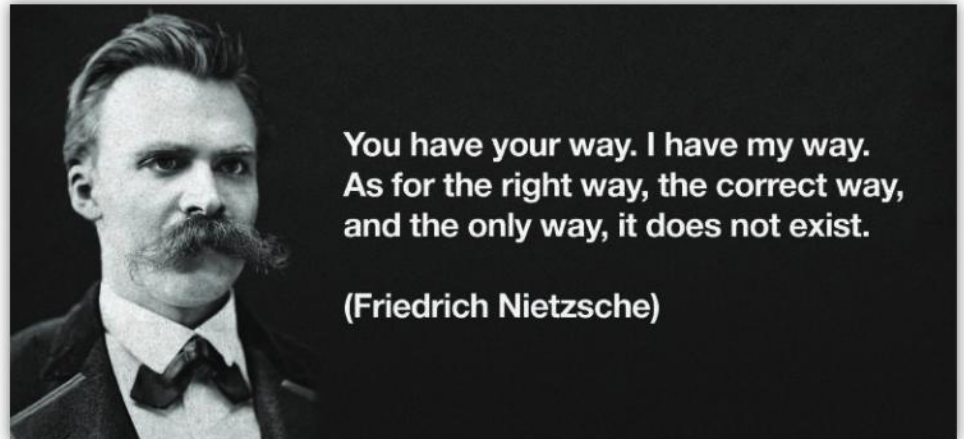
At the second level, people are aware of other ways of doing things, but still think their way is the best one. At this stage, one culture sees another culture as a problem. Such people tend to ignore other cultures or say they are not important.

“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 Social and research skills

Work in groups to research and find answers to these questions.

- 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 Can you list other activities and events that your school could undertake to improve intercultural awareness further among the students, parents and staff?

Context

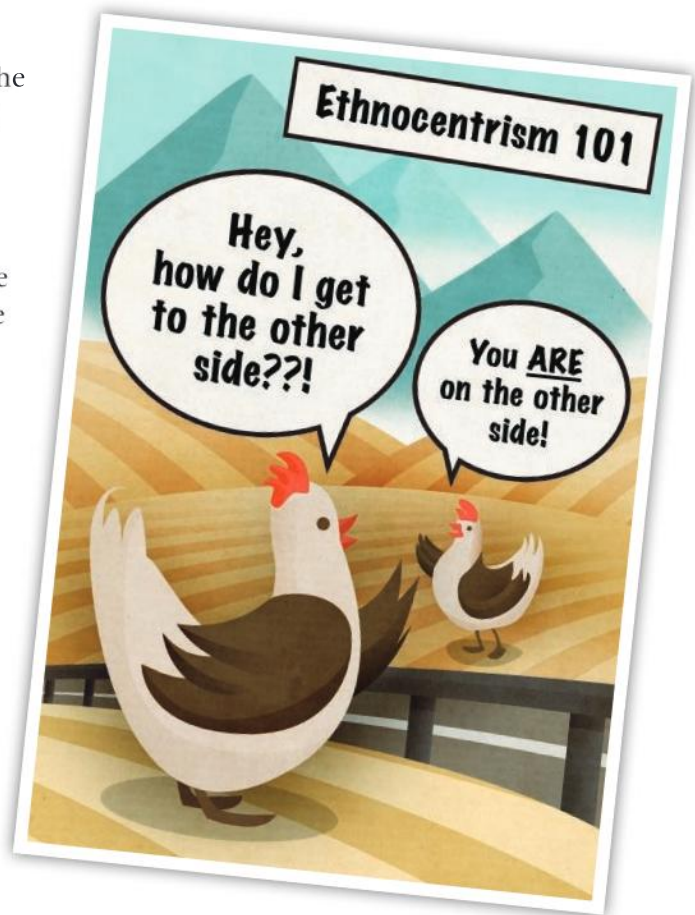
Cultures exist within a context. A context is the social, historical and cultural setting in which people exist, interact and create a culture of their own.

Narrative texts, such as the ones we are looking at 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 in which events take place 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. That is the real context of the story.

Now 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?



Study the picture of the Australian outback and answer these questions.

1. In what context would a tourist visit this landscape?
2. How would an indigenous culture view the landscape – as a semi-desert or as a suitable place to live? Justify your answer.
3. What does the picture teach us about context, culture and point of view?



Thinking about culture and context

Here is a map of the journey undertaken by Molly, Gracie and Daisy.



Below is a picture that illustrates an important aspect of intercultural understanding.

Study the picture, think about what you know about such landscapes and then answer the following questions about the text, subtext and context.

1. This is a question about the text: What you can see in the picture?
2. This is a question about the subtext: In the picture what seem to be the messages:
 - A. about the landscape
 - B. about the girls' ability to survive in that landscape?



The following are questions about context and culture.

3. If you were in the same situation, how long would you survive? Do you think your cultural knowledge would enable you to undertake the journey successfully? Would your cultural knowledge be useful in this context?
4. What does this exercise tell you about Molly's cultural knowledge of subjects such as geography and biology?
5. How did Molly know about nature? How have you learned about nature? Can you compare the two ways of knowing?

ATL Research and thinking skills

This exercise is an opportunity to:

- collect, record and verify data
- access information to be informed and inform others
- make connections between various sources of information
- consider ideas from multiple perspectives
- develop contrary or opposing arguments
- synthesize ideas to create a new understanding.

Formative oral and interactive skills – interview

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. Therefore, the interview should be carefully structured. Generally, it is best to start with general questions and move to more specific ones.

It is important for the interviewer to decide:

- A. which questions to ask
- B. 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 and exact 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 most 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”.

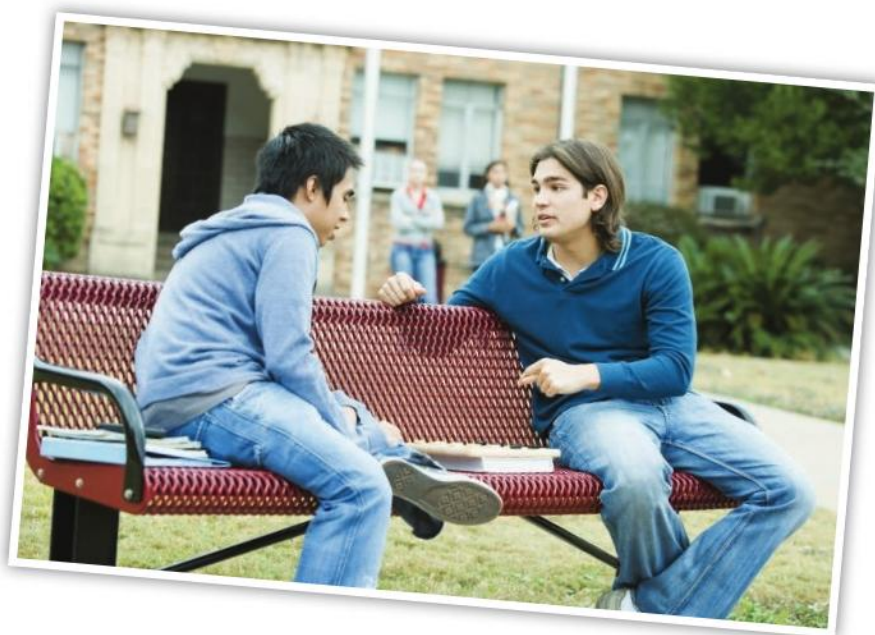
The main body: ask about general issues first and then move to specific questions.

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 oral and interactive activity

Criteria 4Ci, 4Cii, 4Ciii, 4Civ

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.



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 student’s background and culture, as well as the person’s hopes for his or her new education. Put all your questions on a cue card and use it to structure the interview.

ATL Thinking skills

Now that you have read about organizing an interview, list practical situations in which it would be useful for you 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 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 column 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.

Always choose to write about an issue that is relevant to your school and other 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 school rules.
- Our recycling programme is the worst in the district.
- Our teachers are blocking our human rights.
- The latest drama production was the best ever.

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.

Formative written activity– an opinion piece

Criteria 4Di, 4Dii, 4Diii

Study the picture of the two girls. On the surface it appears to show two friends who are maybe at school together. We cannot tell because there is no clear background to the photograph.

But what if the context were clearer? What if the two girls’ families were personal enemies? What if the two girls were finalists in a competition together? What if the two girls come from different sides in a war zone? What if the two girls were... (create your own context).

What does the photograph tell us about the importance of understanding context?

Write a blog post of 200–250 words.

Think about the language you will use in the blog. 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. What does the photograph say about context?

Explain your thesis (main point) in one sentence. Does the use of the photograph make a good point?

Make a series of points to support your thesis.

Give evidence and examples.

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

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

How important is it for migrant families to find a real home?

Conceptual question

Before you read Text C

Criteria 4Bi, 4Biii

Focusing discussion

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. What was the journey like?
5. What problems and difficulties have they had before reaching their new home?
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?



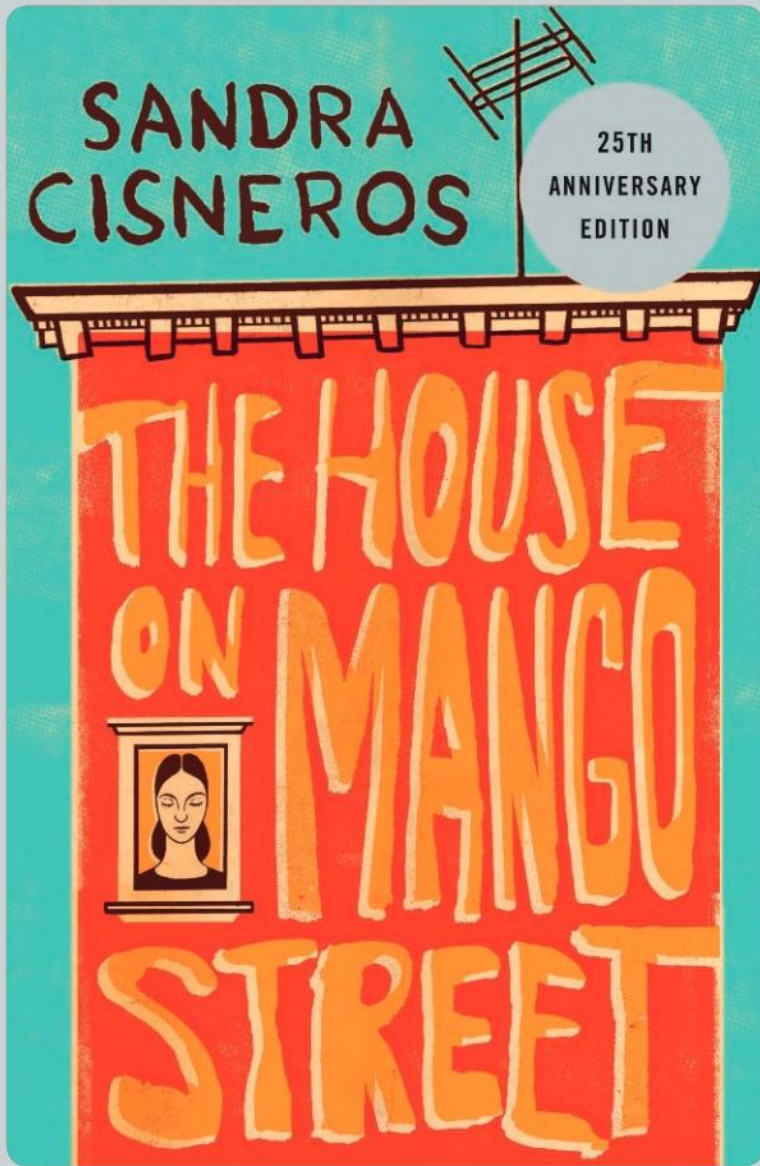
While you read Text C

Criteria 4Bi, 4Biii

As you read the text, make notes about the house on Mango Street. Sort the information into the three categories given in the table. 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 to be.

The outside of the house on Mango Street	The inside of the house on Mango Street	Details about the family who live in the house on Mango Street

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.



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 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 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 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)

Text C: Text handling

- 1 **True or false** The sentences below are either true or false. Tick [✓] “True” or “False” then justify your response with a relevant brief quotation from the text. Both a tick [✓] and a quotation are required for a correct answer.

		True	False
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:			

2 Multiple-choice questions

Choose the correct answer from A, B, C or D. Write the letter in the box.

9. The main point of view of the text is that of:
- A. the author
 - B. the family
 - C. the nun
 - D. the narrator.
10. The style used in Text C is mainly:
- A. persuasive
 - B. factual
 - C. poetic
 - 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.

3 Choose the correct answer from A, B, C or D. Write a short justification for your answer.

12. The narrator is approximately:
- A. 5 years old
 - B. 10 years old
 - C. 15 years old
 - D. 25 years old.

Formative oral and interactive skills – interview

Criteria 4Ci, 4Cii, 4Ciii, 4Civ

You are going to interview either Esperanza, the girl who narrates *The House on Mango Street*, or Sandra Cisneros, the book's author.

Work in a group and write ten questions to ask in the interview.

If your group is 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.

ATL Social and thinking skills

Work in pairs to discuss these questions. In order to find answers, imagine seeing the world from Esperanza's 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.

To complete this task you will need to:

- collect, record and verify data
- plan the assignments and meet deadlines.

If your group is going to 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*.

Write open questions. Be sure to put the questions in the best order. It is usually best to start with the most general questions and leave the most personal questions to the end of the interview.



Sandra Cisneros

Planning and scaffolding

Use the table to help you organize the questions and the answers to them. The person answering should try to give long answers to the questions. For example, first the person could answer the question, then give more details or an explanation.

Question to Esperanza (the narrator) or Sandra Cisneros (author)	Her answer	Her reason/explanation/ other details
Would you please introduce yourself?		

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
- semiformal
- informal
- slang?

In an interview with Sandra Cisneros, will it be:

- formal
- semiformal
- informal
- slang?

Formative writing activity – opinion piece

Criteria 4Di, 4Dii, 4Diii

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

It has come to your attention that migrants to your city are living in very poor accommodation. Write an opinion piece consisting of 200–250 words about this issue for your local newspaper.



Criterion 4Civ

ATL Research and self-management skills

It may be helpful to look up more details about the book and its author before you write your questions – and certainly before you try to answer them.

To complete this task you will need to:

- collect, record and verify data
- plan the assignments and meet deadlines.

Planning and scaffolding – organization

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

Introduce the topic. What is your reaction to the picture above?

Explain your thesis (main point) in one sentence.

Make a series of points to support your thesis.

Give evidence and examples.

Offer a conclusion. What needs to happen?

Present your final thought.

Planning and scaffolding – language

In the opinion **Criteria 4Diii** 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
- semiformal
- informal
- slang?

ATL Self-management and communication skills

Look again at the “While you read” chart at the beginning of this section. It directs you to look at three elements of the text:

- outside the home
- inside the home
- the people who live in the home.

Make a similar set of notes to describe your own home. Using your notes write a personal essay on your own home and family. Try to use very descriptive language for this task.

Conclusion to the factual question

How important is it for migrant families to find a real home?

Now that you have completed this section, what is your answer to the conceptual question? How different is the life of a migrant family to that of a family that never moves from the same community?

What does audio-visual Text D communicate about the themes of either the “stolen generations” or migrations, and how is this done?

Conceptual question

Before you watch Text D

Focusing activity

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

Text D

Audio-visual text

The following are suggested audio-visual texts to use as Text D 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** An extract from the film *Rabbit-Proof Fence*
- B** A trailer for the film *Rabbit-Proof Fence*:
<https://www.goodreads.com/videos/63708-rabbit-proof-fence>
- C** A short documentary about *Rabbit-Proof Fence*:
<https://vimeo.com/163820672>



While you watch Text D

Answer the following questions.

1. Text D seems to be related to which of these MYP global contexts?

<p>A. Identities and relationships</p> <p>B. Orientation in space and time</p> <p>C. Personal and cultural expression</p> <p>D. Scientific and technical innovation</p>	<p>E. Globalization and sustainability</p> <p>F. Fairness and development</p>
---	---

2. Use this table to summarize the main points of Text D. You may wish to add extra supporting points, if necessary.

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

Text handling

1 Multiple-choice questions

Choose the correct answer from the options given. Write the letter in the box and, where indicated, write other information and/or a short justification for your answer.

3. The approach to the subject matter of Text D is mainly:

<p>A. entertaining</p> <p>B. factual</p> <p>C. persuasive</p> <p>D. other.</p>	<input style="width: 20px; height: 20px;" type="checkbox"/>
--	---

4. How would you describe the content of Text D?
A. Really important
B. Interesting
C. Fairly interesting
D. Uninteresting
5. What was the format of Text D?
A. Speech
B. Conversation/discussion
C. Debate
D. Documentary
E. Other
6. The purpose of Text D was to:
A. narrate a story
B. describe a situation
C. explain a problem
D. argue a point of view
E. give instructions/guidelines
F. other.
7. How many points of view did Text D show?
A. One
B. Two
C. Three
D. More than three
8. The opinions in Text D are:
A. very balanced
B. quite balanced
C. biased
D. very one-sided.
9. How much use did Text D make of graphics?
A. Used graphics a lot
B. Used graphics more than twice, but not a lot
C. Used graphics once or twice
D. Never used graphics
10. Which of these techniques are used in Text D?
A. Voiceover
B. Special lighting techniques
C. Music and sound effects
D. Other special effects
E. None of the above
F. All of the above
G. Some of the above

Criterion 3Aii

Formative oral and interactive activity – role play

Criterion 3Aiii

Role play interview with the maker of Text D

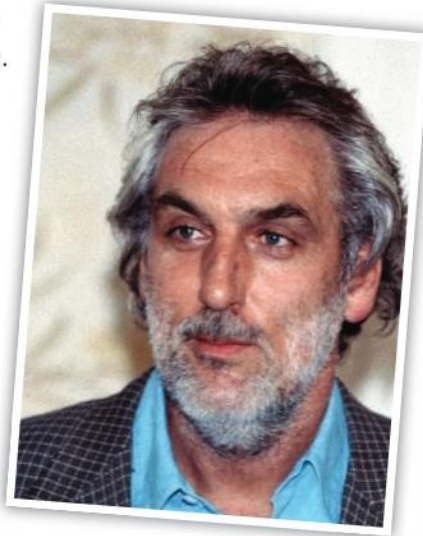
The purpose of this role play is to find out why and how the video was made. One person (possibly the teacher) volunteers to be the director or presenter of Text D.

One person plays the role of interviewer.

The rest of class should play the part of an invited studio audience.

The interviewer starts by asking the director or presenter one or two questions and then invites members of the audience to ask their own questions. At a later stage in the interview you may also wish to make use of other information you have discussed in this chapter to formulate additional questions.

You can also use the knowledge and skills you have learned in this chapter to help you organize your interview.



Phillip Noyce, director of Rabbit-Proof Fence

Planning and scaffolding

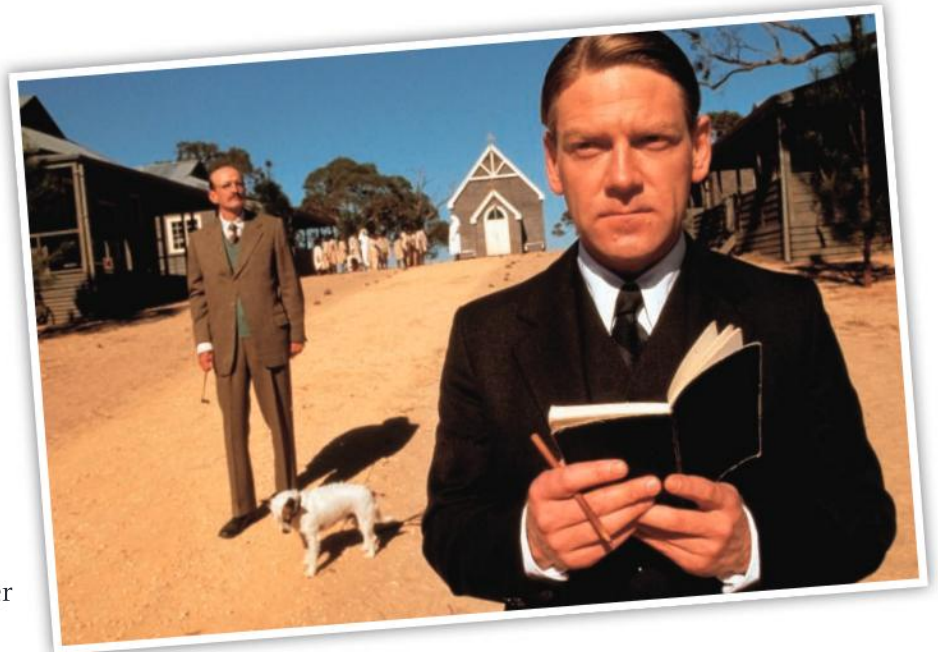
Before the role play, discuss the questions you could ask. Use the answers to questions 1–10 as the basis for creating your own questions to ask in the interview.

Formative writing activity – opinion piece

Criterion 3Aiii

Write an opinion column for your school newspaper. The text will be your reaction to the video you have watched or its themes. Write 200–250 words.

You may want to use your answers to questions 1–10 and the interview above to help you to organize your opinion piece. You can also use the knowledge and skills you have learned in this chapter to help you to further develop your opinion piece.



Planning and scaffolding – organization

Use this table to 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?	

ATL Self-management and communication skills

Prepare for the summative assessments in this chapter by:

- using summary notes for studying
- using a variety of organizers for writing tasks
- organizing, depicting and making use of information in preparation for a writing task.

Planning and scaffolding – language

Criteria 4Diii

In the opinion column you are writing to the whole school 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
- informal
- semiformal
- slang?

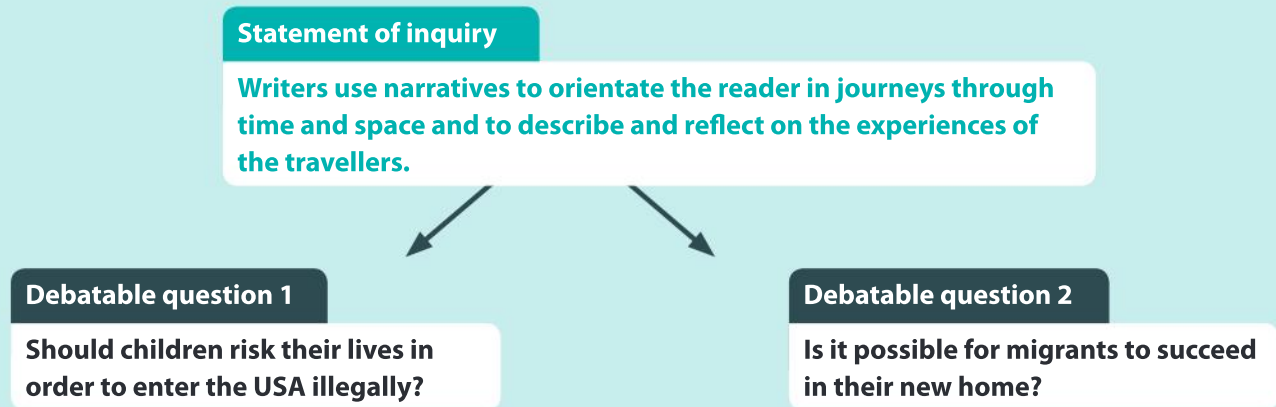
Conclusion to the conceptual question

What does Text D communicate in relation to the themes of either the “stolen generations” or migrations, and how is this done?

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

Summative assessment

In this summative assessment you will have an opportunity to show your understanding of the topic of migration. You will also be assessed on your use of the communication skills you have developed in this chapter. To complete the assessment you will undertake two tasks related to the statement of inquiry for this chapter. Each assessment task requires you to answer a debatable question.



To answer the first question you will read a single text and produce an opinion piece on its contents. To answer the second question you will watch a video about the life story of Tan Le, a Vietnamese-Australian immigrant, her mother and grandmother. Then you will create an interview with her.

Summative assessment task 1

Opinion piece

You have had opportunities to practise writing an opinion piece throughout this unit. Now use your skills to answer the following question.

Debatable question 1: Should children risk their lives in order to enter the USA illegally?

Read the following passage. Based on the information you read in Text E, write an opinion piece. Write 200–250 words.

The text should:

- give your opinion, use at least two supporting points and have a clear conclusion
- use the conventions of an opinion piece
- use language suitable for the subject and the audience.

The story of Daniel Penado Zavala



Daniel Penado Zavala was 17 when he made a heart-wrenching decision to leave his family behind in San 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 slain, Daniel's mother was left to support him and his three siblings.

