

WORKSHEETS



Capable
MYP
English

Language Acquisition



Phases
3&4

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Chapter 1: Friendship

Page 3

Formative listening and speaking skills:

Understanding and communicating

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

"Good friends always ..."	"Good friends never ..."

Look at the girl in the picture. It is her first day in a new school.

What do you imagine she is thinking?

What is she feeling?

What advice would you give her to fit into her new school culture?



Key concept: Culture

Make a list of all the items that make up a culture. The first three have been done for you.

Food

Traditions

Music

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

	Culture A	Culture B
Similarities		
Differences		

Formative reading skills: Understanding explicit and implicit meaning

1. Multiple-choice questions

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

1. Natasha is moving to a new school:
 - A. in the same town
 - B. from a different part of the same country
 - C. from an international school in her country
 - D. from an international school in her country.

2. What worries Natasha most about this new culture is:
 - A. not having friends
 - B. learning new subjects
 - C. having new teachers
 - D. being in a new country.

3. She also worries about being:

A. hungry	C. bullied
B. nervous	D. lonely.

4. In paragraph three of her diary she hopes that:
 - A. she will be the only new student in Grade 9
 - B. she will enjoy her new classes in Grade 9
 - C. the students will be in different classes to Grade 8
 - D. the students will be in the same classes as in Grade 8.

5. She says she is having bad dreams because she is afraid of:

A. getting lost	C. being unpopular
B. having no one to talk to	D. being in a movie.

6. She ends the diary entry on the 12th by realizing:

- A. she will have a new adventure
- B. she will fit in easily
- C. she needs to take a journey
- D. she needs to learn how to take deep breaths.

☐

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

Formative listening and speaking skills: Role plays and diaries

Planning and scaffolding

Look at the picture. Working in pairs, imagine you are the two people in the picture.

Who are these people?

.....

.....

What are their names?

.....

.....

What is their relationship?

.....

.....

What is happening?

.....

.....

.....

What could be the cause of their argument?

.....

.....

.....



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

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

What details in the image make you think this?

Problem couple has:	Details in image:
Cause of the problem:	Details in image:

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

Are your feelings towards the other person at the moment:
<ul style="list-style-type: none"> • helpful or aggressive? • friendly or unfriendly? • like or dislike?
Your point of view: What is the problem? Is it:
<ul style="list-style-type: none"> • your fault? • someone else's fault? • the other persons's fault? • both people's fault?
Your solution to the problem

Formative oral and interactive skills: Preparing a role-play

Imagine what it would be like for a student like Natasha to start at your school. The student will be nervous about coming into a new school, a new culture and trying to make new friends. Make sure you have prepared the ideas and language you want to use. You may want the language on a cue card like the one below.

Planning and scaffolding

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

10 things Natasha wants to know about the culture of your school
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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

10 important things a new student like Natasha needs to know about your school and its culture
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Planning and scaffolding

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

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

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

- 1. Natasha will probably speak to the other students informally.
- 2. The other students will probably speak to Natasha _____.
- 3. The other students will probably speak to each other _____.

Formative writing skills: Diary writing

Planning and scaffolding

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

Name of friend	
Age	
Background	
I have known X for /since ...	
We met when /because ... (context)	
Five or more adjectives to describe X	
One thing you don't like about X	
The one thing X always says to you (text)	
What do they really mean? (subtext)	
The one thing X always does (text)	
What do they really mean? (subtext)	
What do you think about the person?	
Before you write, think about these issues:	
<ul style="list-style-type: none"> Will you write in the first person, "I", or the second person, "you"? 	
<ul style="list-style-type: none"> Will you write about your friend using the past or present tenses? 	
<ul style="list-style-type: none"> How will you write to yourself: 	
<ul style="list-style-type: none"> formally or informally? 	
<ul style="list-style-type: none"> personally or impersonally? 	

Formative writing skills: Diary entry

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

Planning and scaffolding

Structure	Content	Language & audience
<ul style="list-style-type: none"> • Opening: "Dear diary" • Beginning: explain where, when and why the events happened • Middle: what happened during the day • Ending: your thoughts about your first day 	<ul style="list-style-type: none"> • How were you feeling on your first day? • How did the first meeting go? • What were your first impressions of your new friends? 	<ul style="list-style-type: none"> • You are writing in the first person: "I". • How will you write to yourself? <ul style="list-style-type: none"> a. formally or informally b. personally or impersonally
Opening		
Middle		
Ending		

Formative listening and speaking skills: Understanding and communicating meaning

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

In groups, rate each piece of advice from 1 to 5, where 1 is not very good and 5 is excellent.