He, too, would be a victim if he resisted the wishes of thugs, he thought. That's how life had become for people without means in El Salvador. Gang members infiltrated public schools, he said, and threatened kids to join their ranks.

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.

Daniel's is not an unfamiliar story anymore. Thousands cross the southern U.S. border illegally each year in hope of better lives.

The number of children making these journeys by themselves has doubled each year since 2010. U.S. authorities estimate that between 60,000 and 80,000 children will seek safe haven this year.

On a recent morning on Capitol Hill, Daniel told a small panel of lawmakers the tale of his perilous journey to the U.S. border. How he

waded through a river infested with alligators, drank its murky waters, slept in a locked room with 20 people.

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

"I started crying and thinking this was the end," he said, recounting his journey for CNN.

He hoped that the Border Patrol would find him. 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 so much to be able to send money home to pay for a good education – one that would help her stay safe.

There's little doubt that poverty and violence are two big reasons for the rising tide of Central American children fleeing their homes.

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.

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 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."

He sends money home for his sister's education at a private school, where she is safer and further out of the reach of violent gangs. He promised his two younger brothers that if he has the opportunity to go to college and get a better job, he would help them, too.

He is part of a fast-growing population of young Central Americans who find themselves in

a land of opportunity but without documentation. Immigrant rights activists say that legalizing the undocumented, even if they're not given a pathway to citizenship, would let Central Americans travel back to their homelands to visit the children they left behind. That could help reduce the number of children crossing over the southern U.S. border.

"I hope the government decides to protect people and we can have the opportunity to live here," Daniel said. "It's very hard without anything that recognizes us."

He regrets that he could not afford a lawyer when he still qualified for special juvenile status. He is waiting his day in immigration court. He knows there's a chance he will be deported to San Salvador.

It's a thought that haunts him every day.

Adapted from: <http://edition.cnn.com/2014/06/13/us/immigration-undocumented-children-explainer/>

You will be assessed using the following criteria.

B: Comprehending written and visual text

- 4Bi** *Construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions*
- 4Bii** *Interpret basic conventions including aspects of format and style, and author's purpose for writing*
- 4Biii** *Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions*

C: Communicating in response to spoken and/or written and/or visual text

- 4Ci** *Respond appropriately to spoken and/or written and/or visual text*
- 4Cii** *Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance*
- 4Ciii** *Express ideas and feelings, and communicate information in simple and complex texts*
- 4Civ** *Communicate with a sense of audience and purpose*

D: Using language in spoken and/or written form

- 4Di** *Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation*
- 4Dii** *Organize information and ideas into a structured text; use a wide range of cohesive devices*
- 4Diii** *Use language to suit the context*

Summative assessment task 2

Interview

You have had opportunities to practise interviews throughout this unit. Now use your skills to answer the question. Create an interview based on the content of the video. One person should be the interviewer and the other should play the role of Tan Le.

Debatable question 2:

Watch the following TED Talk in which Australian-Vietnamese businesswoman and former Australian of the Year Tan Le, tells the story of her escape by boat from Vietnam, her upbringing and education in Australia, and her years of success. She also tells the stories of her mother and grandmother who came with her.



In pairs make notes from the words and images from Text F. Create a set of questions to ask Tan Le. In the interview one person should take the part of the interviewer and the other should take the role of Tan Le. You may wish to record your performance.

Alternatively, watch a video on the subject of danger and migration of your own choosing. Make notes on it and conduct a similar interview.

Text F

Tan Le: My immigration story (TED Talk)

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



You will be assessed using the following criteria.

A: Comprehending spoken and visual text

- 4Ai *Construct meaning and draw conclusions from information, main ideas and supporting details*
- 4Aii *Interpret conventions*
- 4Aiii *Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions*

C: Communicating in response to spoken and/or written and/or visual text

- 4Ci *Respond appropriately to spoken and/or written and/or visual text*
- 4Cii *Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance*
- 4Ciii *Express ideas and feelings, and communicate information in simple and complex texts*
- 4Civ *Communicate with a sense of audience and purpose*

D: Using language in spoken and/or written form

- 4Di *Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation*
- 4Dii *Organize information and ideas into a structured text; use a wide range of cohesive devices*

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, do the words “migrant”, “immigrant”, “foreigner”, “refugee” and the abbreviation “expat” 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

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

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

Enrique’s Journey by Sonia Nazario

The House on Mango Street by Sandra Cisneros

The Joy Luck Club by Amy Tan

The Namesake by Jhumpa Lahiri

White Teeth by Zadie Smith

Angela’s Ashes by Frank McCourt

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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

In context

Global context

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 are learning English.

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 languages to communicate and what happens to communication when you are communicating in a language that you are learning.

Related concept: Idiom

Idiom: This 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.

Statement of inquiry

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.

Inquiry questions

- What kind of bilingual are you?
- Do your languages change the way you think about the world?
- What makes communication so hard for a new speaker of a language?
- What and how does audio-visual Text D communicate the topic of bilingualism?
- Do bilinguals see the world differently?
- Do bilinguals have advantages in life?

What type of bilingual are you?

Factual question

Before you read Text A

Criteria 4Bi, 4Biii

What do you already know about bilingualism? Before you begin this chapter, conduct a class brainstorming session to see what you already know about the subject.

It is not easy to define bilingualism because people use languages in so many different ways. Bilinguals are not necessarily perfectly fluent in both or all of their languages. It is quite usual for a person to have one stronger dominant language. Some bilinguals can understand two languages but are better at using one of them than the other. Some bilinguals can speak two languages but are only able to write one of them.

In addition, bilingual people tend to use their languages differently depending on the context of where and with whom they are communicating. To illustrate this point, think about the way you use your different languages in different areas of your life.



What kind of bilingual are you? Alternatively, are you multilingual and use more more than two languages?

Reflect on your experiences and then fill in the table below. If you use more than three languages, add more columns to the chart.

Survey: My languages and me

	Language 1	English as an additional language	Language 3
Which languages do you use?			
Put your languages into order of fluency: on a scale of 1 = the language you are most fluent in and 3 = the language you are least fluent in.			

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 each of your languages?			
In what social situations 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?			

When you have finished discuss your answers with the rest of your class. What conclusion do you come to about your use and knowledge of your languages?

While you read Text A

Criteria 4Bi, 4Biii

Text A describes different types of bilingualism. While you read, think about which type of bilingualism best describes you and your situation. The types are:

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

Text A

What type of bilingual are you?



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.

Are you a balanced or an imbalanced bilingual?

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.

Are you a societal or an individual bilingual?

What is bilingualism? The simple answer to the question is “people who 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.

Are you an additive or a subtractive bilingual?

After you read Text A

Criteria 4Bi, 4Biii

Here are 12 language profiles of a variety of 15-year-old MYP students from around the world.

Look at the table on Page 104 that categorizes the students according to the eight different types of bilingualism given above.

Maya's family moved from the Maldives to London last year. At home the family speaks their national language, Dhivehi, 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.

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.

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,

ATL Thinking skills

Critical thinking
As you read these profiles, consider which bilingual teenager is most like you in terms of use of languages. You should:

- evaluate evidence and arguments
- draw reasonable conclusions and generalizations
- test generalizations and conclusions
- consider ideas from multiple perspectives

although she speaks it well.

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.

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.

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

Ji Hyun takes her mother tongue, Korean, as part of the MYP. 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.

Bart is able to understand and analyse poetry in Dutch but is still learning to do the same in English.

Serena is Chinese Indonesian. From a very early age both parents used to speak to her in Chinese. 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 Chinese and imperfect Indonesian. She now goes to an international school in Jakarta where she is learning English.

ATL Self-management and research skills

In order to complete the chart on Page 104, make sure you understand the difference between the different kinds of bilingualism described in this section. If you need further clarification, conduct some research. If you need further information about the everyday use of languages, ask your teachers and family members for their opinions.

ATL Thinking skills

When you have finished this exercise, conduct a survey of your English class to find out what kinds of bilingual your classmates are.

You can create a questionnaire and a table for recording your findings.

Think about the best way to present your conclusions.

As you conduct this survey you will practice some very valuable information literacy skills.

- 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
- Process data and report results
- Present information in a variety of formats and platforms

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

Formative oral and interactive skills – presentation

Use the information above to prepare a short presentation to your class entitled “What type of bilingual am I?” When you have finished your preparations, make your presentation to your class. Alternatively, you can record your presentation and present it to your class.

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?”

Criterion 4Ci

Planning and scaffolding

Use the [Criteria 4Cii, 4Ciii](#) table opposite to help you to organize your ideas.

ATL Self-management skills

Consider the content in this table and the information you have learned in this section so far. Do you have a complete understanding of the topic? Ask yourself these questions:

- What have I learned about?
- What don't I understand about this topic?
- What questions do I now need to ask in order to understand better?
- Where can I find answers to my new questions?

Formative written activity – a magazine article

Criteria 4Di, 4Diii

Now use the information that you gathered in the table above on Page 105 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.

Before transforming the information into a written text, brainstorm the task. Find answers to these questions.

- A) What are the special features of a magazine article? Which features will you use?
- B) Who will read the text? What are the characteristics of the readers?
- C) What kind of language will you use to address your readers?
- i) Very formal
 - ii) Semi-formal
 - iii) Informal

Write between 200 and 250 words.

Planning and scaffolding

Criterion 4Dii

Look at pages 112–113 for more ideas on writing a magazine article. When writing, remember to link your ideas and paragraphs using suitable connectives.

Conclusion to the factual question

What type of bilingual are you?

Now that you have completed this section, what is your answer to the factual question? Now work in pairs and interview each other to find out what kind of bilingual your partner is. Share your conclusions with the rest of your class.

ATL Communication skills

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

- Review texts to build understanding
- Paraphrase accurately and concisely
- Take effective notes
- Make effective summary notes
- Use an organizer for a writing task
- Use and interpret a range of subject-specific terms
- Make inferences and draw conclusions
- Organize and depict information logically
- Structure information into a written text
- Write for a specific purpose

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 Research and 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.

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 everybody is talking 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

Formative oral and interactive skills – presentation

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

Answer these questions and at the same time think about what you already know about giving a good presentation. Think about:

- the organization of ideas
- using graphics
- speaking in public.

You may wish to consider other headings too.



During the English Language Acquisition course you may give a group oral presentation lasting 3–4 minutes on a topic you have studied. When planning as a group, it is essential to:

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

To help with these issues, you can use a table like this for your planning.

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	

Criterion 4Bi

ATL Social Skills

When working on a group activity, it is essential to:

- work collaboratively
- listen actively to other perspectives and ideas
- encourage others to contribute
- help others to succeed
- give and receive helpful feedback
- share responsibility for decision-making
- manage and resolve conflict
- negotiate effectively
- build consensus
- reach an agreed outcome

Use this list to assess the success of your discussions.

Formative oral presentation – Assessing communication skills

Planning and scaffolding

As well as planning your presentation, your group will need to practise the performance. In your group use the table below to help everyone improve the performance they give during the practice.

	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 oral and interactive activity – presentation

Idioms in two languages

Earlier in this chapter you looked at idioms in English. Make a list of idioms in your first language (language A). If possible, work in a group with other speakers of your language A. You are going to create a presentation to the rest of your class to explain some of the differences between five idioms in your language A and those in English.

Criteria 4Ci, 4Ciii



Topic: Differences in idioms in my language A and English	Explanations for your audience of the idiom, its translation and its figurative meaning.
Introduction	
The idiom: Literal translation: Figurative meaning:	
The idiom: Literal translation: Figurative meaning:	
The idiom: Literal translation: Figurative meaning:	
The idiom: Literal translation: Figurative meaning:	
The idiom: Literal translation: Figurative meaning:	
The idiom: Literal translation: Figurative meaning:	
Conclusion: summary and final thought	

Your purpose is to inform and entertain. Use the advice in this section to plan and present your material in an appropriate and interesting manner.

Criteria 4Cii, 4Civ

Your audience will be other members of your class, so will the language and style you use be:

- formal
- semiformal
- informal
- slang?

Planning and scaffolding

When planning your group presentation, consider these important points:

- How will you make sure that you communicate your message clearly?
- What type of language will you use?
- What visuals will you use?
- How will you prepare for public speaking?

Written text type – 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.

Audience and language

As with other texts, when you write a magazine article you must think about your audience. As a writer, you need to create a bond between yourself and your readers.

What effect do you want your article to have on your reader?

Do you want your reader to react like this?



Or like this?




ATL Communication skills

Have a look at some teenage magazines in English.

- What choices have the writers made to make sure that they have connected with their audience?
- Make a list of your findings?
- How does the language of a teenage magazine differ from the language used in this text book?

Explain the differences.

To connect with your audience, always use appropriate vocabulary and register. For example, if your magazine article is specifically targeted at other teenagers, it will reflect your shared interests in lifestyles, studying, fashion, health and relationships. Consequently, your language should be suitable for this audience and these topics.



You can create a personal tone by using an informal first-person narrative. In a feature article you can use a personal approach. 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 reader's interest in your writing.

Structure

Like any form of writing a magazine article has a clear structure. A 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 sometimes other details such as the date and the writer's location) at the beginning.

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 expand the main topic of the 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 should leave a lasting impression. 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.

Formative writing skills – magazine articles

Criteria 4Di, 4Dii, 4Diii



International Mother Language Day

Your school is celebrating International Mother Language Day. You have been asked to write an article for your school magazine. Choose one of these themes. Write 200–250 words. Alternatively, you may wish to publish your article on a social or digital media platform.

- 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 Tongue Day
- The background story of your bilingual or multilingual family
- A human-interest or amusing anecdote about learning English.

ATL Research Skills

Find out more about mother Language Day.

- What exactly does it celebrate?
- How does it celebrate?
- When is the next one?

Planning and scaffolding

Use the ideas and advice on the next page to plan and organize your magazine article. Also use the table below which gives summary points about the elements of your article.



Title	Choose a title that summarizes your main idea. Remember to include a byline.
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.

ATL Communication skills

In this exercise you can practice several interactive communication skills.

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



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

Conceptual question

Before you read Text B

Criterion 4Cii

Now that we have looked at some of the challenges of learning a language, we are going to think about what it like to use two or more languages in everyday life.

We know that each language is unique and each language has its own differences with English. But do bilinguals and multilinguals see the world the same way as people who just speak one language?

You will look at some specific aspects of language to help you answer the research question.

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

If possible, work with people who have a different first language to you and find out what difficulties they have. Share your information and experiences. Organize your findings and present them to the class.

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.

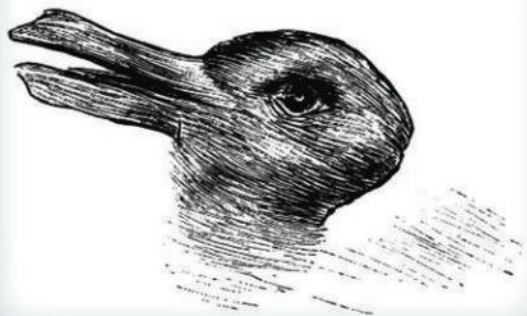
- List the items you think are the easiest to learn in English.
- Now list the ones you think are the hardest to learn in English.
- Justify your lists.

ATL Social skills

Each language is unique and each language has its own differences with English. If possible, work with students who have a different first language to you and find out what difficulties they have had learning English. Share your information and experiences. Organize your findings and present them to the class.

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

How many animals do you see in the image below?



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".

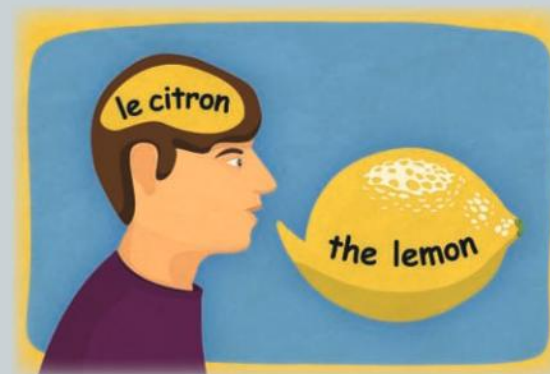
The verb can also be used as an auxiliary verb as in "to get washed" or "to get dressed". From this example we can see that it is not always possible to translate one word with one single word in another language. *Do you get the idea?*

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 (dog) 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.



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.”

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>

Text B: Text Handling

1 Understanding the text type: Multiple-choice questions

Choose the correct answer from A, B, C or D. Write the letter in the box.

Criterion 4Bii

- Text B is:
 - a review of a linguistics book
 - an extract from a textbook or scientific article
 - a specialist magazine article
 - a news story about languages.
- The audience for Text B would probably be:
 - scientists
 - teenagers
 - language teachers
 - the general public.

3. The writer of Text B seems to be:
- A. a language expert C. a fellow student
B. a language teacher D. a journalist.
4. The style used in Text B is mainly:
- A. persuasive C. poetic
B. factual D. exaggerated.

2 Factual content of Text B (idiom): Multiple-choice and short-answer questions

Criterion 4Bi

Choose the correct answer from A, B, C or D. Write the letter in the box.

5. The picture at the beginning 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 118) 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.

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 Text B 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 Boriditsky 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

Criterion 4Biii

ATL Research and self-management skills

What are the most common differences in the languages you speak?

Look at one or more of these questions. 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. How would you say, "This morning I got to school at 8 o'clock." in your first language? What differences in grammar and word order do you notice between your first language and English? What problems does this create for you when using 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? Can you think of other differences in the way people talk about time in your different languages?

Formative oral and interactive skills – presentation

You need to give a presentation to a group of young children. The title of the presentation is “My struggles with the English Language”. Using a software program designed for preparing presentations, create a set of slides to present your message.

You may wish to use some of the ideas from the exercise at the beginning of this section 'Thinking about Language Learning'.

These are some of the common grammatical difficulties that people have when learning a language.

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

Decide what headings you will use for your slides. Write them in the table in the order that you will use them.

1. Opening the presentation	
2.	
3.	
4.	
5.	
6.	
7.	
8. Closing the presentation	



Criteria 4Ci, 4Cii

ATL Thinking skills

Your presentation is for a young audience. How will you make sure your audience understands your ideas?

Use your creative thinking skills to prepare your presentation.

- Generate novel ideas
- Use brainstorming
- Use visual diagrams to represent ideas
- Create novel solutions to authentic problems
- Make unexpected or unusual connections between objects and/or ideas

Planning and scaffolding: language

Think about **Criterion 4Civ** these important points:

- 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 very politely 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?
- What visuals will you use?

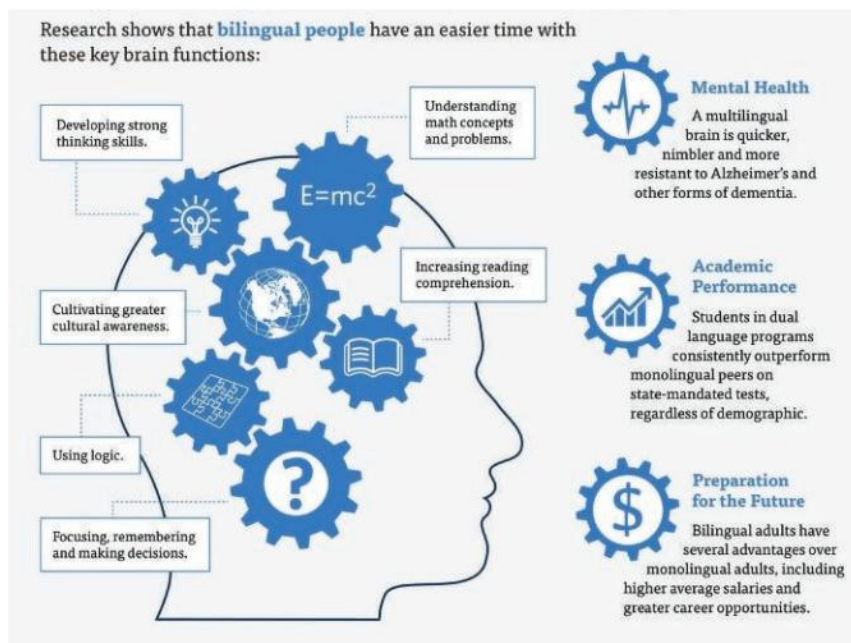
Formative writing activity – magazine articles

You have been asked to write an article for your school magazine entitled "Me and My Languages" to help other students understand what it is like to be bilingual or multilingual.

Write 200–250 words.

Remember these important points when you are preparing your presentation:

- 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?



Conclusion to the conceptual question

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

Now that you have completed this section, what is your answer to the conceptual question? Justify your answer with evidence you have gathered in this section.

Criterion 4Di

Planning and scaffolding

Refer to Criteria 4Dii, 4Diii pages 112–113 for more ideas on writing a magazine article.

When writing remember to link your ideas and paragraphs using suitable connective devices.

You may also want to use the planning chart on Page 115.

Discussion and debate

A final thought on the subject

- Look at the diagram opposite. In groups, decide what are the key points of the poster. Using your own personal experiences, can you find evidence to support these points?
- When you have finished, decide whether you agree with the conclusion that bilinguals have an easier time with certain brain functions.



What makes communication so hard for new speakers of a language?

Conceptual question

Discussion and debate

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 how the school operated?

Before you read Text C Criterion 4B1

Focusing discussion

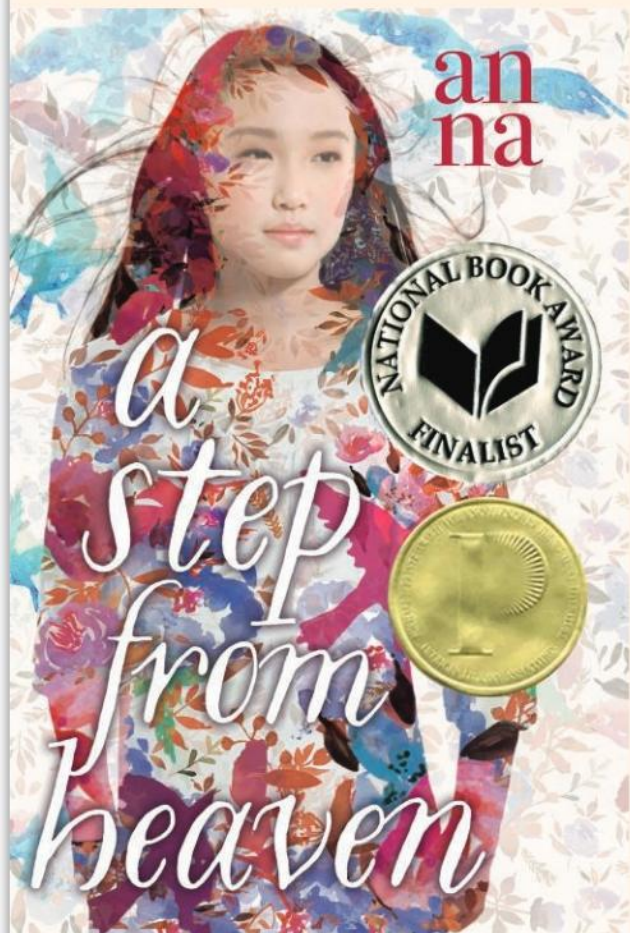
With other groups or as a class share the experiences that your group discussed. Make two lists.

Language difficulties	Cultural difficulties

Text C

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.



1 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.

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.

“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.

I am rubbing the color sticks on the paper for a long time. I make a sea and 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.

50 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!"

55 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.

60 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.

65 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

70 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."

80 "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.

85
90

I nod my head. Smile. I know only little Mi Gook words now. But someday I will know all of them. In the future.

95

Source: Adapted from An Na (2001) *A Step From Heaven*

Text C: Text Handling

3 Factual assessment of Text C: Multiple-choice and short-answer questions

Criteria 4Bii, 4Biii

Choose the correct answer from A, B, C or D. Write the letter in the box.

1. Text C is written from the point of view of:
 - A. the teacher
 - B. another child
 - C. a first-person narrator
 - D. a third-person narrator.

2. The first thing Young Ju notices is:
 - A. the diversity of the other children
 - B. the size of the teachers
 - C. the bright colours
 - D. the noise in the classroom.

3. Young Ju is astonished by “hair the colour of wheat waving in the sun”. What does this phrase mean?

4. Young Ju says she has “night hair”. What does this phrase mean?

5. Young Ju uses the phrase “Witch teacher” because the teacher:
 - A. wears a pointed hat
 - B. frightens her
 - C. threatens her
 - D. cannot understand her.

6. Why does the teacher sit Young Ju next to another girl with “night hair”?

7. 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:
 - A. in English
 - B. in Korean
 - C. in Korean or English
 - D. in any language.

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 line 62 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 Text C 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. Young Ju uses Korean words to explain things to herself. Complete the table to explain the meaning of these words and phrases that Young Ju uses.

	The Korean word or phrase:	on line ...	means in English:
a	hana, duool, seht, neht	on line 7	
b	Mi Gook	on line 10	
c	Uhmma	on line 75	

15. 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:	on line ...	means in English:
a	"Hee"	on line 17	
b	"Laanchu"	on line 45	
c	"Goo goo"	on line 54	
d	"Yehs"	on line 83	
e	"Noo"	on line 79	
f	"Go-do-feesh"	on line 80	



Discussion and debate

1. 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?
2. Have you had similar experiences? Share your stories in class using the table below, in groups or as a class make two lists and share experiences.

Communication difficulties when starting school

Language difficulties	Cultural difficulties

3. Think about your experiences. What advice would you give to students new to an English-medium school? How could they avoid having the same problems as you? What could a school do to make sure that it is as welcoming as possible for new students who are learners of English?

What will be the structure of your magazine article? Who will be the audience for your text? How will the audience affect the language you use?

Formative oral and interactive skills – presentation

“Welcoming new students to our school”

Criteria 4Ci, 4Cii

In Text C 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

Criterion 4Ciii

Remember to:

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

To help with these issues, you can use a table like this for your planning.

Topic:

Introduction – thesis (main point):

Main points with examples and explanations:

Conclusion (summary and final thought):



You may want to use headings such as these:

Before you start school	Learning English
Mother tongue language lessons	Learning in class
Friendships and socializing	Making choices
School culture	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
- informal
- semiformal
- slang?

Formative writing activity – magazine article

Imagine you are going to a primary school to research material for your school magazine and you interview Young Ju’s teacher. Write an article entitled “Her most difficult lesson”. Write 200–250 words.

Planning and scaffolding

Structuring a magazine article

Before you write, reread the guidelines earlier in this chapter. If you wish, use the following guidance.

Headline and byline

- Use a headline that will grab the readers’ attention.
- You will also need to include the byline at the beginning of your article.

Introduction

You could use one or more of these methods to open your article. You could:

- begin with a provocative statement (for example, “She was the most difficult student I have ever taught”, said ...)
- begin with a dramatic moment in the story
- describe and name the teacher
- describe the school you are writing about.

Criteria 4Di, 4Dii, 4Diii

ATL Thinking and Communication skills

First use your creative thinking skills to generate your story.

- Generate novel ideas and consider new perspectives
- Use brainstorming and visual diagrams to generate new ideas
- Consider multiple alternatives
- Create novel solutions
- Make unexpected or unusual connections between ideas
- Make guesses, ask “what if” questions and generate testable hypotheses

Create original works and ideas; use existing works and ideas in new ways

Then communicate your ideas.

- Use a specific text type effectively for a specific purpose
- Use a variety of writing techniques to communicate with an audience

The main body

You could write the body as a series of questions and answers. These could:

- outline the teacher's teaching experience
- describe Young Ju
- explain the problem
- describe the solution.

Conclusion

Write an answer to this question: What happened later to Young Ju as a member of the class and as a learner of English?

- describe and name the teacher
- describe the school you are writing about.



ATL Self-management and communication skills

Can you remember your first day at an English-medium school? What was it like? Was it anything like Young Ju's experiences?

Write a magazine article for your school newspaper or magazine about the experience. What will be the structure of your magazine article? Who will be the audience for your text? How will the audience affect the language you use?

Give your article a title.

Use the techniques you have practised in this chapter to help you to write a great article.

Conclusion to the conceptual question

What makes communication so hard for new speakers of a language?

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

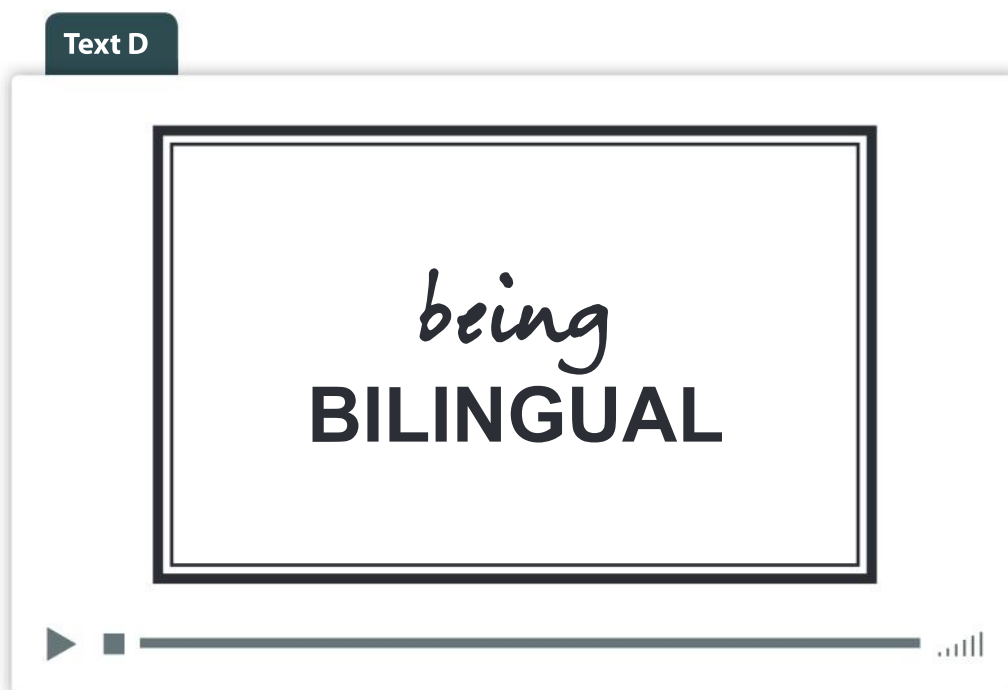
What does Text D communicate in relation to the topic of bilingualism, and how is this achieved?

Conceptual question

These are suggested texts to use as Text D for this section.

- Things bilingual people do:
<https://www.youtube.com/watch?v=ReHdQsB5rI8>
- What does it mean to be bilingual?
<https://www.youtube.com/watch?v=ABcNewF69Nw>

Alternatively, you could use an audio-visual stimulus of your own choosing related to the theme of being bilingual or multilingual.



Before you watch: what do we know so far?

In this chapter you have inquired into the concepts of bilingualism and multilingualism. As a class, make a list of the most important ideas you have learned so far in your investigations.

Focusing activity

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

While you watch Text D

Criterion 4Ai

Answer the following questions.

- 1 Text D seems to be related to which of these MYP global contexts?

<p>A. Identities and relationships</p>	<p>C. Personal and cultural expression</p>	<p>E. Globalization and sustainability</p>
<p>B. Orientation in space and time</p>	<p>D. Scientific and technical innovation</p>	<p>F. Fairness and development</p>

- 2 Use this table to summarize the main points of the video. You may wish to add extra supporting points.

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

2 Multiple-choice questions

Choose the correct answer from the options given. Write the letter in the box and, where indicated, write other information and/or a short justification for your answer.

3. The approach to the subject matter of Text D is mainly:

A.	entertaining
B.	factual
C.	persuasive
D.	Other:

Justification:

4. How would you describe the content of Text D?
- A. Really important
 - B. Interesting
 - C. Fairly interesting
 - D. Uninteresting

Criterion 4Aii

Justification: -----

5. What was the format of Text D?
- A. Speech
 - B. Conversation/discussion
 - C. Debate
 - D. Documentary
 - E. Other: -----

6. The purpose of Text D was to:
- A. narrate a story
 - B. describe a situation
 - C. explain a problem
 - D. argue a point of view
 - E. give instructions/ guidelines.
 - F. Other: -----

7. How many points of view did Text D show?
- A. One
 - B. Two
 - C. Three
 - D. More than three

8. The opinions in Text D are:
- A. very balanced
 - B. quite balanced
 - C. biased
 - D. very one-sided.

Justification: -----

9. How much use did Text D make of graphics?
- A. Used graphics a lot
 - B. Used graphics more than twice
 - C. Used graphics once or twice
 - D. Never used graphics

10. Which of these techniques are used in Text D?
- A. Voiceover
 - B. Special lighting techniques
 - C. Music and sound effects
 - D. Other special effects
 - E. None of the above
 - F. All of the above
 - G. Some of the above

ATL Research skills

In this section you can demonstrate media literacy skills

- Interact with media to use and create ideas and information
- Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media
- Make informed choices about personal viewing experiences
- Understand the impact of media representations and modes of presentation
- Seek a range of perspectives from multiple and varied sources
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats

Formative oral and interactive activity – presentation

Presentation of the video content

The purpose of this exercise is to turn the content of the video into a presentation.



Your audience will be teachers, students and parents.

Identify the main point of the video and create a presentation with three or four supporting ideas. You should have an example or evidence for each supporting point. You may also wish to make use of the other information you have discussed in this chapter.

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.
- Remember to use connectives to join your ideas.

You can use the completed table for question 2 above to help you plan your content. You may also wish to use a table like this for your planning.

Topic:	
Introduction – thesis (main point):	
Supporting point	Example:
Supporting point	Example:
Supporting point	Example:
Supporting point	Example:
Conclusion: summary and final thought	



In groups prepare a presentation on the content of your chosen video. You may wish to use these questions as a starting point.

Criterion 4Civ

- Who is the audience?
- Will you address the audience using language that is:
 - formal
 - semiformal
 - informal
 - very informal including slang?

You can also use the knowledge and skills you have learned in this chapter to help you organize your presentation.

Formative writing activity– magazine article

Write a magazine article for other teenagers. The article should present the main point of Text D and supporting ideas.

The article will appear in your school magazine or in a blog.

Planning and scaffolding – structuring a review

Criterion 4Dii

Divide your article into different paragraphs.

1. Grab the readers' attention with some information or a question to connect them to the video.
2. Give an overview of what the video is about, focusing on the main point of the video.
3. List the supporting arguments, ideas and opinions expressed in the video. You can use the table from question 2 above to help you. Give any examples it uses to illustrate the supporting points.
4. Communicate the video's conclusion.



Planning and scaffolding – language, audience and formality

Criterion 4Diii

Who are you writing the article for? Who is your audience?

Therefore, will the language and style you use be:

- formal
- semiformal
- informal
- slang?

Here are some other points to consider.

Will you write your article in the first person or the third person?

Will you address your audience directly or not?

You can also use the knowledge and skills you have learned in this chapter to help you to further develop your article.

ATL Self-management skills

The two exercises in this section give you one more opportunity to practice the language and communications skills you will need for the summative assessment.

Make sure you use teacher feedback from these exercises to produce the most effective presentations and magazine articles.

Conclusion to the conceptual question

What does Text D communicate in relation to the theme of bilingualism, and how is this done?

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

Summative assessment

In this summative assessment you will have an opportunity to show your understanding of the topic of bilingualism. You will also be assessed on your use of the communication skills you have developed in this chapter. To complete the assessment you will undertake two tasks related to the statement of inquiry for this chapter.

Statement of inquiry

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.

Debatable question 1

Do bilinguals see the world differently to monolinguals?

Debatable question 2

Do bilinguals have advantages in life?

Each assessment task requires you to answer a debatable question.

To answer the first question you will watch a video and create an oral presentation based on the content. To answer the second question, you will read two texts and produce a magazine article based on the content.

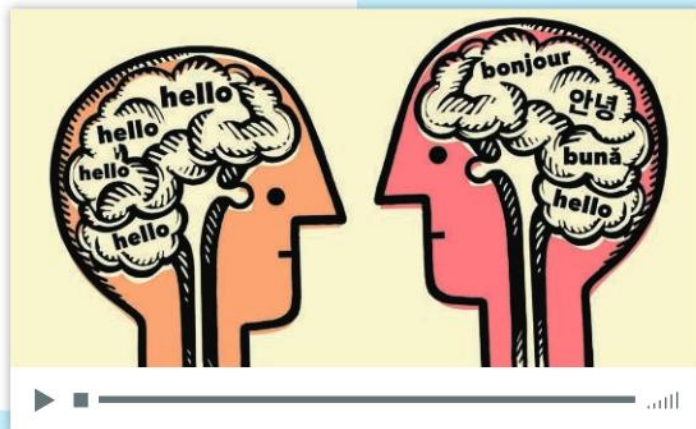
Summative assessment task 1 – oral presentation

Watch the TED Talk entitled “The benefits of a bilingual brain” by Mia Nacamulli (Text E): <https://www.youtube.com/watch?v=MMmOLN5zBLY>.

Alternatively, watch a video of your own choosing on the subject of multilingualism and bilingualism. Make notes.

Using evidence and examples from the words and images from the video, create and make an oral presentation lasting 3–4 minutes to answer the following question.

Debatable question 1: Do bilinguals see the world differently to monolinguals?



You will be assessed using the following criteria.

Criterion A: Comprehending spoken and visual text

- 4Ai *Construct meaning and draw conclusions from information, main ideas and supporting details*
- 4Aii *Interpret conventions*
- 4Aiii *Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.*

Criterion B: Comprehending written and visual text

- 4Bi *Construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions*
- 4Bii *Interpret basic conventions including aspects of format and style, and author's purpose for writing*
- 4Biii *Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions*

Criterion C: Communicating in response to spoken and/or written and/or visual text

- 4Ci *Respond appropriately to spoken and/or written and/or visual text*
- 4Cii *Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance*
- 4Ciii *Express ideas and feelings, and communicate information in simple and complex texts*
- 4Civ *Communicate with a sense of audience and purpose*

Summative assessment task 2 – magazine article

Look at Text F, a poster illustrating ten advantages to being bilingual. Then read Text G, a magazine article entitled “Benefits of being bilingual or speaking more than one language (besides being more attractive)”.

Based on the information you gain from Texts F and G, write an article for your school magazine to answer the following question.

Debatable question 2: Do bilinguals have advantages in life?

The purpose of the article will be to inform students and parents of the potential advantages of a bilingual education. Your article should have a headline and byline. Write 200–250 words.

10 Advantages to Being Bilingual



Text G

<http://www.bustle.com/articles/52833-7-benefits-of-being-bilingual-or-speaking-more-than-one-language-besides-being-more-attractive>

7 Benefits Of Being Bilingual or Speaking More Than One Language (Besides Being More Attractive)

Amanda Chatel, December 8, 2014 *Lifestyle*

As someone who can speak two languages, English and French, I've found that being bilingual not only helps me when I'm in other countries, but also opens doors in my own country. It might seem strange to think that being able to speak French is helpful in New York City, but hey — if I didn't speak it, I would have paid \$45 for my Christmas tree last week, instead of \$30. (The guy selling trees was from Montreal and because we could joke around in French, he knocked off \$15. Now that's what I call a Christmas miracle.)

Of course, in addition to getting discounts and being able to get around more easily in foreign countries, speaking more than one language is also awesome for your brain. Studies have shown that speaking more than just one language is a great way to exercise your brain and keep it in tiptop condition, especially if you consistently switch between the languages.

In case you needed any more convincing, here are seven benefits — both scientific and anecdotal — of speaking more than one language.

You'll Be Smarter

A 2004 study found that those who could speak two or more languages had higher levels of cognitive brain function, and were better at solving problems, planning, and other "mentally demanding tasks." The fact that bilingual people are often forced to shift between languages is like a workout for the brain; making it quicker, better at multi-tasking, and, yes, smarter.

You'll Have More Job Opportunities

Although the majority of the world is bilingual, statistics show that only 17 per cent of Americans can speak another language. Compare that to 56 per cent of Europeans, and we have our proof that Americans really need to improve. It means that if you can speak second language, you can get a better job in the American job market.

It'll Help Protect Against Dementia in Your Old Age

A 2012 study conducted by 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 early start to dementia and Alzheimer's disease.

It Will Keep You in the Know

I often find that even when I'm reading a book in English, the author will throw in a phrase in French. Instead of having to Google what the hell the writer is trying to say, I instinctively know and it makes me feel clever and in the loop. And, because French is a Latin language, I can usually figure out, basically, what's being said if it's in Spanish or Italian, too. It's fun to be in the know.

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 because they're forced to use words that may not exist in another language. For example, in 1968, sociolinguist Susan Ervin studied Japanese women living in the States who were bilingual. She asked them to complete a series of sentences in both languages, and found that not only was the wording different, but their ideas were different, too.

In 2003, this was again confirmed by linguists Jean-Marc Dewaele and Aneta Pavlenko over a two-year study of thousands of bilinguals. Of those who participated in the study, two-thirds reported that they really did "feel like a different person," when speaking another language. I guess this explains why I feel like Marie Antoinette whenever I speak French.

You'll Boost Your Memory

Learning another language requires lots and lots of remembering. Studies have shown that bilinguals always score higher in memory tests than those who can only speak one language. Just think about how nice it would be to be able to always put a face to a name instead of staring blankly at people, as your brain searches for answers.

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 understanding of the language is non-existent, there's usually always someone who can speak one of the two languages I know. It makes for richer cultural experiences. And being able to communicate is the best feeling in the world.

Source: <http://www.bustle.com/articles/52833-7-benefits-of-being-bilingual-or-speaking-more-than-one-language-besides-being-more-attractive>

You will be assessed using the following criteria.

Criterion B: Comprehending written and visual text

- 4Bi *Construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions*
- 4Bii *Interpret basic conventions including aspects of format and style, and author's purpose for writing*
- 4Biii *Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions*

Criterion C: Communicating in response to spoken and/or written and/or visual text

- 4Ci *Respond appropriately to spoken and/or written and/or visual text*
- 4Cii *Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance*
- 4Ciii *Express ideas and feelings, and communicate information in simple and complex texts*
- 4Civ *Communicate with a sense of audience and purpose*

Criterion D: Using language in spoken and/or written form

- 4Di *Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation*
- 4Dii *Organize information and ideas into a structured text; use a wide range of cohesive devices*
- 4Diii *Use language 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 Tongue 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 remove 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



4

Human rights

In context

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 look at the life and words of a young activist and see 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: Word choice

Writers make word choices about what vocabulary they are going to use and in what context they are going to use it, depending on the relationships between text, creator and audience.

Statement of inquiry

Texts use language in ways which can influence our understanding of human rights.

Inquiry questions

- Who is Malala Yousafzai?
- How effective was Malala's speech to the United Nations?
- Why are human rights so important?
- Do we need human rights?
- How can schools support human rights?

Who is Malala Yousafzai?

Factual question

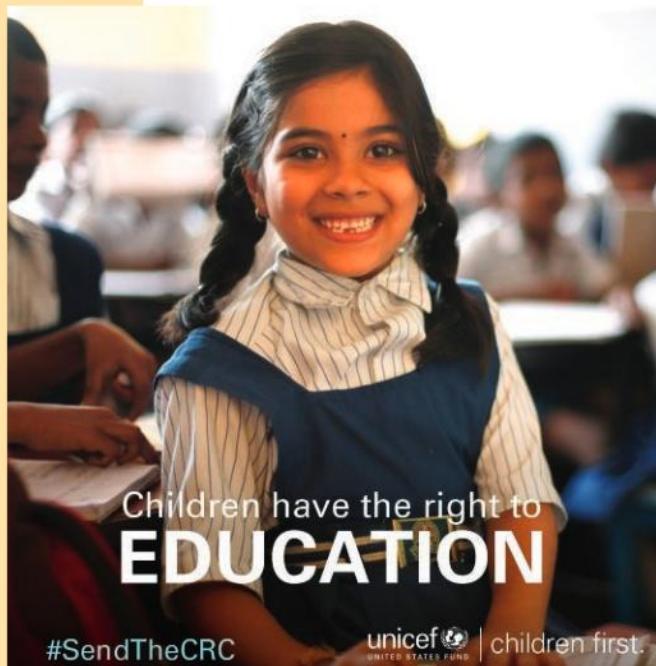
Before you read Text A

Criteria 4Bii, 4Biii

What do you already know about human rights?
 What do you already know about Malala Yousafzai?
 How is she linked to the theme of human rights?
 Before you begin this chapter, conduct a class brainstorming session.

When you have finished, look at the poster then, in pairs or groups, discuss and answer these questions.

- 1 What exactly can you see in the poster?
- 2 Which organisation created the poster?
- 3 In which places might you find the poster in the real world?
- 4 Who might be the target audience of the poster?
- 5 What is the message of the poster?
- 6 How is the poster related to the theme of human rights?
- 7 How effective is the poster? Rate it on a scale of 1 to 10, in which 10 is very effective. Justify your assessment and, if necessary, suggest improvements.
- 8 What can countries do to make sure all children have the right to education?



While you read Text A

Criterion 4Bi

In Text A there are seven paragraphs then a one-line closing statement. The text has been divided into seven numbered sections.

Here are eight headings.

- | | |
|----------------------------------|--------------------------------|
| 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. The first one has been done for you.

Section	1	2	3	4	5	6	7
Heading	An early life						

Text A

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 Edgbaston 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.

Text A: Text Handling

1 Factual assessment of text: True or false?

Criterion 4Bi

The sentences or phrases below are either true or false. Tick [✓] "True" or "False" then justify your answer with a relevant brief quotation from the text. Both a tick [✓] and a quotation are required for one mark. The first example is done for you.

		True	False
Example:	Malala was born in Birmingham, UK.		✓
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:			

2 Multiple-choice questions

Choose the correct answer from A, B, C or D. Write the letter in the box.

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

Who is the person with Malala in this photograph?

What does the photograph tell you about Malala's influence on education and human rights issues?

After you read Text A

Criterion 4Bii

The author's choices

A writer makes choices about how to write a text. These choices can have an effect on the text's readers. To demonstrate this concept, answer the following questions.

1 Multiple-choice questions: the author's choices

Choose the correct answer from A, B, C or D. Write the letter in the box.

1. Text A is:
 - A. a newspaper report
 - B. an advertisement
 - C. a biography
 - D. a set of guidelines.
2. The main purpose of Text A is to:
 - A. narrate Malala's story
 - B. warn the readers about extremism
 - C. describe Malala's personality
 - D. explain about human rights.
3. The language used in Text A is mainly:
 - A. chatty
 - B. factual
 - C. informal
 - D. technical.
4. The structure of Text A is:
 - A. random
 - B. organized around a convincing argument
 - C. organized around a set of important ideas
 - D. organized by events from beginning to the end.
5. The effect of the writer's style is to:
 - A. make readers excited
 - B. make readers believe Malala's story
 - C. persuade readers to change their opinions
 - D. make readers laugh.

2 Re-read paragraphs 6 and 7, then answer the following questions: word choice

6. Explain how Malala, "through the simple act of going to school, became a global teacher" (paragraph 6).
7. What does Malala mean when she asks politicians to "invest in books instead of bullets"? (paragraph 7)
8. Malala is associated with the words "activism" and "activist". How do these words relate to being "active"?

ATL Research skills

As you can see in these questions, writers also use metaphors and imagery to explain certain ideas. Look up the meanings of the words "imagery" and "metaphor". Do they mean exactly the same thing? If not, what are the similarities and differences between the two concepts?

Formative oral and interactive skills – a speech

The general purpose of a speech is to inform, persuade or entertain an audience.

A speaker uses persuasive language to convince the audience of a point of view.

Planning and scaffolding

You are about to develop your speech-writing skills. Before you start, conduct a class brainstorming session to establish what you already know about speeches. When you have finished, classify your ideas under different headings. As you complete the work in this chapter you may wish to add or modify some of your ideas.



Thinking about word choice

Criteria 4Cii, 4Ciii

Text B is part of the speech Malala Yousafzai made to the UN in March 2013.

Malala is a very convincing communicator. To make her case, she chooses her words very carefully. She also uses certain techniques, including:

- repetition of words for emphasis
- repetition of phrases for emphasis
- contrasting ideas
- lists of three to make a dramatic point
- pauses.