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

Formative listening and speaking skills: Discussion

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

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

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

Formative reading skills: Understanding explicit and implicit information

1. Matching parts of a text

Match the headings 1–10 to the paragraphs A–G. Write the letters in the boxes. There are more headings than paragraphs.

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

2. Multiple-choice questions

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

1. In paragraph A the writer says that in order to make friends the most important thing is to:

- A. look cool
- B. meet people
- C. be confident
- D. think of your positive qualities.

2. In paragraph B the writer says that it is the best thing is to:

- A. say your name
- B. say something interesting
- C. wait for people to talk to you
- D. talk to new people.

3. In paragraph C the writer says that you should try to be:

- A. helpful
- B. friendly
- C. serious
- D. caring.

☐

4. In paragraph D the writer says that when talking to someone new you should:

- A. enjoy the person's company
- B. look people in the eye
- C. pay attention
- D. nod and agree.

☐

5. In paragraph E the writer says that the worst thing to do is to:

- A. be false
- B. say what you mean
- C. pretend to like someone
- D. be mean.

☐

6. In paragraph F the writer says people will remember you if you:

- A. are happy
- B. know their names
- C. ask them questions
- D. are a new friend.

☐

7. In paragraph G the writer says you can also make new friends by:

- A. meeting them at clubs
- B. inviting them home
- C. inviting them to hang out outside school
- D. inviting them to hang out inside school.

☐

Formative oral and speaking skills: Presenting and presenting a role-play

Planning and scaffolding

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

Student information sheet

Personal facts

Last name _____

First name _____ Middle name _____

Preferred Name/Nickname _____

Birthday _____

Parents' names _____

Parent's jobs _____

Siblings (names and ages) _____

Home country _____

Home city _____

Previous school _____

My likes and dislikes

I love (list three) _____

I hate (list three) _____

The farthest I have ever travelled from home is _____

My favourite place in the world is _____

The person I admire is _____ because

The best movie I've ever seen was _____ because

My favourite kind of music is _____

My favourite sport is _____

My extra-curricular activities and hobbies are _____

I worry about _____

I'm curious about _____

Five years from now I hope to be _____

Formative writing skills: Diary writing

Planning and scaffolding

Use the table below to plan your reaction to each piece of advice on page 17.

	Advice	What is the meaning of the message?	What is your reaction to the message?
Youji	"Honestly, I think the first days of school are crazy. Everyone is lost. Everyone will be walking around looking for their friends, or looking for their next classes. I am telling you that there are going to be more students like you, who don't have any of their friends there. So don't worry."		
Fabio	"At the start of every year, teachers will usually make you introduce yourself and maybe you should say you're new and you would like to make friends because none of your friends are at your new school. Don't be nervous. Seriously, it's not as bad as it seems."		
Stella	"You'll have both good and bad times. Expect people to be very different to you. Expect to find some really generous people and some really immature kids. Just look for people who you feel comfortable with and I think you'll have a great year at school."		

Text, subtext, context and meaning in multimodal communication

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

A. What is the text?

How many written texts are there in the picture?

.....

What are these written texts?

.....

.....

What images can we see in the visual text?

.....



B. What is the context?

Where and when did the photographer take the picture?

.....

Why did the photographer take the picture?

.....

C. What is the subtext?

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

.....

.....

.....

Connecting concepts: Culture and meaning

Complete the chart below. Think of the things friends might say to each other (denotation). What does a true friend mean (positive connotation)? What does a false friend really mean (negative connotation)?