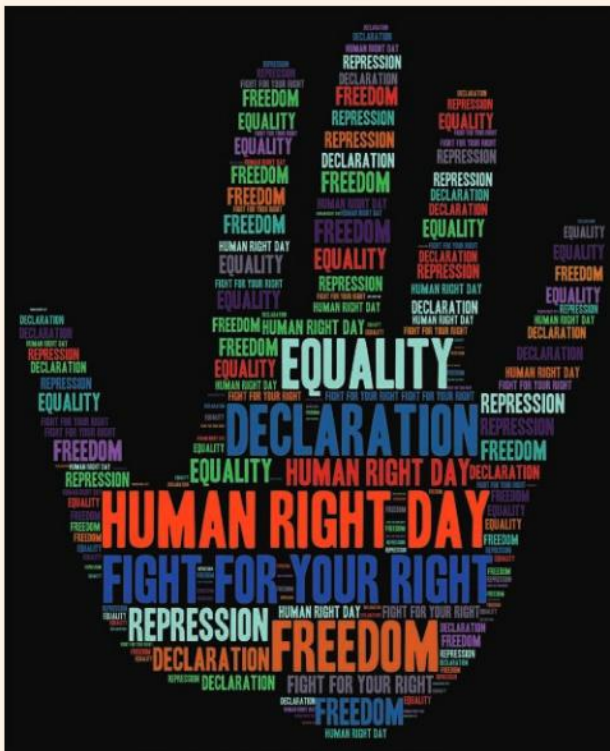
Work in groups. How many devices of each kind listed above can you find in the extract from this speech?

How many of the ideas from your brainstorming session can you find in the text?

A short extract from Malala'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.



Creating your own speech

Students often complain about a lack of freedom at school. Can you name one additional privilege that you would like to have at your school?

In groups compose and practise a short speech to convince your teachers that you deserve the privilege you have chosen.

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

Planning and scaffolding

Choose the **Criterion 4Civ** correct answer from A, B, C or D.

The purpose of your speech is:

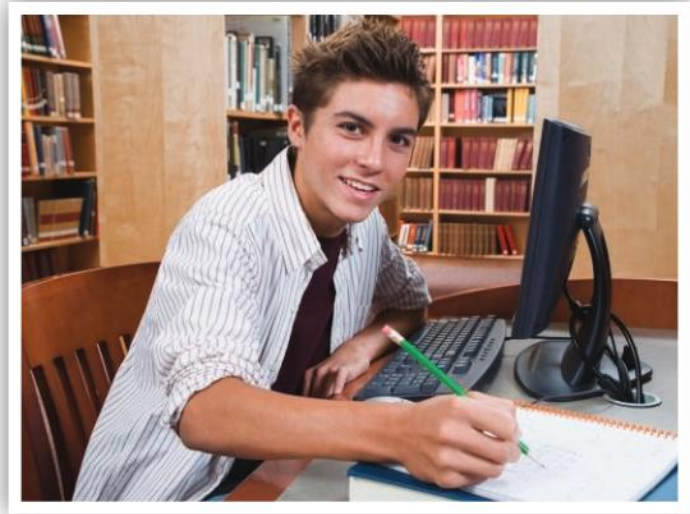
- to make your audience angry
- to convince your audience that your ideas are valid
- to persuade your audience to change their point of view
- to make your audience laugh.

Formative writing practice – formal letters

Criteria 4Di, 4Diii

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 conventions that have to be followed. One set of conventions relates to form and layout. The other conventions relate to word choice and register. See the table below.



	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

You want to invite a celebrity to your school to talk about human rights. Write a formal letter setting out your invitation. Write 200–250 words.

Conclusion to the factual question

Who is Malala Yousafzai?

Now that you have completed this section, what is your answer to the factual question? What facts have you learned? What words and phrases would you use to describe her?

Planning and scaffolding

Criterion 4Dii

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.

Key and related concepts

Connections

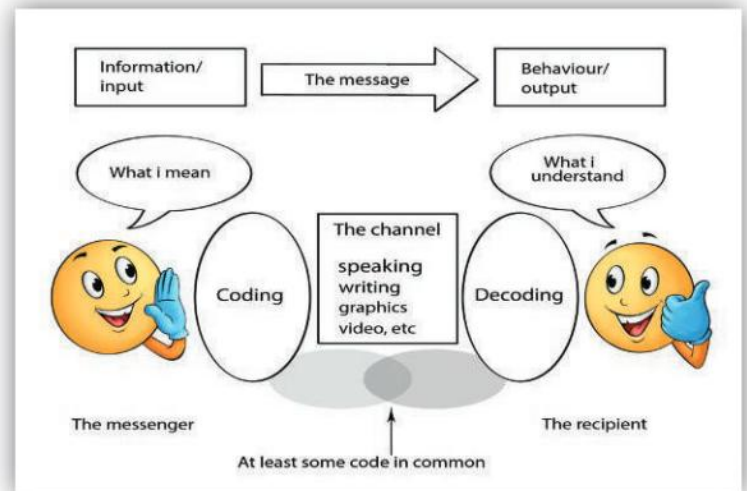
Connections are the relationships between people, organizations and ideas. For example in languages, we need to understand the connections between the sender or creator of a message and the receiver of the message.

- How well do the sender and the receiver know each other?
- Are they in the same place?
- Are they communicating using speech or in writing?

We also need to understand the connections between how the message is sent and how the message is understood. First look at the diagram.

Example 1: A spoken message

- How does the sender of a voice-mail message make sure that the recipient understands the exact meaning of the message? Think about this example. You have lost the key to your home and cannot get in. You ring another person who has a key. That person does not answer the phone so you leave a voice-mail. Who will you phone? What do you want the person to do? How will the person find you? What message will you leave on the person's voice-mail?
- How will you make certain the other person understands your spoken message exactly?



ATL Research and communication skills

In this exercise you will need to use these skills:

- interpret modes of verbal communication
- read critically and for comprehension
- read a variety of sources for information
- make inferences and draw conclusions
- use and interpret a range of discipline-specific terms and symbols.

With a partner interpret this diagram concerning the method by which a messenger sends a message to a recipient. You may need to look up ideas such as coding and decoding in order to fully understand the diagram. Use the diagram to create a presentation showing how messages are sent and received. How will the speaker's (messenger's) stylistic choices change if:

- a) the two people are friends
- b) the two people are strangers?

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 a dog-walking service. 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?

Spoken language

The way we speak a language can be very different from the way we write it.

When we speak, how do we make sure the other person understands what we are saying? Think about these points:

- How do we use spoken language? How do we make sure the other person understands what we really mean?
- How do we use our bodies and facial expressions to “help” the message and make a connection to the other person?



Stylistic choices in speech and writing

When we write we choose from a set of symbols to communicate a message. We write on a durable material such as paper, wood or stone. These days we can use technology to store and transmit messages. Both these facts mean that writing can connect writer and reader across space or time or both.

Written communication can be an art form used by poets and writers and is also considered to be a science, an art and a field of study. The best writers know just how to connect words and ideas together into colourful texts that can create images and emotions in the mind of the reader. Writers can achieve these effects by choosing their words and techniques very carefully.

In natural speech we do not have the time to reflect so much 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 other differences between unrecorded 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. Write your sentences in the third column. For this exercise we will not include recorded speech.

ATL Thinking and communication skills

What difference did the invention of writing make to human civilization?

As you think about 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

Writers do not necessarily know the audience that will read the written piece, so they have to make choices about what to write. 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”?

List all the synonyms for “good” you can find. Classify the synonyms into different categories.



Thinking about connections and word choice

How does your connection with your audience affect your choice of language? The table lists the different text types you will use in MYP English Language Acquisition.

Complete the table to show some of the choices writers make.

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 Thinking 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 semiformal informal friendly?	Will it be: formal semiformal 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					

ATL Thinking skills

When you finish this exercise, discuss your conclusions. How does your audience affect your choice of language?

How effective is Malala's speech to the UN?

Conceptual question

Now you are going to look at more extracts from Malala's speech to the UN. After reading you are going to analyse the ideas and language she uses to communicate her message clearly and effectively.

Before you read Text C

Criteria 4Bi, 4Bii, 4Biii

Focusing discussion

Imagine you have to speak to an assembly in your school to persuade people to make donations to your favourite charity. In groups consider these questions then write your answers in the table.

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 you achieve these aims by giving a speech?

Answer these questions by filling in the table below.



What is the purpose of your speech?	
What is your relationship with the audience?	
How formal will your language be?	
How will you organize your speech? List the three or four main points you wish to communicate to your audience.	1 2 3 4
What effect do you want to have on your audience?	
What do you want your audience to do after hearing your speech?	

While you read Text C: Audience, theme and purpose

Malala gave her speech by carefully considering the audience she would be addressing.



1 Multiple-choice questions

Choose the correct answer from A, B, C or D. Write the letter in the box.

- The main theme of Malala's speech is:
A. human rights
B. children's rights
C. men's rights
D. women's rights
- 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.
- Malala's audience is
A. school students
B. parents
C. very important people (VIPs)
D. a general audience.

ATL Thinking and communication skills

Audience, theme and purpose are three important concepts in language learning. When you read a text it is always worth investigating these issues?

- Who is this written for?
- What is the theme of the speech?
- What is the purpose of the text? What is it supposed to do?

When you ask these questions, you are also learning these valuable techniques.

- Analyzing texts and ideas.
- Interpreting data.
- Evaluating evidence and arguments.
- Drawing reasonable conclusions and generalizations.

Text C

Extracts from Malala's speech to the UN



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;

... 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.

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.

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.

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.

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.

After you have read Text C

The following questions focus on Malala's word choice and on the structure of her speech.

2 Multiple-choice questions

Choose the correct answer from A, B, C or D. Write the letter in the box.

4. The language used in Text C is mainly:
- A. persuasive
 - B. factual
 - C. poetic
 - D. exaggerated.
5. The structure of Text C 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.

3 Answer the following questions.

7. In what order does Malala address the members of her audience?
8. Why does Malala choose to address her audience as "Dear sisters and brothers"?
9. Why does she address her audience as "We"?
10. Why does Malala begin six paragraphs with the words "We call upon ..."?
11. Name the six goals in those six paragraphs that Malala wants the UN to achieve.

Formative oral and interactive skills

Word choices for a speech

1. Look at these two paragraphs from the speech.

“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. Malala uses the metaphor of a fight to achieve the right to education. How many words and phrases relating to this metaphor can you find?
 - b. Why does Malala choose to use this language to describe her goals?
2. Look at the ending to Malala’s speech.

“One child, one teacher, one pen and one book can change the world.”

“Education is the only solution. Education First.”

Is this a convincing way to end the speech? Justify your answer.

Now that you have completed the questions, draft a short speech of 250 words. Your speech could be based on the notes you made in the “Before you read” focusing discussion about making a speech in a school assembly. Make sure you structure your speech carefully and remember to choose your words with care.

What is the purpose of your speech?	
What is your relationship with the audience?	
How formal will your language be?	
How will you organize your speech? List the three or four main points you wish to communicate to your audience.	1 2 3 4
What effect do you want to have on your audience?	
What do you want your audience to do after hearing your speech?	

Formative writing activity – formal letter

Request for a donation

Here is another opportunity to be persuasive and creative. Use the ideas you developed in your fundraising speech for a charity. Now write a formal letter to local businesses asking them for a donation or contribution to your favourite charity. Write 200–250 words.



ATL Social and communication skills

You want to make sure your letter is convincing as possible. You can achieve this if you:

- analyze and evaluate the information you have gathered
- gather and organize relevant information to formulate an argument
- give evidence and propose convincing examples and explanations
- draw reasonable conclusions and generalizations.

Conclusion to the conceptual question

How effective was Malala's speech to the United Nations?

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 was she as a communicator? Did she have the intended impact on her audience?

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.

Formative oral and interactive skills – a speech

A speech is generally addressed to a listening audience. As we have seen, an effective speaker (such as Malala Yousafzai) 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.



Planning and scaffolding – organization

Criteria 4Di, 4Dii, 4Diii

Content

- Greet and welcome your audience.
- Connect with your audience by using direct address. Address your audience using “you” and “we”.
- Grab the attention of the audience. Make sure they understand the purpose of your speech.
- Give a very short summary of the topic of your speech. This is your thesis statement (or main point). For example, you might say, “Human rights are not just a passing fashion; they are a necessity”. Alternatively, your thesis could be a question.
- Convince your audience that you have knowledge of the topic:
 - give your qualifications and/or experience
 - mention relevant facts and statistics.
- Make two or three key points to support your argument.
- Give evidence, examples and explanations for each key point.
- Present a strong conclusion that restates your thesis.
- Explain what you want – give a call to action.

Stylistic choices

The purpose of your speech is to persuade your audience that your ideas are correct and ensure your audience is on your side. These are some techniques that speech writers use.

Presenting personal experience

Using statistics

Quoting experts

Using repetition

Giving lists of three

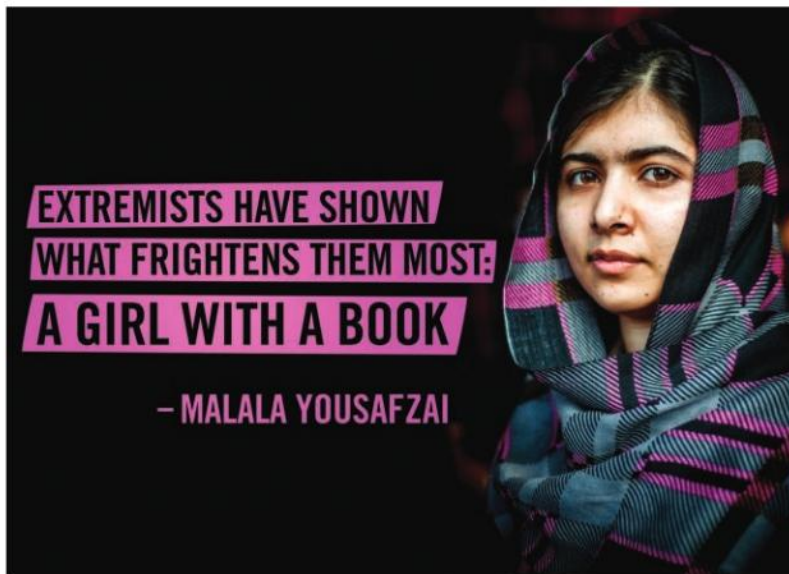
Asking rhetorical questions

ATL Thinking and communication 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 brainstorm the differences between good and poor public speakers. Make a list and then use a visual diagram to categorize and communicate your ideas. Share your answers with your class.

Formative oral and interactive activity – a speech

Criteria 4Ci, 4Cii, 4Ciii, 4Civ



Using the ideas in this chapter, plan and practise a speech to the rest of your class entitled “What can Malala Yousafzai teach us

Planning and scaffolding – organization

In order to plan your speech, answer 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 language you use will be:
 - A. persuasive
 - B. factual
 - C. poetic
 - D. exaggerated.
4. What kind of vocabulary will you choose?

A. Formal	C. Informal
B. Semiformal	D. Slang

ATL Social and communication skills

Creating and giving a public speech can be a very stressful process. However, if you work together as a group, you are much more likely to succeed.

First of all you must go over what you have learned in this chapter so far about making connections and speech making. Make a checklist or a diagram to plan your speech.

In order to succeed you also need to make sure that everyone in the group takes part in the planning and delivery of the speech. Here are some useful skills you can develop during this exercise:

- building consensus
- 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.

about the right to education?”

Formative written activity – the formal letter

A letter of enquiry

Criterion 4Di

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 this advertisement at school. Write a letter of enquiry to find out more information about the position and the organization. Write 200–250 words.



Planning and scaffolding organization

Criterion 4Dii

Opening: introduce yourself briefly and give your reason for writing. Let the reader know the kind of position you are seeking, why you are interested and how you heard about it.

Middle paragraphs: show why the organization interests you. Mention any relevant experience or interests.

Close: Thank the recipient, restate your enthusiasm for the organization and ask if you could meet with a representative of the organization.

4 Planning and scaffolding – word choice Choose the correct answer from A, B, C or D. Write the letter in the box.

Criterion 4Dii

1. Your audience will be:
 - A. teachers
 - B. the managers of an organization
 - C. very important people (VIPs)
 - D. a general audience.

2. The language you will use will be:
 - A. persuasive
 - B. factual
 - C. poetic
 - D. exaggerated.

3. What kind of vocabulary will you choose?
 - A. Formal
 - B. Semiformal
 - C. Informal
 - D. Slang.

What are human rights?

Conceptual question

Before you examine Text D

Criteria 4Bi, 4Bii, 4Biii

Look at the picture, then read the short story that follows.



A true human rights story

A few years ago a new boy came to my primary school. He was Asian 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 rocks at him, and pulling their faces so their eyes were squinting. 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 Australia 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: Claire, 14, NT, 'Helpless in the playground', Human Rights and Equal Opportunity Commission, *Voices of Australia* 2005, p. 43

ATL Thinking and communication skills

Discuss these questions.

- What unfair treatment did the boy receive?
- Why was it unfair?
- What rights and protection do you think the boy should have had?

While you examine Text D

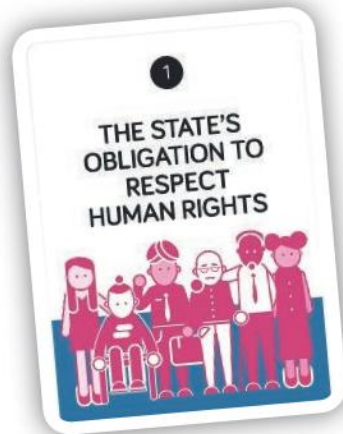
Criterion 4Bi

The picture opposite is taken from the website of the European Convention on Human Rights.

Below 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 teenagers. Be prepared to give reasons for your answers.

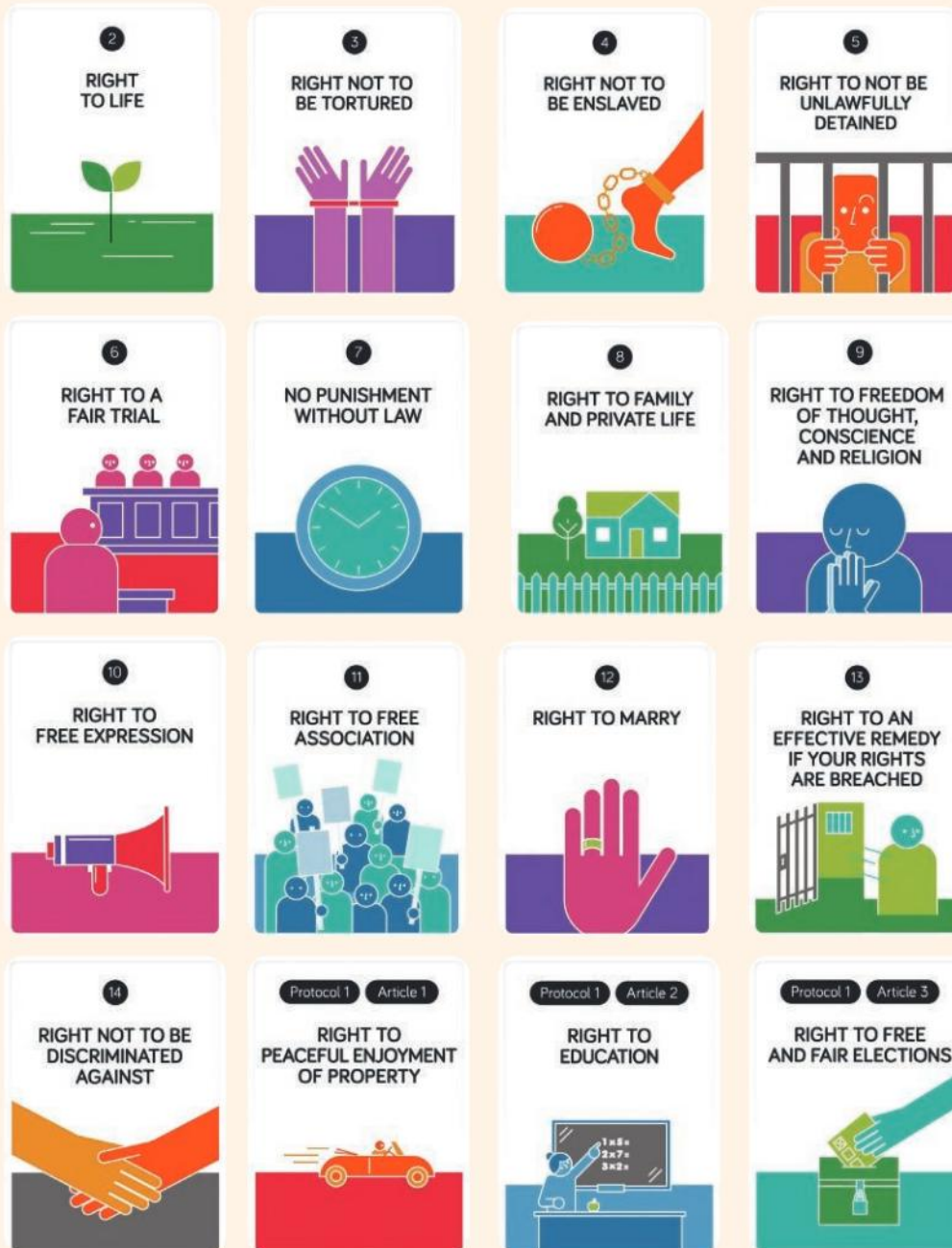
You may wish to read through the list with your teacher and discuss this question.

You may wish to look at the website: <http://rightsinfo.org/the-rights-in-the-european-convention/>



Text D

Posters from the European Commission on Human Rights





After examining Text D

Matching ideas to the text

Here are some statements made by young people about human rights.

Match the statements to the different human rights listed by the European Commission and write the letters in the table. Some statements may fit more than one right. Statement A has been started for you, as an example.

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." *Tessa, 11*
- C** "Everyone makes mistakes and everyone deserves to have a fair chance before being punished." *Thea, 13*
- D** "Please protect our right to be free from slavery." *Flynn, 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." *Frank, 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*

Source: <http://rightsinfo.org/10-things-children-talk-about-when-they-talk-about-human-rights/>

The right to life	The right not to be tortured	The right not to be enslaved	The right not to be unlawfully detained
A	A	A	A
The right to a fair trial	No punishment without law	The right to respect for private and family life	Freedom of thought, conscience and religion
A	A		
Freedom of expression	Freedom of assembly and association	The right to marry	The right to an effective remedy
The right not to be discriminated against	Protection of property	The right to education	The right to free elections

Interpreting visual text

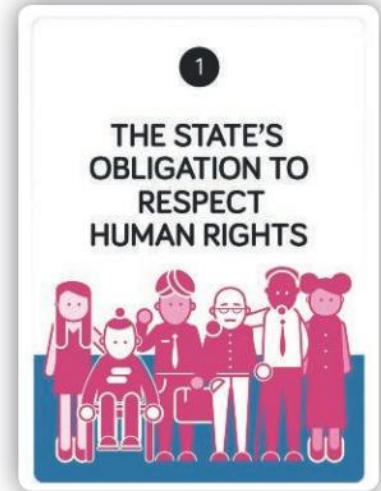
Criterion 4Bii

The posters from the European Convention on Human Rights use visuals and words to communicate their message. The visuals connect the reader with the meaning of the words. This means that the illustrations in each of the 17 posters 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.

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 why pictures can sometimes communicate a message better than words.

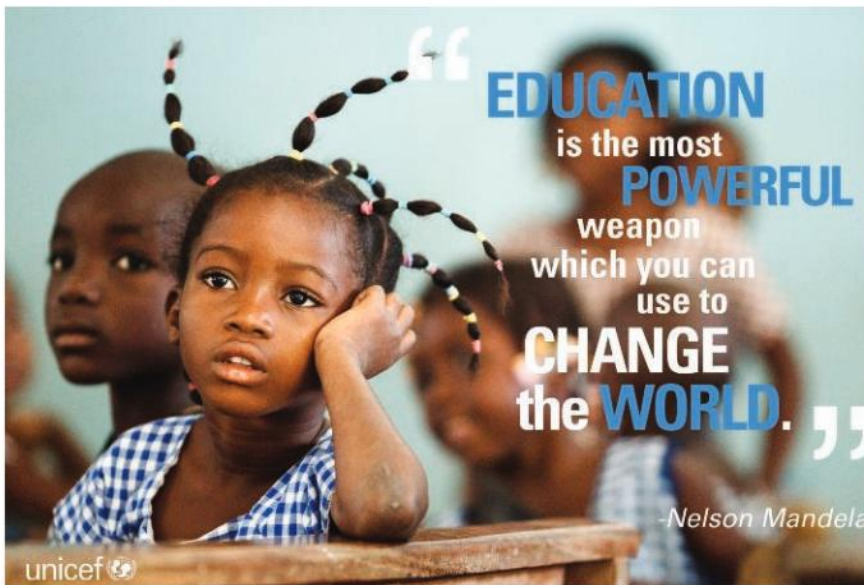


The right to life	The right not to be tortured	The right not to be enslaved	The right not to be unlawfully detained
Illustration:	Illustration:	Illustration:	Illustration:
Interpretation:	Interpretation:	Interpretation:	Interpretation:
The right to a fair trial	No punishment without law	The right to respect for private and family life	Freedom of thought, conscience and religion
Illustration:	Illustration:	Illustration:	Illustration:
Interpretation:	Interpretation:	Interpretation:	Interpretation:
Freedom of expression	Freedom of assembly and 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 elections
Illustration:	Illustration:	Illustration:	Illustration:
Interpretation:	Interpretation:	Interpretation:	Interpretation:

Formative oral activity– a speech

In groups prepare a speech supporting children’s rights. You may wish to use the poster below as a starting point. Follow these steps to structure your speech.

1. Address your audience.
2. Introduce your topic.
3. Explain what children’s rights are.
4. Give examples of those rights. Explain why these children’s rights are important.
5. Explain what you would like your audience to do.



Criterion 4Cii, Ciii

Planning and scaffolding

Consider Criteria 4Di, Civ these questions.

- What is the purpose of your speech?
- What is your relationship with the audience?
- How formal will your language be?
- What effect do you want to have on your audience?
- In your speech will you use the stylistic techniques of:
 - repetition of words for emphasis
 - repetition of phrases for emphasis
 - contrasting ideas
 - lists of three to make a dramatic point
 - pauses?
- Will you use other stylistic techniques? If so, what will you use?

ATL Research and communication skills

Before you give your speech you may wish to undertake further research. You may want to think about these questions 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 we need children’s rights?

In this chapter you have already been given guidelines on producing a speech. Use the techniques you have learned to construct your speech.

Formative writing activity – formal letter

The campaign “Children, Not Soldiers” is an initiative of Leila Zerrougui, the Special Representative of the Secretary-General for Children and Armed Conflict, and UNICEF. It aims to prevent the recruitment and use of children by national security forces in conflict.

Imagine you have seen this poster on the UN’s website, <https://childrenandarmedconflict.un.org/children-not-soldiers/>. Write a letter of enquiry asking for more information about the project and about what you can do to help. Write 200–250 words.



Criterion 4Di

ATL Self-management and 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, should we all have the same human rights?

After carrying out your research, write down your conclusions. Be prepared to debate the matter in class.

Planning and scaffolding – organization

Criterion 4Diii

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.

Style and language

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?

Look at the poster and in pairs or groups discuss and answer these questions:

- 1 Who might have created the poster?
- 2 Who might be the target audience for the poster?
- 3 What exactly can you see in the poster?
- 4 In which places might the poster appear in the real world?
- 5 What is the message of the poster?
- 6 How does the poster relate to the topic of human rights?



ATL Research skills

In this exercise you will have the opportunity to practice a number of information literacy skills

- Find, interpret and judge information.
- Collect, record and verify data.
- Make connections between various sources of information.
- Process data and report results.
- Use critical-literacy skills to analyse and interpret media communications.
- Identify solutions and make informed decisions.
- Create new information.
- Present information in a variety of formats and platforms.

Conclusion to the conceptual question

What are human rights?

How important are human rights to civilised society? What do you think it would be like to live in a society without human rights?

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

How does audio-visual Text E communicate the theme of human rights?

Conceptual question

Before you watch Text E

In this chapter you have inquired into the concepts of human rights. As a class, make a list of the most important ideas you have learned in your investigations so far.

Focusing activity

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

Text E

Audio-visual text

These are suggested texts to use as Text E in this section.



Malala Day: An education for all children

https://www.youtube.com/watch?list=PLwoDFQJEq_0Y57bsPH-5zcRnDIXJRz87x&v=5FNriz_YVh0

The Universal Declaration of Human Rights

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



TED Talk by Benedetta Berti: What are human rights?

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

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.



While you watch Text E

Criterion 4Ai

Answer the following questions.

- Text E seems to be related to which of these MYP global contexts?

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



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

1 Multiple-choice questions

Choose the correct answer from the options given. Write the letter in the box and, where indicated, write other information and/or a short justification for your answer.

3. The approach to the subject matter of Text E is mainly:
- A.** entertaining **C.** persuasive
B. factual **D.** other.
4. How would you describe the content of Text E?
- A.** Really important
B. Interesting
C. Fairly interesting
D. Uninteresting
5. What was the format of Text E?
- A.** Speech
B. Conversation/discussion
C. Debate
D. Documentary
E. Other
6. The purpose of Text E is to:
- A.** narrate a story
B. describe a situation
C. explain a problem
D. argue a point of view
E. give instructions/guidelines
F. other.
7. How many points of view did Text E show?
- A.** One **C.** Three
B. Two **D.** More than three
8. The opinions in Text E are:
- A.** very balanced **C.** biased
B. quite balanced **D.** very one-sided.
9. How much use did Text E make of graphics?
- A.** Used graphics a lot
B. Used graphics more than twice, but not a lot
C. Used graphics once or twice
D. Never used graphics
10. Which of these techniques are used in Text E?
- A:** Voiceover
B: Special lighting techniques
C: Music and sound effects
D: Other special effects
E. None of the above
F. All of the above
G. Some of the above

Criterion 4Aii

Formative interactive oral activity – a speech

The purpose of this exercise is to present the content of the video in a speech. You will give this speech to an audience of teachers, students and parents.

Identify the main point of the video and create a speech on the same theme with three or four supporting ideas. You can use the completed table in question 2 above to help you plan your content. You may also wish to make use of other information you have discussed in this chapter to illustrate your points.



Formative writing activity – a formal letter

Criterion 4Aii

Write a formal letter to the director of the video. You could write your letter using some or all of these instructions.

- Explain who you are and why you watched the video.
- Tell the director to what extent you enjoyed the video.
- Mention any points you really agreed with.
- Ask for explanations for any points you do not understand.
- Mention any points you did not agree with.
- Request further information on the topic.
- Politely thank the director.

Remember to use the correct language and conventions of a formal letter. Write 200–250 words. You can also use the knowledge and skills you have learned in this chapter to help you to further develop your formal letter.

Conclusion to the conceptual question

How does Text E communicate the theme of human rights?

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

Criterion 4Aiii

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 word choices will you make?
- What techniques will you use to persuade your audience of your point of view?
- What action would you like your audience to take?

ATL Self-management skills

The two exercises on this page give you one more opportunity to practice the language and communications skills you will need for the summative assessment.

Make sure you use teacher feedback from these exercises to produce the most effective speeches and formal letters.

Summative assessment

In this summative assessment you will have an opportunity to show your understanding of the topic of human rights. You will also be assessed on your use of the communication skills you have developed in this chapter. To complete the assessment you will undertake two tasks related to the statement of inquiry for this chapter.

Statement of inquiry

Texts use language in ways that can influence our understanding of human rights.

Debatable question 1

Do we need human rights?

Debatable question 2

How can schools support human rights?

Each assessment task requires you to answer a debatable question.

To answer the first question you will watch a video and create a speech based on the content. To answer the second question you will read and examine two texts and produce a formal letter based on their contents.

Summative assessment task 1 – a speech

Debatable question 1: Do we need human rights?

Using evidence and examples from the words and images from the video, prepare and make a speech of 3–4 minutes of duration to answer debatable question 1.

Text F

The history of human rights

Watch the video “The history of human rights” (Text F):

<https://www.youtube.com/watch?v=nCQWwkERit4>

Alternatively, watch a video on a related subject of your own choosing. Make notes on the arguments presented.



You will be assessed using the following criteria.

A: Comprehending spoken and visual text

- 4Ai *Construct meaning and draw conclusions from information, main ideas and supporting details*
- 4Aii *Interpret conventions*
- 4Aiii *Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.*

C: Communicating in response to spoken and/or written and/or visual text

- 4Ci *Respond appropriately to spoken and/or written and/or visual text*
- 4Cii *Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance*
- 4Ciii *Express ideas and feelings, and communicate information in simple and complex texts*
- 4Civ *Communicate with a sense of audience and purpose*

D: Using language in spoken and/or written form

- 4Di *Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation*
- 4Dii *Organize information and ideas into a structured text; use a wide range of cohesive devices*
- 4Diii *Use language to suit the context*

ATL Communication skills

Some tips for the summative assessment:

A) While you watch or read:

- Preview and skim texts to build understanding
- Read or view the material critically
- Make inferences and draw conclusions
- Make effective summary notes
- Interpret any-specific terms and symbols

- Organize and depict information logically
- Structure information in summaries, essays and reports

B) While you draft your ideas

- Use a variety of speaking techniques to communicate with your audience
- Use the appropriate form of writing for the purpose of the text and your audience

Summative assessment task 2 – formal letter

Read the following poster (Text G) and set of guidelines (Text H).

Debatable question 2: How can schools support human rights?

You are the student representative on your school's organizing committee. Based on the information you read in Texts E and F, write a formal letter to parents and members of the community inviting them to a human rights day at your school. Use the conventions and language appropriate to a formal letter. Write 200–250 words.

The letter should explain:

- who you are, and why you are writing
- why your school supports human rights
- which events you are planning in support of human rights.

Close the letter formally with an invitation to attend.

You will be assessed using the following criteria.

B: Comprehending written and visual text

- 4Bi *Construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions*
- 4Bii *Interpret basic conventions including aspects of format and style, and author's purpose for writing*
- 4Biii *Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions*

C: Communicating in response to spoken and/or written and/or visual text

- 4Ci *Respond appropriately to spoken and/or written and/or visual text*
- 4Cii *Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance*
- 4Ciii *Express ideas and feelings, and communicate information in simple and complex texts*
- 4Civ *Communicate with a sense of audience and purpose*

D: Using language in spoken and/or written form

- 4Di *Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation*
- 4Dii *Organize information and ideas into a structured text; use a wide range of cohesive devices*
- 4Diii *Use language to suit the context*

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

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.

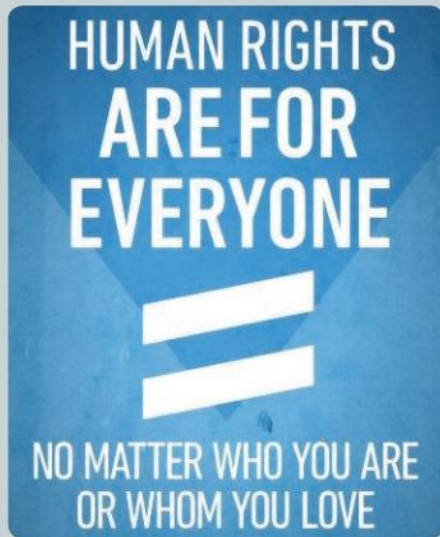
You have the responsibility to respect the rights of others

NO ONE CAN TAKE AWAY ANY OF YOUR RIGHTS

zen pencils

Text H

10 Ways to Celebrate Human Rights Day on December 10



On December 10th, 1948, the UN General Assembly adopted the Universal Declaration of Human Rights, a ground-breaking document which outlined the 30 fundamental rights that people are entitled to across the world. In celebration, December 10th has been named Human Rights Day; how is your school going to celebrate it?

Our resident team of college interns has come up with 10 great suggestions for celebrating Human Rights Day on your campus. In addition to supporting UN campaigns like Free and Equal and He for She, you can:

1. Pass a student government resolution: Work with a member of your student government or student council to pass a resolution in honor of Human Rights Day.
2. Write an article in your school's newspaper: School newspapers can be a great place to talk about the importance of human rights around the world.
3. Stage a public reading: Set up a microphone in your student center or, if the weather's right, outside and read the Universal Declaration of Human Rights in full.
4. Set up a free expression wall: Set up a blank wall or giant piece of paper and encourage your friends to write about what human rights mean to them.
5. Make a viral video about human rights day: Film your friends kicking it Gangnam style to celebrate human rights and put the video online: it'll go viral in a matter of minutes.
6. Start a Facebook campaign: Encourage your friends to change their profile pictures to an individualized Human Rights Day banner.
7. Hand out T-shirts and other gear: If you have the funds, buy t-shirts, sunglasses, or even 90s-style sweatbands featuring a slogan about human rights to give to your classmates.
8. Coordinate an extra-credit lecture: Work with professors in the history department, the law school, or the international relations program to host a lecture about human rights, and work with other professors in the department to get attendees extra credit—trust us, your friends will thank you.
9. Hold a candlelight vigil or other commemorative event: While it's important to have fun, human rights are serious business. Consider holding a vigil or other event to commemorate those who have suffered human rights abuses and those whose human rights are still violated.
10. Hold a talent show, dance, or party: Big social events are a great way to bring awareness to an issue, so why not have a human rights-themed party? Free admission if you dress up like Eleanor Roosevelt or Ban Ki-Moon.

Human Rights Day is awfully close to time for final exams, so commemorate it earlier or later if it works better for your campus. Remember that the administration or other organizations, such as Amnesty International, may be able to help support any events you want to hold. Ask them to join in!

Source: http://genun.unausa.org/10_ways_to_celebrate_human_rights_day_on_december_10

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

Text H gives you a list of ideas. Put your learning into action by planning a Human Rights Day at your school, using some of the ideas provided. Write a formal letter to your student council and school management team about making this an official school event.

The original article given as Text H was written for an audience of university students. Here is an abridged version of the list. 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 by D. Kristof

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

In context

Global context: Scientific and technical innovation

How do we understand the world in which we live?

In this chapter we will explore the interaction between scientists and the idea of space travel; for example, how space travellers might use technology to adapt environments to their needs. We will also debate the value and risks of such potential scientific innovations, and discuss what impact they could have on our lives.

Key concept: Creativity

Creativity is the process of generating novel 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 Anglophone world.

Related concept: Point of view

A point of view is the position or vantage point from which the events of a story seem to be 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 on a particular topic.

Statement of inquiry

Language used to describe our adventures in science can tell us as much about human behaviour as about science.

Inquiry questions

- Why do people want to go to Mars?
- Why shouldn't people go to Mars?
- What can a science fiction film teach us about human behaviour?
- How does audio-visual Text D add to the debate on life on Mars?
- Is it right to send astronauts to Mars?
- Can a science fiction film be both realistic as science and convincing as a story of human behaviour?



Why do people want to live on Mars?

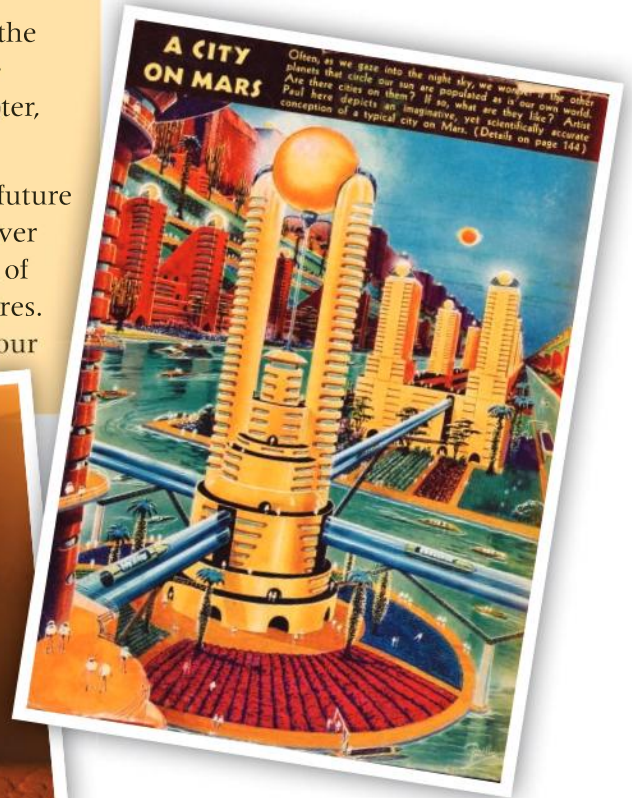
Factual question

Before you read Text A

Criterion 4Biii

What do you already know about space exploration? Would the money spent on space exploration be better spent solving the problems we have here on Earth? Before you begin this chapter, conduct a class brainstorming session.

Now examine the two pictures. The picture on the right of a future city on Mars is taken from a work of science fiction written over 80 years ago. The picture below is a recent artist's impression of a Mars settlement in the near future. Compare the two pictures. Which, if any, is the more realistic point of view? Justify your answers.



While you read Text A

Criterion 4Biii

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. As you read the text decide which of these characteristics Maggie Lieu possesses. What evidence can you find in the text for your answers?

Characteristic	Yes/No/Maybe	Evidence
Resilient		
Adaptable		
Curious		
Trusting		
Creative		

ATL Research skills

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, food, etc.

Text A

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?”





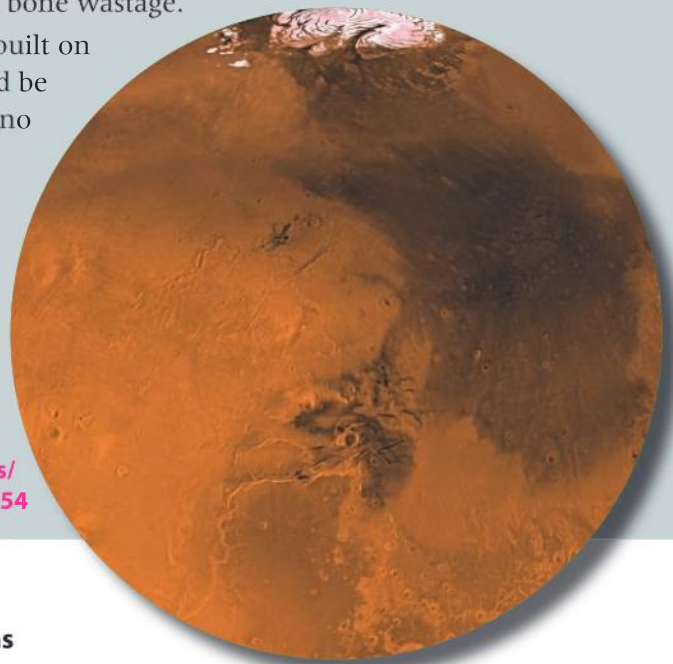
That said, she's not so sure she'd want to come back. She would be physically disabled back on Earth after years of muscle and bone wastage.

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 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?"

"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



Text A: Text handling

Criterion 4Bii

1 Factual assessment of Text A: multiple-choice questions

Choose the correct answer from A, B, C or D. Write the letter in the box.

1. Text A is:
 - A. a blog
 - B. an interview
 - C. a news report
 - D. a review.
2. The writer of Text A 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 Text A is mainly
 - A. persuasive
 - B. factual
 - C. poetic
 - D. exaggerated.

2 True or false? Re-read Text A carefully and identify true and false statements. The sentences below are either true or false. Tick [✓] “True” or “False” then justify your answer with a relevant brief quotation from the text. Both a tick [✓] and a quotation are required for one mark. Discuss your answer in class

		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:			

3 Short-answer question. In your opinion what are the two most challenging aspects of the journey to Mars? Give your reasons.



Formative oral and interactive skills – discussion

Criteria 4Ci, 4Cii, 4Ciii, 4Civ

In Text A the journalist, Rachael Pells, asks Maggie Lieu a series of questions about Lieu’s motivation for going to Mars. The journalist also gives some of her own opinions about the expedition.

Read the statements below. Do you think they present sensible arguments for going to Mars? Before you begin, decide what a “sensible idea” for going to Mars would be. Rate the ideas below on a scale of 1 to 5, in which 1 is “not at all sensible” and 5 is “extremely sensible”. Justify your answers.

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.		
She also thinks that she might not be able to return to Earth for medical reasons.		
They can live in a place where there are no laws.		
The habitations may not stand the Martian climate.		
It is an exciting adventure for mankind.		

Formative writing activity – review

A review is a form of journalism. The writer of a review reads or experiences something such as a film, book, play or TV programme. The review gives an overview or summary and offers the writer's opinions and recommendations.

In this chapter you will learn how to write a review.

Criterion 4Di

However, first practise writing a reasoned argument to answer this question: Do you think the Mars One project is sensible or not?

Here are some tips on how to proceed:

1. 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.
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?

You may wish to use the table below to help you plan your thoughts.

	Your points	Evidence/Explanation/Examples
Introduction Topic Thesis (big idea)		
Supporting point 1 Topic sentence		
Supporting point 2 Topic sentence		
Supporting point 3 Topic sentence		
Conclusion Final thought		

You are writing for your teacher. Will the language you use be:

Criterion 4Dii

- formal
- semiformal
- informal
- slang?



Answer to the factual question

Why do people want to live on Mars?

Now that you have completed this section, what is your answer to the factual question? In the material you have read and researched, what reasons have you found to support a Mars mission? How convincing are the arguments?



ATL Self-management and research skills

Here is an opportunity to show that you can manage your time by setting a learning goal that is challenging but realistic.

Plan your research and give yourself a deadline for completion of the task.

Organize your findings in such a way that the information is easily understandable.

Find answers to this research question:

What other reasons are there for undertaking the mission to Mars? Make a list of points in favour of the expedition.

Use the Internet to find reasons for sending manned missions to Mars. Organize and categorize the material and present your research to your class.

Why should people not go to Mars?

Conceptual question

In relation to this conceptual question, you will be looking at Text B, which gives ten reasons why people should not go on missions to Mars. Later in this chapter you will be debating whether we should attempt to live on Mars.

Before and while you read Text B

Criteria 4Bi, 4Biii

Text B is a review of the Mars One project. In it the writer gives ten reasons why the expedition to Mars is too dangerous. Before you read the text decide whether you agree, disagree with or are not sure about each of the writer's ten ideas.

Examine the ten negative opinions and then give your response to each. Write your responses in the first column, "Before reading the text".

Before reading the text	The writer's opinions	After reading the text
Give point of view Agree Disagree Not sure		Give point of view: Agree Disagree Not sure
	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.	

Now read Text B. Does reading the text change any of your opinions? As you read write your new responses in the third column of the table, "After reading the text".



10 Reasons Why You Shouldn't 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.

After reading Text B

Criteria 4Bi, 4Biii

Here are the writer’s ten points again. Read the text again and find phrases that explain or give an example of each danger. The first one is done for you.

Reasons why the Mars expedition is a bad idea	Evidence
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	

Text B: Text handling

1 Factual meaning of Text B – multiple-choice questions

Choose the correct answer from A, B, C or D. Write the letter in the box.

Criterion 4Bii

1. Text B is:
 - A. a blog
 - B. a magazine article
 - C. a news report
 - D. a review

2. The writer of Text B is:
 - A. a scientist
 - B. a journalist
 - C. an astronaut
 - D. a science fiction author.

3. The main purpose of the text is to give the point of view of:
 - A. the author
 - 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. support the Mars One project
 - B. inform the readers about the Mars One project
 - C. advertise the Mars One project
 - D. make fun of the Mars One project.
5. The style used in Text B is mainly:
- A. persuasive
 - B. factual
 - C. poetic
 - D. exaggerated.
6. The author of Text B speaks to the audience using:
- A. the first person
 - B. the second person
 - C. the third person.

Formative oral and interactive skills

Criterion 4Ci

Debate preparation

In groups review the ideas against space travel put forward by the writer in Text B. Which are the best arguments? Which arguments are the weakest?

Rate the ideas in Text B on a scale of 1 to 5 stars where ★ indicates the weakest arguments and ★★★★★ indicates the best arguments.

Justify your answers.

ATL Communication skills

During this exercise you can practice these skills.

- Take effective notes in class.
- Make effective summary notes for studying.
- Use a variety of organizers for academic tasks.
- Organize and depict information logically.

Reasons why the Mars expedition is a bad idea	Quality of the idea Score: ★ to ★★★★★	Justification
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		

Formative writing activity

Review of Text B

Criterion 4Di

What is your opinion of Text B? Is this article wonderful, good, indifferent, poor, unrealistic? Would you recommend it to others?

Write a review of Text B. Write 200–250 words. Your review will appear in a science magazine aimed at young people called *Scientists of the Future*.

You may wish to use this table to help you plan your thoughts.

	Your points	Evidence, explanation and/or examples
Introduction Topic Thesis (main point)		
Supporting point 1 Topic sentence		
Supporting point 2 Topic sentence		
Supporting point 3 Topic sentence		
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:

Criterion 4Diii

- formal
- semiformal
- informal
- slang?

Planning and scaffolding

Criterion 4Di

What is your opinion of Text B? Write 200–250 words, following the instructions below.

- Make three points to justify your opinion.
- Find evidence, explanations and/or examples for each point.
- Make at least three points in favour of the argument.
- Remember to write a final thought – your recommendation to your readers.

ATL Research and self-management skills

What other reasons are there for not undertaking the mission to Mars?