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

Related concept: Context

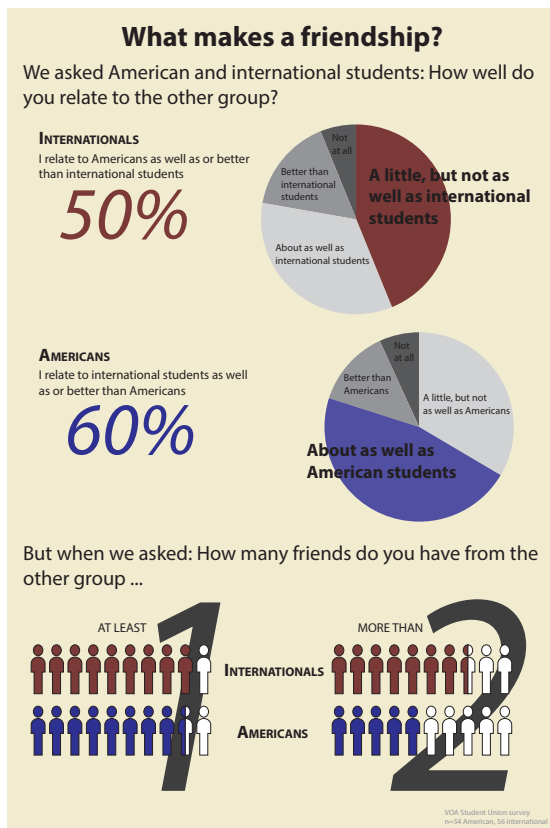


Look at the picture above and with a partner answer these questions.

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

Context (continued)

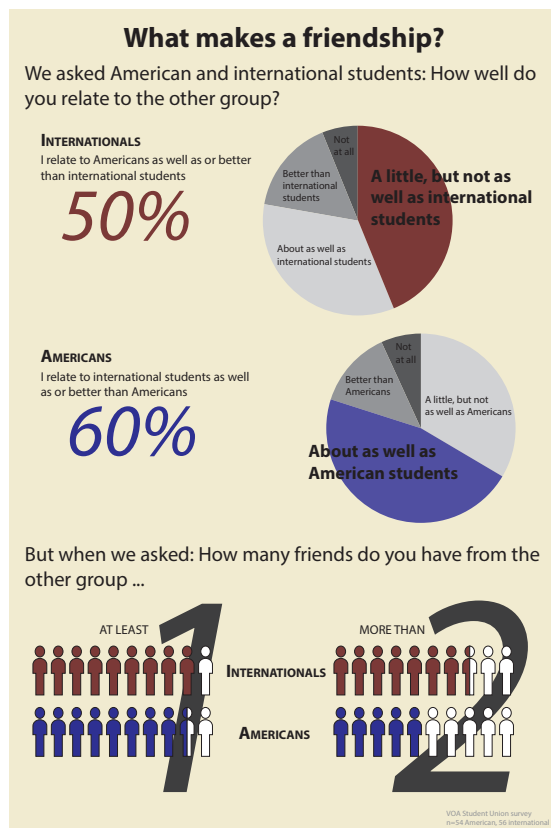
Now look at the poster “What makes a friendship? Answer the same questions.



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

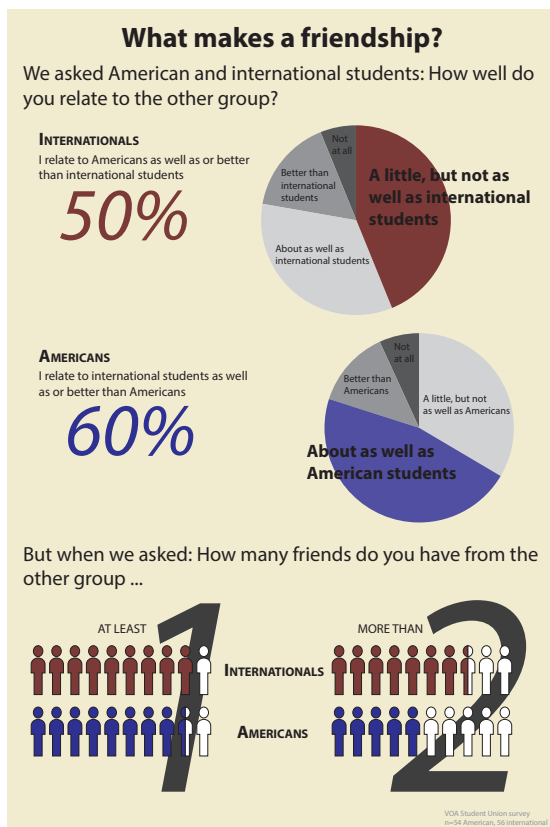
Formative reading skills: Interpreting multimodal texts

Look at the poster, “What makes a friendship?” below. With a partner, check that you understand the meaning of the pie charts and diagrams by asking each other questions about the statistics contained in the text. Write your answers in the tables below.