Conduct your own research on the Internet and make a list of further points against such an expedition. Organize your findings into different categories. When you have finished share your ideas with the rest of your class.

Conclusion to the conceptual question

Why should people not go to Mars?

Now that you have completed this section, what is your answer to the conceptual question? Justify your answer. Having investigated both sides of the argument, conduct a poll in your class. How many people are in favour of a mission to Mars? How many people oppose it? How many people are as yet undecided? Use the findings to create teams for the debate that will follow.

Oral and interactive skills – a debate

You are about to conduct a debate. In class make a list of what you already know about debates and debating.

Now read the text and note how many of your points are mentioned in the text.

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.

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: the rest of the class 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 class will vote in favour of or against the debate question.

Here are some debating rules you should follow.

- 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.



Planning and scaffolding

How many of the points about debating you listed at the beginning of the reading did you find in the text?

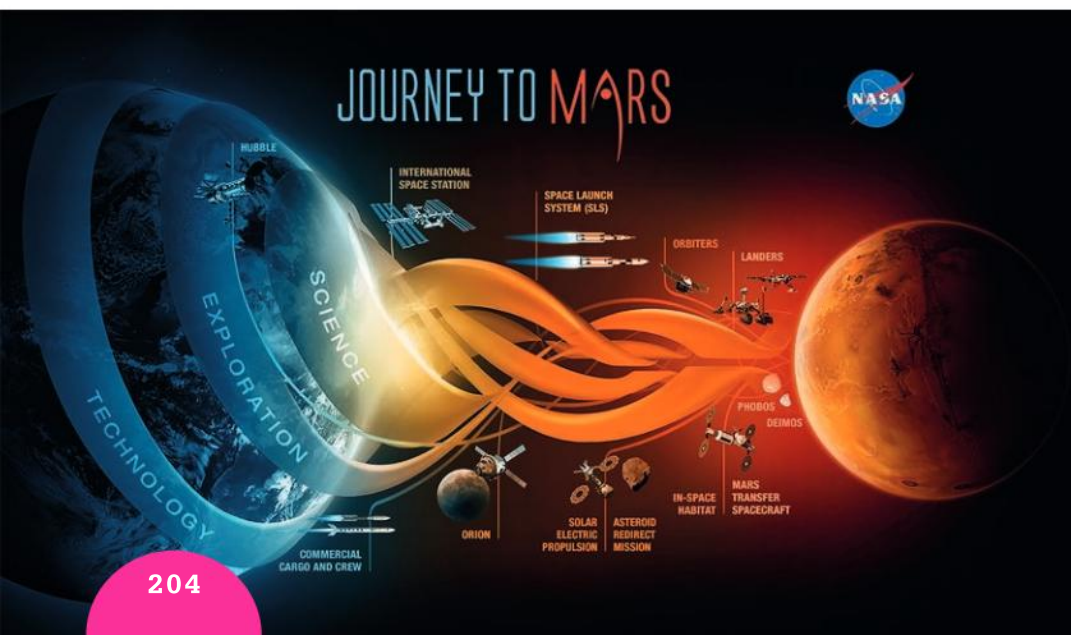
List any additional points to improve the quality of the debate.

Formative interactive oral activity – debate: Should human beings try to settle on Mars?

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.

Criteria 4Ci, 4Cii, 4Ciii, 4Civ





Written text type – a review

You are about to write a film review. In class make a list of what you already know about reviews.

Now read the text and note how many of your points are mentioned in the text.

As you 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.

Language and style

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.



Planning and scaffolding

How many of the points about debating you listed at the beginning of the reading did you find in the text?

List any additional points to improve the quality of the debate.

Formative creative writing activity – a review

Criterion 4Diii

Below is a poster of a science fiction film from the 1950s. How would you react to the film if you watched it today?



ATL Thinking and communication skills

Here is an opportunity to use your creative thinking skills. Even if you cannot watch the film or a trailer for it, ask yourself a series of questions. Make a list of the different aspects of the film you could write about in a review.

Make guesses, ask yourself “What would be ...?” questions. Be inventive. What might you say about each aspect of the film?

Further information and ideas



Flight to Mars trailer

You can watch the original trailer to the film *Flight to Mars* here:

<https://www.youtube.com/watch?v=ljhpBw9kCXg>

Flight to Mars

You can watch the original film here:

<https://www.youtube.com/watch?v=9y6iOWBVGyK>





Write a review for your school magazine of the film *Flight to Mars*. Write 200–250 words. You may prefer to review another film about a space exploration of your own choice.

Before you write

Criterion 4Di

It is essential to have an idea about what you are going to write before you start writing. First, consider your overall opinion of the film. You may wish to take notes on the quality of the plot, the performance of the actors, the special effects, the costumes, etc. Note ten words or phrases to describe your reactions to the film.

Planning and scaffolding – structuring a film review

Criterion 4Dii

You could divide your film review into different paragraphs.

1. Grab the readers' attention with some information or question to connect them to the film. "Have you ever wondered ... ?"
2. Introduce 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. Describe the setting, the plot and the action. Do not reveal the ending.
4. Analyse other aspects of the film. You might consider the quality of:
 - a. the acting
 - b. the costume design
 - c. the photography
 - d. the soundtrack.
5. Describe your overall reaction to the film as well as your opinion of its quality. Include your recommendations for your readers.

Planning and scaffolding – language, audience and formality

Criterion 4Diii

You are writing for your school newspaper. Who is your audience?

Will the language and style you use be:

- formal
- semiformal
- informal
- slang?

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.

ATL Social and communication skills

It may be helpful to plan your review in a group. Once you have watched the material you are going to review, discuss the points raised in the "Planning and scaffolding" boxes opposite and below. Go through the points raised and discuss your responses as a group. Together work out how best to structure the material to produce an effective film review. Use the notes to write your own personal review.

What can a science fiction film teach us about human behaviour?

Conceptual question

Before you read

Criterion 4Bi

Focusing discussion

You are about to read a review of the film *The Martian*. It is a recent science fiction film about an astronaut stranded on Mars.

With a partner decide which ten words in the list below you think are most likely to be mentioned in the review.

acting	frames	scenes
actors	lighting	screen
background	music	set
costumes	narrative	setting
crisis	opinion	shots
dislike	plot	soundtrack
directed	point of view	special effects
drama	props	story
editing	recommend	tension

Now skim through the text to see how many of your ten words are actually in Text C.

ATL Thinking skills

In this section you will have the opportunity to practice media literacy skills.

- Interact with media to use and create ideas and information.
- Make informed choices about personal viewing experiences.
- Understand the impact of media representations and modes of presentation.
- Communicate information and ideas effectively to audiences using a variety of formats.

Text C

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.

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.

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.

Obviously with a situation like this, tension runs high throughout the film, and indeed there are several thrilling moments. 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.

20 It's these quiet and well-presented scenes 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
25 the novel, with some of the best acting of his career.

30 *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.

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
35 it focuses on smaller moments, whether emotional or comic. It does these things very well, and I recommend this movie to anyone who enjoys drama/thrillers, or
40 science fiction films.

Adapted from: <https://mvlteenvoice.com/2015/11/28/the-martian-movie-review/>

Text C: Text handling

Criteria 4Bi, 4Biii

- 1 **True or false?** The sentences below about Text C are either true or false. Tick [✓] "True" or "False" then justify your answer with a relevant brief quotation from the text. Both a tick [✓] and a quotation 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:			

2 Finding words with similar meaning Reread lines 20 to 40 of Text C. Find the word from the right-hand column that could meaningfully replace one of the words on the left. Write your answers in the box. The first example is done for you.

Example: **memorable** (line 21)

A. ordinary

B. negative

9. phenomenal (line 23)

C. point of view

D. enormously

10. aspect (line 28)

E. terrific

F. niceness

11. likeability (line 30)

G. richly

H. positive

12. upbeat (line 31)

I. bravery

J. unforgettable

13. hugely (line 34)

K. feature

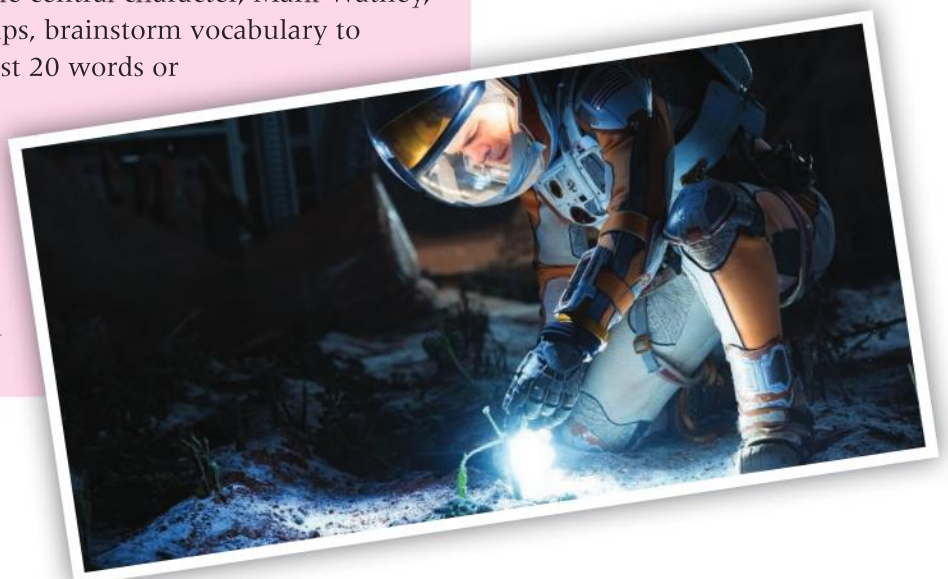
L. dangerous

Example	9.	10.	11.	12.	13.
J. unforgettable					

ATL Social and thinking skills

Now that you have finished reading and analysing the text, think about the research question for this section, “What can a science fiction film teach us about human behaviour?”

Consider what you have learned from the review about the personality and behaviour of the central character, Mark Watney, in the film *The Martian*. In groups, brainstorm vocabulary to describe Mark. Try to find a least 20 words or phrases. When you have finished, share your answers with the rest of your class. What conclusions do you come to about the question, “What can the film, *The Martian*, teach us about human behaviour?”





After you have read Text C: Point of view

Criterion Bii

- 1 Multiple-choice questions** Choose the correct answer from A, B, C or D. Write the letter in the box.
- 14.** The tone of Text C is:
- A. indifferent
 - B. enthusiastic
 - C. critical
 - D. sympathetic.
- 15.** The review is written from the point of view of:
- A. a character in the film speaking to the viewers
 - B. a moviegoer speaking to strangers
 - C. one friend speaking to another
 - D. a reviewer speaking to potential moviegoers.
- 16.** The author of the text speaks to the audience using:
- A. the first person
 - B. the second person
 - C. the third person.
- 17.** What seems to be the most important theme of the film?
- A. Technology in the future
 - B. Life on Mars in the future
 - C. The human will to survive
 - D. Space travel in the future

Formative writing activity: Review

Write a review of an adventure, science fiction or fantasy film that you have seen recently. Write 200–250 words.

Criteria 4Di, 4Dii, 4Diii

Planning and scaffolding – structuring a film review

You could divide a film review into different paragraphs.

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: give an overview of what the film 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. Describe the setting, the plot and the action. Do not reveal the ending.
4. Analyse other aspects of the film. You might consider the quality of:
 - a. the acting
 - b. the costume design
 - c. the photography
 - d. the soundtrack.
5. Describe your overall reaction to the film as well as your opinion of its quality. Include your recommendations for your readers.

ATL Self-management skills

Here is an opportunity to prepare for summative assessments.

Choose your own film to review.

Use the skills and language you have learned in this section to write your own film review.

Planning and scaffolding – language, audience and formality Criterion 4Diii

You may wish to use some of the technical vocabulary listed at the beginning of this section, or used by the reviewer in his article or in the text-handling exercises.

Remember to consider these questions. Who are you writing the review for? Who is your audience? Based on your answers, will the language and style you use be:

- formal
- semiformal
- informal
- slang?

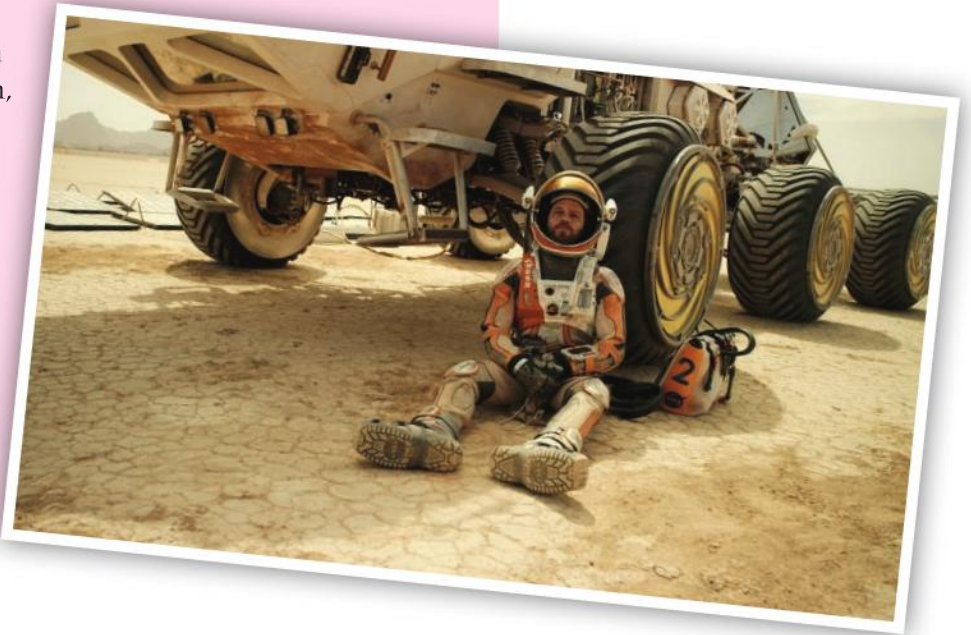
Here are some other points to consider.

- Will you write in the first person or the third person?
- Will you address your audience directly?

ATL Social and communication skills

Work in groups of three or four. Look at the photograph and think about the question, “Would your group survive on Mars?”

What personal qualities would you need to survive alone on the Red Planet for a week? Discuss the question and make a list. Organize your suggestions into different categories such as physical qualities, social skills, and so on.



Conclusion to the conceptual question

What can a science fiction film teach us about human behaviour?

Now that you have finished this section, what is your answer to the conceptual question? Think about the nature of heroes and heroines who survive and succeed in conflicts with technology and nature.



Key and related concepts

Creativity and point of view

Here is an excellent example of 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. Such an unusual point of view allows the poet to be very creative with language as the Martian has to invent new words to make sense of these new experiences on our planet.

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.



Text D

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 oral activity: debating

In groups of three discuss the following questions. The purpose of the exercise is to find answers you can all agree on. Where there is disagreement, find evidence in the text to support your point of view. Explain how the evidence proves your point. Convince your partner that your view is correct. If you still cannot agree, take a vote.

Criteria 4Bi, 4Bii, 4Biii

1 Multiple-choice questions

Discuss the answer options A, B, C or D. When you have agreed which answer is correct, write the letter in the box.

1. Text D is:
 - A. a description
 - B. a review
 - C. a report
 - 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
 - B. himself
 - C. his family
 - D. other Martians.

4. The speaker addresses the audience using:
 - A. the first person
 - B. the second person
 - C. the third person
 - D. the fourth person.

5. The purpose of Text D 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 Text D is:
 - A. persuasive
 - B. factual
 - C. poetic
 - 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. exaggerates his experiences.



8. From the Martian's language we guess that Mars is full of:
- A. machines
 - B. animals
 - C. plants
 - D. monsters



Thinking about conventions and creativity

In English certain words and phrases relate to very specific things and ideas. For example, these traffic symbols have clear messages. In the first picture the designers have used their creativity to make their messages very clear. Take a moment to decide what each sign means.

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 below?

In the same way, the Martian in the poem does not know the conventions on Earth. He has either misunderstood, or has the right word but the wrong meaning for objects on Earth. He has to be creative to explain ideas for which he has no appropriate words.

Look at the table below. Which Earth name corresponds to the name given by the Martian?

- 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. 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		

ATL Social and communication skills

What is the advantage of using metaphors? Would it be better if we only communicated using clear, literal and unambiguous language? What do you think? You might like to debate this topic in class.

ATL Thinking and social skills

Much of the creative language used in the poem is metaphorical.

Once you have read the poem in class, spend time in groups or pairs analysing its meaning. You may need to look up some of the vocabulary and references. How do you interpret the actions or phrases that the Martian describes as:

- "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"?

In your groups share your ideas and try to come to some agreement about what the phrases mean. When you finish, come to a conclusion about the overall message of the poem. What lessons can we learn from it?

Formative writing skills – creative writing

Imagine you are writing from the point of view of a Martian on Earth and write your own message home. This may be in the form of a postcard, a letter, an email or a blog. You can use the postcard to the right 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*.





How does audio-visual Text E add to the debate on life on Mars?

Conceptual question

Before you watch Text E

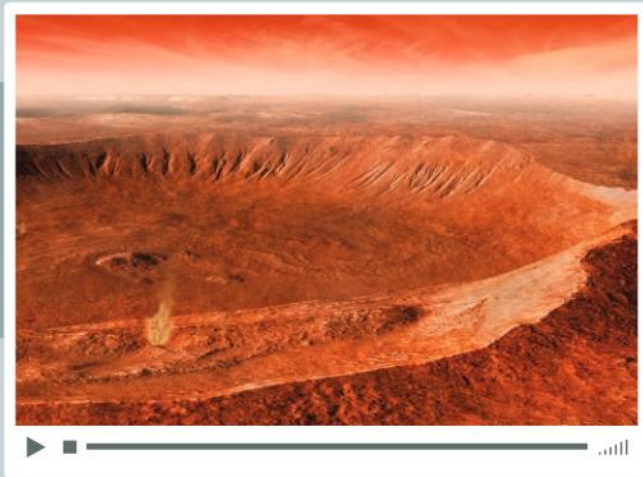
In this chapter you have inquired into the concept of space exploration and investigated the essential characteristics of astronauts. As a class, make a list of the most important ideas you have learned in your investigations so far.

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.

Text E

Audio-visual Text E

These are suggested texts to use as Text E for this section.



If I die on Mars

<https://vimeo.com/119124588>

Astronaut – A journey to space

<https://vimeo.com/111049676>





Maggie Lieu

Maggie Lieu speaks to schoolchildren in a question and answer session.

<https://www.youtube.com/watch?v=uQRSx4Qmhow>

Alternatively, you could use an audio-visual stimulus of your own choosing related to the theme of life on Mars or space travel.

While you watch Text E

Criterion 4Ai

Answer the following questions.

1 Text E seems to be related to which of these MYP global contexts?

- 1. **A.** Identities and relationships
- B.** Orientation in space and time
- C.** Personal and cultural expression
- D.** Scientific and technical innovation
- E.** Globalization and sustainability
- F.** Fairness and development

2. Use this table to summarize the main points of the stimulus. You may wish to add extra supporting points, if necessary.

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

2 **Multiple-choice questions** Choose the correct answer from the options given. Write the letter in the box. Where indicated, write other information and/or a short justification for your answer.

3. The approach to the subject matter of Text E is mainly:
- A.** entertaining
 - B.** factual
 - C.** persuasive
 - D.** Other:

Justification/reason:



4. How would you describe the content of Text E?
- A. Really important
 - B. Interesting
 - C. Fairly interesting
 - D. Uninteresting

Justification/reason:

5. What was the format of Text E?
- A. Speech
 - B. Conversation/discussion
 - C. Debate
 - D. Documentary
 - E. Other
6. The purpose of Text E was to:
- A. narrate a story
 - B. describe a situation
 - C. explain a problem
 - D. argue a point of view
 - E. give instructions/guidelines
 - F. other.
7. How many points of view did Text E show?
- A. One
 - B. Two
 - C. Three
 - D. More than three
8. The opinions in Text E are:
- A. very balanced
 - B. quite balanced
 - C. biased
 - D. very one-sided.
9. How much use did Text E make of graphics?
- A. Used graphics a lot
 - B. Used graphics more than twice, but not a lot
 - C. Used graphics once or twice
 - D. Never used graphics
10. Which of these techniques are used in Text E?
- A. Voiceover
 - B. Special lighting techniques
 - C. Music and sound effects
 - D. Other special effects
 - E. None of the above
 - F. All of the above
 - G. Some of the above

Formative interactive oral – a debate

Criterion 4Aiii

Debate: Is space exploration a terrible idea?

ATL Thinking and research skills

Before you conduct the debate, think about the wider issue of space exploration. Think about the questions we asked at the beginning of the chapter. For example, is there any value in sending astronauts into space to orbit the Earth? 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?

In groups research the possible value of space exploration. Other groups can look at 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 the question, "Is space exploration a terrible idea?"

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, 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 presented in the video.

One team should present the dangers and problems of space exploration.

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 activity – a film review

Criteria 4Aii, 4Dii

Write a review of your reactions to the video you have watched (Text E). Your teacher will assess your review.

Planning and scaffolding – structuring a review

Criteria 4Di, 4Dii

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.

Planning and scaffolding – language, audience and formality

Criterion 4Diii

Remember to consider these questions.

- Who are you writing the review for?
- Who is your audience?
- Based on your answers to the first two questions, will the language and style you use be:
 - formal
 - semiformal
 - informal
 - slang?
- Will you write your review in the first person or the third person?
- Will you address your audience directly?

Remember that the best answers will also give examples and justifications of your ideas.

Conclusion to the conceptual question

How does Text E add to the debate on life on Mars?

Now that you have completed this section, what is your answer to the conceptual question? Remember to use all the knowledge and skills you have learned in this chapter to help you to further develop your review.

ATL Social and self-management 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.

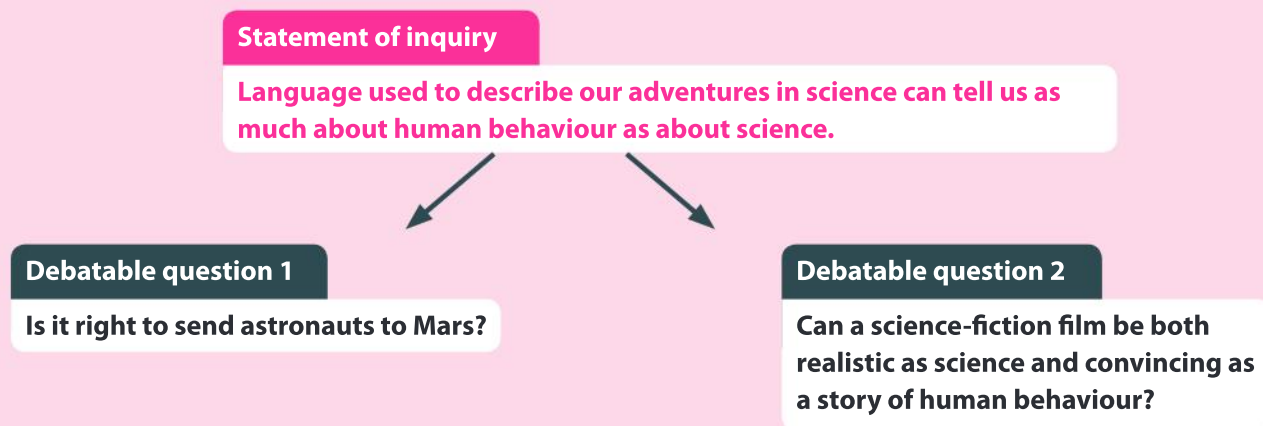
At the same time you can take responsibility for your own learning when you write your own review.

ATL Self-management 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 assessment. Make sure you use teacher feedback from these exercises to produce the most effective debates and reviews.

Summative assessment

In this summative assessment you will have an opportunity to show your understanding of the topic of life on Mars. You will also be assessed on your use of the communication skills you have developed in this chapter. To complete the assessment you will undertake two tasks related to the statement of inquiry for this chapter.



Each assessment task requires you to answer a debatable question.

To answer the first question you will watch a video and undertake a debate based on the content. To answer the second question you will read a text and produce a set of film reviews based on the content.

Summative assessment task 1 – debate

You have had opportunities to practise making oral presentations throughout this unit. Now, working in groups, use your skills to answer the following question.

Debatable question 1: Is it right to send astronauts to Mars?

Divide each group into two teams. Using evidence and examples from the words and images from the video, each team should collect the views of all the would-be astronauts. Each team should now create and make a series of debate points.

One team should present the personal points of view in favour of space travel to Mars. One team should present the dangers and problems.