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

Formative reading skills: Understanding explicit and implicit information



Read the table below. The sentences it contains are either true or false. Tick [✓] the correct response.

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

ATL: Critical thinking skills

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

From your own experience, are you surprised by these results?
Give reasons.

2. In your school which statement is most usually true?

- A.** New students find it easier to make friends with existing students.
- B.** Existing students find it easier to make friends with new students.
- C.** New students find it easier to make friends with other new students.

Explain your answer.

Formative reading skills: Interpreting multimodal texts

Study the following table. Rank the techniques used in the multimodal “What makes a friendship?” poster (on page 25) in terms of effectiveness, with 10 being the most effective and 1 the least. In your opinion, which two techniques are most effective in making the message clear to the reader? Which two are the least effective? Give reasons for your answers.

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

If you were going to design a poster with similar information about international friendships at your school or in your community, what would you do similarly and what would you do differently? Which techniques would you use in the design of your poster? Complete the table below, giving reasons for your answers.

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

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

Your class has been asked to find some activities to welcome new international students to the school. The students are still learning English. You must decide what to do.

Here are some possible activities that the school has suggested.

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

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

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

Planning and scaffolding

	How to organize this event	How this will help new international students
Sports day		
Dance		
Potluck class meal		
Alternative suggestion 1		
Alternative suggestion 2		

Formative writing skills: Diary writing**Planning and scaffolding**

Here is the context for this exercise.

A new student has come from abroad. The student is finding it hard to make new friends. You have been asked to look after the student. Write a short diary entry about the new student. In it you should describe the student and suggest ways the new student can make other friends at your school. You should write between 200 and 250 words. Give your work a title.

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

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

Formative listening skills: Navigating multimodal texts

1 Analysing explicit and implicit meaning

1. The audio-visual stimulus seems to be related to which of these MYP global contexts? Choose the correct answer and write the letter in the box

- 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		
Thesis-main point		
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusion		

2 Analysing conventions: Multiple-choice answers

Choose the correct answer from the options given. Write the letter in the box.

3. The approach to the subject matter of the audio-visual stimulus is mainly:

- A. entertaining
- B. factual
- C. persuasive
- D. other (please specify).

3 Multiple-choice questions

4. What was the format of the audio-visual stimulus?

- A. Speech
- B. Conversation/discussion
- C. Presentation
- D. Documentary
- E. Other (please specify)

5. The main purpose of the audio-visual stimulus was to:

- A. narrate a story
- B. describe a situation
- C. explain a problem
- D. argue a point of view
- E. give instructions/guidelines

6. Which of these techniques are used in the audio-visual stimulus?

- A. Voiceover
- B. Special lighting techniques
- C. Music and sound effects
- D. Special visual effects
- E. All of the above

ATL: Critical thinking skills

Making connections between the content and the context

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

Where was the video made?	
Who made the video?	
Why was the video made?	
Who was the video made for?	
What conclusions do you come to?	

Formative listening skills: Conventions and connections

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

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

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

Friendship	Your answers/ideas
1. Is it really difficult to make new friends?	
2. Is school the best place to make new friends?	
Culture, Meaning and Context	Your answers/ideas
Is there a difference between a “culture” and a “context”?	
3. Does the meaning of “friendship” depend on the culture we are in?	
4. Do your friendships change depending on the context in which you see your friends?	

Summative Assessment A: Listening

1. Which five pieces of advice do the makers of the video offer? Write the correct letters in the boxes.

- A. Get a good computer
- B. Make sure you look good
- C. Adopt a new personality
- D. Try to talk to new people
- E. Take part in activities you enjoy
- F. Make friends with popular people
- G. Join your year's social media group
- H. Create your own social media group
- I. Study with your classmates
- J. Get a part-time job

2. For what reason do the makers of the video use a comic character to make their point?

- A. To criticize students who won't adapt to a new school
- B. To show how any student can adapt to a new school
- C. To show that it is really easy to adapt to a new school

3. Why does the video use a variety of different scenes?

- A. To illustrate several different points of view
- B. To illustrate different problems faced by the main character
- C. To illustrate the different points made by the speaker

4. What message does the video suggest to the viewers about adapting to the culture of a new school?

- A. As long as you make an effort to make friends, you will succeed
- B. Some students have a much harder time making friends than you
- C. Make a few really good friends rather than trying to be popular

Summative Assessment B: Reading

Answer sheet

Choose an appropriate heading from the list that completes each gap in the text on pages 36–37. Write the correct letters in the boxes.