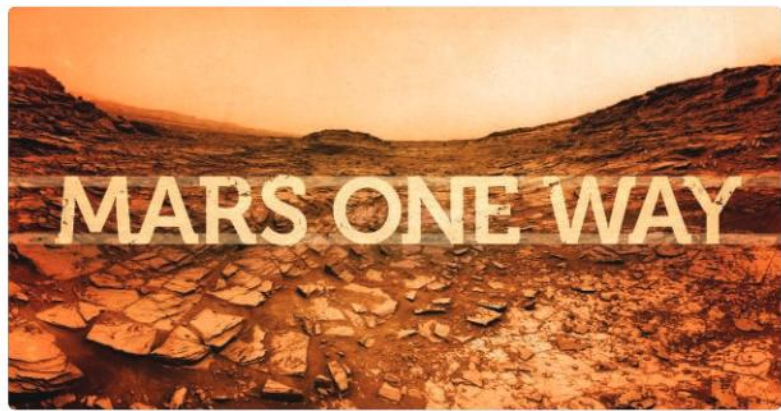
Conduct a debate entitled, “Is it right to send astronauts to Mars?” Your audience can be another group in your class.

Text F

Mars One Way

Alternatively, watch a video on a related subject of your own choosing. Make notes on the arguments presented.

<https://vimeo.com/87916326>



You will be assessed using the following criteria.

Criterion A: Comprehending spoken and visual text

- 4Ai *Construct meaning and draw conclusions from information, main ideas and supporting details*
- 4Aii *Interpret conventions*
- 4Aiii *Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions*

Criterion C: Communicating in response to spoken and/or written and/or visual text

- 4Ci *Respond appropriately to spoken and/or written and/or visual text*
- 4Cii *Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance*
- 4Ciii *Express ideas and feelings, and communicate information in simple and complex texts*
- 4Civ *Communicate with a sense of audience and purpose*

Criterion D: Using language in spoken and/or written form

- 4Di *Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation*
- 4Dii *Organize information and ideas into a structured text; use a wide range of cohesive devices*
- 4Diii *Use language to suit the context*

Summative assessment task 2 – review

You have had opportunities to practise writing reviews throughout this chapter. Now use your skills to answer the following question.

Debatable question 2: Can a science fiction film be both realistic as science and convincing as a story of human behaviour?

Read the following information about the animated film *Mars needs Mums* (Text G). Rewrite the information as a film review for your school magazine. Write 200–250 words. Target an audience younger students. Your review should inform your audience of your point of view.

Use the following structure for your review.

1. State the title of the film and give some basic information about it.
2. Outline the characters and storyline.
3. Make some points about the other qualities of the film.
4. Give your recommendation based on these questions. Is the film realistic as a piece of science? Is it convincing as a story about human behaviour?

Text G

Mars Needs Moms

Mars Needs Moms is a 2011 American 3D computer-animated science-fiction comedy film based on the book of the same title. The film is centered on Milo, a nine-year-old boy who finally comes to understand the importance of family, and has to rescue his mother after Martians kidnap her. It was co-written and directed by Simon Wells. It was released to theaters on March 11, 2011 by Walt Disney Pictures. The film grossed \$39 million worldwide on a \$150 million budget.

Plot

Unbeknownst to humans, there is a thriving, technologically sophisticated society of Martians living below the surface of Mars. The Martians Supervisor (Mindy Sterling), while observing Earth, sees a





mother (Joan Cusack) persuading her son, Milo (motion by Seth Green, voice by Seth Dusky), to do his chores. The Martians decide to bring her to Mars, where her “momness” will be extracted and implanted into the next generation of robots.

Meanwhile, Milo, who doesn't like following the house rules and doing chores, tells his mother in anger that his life would be better if he didn't have a mom.

Later that night, Milo goes to apologise, but discovers his mom is being kidnapped. He follows her, but they end up in separate parts of the Martian spaceship. On Mars, Milo is taken to an underground cell. He escapes and is chased by Martian guards, hears a voice that tells him to jump down a chute, and lands in a lower subterranean level. There, he sees a trash-covered landscape that is inhabited by furry creatures.

Milo meets Gribble, aka George Ribble (Dan Fogler), the child-like adult human who had told him to jump down the chute. Gribble explains to Milo that the Martians plan to extract Milo's Mom's memories at sunrise, using a process that will kill her. Gribble, who is lonely and doesn't want Milo to leave, pretends to help Milo rescue his mother, but his plan goes wrong. Gribble is captured and Milo is pursued by Martian guards.

Milo is rescued by Ki (Elisabeth Harnois), one of the supervisors who raises Martian babies. Milo tells her about his search for his Mom and what a human relationship with a mom is like, as Ki and her kin were mentored by only robots and don't know of love.

Milo returns to Gribble's home but finds him missing. Gribble's robotic spider, Two-Cat (Dee Bradley Baker), takes Milo to the Martian compound where Gribble is being prepared for execution. The guards capture Milo, but Ki tosses him a laser gun, allowing him to escape.

Milo and Gribble retreat to an even lower uninhabited level, where Gribble explains his Mom's abduction and murder by the Martians 25 years earlier. Gribble regrets that he hadn't been able to save her. Milo convinces Gribble to actually help him just as Ki finds them. They discover an ancient mural of a Martian family and realize that machines didn't always raise Martian children. Gribble explains that robots in the technologically advanced society currently raise Martian female babies, while the male babies are sent down below to be raised by adult male Martians, which are the furry creatures he encountered earlier.

Milo, Gribble, and Ki save Milo's Mom just before sunrise. This lets the adult males and babies enter, where they attack the guards and robots.

Milo and his Mom steal oxygen helmets and try to escape across the Martian surface, but the Supervisor causes Milo to trip and his helmet shatters. His Mom gives him her own helmet, saving Milo but sacrificing herself. The Martians are amazed; as this is the first time they have seen love.

Gribble finds his own mother's helmet, and gives it Milo's Mom, saving her. Ki brings a ship for them to escape in, but the Supervisor intervenes. The guards decide to arrest the Supervisor because they prefer the loving vision of family life. The other Martians celebrate.

Milo, his Mom, Gribble, Ki, and Two-Cat travel to Earth. Gribble decides not to stay, because he wants to stay with Ki on Mars. Milo and his Mom return to their house just before Milo's Dad (Tom Everett Scott) comes home.

Critical response

Rotten Tomatoes reported that 37% of critics gave the film a positive review, based on reviews from 111 critics, with an average

rating of 5 out of 10. The critical consensus reads, “The cast is solid and it’s visually well-crafted, but *Mars Needs Moms* suffers from a lack of imagination and heart.”... Metacritic assigned an average critical score of 49 out of 100 based on 22 reviews. ...

Box office

Mars Needs Moms was a failure and has the worst box-office reception for a Disney-

branded film. It earned only \$1,725,000 on its first day, for a weekend total of \$6,825,000. This is the 15th worst opening ever for a film playing in 3,000+ theaters.

Adapted from: https://en.wikipedia.org/wiki/Mars_Needs_Moms

You will be assessed using the following criteria.

Criterion B: Comprehending written and visual text

- 4Bi *Construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions*
- 4Bii *Interpret basic conventions including aspects of format and style, and author’s purpose for writing*
- 4Biii *Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions*

Criterion C: Communicating in response to spoken and/or written and/or visual text

- 4Ci *Respond appropriately to spoken and/or written and/or visual text*
- 4Cii *Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance*
- 4Ciii *Express ideas and feelings, and communicate information in simple and complex texts*
- 4Civ *Communicate with a sense of audience and purpose*

Criterion D: Using language in spoken and/or written form

- 4Di *Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation*
- 4Dii *Organize information and ideas into a structured text; use a wide range of cohesive devices*
- 4Diii *Use language to suit the context*

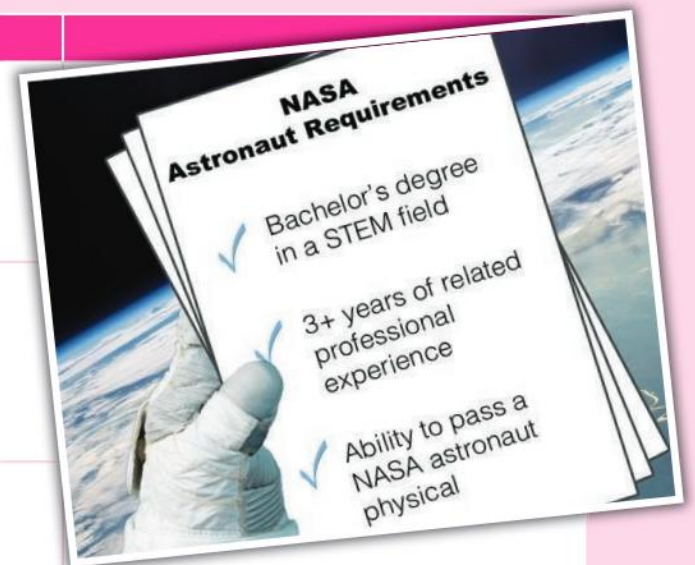


Going beyond the chapter

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.
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



- 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: <http://www.mars-one.com/faq/selection-and-preparation-of-the-astronauts/what-are-the-qualifications-to-apply#sthash.vrFLeret.dpuf>

Using the text type

Reviewing movies

- Having learned how to write a review, why not write reviews of other movies you have seen, or plan to watch?
- What can a specific film teach us about human behaviour? Which are the best movies to watch to learn about human behaviour? Which, in your opinion, are the worst? Make two lists to reflect “best” and “worst”.
- Discuss the issue and your lists with friends.
- Create a blog to share your ideas or publish your reviews in the school newspaper, magazine or student website.

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

In Text D, “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 | • violence towards women |
| • deforestation | • child labour |
| • racism or xenophobia | • poverty. |

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 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

Reference

Raine, C. 1978. *The Onion, Memory*. Oxford University Press.

ATL Thinking and research skills

At the end of a learning experience always ask yourself these three questions:

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

6

Global citizenship

In context

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, 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. One aspect of understanding other cultures is learning another language.

Related concept: 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.

Statement of inquiry

Language plays an important role in promoting global citizenship, and is the key to participation in an interconnected world.

Inquiry questions

- What is global citizenship?
- Are you a global citizen?
- Can teenagers change the world?
- How does audio-visual Text D communicate the theme of global citizenship?
- Can MUN help us to understand the concept of “global citizens”?
- Can taking part in MUN benefit our school and ourselves?

What is global citizenship?

Factual question

Before you read Text A

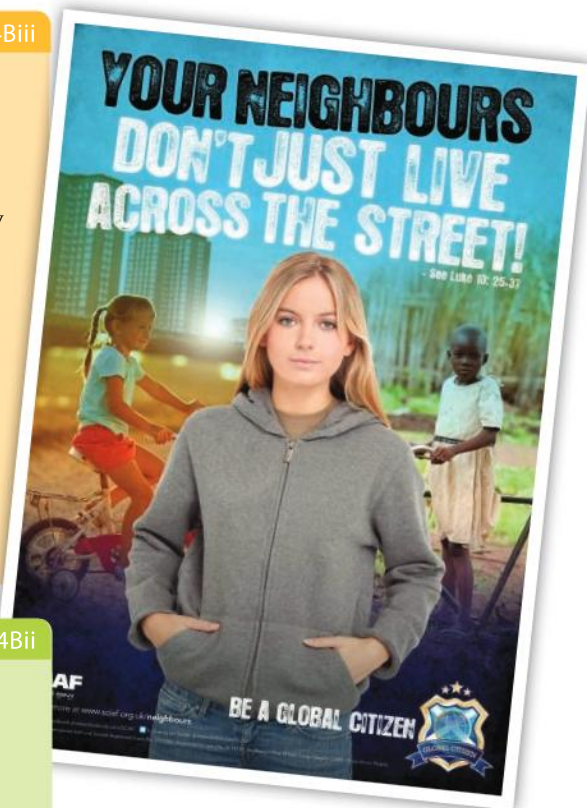
Criteria 4Bi, 4Bii, 4Biii

What do you know about Global citizenship? Before you begin this chapter, conduct a class discussion. When you have finished examine the poster opposite.

What is the poster's message? To whom is the poster aimed? How is the poster connected to the idea of global citizenship?

You might want to think about the relationships between:

- the image of the girl in the foreground
- the two small children on either side
- the blocks of flats on one side and the picture of grassland or farmland in the background
- the text message.



While you read Text A

Criteria 4Bi, 4Bii

Text A comes from a school website. The authors address different sections of the school community in different paragraphs.

Identify the audience for each paragraph. Tick [✓] one answer for each paragraph. What evidence can you give for your answers?

Note: paragraph B contains some missing words. You will find these in the next activity.

Characteristic	Audience	Evidence
	Tick your answer [✓]	
Paragraph A	Parents	<input type="checkbox"/>
	Everyone	<input type="checkbox"/>
	Pupils	<input type="checkbox"/>
Paragraph B	Parents	<input type="checkbox"/>
	Everyone	<input type="checkbox"/>
	Pupils	<input type="checkbox"/>
Paragraph C	Parents	<input type="checkbox"/>
	Everyone	<input type="checkbox"/>
	Pupils	<input type="checkbox"/>

Text A

Global citizenship

Paragraph A

What is global citizenship?

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.

Source: <http://www.globalkidsconnect.org/global-citizen/>

Paragraph B

Being a global citizen means you:

- Spend time in school learning about the wider world and (1) the way you fit in. 10
- Learn about the ways that money, politics, culture (like movies and music) (2) the world. 15
- Learn about and (3) the many different peoples and cultures in the world. 15
- (4) active in your own community and help to make your home a better place to live. 20
- Participate in the global community – (5) steps to make the world a better place for everyone. 20
- Even though you're far away, you can help people in other countries who (6) in difficult or 25

dangerous situations.

Paragraph C

Global citizenship:

- Gives learning meaning by being exciting, relevant and grounded in 'real-life' scenarios. 30
- Challenges misinformation and stereotyped views about Southern countries, and allows children to counter ignorance and intolerance. 35
- 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. 40
- Demonstrates how the world we live in is unfair and unequal, but promotes challenging and changing this. 45
- Encourages us to recognise our responsibilities towards each other, and learn from each other. Teaching approaches used to promote global citizenship have a positive impact on learners and can raise standards. 45

Adapted from: <http://www.laffodilspreschool.com/global-citizenship/> 50



Text A: Text handling

1 Missing words

Choose the correct words from the list below and write them in the spaces in paragraph B. The first has been completed for you.

affect	become	cooperate
join	live	respect
take	understand	work

1	2	3	4	5	6
understand					

2 Finding words with similar meaning

Find the word in paragraph C that could meaningfully replace one of the words in paragraph B. Complete the table below. The example in line 30 (“relevant”) is done for you.

Example: relevant (line 30)	A. flexibility
7. acknowledges (line 35)	B. play
8. behave (line 38)	C. biased
9. promotes (line 42)	D. elasticity
10. encourages (43)	E. appropriate
11. promote (line 47)	F. act
12. raise (line 49)	G. support
	H. greets
	I. improve
	J. relationships
	K. recognizes
	L. helps
	M. strong

6	7	8	9	10	11	12
E. appropriate						

Re-read Text A and in groups make a list of all the activities to promote global citizenship mentioned in the text that:

Criterion 4Biii

- already take place in your school
- don't happen in your school but you would like to see in your school.

ATL Research and thinking skills

Look up the meaning of the word “philanthropy” as used in paragraph A. 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 oral and interactive skills – negotiation

Criteria 4Ci, 4Cii, 4Ciii

Discussion: What is global citizenship?

Below is a list of 18 characteristics. Most can be divided into the three categories:

- knowledge and understanding
- skills
- values and attitudes.

Discussion and debate

Discuss these points.

1. Which three characteristics in the list below are not connected to global citizenship?
2. Organize the remaining characteristics into the three categories in the table below.



Key characteristics of global citizenship

A. Knowledge and understanding	B. Skills	C. Values and attitudes

Planning and scaffolding

The purpose of the exercise is to come to an agreement. Once you have completed this exercise discuss what other characteristics of global citizenship you can add to the list.

Create a poster to communicate your findings clearly to the rest of the class.

Key characteristics of a global citizen

Knowledge and understanding	Skills	Values and attitudes
Social justice and equity	Critical and creative thinking	Sense of identity and self-esteem
Identity and diversity	Empathy	Commitment to social justice and equity
Globalisation and interdependence	Self-awareness and reflection	Respect for people and human rights
Sustainable development	Communication	Value 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



Formative written activity – essay

What is a global citizen?

Criterion 4Dii

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. You should aim to write 200–250 words.

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: -----



Conclusion to the factual question

What is a global citizen?

Now that you have completed this section, what is your answer to the factual question? List the most important characteristics of the term "global citizen".

Are you a global citizen?

Conceptual question

Do you have the characteristics of a global citizen?

Before you read Text B

Criterion 4Bii

In Text B there are seven paragraphs. Each paragraph gives a different characteristic of a global citizen.

Here are ten headings, but in the text there are only seven paragraphs. Before you read the text, predict which seven headings you think are most likely to be used. Justify your answers.

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

Text B

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.

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.

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.

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.

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 in 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/>

After you have read Text B

Criterion 4Bi

Matching parts of a text

Match headings below 1–10 to the paragraphs A–G in Text B. There are more headings than paragraphs.

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

ATL Thinking and social skills

Look at the poster below. It lists 16 more characteristics of global citizenship. Do you agree with Matt Hershberger, author of *Seven Signs you are a Global Citizen*? Has he chosen the seven most important characteristics of a global citizen?

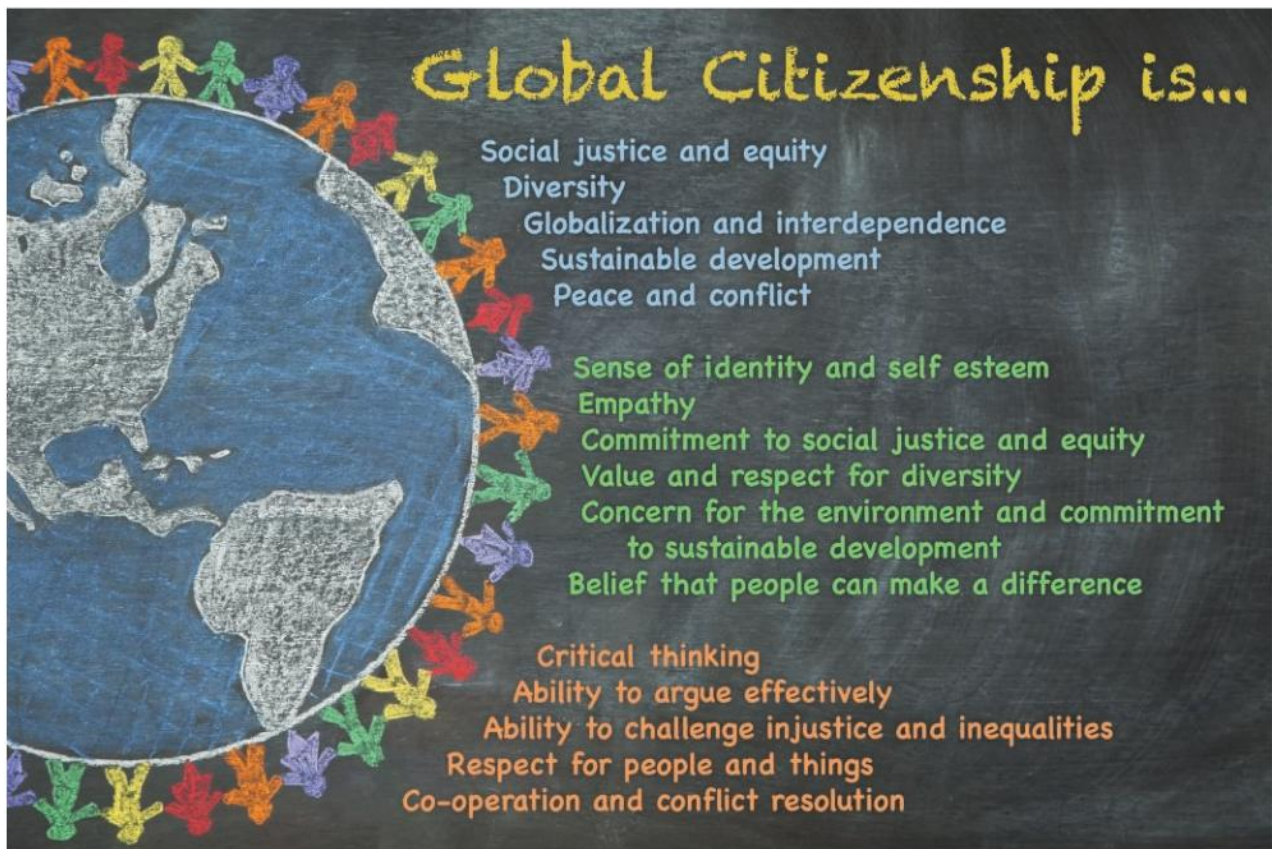
What do you think are the most important signs of a global citizen?

In groups debate and choose a list of seven headings that you can all agree on. To achieve this you may have to negotiate and compromise.

You can choose your headings from:

- A** the article
- B** the poster
- C** ideas of your own.

Present and justify your choices to the rest of the class.



Oral and interactive skills – negotiation

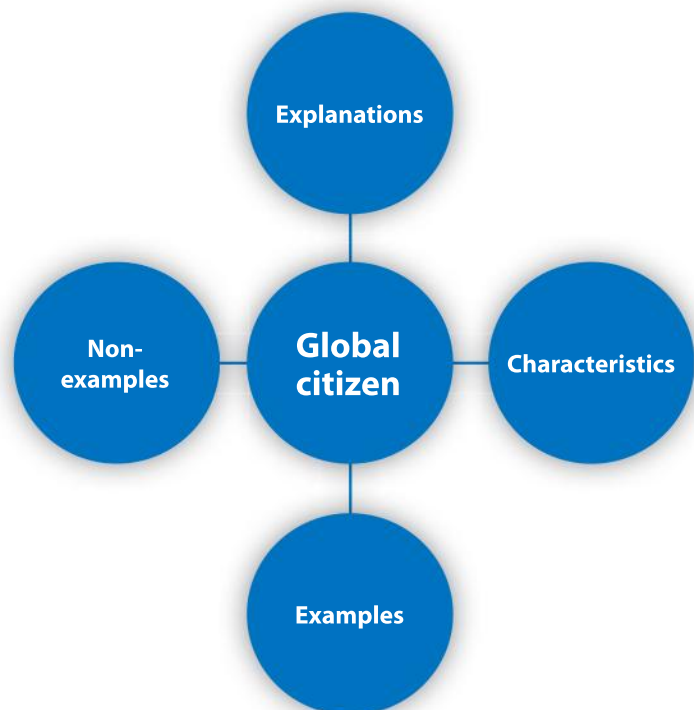
Criteria 4C, 4Cii, 4Ciii, 4Civ

Discussion: How can we define a global citizen?

In groups, look at the table below. Think about the definition of a global citizen. Discuss and identify what you think the characteristics of global citizenship are. Give explanations, give examples (a global citizen is ... or does ...) and non-examples (a global citizen is not ... or does not ...). The purpose of the discussion is to agree a definition of a global citizen. As you complete the table, think about:

- the ideas you have learned in this chapter
- your own experiences of global citizenship.

Before you begin, make sure that everyone in the group agrees what the purpose of the exercise is.



Planning and scaffolding – brainstorming

What is global citizenship?

Definition: A global citizen is ...

Explanations

Characteristics

Examples

Non-examples

Create a poster to be used throughout your school to communicate your group’s definition of global citizenship. Base it on your notes from the discussion above.

Formative writing activity – personal essay

Criteria 4Di, 4Dii, 4Diii

Using the material you collected during the previous activity, write an essay to answer the question, “Am I a global citizen?” You should aim to write 200–250 words.

Planning and scaffolding – personal essay

Criterion 4Dii

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”.

B. Presenting ideas

Pick three or four ideas from Text B. 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.

ATL Social skills

The purpose of the exercise is to show that you can collaborate to achieve a common goal. Here are some skills you can practice:

- Listen actively to other perspectives and ideas.
- Encourage others to contribute.
- Help others to succeed.
- Negotiate effectively.
- Take responsibility for your actions.
- Manage and resolve conflict.
- Build consensus and agreement.
- Make fair and equitable decisions.



- 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?
- Which are the least convincing?
- Will the situation change or remain the same in the future?
- How do you feel personally about the subject?

D. Check that your ideas are linked

Make sure you have used cohesive devices to link your ideas.

You write academic essays about school subjects to a teacher. Most academic essays are factual and argue a particular point of view on a given topic.

Criterion 4Diii

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?

Make a list of other differences between a personal essay and an academic essay. Use the list to guide you when you write your essay “Am I a global citizen?”

Conclusion to the conceptual question

Do you have the characteristics of a global citizen?

Now that you have finished this section, what is your answer to the question? Justify and support your answers with examples. Think about what else you could do to become a better global citizen. 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.

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.



ATL Social and thinking skills

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? In groups debate this question and make a list of at least 10 points. Share your findings with the class.

Audience

Whatever culture you are working with, the level of formality you use in writing will depend on your relationship with your audience. Your friends on the Internet in another part of the world may expect you to write informally, or to use slang or textspeak. 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 below.



Imagine you had to write to the woman in the photograph to thank her for speaking to your class about her work as a charity worker. Would it be appropriate to use very informal language, emojis or textspeak? In this instance, what language should you use? With your teacher make a list of the characteristics of formal English that you might use in a formal letter. It might help to think about 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 Communication skills

Communicating well in your interactions with others is an essential language learning skill.

In these exercises you will:

- interpret and use effectively modes of verbal and non-verbal communication
- use a variety of speaking techniques to communicate with a variety of audiences
- use appropriate forms of writing for different purposes and audiences.

When you have finished the exercise think about this question: Why is it as 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”?

Thinking about culture, language and audience

Look at the table below. It sets out different reasons for writing about some aspect of globalization and sustainability. For each writing task you need to identify:

- the correct audience
- the correct level of formality to address the audience
- the type of language and vocabulary you would use.

Planning and scaffolding

Text type, message 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. A stranger D. A community of strangers	A. Formal B. Semiformal 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. Semiformal 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. Semiformal 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. Semiformal 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. Semiformal C. Informal D. Slang E. Other:	A. Very technical B. Complex C. Uncomplicated D. Basic and simple E. Other:

Oral and interactive skills – negotiation

A group discussion is a conversation about a particular topic. 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 negotiation 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 discuss and negotiate 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 be helpful to choose a chairperson who can manage the negotiations and make sure everyone's voice is heard. Sometimes the group will be in general agreement about the task, so the final discussion may focus on how to present the conclusions to the negotiations.

Negotiation skills and procedures

Discussion task

As a group you have been asked to come up with suggestions for promoting Global Citizenship Day. You have a budget of \$150 to spend.

- What events will you hold?
- How will you use the money?
- 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.
- Agree on what to do.
- Agree on how to do it.



ATL Communication and thinking skills

In this chapter we have seen that our connections and relationships can go far beyond our own personal and cultural boundaries.

Learning another language allows us to participate in meaningful global interactions, which in turn help us to become global citizens.

Discussion topic: How can learning a new language prepare you for a future in which the world is interconnected?

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 you can all agree on.

Formative oral and interactive activity – negotiations

Criteria 4Ci, 4Cii, 4Ciii, 4Civ

Reflect on your negotiations for the spending of \$150 for a Global Citizenship Day. In the same groups, divide the skills listed below into those that were most important for use in your discussions and negotiations, and those that were not so important. Be prepared to justify your choices in a class discussion.

Interpersonal skills for use in discussions and negotiations	Important and useful	Unimportant and not so useful
A sense of humour		
Written skills		
Making jokes		
Effective listening		
Staying quiet		
Expressing your feelings clearly		
Giving compliments		
Good speaking skills		
Knowing when to finish		
Note-taking		
Patience		
Reading body language		
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 discussion to the list. Agree on 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.

Formative oral and interactive skills – discussion and negotiation

Here are four global challenges that may affect young people in your lifetime:

- youth unemployment
- climate change and environmental pollution
- war and humanitarian crises
- aging societies and the rising costs of healthcare.

Your group has the opportunity to speak about one of these issues at an International Youth Forum. Which issue will you choose to talk about? Why will you reject the other three issues?

In your group discuss and negotiate the answers to these questions. Present your choice and reasoning to your class.

Written text type – essays

The essay is an essential communication tool, especially in school. In an essay you can state your ideas on a topic. If you learn to communicate your ideas clearly, you can persuade your audience that your opinions are reliable. Well-written, well-organized essays are awarded good marks.

Writing for a specific audience – formal and personal essays

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.

If you are writing for a general audience on a personal subject, you can use a first-person narrative. 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 main idea or the main point you want to communicate in your essay. Look at the opening paragraph of a school essay to the right. What is the thesis here?

You will also need to divide your essay into 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 may be more anecdotal. It 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.

Planning and scaffolding

Use the procedures set out above (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.
- Agree on what to do.
- Agree on how to do it.

"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. They both want to make their community, and the world, a better place."

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	Semiformal, informal	Formal
Pont of view	First person	Third person

ATL Self-management skills

Remember to be a successful learner by trying new ATL skills and evaluating their effectiveness. For example, you can use the skills you are learning about essay writing in your other MYP subjects. When you have to write an essay, make sure you plan what you want to say before you begin to write.

Formative written activity – Formal essay

Criteria 4Di, 4Dii, 4Diii

You see the following announcement.

The aim of the MYP Global Citizen Essay Contest is to make MYP students think about the ways that young people can make positive changes in their local and global communities. We are asking MYP students from around the world to think critically about an important global issue facing them and explain how they could make a positive contribution using the means at their disposal. Please write an essay of 200 to 250 words.

Note:

In this instance you are writing a formal academic essay about global citizenship. The essay should be factual and argue a particular point of view. However, you can still use the first person, “I”, point of view, as you have been asked about what difference you can make personally.

ATL Social, thinking and communication skills

Here are four debate-style essay questions. Choose one title. In groups think about how you would answer the question if it were

- a personal essay
 - an academic essay.
- 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?

Make a chart with the essay title and showing the two different approaches you could take to answering the question. Use the “Two types of essay” chart above as a guide for your discussions.

In both cases you should plan to write 200–250 words.

Planning and scaffolding – essay analysis

First draft your ideas and then 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 here.

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 here.

Are there reasons, examples, or different explanations to support the topic sentence? If yes, write them here.

Is the use of connectors effective or should you add more?

C. Does your conclusion relate to the question and your thesis statement?

- Tick [✓] your answer: Yes No
- Is there a clear conclusion? If yes, write it here.

What is your final thought?

D. Is the language accurate and appropriate?

- Who is the audience for the essay?
- Is the language formal enough for the audience?
- If you noticed any grammar or spelling errors, correct them now!

Can teenagers have a global impact?

Conceptual question

Before you read Text C

What do you think about the question above? Before you read Text C have a vote in class to find out how many people agree or disagree with the idea. If you do not know, explain why you are unsure about either the question or the answer.

Before and after you read Text C

Criteria 4Bi, 4Bii, 4Biii

You are about to read an essay on activism written by a 14-year-old junior high school student. Before you read Text C, look at the statements in this table and predict which statements may be true and which are not. Write your answers in column A “Before reading”. Once you have read the text, go back and put your answers in column B “After reading”. Put evidence for your answers in column C.

ATL Communication skills

In this exercise you can practice these techniques.

- Preview and skim texts to build understanding.
- Read critically and for comprehension.
- Read for specific information.
- Make inferences and draw conclusions.
- Paraphrase accurately and concisely.
- Take effective notes.

A. Before reading True/Untrue		B. After reading True/Untrue	C. Justification/evidence
	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.		

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 sit in the back in the room and count the minutes until class is over, you are not a very good teen activist. A teen activist is 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 we are able to?" The answer to that to question is your voice. Everyone in the 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 the all the lights when they are not being used, reduce the time spent on the computer, or even taking 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 kinds 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 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 change 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/>





9. Is the use of connectors effective or would you suggest adding more connectors?

A. Yes

B. No

C. Maybe

10. Is there a clear conclusion?

A. Yes

B. No

C. Maybe

Justification:

If yes, what is the conclusion?

11. Does the conclusion relate to the thesis statement?

A. Yes

B. No

C. Maybe

Justification:

12. Is there a final thought?

A. Yes

B. No

C. Maybe

Justification:

If yes, what is the final thought?

13. Is the language used in the essay accurate and appropriate?

A. Yes

B. No

C. Maybe

Justification:

14. Is it clear who the audience for the essay is?

A. Yes

B. No

C. Maybe

Justification:

15. Is the language formal enough for the audience?

A. Yes

B. No

C. Maybe

Justification:

16. If you noticed any minor grammar or spelling errors in paragraphs E and G, write them here.

ATL Communication and self-management skills

Overall, what is your impression of Rachel's essay. One communication skill you need to develop is the ability to give constructive feedback.

Think about how teachers mark your work in school. What feedback do you get that is really helpful?

Use this information to guide you in the next task.

Make a list of what works really well in Rachel's essay. List the ways you think she could improve her work. What would you say to Rachel to encourage her? When you have finished, discuss your opinions in class with your teacher and answer these questions:

1. How do you write a great essay?
2. How can teachers help you to improve your writing?

Formative oral and interactive skills – negotiation

Criteria 4Ci, 4Cii, 4Ciii, 4Civ

In her essay on student activism, Rachel mentions four areas where teenagers can have a positive impact. These are:

- in the home
- at school
- in the wider community
- abroad.

What activities does Rachel suggest for each area?

In groups discuss the list of areas and activities. Are they valid? Are they useful? Suggest local, national, overseas and international organizations you want to support. Justify your choices. Use your negotiating skills to come to conclusions that you can all agree on.



ATL Social, thinking and communication skills

In groups, design a poster or a webpage promoting the organizations and activities you wish to support. The text is to be displayed around your school and on your school website. The overall message of the poster should promote student activism within your school.

Use brainstorming and visual diagrams such as the one opposite to generate new ideas and inquiries. Alternatively, you could design improvements to existing promotional material.

Planning and scaffolding

Use the diagram to help you plan the design of your poster. Here are some more tips.



- Choose the most appropriate activity for each category.
- Make sure to add visual material so that your poster has the most impact.
- Make sure the language is suitable for your audience.

Formative writing skills – formal essay

Criteria 4Di, 4Dii, 4Diii

Using the material you have collected from the previous activity, write an essay for your teacher to answer the question, “How can teenagers have an impact on the world around them?”

When you are deciding the language you will use, remember to consider the topic of the essay as well as its purpose and audience. You should aim to write 200–250 words.

Planning and scaffolding

Use this table 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	

Conclusion to the conceptual question

Can teenagers have a global impact?

Now that you have completed this section, what is your answer to the conceptual question? Think about the vote you held at the beginning of this section. Do you still hold the same views? If necessary have another vote. Answer the question by listing what can be done and evaluating how effective these actions can be.

How does audio-visual Text D communicate the theme of global citizenship?

Conceptual question

While you watch Text D

Criterion 4Ai

In this chapter you have inquired into the concepts of global citizenship. As a class, make a list of the most important ideas you have learned in your investigations so far.

Watch the video and answer the questions. You may need to watch the video more than once.

- Text D seems to be related to which of these MYP global contexts?

<p>A. Identities and relationships</p> <p>B. Orientation in space and time</p> <p>C. Personal and cultural expression</p>	<p>D. Scientific and technical innovation</p> <p>E. Globalization and sustainability</p> <p>F. Fairness and development</p>
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Text D

Audio-visual text

These are suggested texts to use as Text D.

What does it mean to be a citizen of the world?

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

How to change the world (a work in progress) featuring Kid President

<https://www.youtube.com/watch?v=4z7gDsSKUmU>

Turning urban youth into global citizens

<https://www.youtube.com/watch?v=vMwPTI54rqQ>

Alternatively, you could use an audio-visual stimulus of your own choosing related to the theme of global citizenship.



Text D: Text handling

Criteria 4Ai

1 Multiple-choice questions

Choose the correct answer from the options given. Write the letter in the box and, where indicated, other information and/or a short justification for your answer.

1. Text D seems to be related to which of these MYP global contexts?
- A. Identities and relationships
B. Orientation in space and time
C. Personal and cultural expression
D. Scientific and technical innovation
E. Globalization and sustainability
F. Fairness and development
2. The approach to the subject matter of Text D is mainly:
- A. entertaining
B. factual
C. persuasive
D. other:
- Justification:
3. How would you describe the content of Text D?
- A. Really important C. Fairly interesting
B. Interesting D. Uninteresting
- Justification:
4. What was the format of Text D?
- A. Speech
B. Conversation/discussion
C. Debate
D. Documentary
E. other:
5. The purpose of the audio-visual stimulus was to:
- A. narrate a story
B. describe a situation
C. explain a problem
D. argue a point of view
E. give instructions/guidelines
F. other:
6. How many points of view did Text D show?
- A. One C. Three
B. Two D. More than three
7. The opinions in Text D are:
- A. very balanced C. biased
B. quite balanced D. very one-sided.
- Justification:

Criterion 4Aii

ATL Communication and social skills

Negotiation

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.

8. How much use did Text D make of graphics?
- A. Used graphics a lot
 - B. Used graphic more than twice, but not a lot
 - C. Used graphics once or twice
 - D. Never used graphics
9. Which of these techniques are used in Text D?
- A. Voiceover
 - B. Special lighting techniques
 - C. Music and sound effects
 - D. Other special effects
 - E. None of the above
 - F. All of the above
 - G. Some of the above

Answer(s):

Formative interactive oral – negotiation

Negotiating the message of Text D

The purpose of this group activity is to understand and come to an agreement about the message of Text D. 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

Use this table to focus your discussion to find the main points of Text D.

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 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 activity – essay

Criterion 4Aiii

Now write the essay that you have planned together. The title of the essay should be, “What we learned from the video (title)”.

Planning and scaffolding

You could mention:

- the reason for watching Text D
- the theme, main points and conclusion
- the most important conventions and techniques used
- the extent to which Text D interested you
- the extent to which you agree with ideas represented in Text D.

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. You should aim to write 200–250 words.

ATL Research skills

The two exercises in this section give you one more opportunity to practice the language and communications skills you will need for the summative assessment. Make sure you use teacher feedback from these exercises to produce the most effective negotiations and essays.

Conclusion to the conceptual question

How does Text D communicate the theme of global citizenship?

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

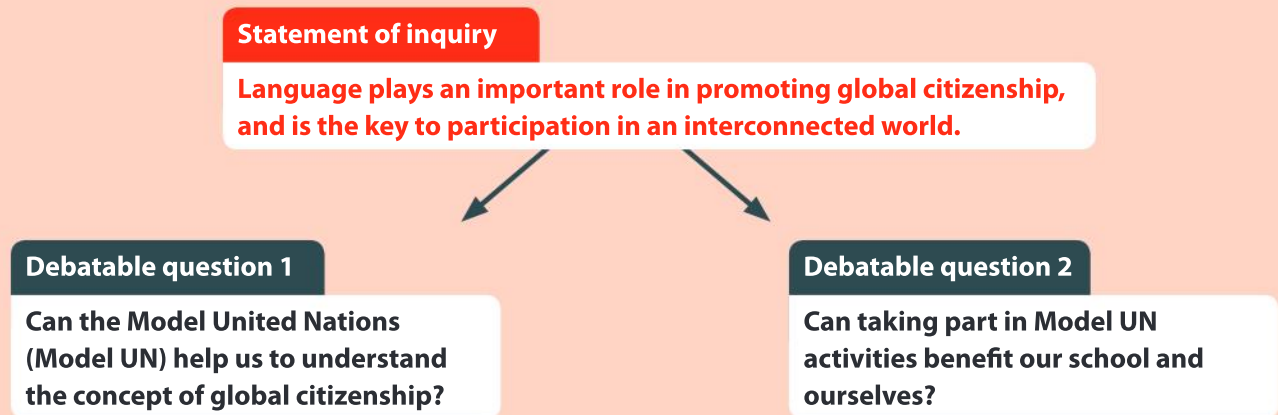
ATL Self-management skills

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 assessment

In this summative assessment you will have an opportunity to show your understanding of the topic of global citizenship. You will also be assessed on your use of the communication skills you have developed in this chapter. To complete the assessment you will undertake two tasks related to the statement of inquiry for this chapter. Each assessment task requires you to answer a debatable question.



To answer the first question you will watch a video and undertake a group discussion based on the content. The purpose of the discussion is to reach a negotiated answer to debatable question 1. To answer the second question you will read two texts and produce a short essay. You will need to write 200–250 words.

Summative assessment task 1 – negotiation

You have had opportunities to practise negotiations throughout this unit. Now use your skills to negotiate an agreed answer the following question.

Debatable question 1: Can the Model United Nations help us to understand the concept of global citizenship?

Learning through the Model United Nations

by Lucas Haitsma

Source: <https://www.youtube.com/watch?v=aqx-C8tmeYw>

Watch the video on the Model United Nations. Alternatively, watch a video of your choosing on the same subject. Make notes.

Using evidence and examples from the words and images from the video, in small groups discuss debatable question 1 and come to a negotiated conclusion. Be prepared to present your findings to the rest of the class at the end of your negotiations.



You will be assessed using the following criteria.

A: Comprehending spoken and visual text

- 4Ai Construct meaning and draw conclusions from information, main ideas and supporting details
- 4Aii Interpret conventions
- 4Aiii Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

C: Communicating in response to spoken and/or written and/or visual text

- 4Ci Respond appropriately to spoken and/or written and/or visual text
- 4Cii Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance
- 4Ciii Express ideas and feelings, and communicate information in simple and complex texts
- 4Civ Communicate with a sense of audience and purpose

D: Using language in spoken and/or written form

- 4Di Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- 4Dii Organize information and ideas into a structured text; use a wide range of cohesive devices
- 4Diii Use language to suit the context

Summative assessment task 2 – formal essay

You have had opportunities to practise writing formal essays throughout this unit. Now use your skills to answer the following question.

Debatable question 2: Can taking part in Model UN activities benefit our school and ourselves?

Read the following information from the UN website and the newspaper report. Based on the information you read in Texts F and G below, write an essay for your teacher. The essay title is “Can taking part in Model United Nations activities benefit our school and ourselves?”. Write 200–250 words.

You will be assessed using the following criteria.

B: Comprehending written and visual text

- 4Bi *Construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions*
- 4Bii *Interpret basic conventions, including aspects of format and style, and author’s purpose for writing*
- 4Biii *Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions*

C: Communicating in response to spoken and/or written and/or visual text

- 4Ci *Respond appropriately to spoken and/or written and/or visual text*
- 4Cii *Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance*
- 4Ciii *Express ideas and feelings, and communicate information in simple and complex texts*
- 4Civ *Communicate with a sense of audience and purpose*

D: Using language in spoken and/or written form

- 4Di *Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation*
- 4Dii *Organize information and ideas into a structured text; use a wide range of cohesive devices*
- 4Diii *Use language to suit the context*

Model United Nations

Bridging the Education Gap and Creating Global Citizens

Model United Nations is an authentic simulation of the UN General Assembly, UN Security Council, or other multilateral body, which introduces students to the world of diplomacy, negotiation, and decision making.

At Model UN, students step into the shoes of ambassadors of countries that are members of the

UN, from Argentina to Zimbabwe. The students, better known as “delegates”, debate current issues on the organization’s vast agenda. They prepare draft resolutions, plot strategy, negotiate with supporters and adversaries, resolve conflicts, and navigate the UN’s rules of procedure – all in the interest of resolving problems that affect the world.

Before playing out their ambassadorial roles in Model UN, students research the particular global



problem to be addressed. The problems are drawn from today’s headlines. Model UN delegates learn how the international community acts on its concerns about peace and security, human rights, the environment, food and hunger, economic development, and globalization.

Model UN delegates also look closely at the needs, aspirations, and foreign policy of the country they will “represent” at the event. The insights they gain from their exploration of history, geography, mathematics, culture, economics, and science contribute to the authenticity of the simulations once the actual role-playing gets underway, and ensures a lively and memorable experience.

Model UN not only involves young people in the study and discussion of global issues, but also encourages the development of skills useful throughout their lives – skills including research techniques, writing, public speaking, problem-

solving, conflict resolution, compromise, and cooperation.

The popularity of participating in Model UN has contributed to the rapid growth of this activity over the past several decades. Many Model UN participants are repeaters, since the spirit of these simulations creates an appetite for this activity more commonly known as “M-U-N Fever”. In fact, quite a few of today’s leaders in law, government, business, and the arts participated in Model UN during their academic careers – from U.S. Supreme Court Justice Stephen Breyer, to Chelsea Clinton and actor Samuel L. Jackson (*Pulp Fiction*).

As many states move to implement standards for global citizenship, Model UN is proving to be an innovative resource to prepare students for career and college success.

Source: <http://www.unausa.org/global-classrooms-model-un>

Text G

<https://www.tapinto.net/towns/soma/articles/maplewood-middle-school-students-attend-model-un>

Maplewood Middle School Students Attend Model United Nations Conference

by TOMEEKO HUNT



Thirty-one members of the Maplewood Middle School (MMS) Model UN Club participated in the largest middle school Model UN conference in the world on Friday, April 1st and Saturday, April 2nd.

The conference took place in New York City at the Grand Hyatt, and Closing Ceremonies were held on Saturday in the General Assembly Hall of the United Nations itself.

The conference was attended by 1,724 middle school students from 28 U.S. states and 26 foreign countries, and our students had the chance to work with and talk to many of these students.

The theme of the conference was "Live Diversity," and our delegates were fortunate to have the experience to do just that. MMS delegates took on the roles of actual ambassadors; some represented Australia and others took on the role of Ugandan diplomats. They worked in committees such as United Nations High Commission for

Refugees, UNICEF, World Food Programme, and United Nations Development Programme.

In committee, the students discussed solutions to world problems, such as the impact of migration on development, safeguarding cultural heritages, the militarization of space, the rights of indigenous people, and maternal/child health.

Special congratulations and commendations went to Zoe Ferguson and Josie Lally. They won their committee's award for Outstanding Position paper; only thirteen such awards were given, one for each committee; position papers are written by the two partners, and given that over 850 position papers were written in total, this achievement deserves our appreciation and commendation.

Adapted from: <https://www.tapinto.net/towns/soma/articles/maplewood-middle-school-students-attend-model-un>

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 you could publicise MUN events or seek to get more students involved.



- If your school does not participate in Model UN activities, this might be a good opportunity to 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.

Look at the poster. It may give you some ideas about where to start.



UNITED NATIONS **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.

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 youth or educational 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/>

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

Down and Out in Paris and London by George Orwell

Hoot by Carl Hiaasen

Dream Freedom by Sonia Levitin

Freak the Mighty by Rodman Philbrick

Schooled by Gordon Korman

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?

MYP English

Language Acquisition

A concept-based approach

Phase

4

Fully integrated with the MYP curriculum, this comprehensive book enables reflection, questioning and critical thought. An inquiry-based approach, combined with links to Global Contexts, equips learners to acquire and practise essential skills while exploring the wider conceptual framework.

This text will

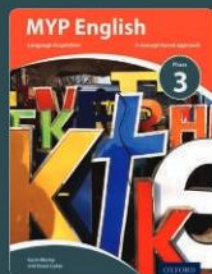
- build the high levels of English fluency central to stepping into IB Diploma English B with confidence
- facilitate inquiry-based learning that drives reflection on big-picture questions as students develop language skills
- fully support the MYP curriculum by clearly integrating Statements of Inquiry, Global contexts, Key and Related concepts and ATL
- effectively prepare learners for assessment with guidance mapped to the latest MYP assessment objectives

Connect learning material and objectives with the MYP curriculum structure

Also available:

978 0 19 839802 8

978 0 19 839799 1



Why do people want to live on Mars? Factual question

Before you read Text A
The picture on the right of a future city on Mars is taken from a work of science fiction written over 80 years ago.
The picture below is a recent artist's impression of a Mars settlement in the near future.
Compare the two pictures. Which, if any, is the more realistic point of view? Justify your answers.



While you read Text A
The Mars One project is conducting a search to find the best candidates for the first human mission to Mars. The potential applicants must be intelligent, creative, psychologically stable and physically healthy. You are about to read an interview with one potential astronaut, Maggie Liu.
The table lists five specific characteristics that the candidates must have. As you read the text, decide which of these characteristics Maggie Liu possesses. What evidence can you find in the text for your answers?

Characteristic	Yes/No/Maybe	Evidence
Resilient		
Adaptable		
Curious		
Training		
Creative		

Research skills
Do you think that people will be living on Mars in the near future? If so, what do you think life on Mars might be like in the year 2040? Use the research facilities available to you to find sources of information. Categorise the information you find under different headings, such as Learning, Read, etc.

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