1. [-1-]

2. [-2-]

3. [-3-]

A. Learning new stuff

D. Making a good start

B. Joining clubs

E. Finding your way

C. Remembering stuff

F. Making friends

What do the following words mean in the text? Choose the appropriate words from the list below. Write the correct letters in the boxes.

4. challenging (line 9)

5. advanced (line 13)

6. considerable (line 16)

A. confusing

D. interesting

B. different

E. large

C. higher

F. thoughtful

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

Write the correct letters in the boxes.

A. High school is a great place to meet new people

B. You meet old friends at the start of high school

C. People have different experiences on the first day

D. Lots of new people say hello to you on the first day

E. After time, you will become one of the cool students

F. Joining a club may give you more self-confidence

8. This text is:

- A.** a report
- B.** a review
- C.** a brochure
- D.** a set of guidelines.

☐

9. Who is the audience for this text?

- A.** Parents
- B.** Teachers
- C.** The general public
- D.** High-schoolers

☐

10. What is the main purpose of the text?

- A.** To teach the readers a lesson
- B.** To tell a story to the readers
- C.** To give advice to the readers
- D.** To explain a problem to the readers

☐

11. What high school class is the girl in the picture starting?

- A.** Spanish
- B.** Art
- C.** Humanities
- D.** Geography

☐

12. What is the meaning of the picture in relation to the text?

- A.** Students can learn new subjects in high school
- B.** Students will meet students from different backgrounds
- C.** Students may be lonely when starting a new school year
- D.** Students should greet other students on the first day

☐

13. For what context has the text been created?

- A.** The beginning of the last year in middle school
- B.** Before the start of classes in high school
- C.** For the first week of classes in high school
- D.** For use during the first year of high school

☐

14. What is the writer suggesting about the culture of high schools?



- A.** High schools are very different from each other
- B.** The schools are less frightening than they seem at first
- C.** The schools are very unfriendly places for new students
- D.** High schools help students to move to college

Chapter 2: Recycling

Page 45

Formative reading skills: Multimodal texts

What message does the poster on page 45 communicate? How are the words and images connected to the message of recycling?

Term/image	What does it mean/show?	How is connected to the idea of recycling?
Biodegradable		
Image		
Environment		
Image		
Bin		
Image		
Cardboard		
Image		
Papers		
Image		
Compost		
Image		
Recycle		
Image		
Cans		
Image		
Global		
warming		
Image		
Waste		
Image		

What message does this poster communicate?

.....

.....

.....

Formative speaking skills: Understanding multimodal texts

The first poster gives instructions to homeowners in Swansea, Wales. It explains how to dispose of recyclable household waste, including vegetable matter and garden waste, using the pink and green recycling bags.

Identify which techniques each poster uses to communicate its message.

GREEN BAGS

Yes please:





Cardboard



Metal cans



Paper




Glass bottles, jars and foil

No thanks:









Broken glass, plastic of any kind

PINK BAGS

Yes please:





Bubble wrap



Plastic tubs and pots



Plastic bags



Plastic bottles and lids

No thanks:











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

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

Poster 1	Poster 2
Techniques used to communicate message	Techniques used to communicate message

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

.....

.....

.....

.....

.....

Formative listening and speaking skills: Interview questionnaire

Work with a partner and ask each other the following questions.
Make sure they justify or explain their answers.

Question	Response	Reason/Explanation/Details
1. On a scale of 1–5, 5 being the easiest, how easy is it to recycle at home?		
2. On a scale of 1–5, 5 being easiest, how easy is it to recycle: A. cardboard B. cans C. paper D. bottles?		
3. At home you and your family recycle: A. always B. usually C. sometimes D. rarely E. never		
4. What percentage of your household waste do you think is: A. plastic B. cardboard C. glass D. paper E. non-recyclable items?		
5. In your opinion recycling is? A. very important B. important C. somewhat important D. a waste of time		
6. “There are things that I want to recycle but I’m not sure how.” Do you agree with this statement? A. strongly agree B. agree C. neutral D. disagree E. strongly disagree		
7. Which things would you like to recycle but cannot?		

8. If you were given more information about recycling, you would recycle more.

A. Strongly agree

B. Agree

C. Neither agree or disagree

D. Disagree

E. Strongly disagree

Key Concept: Communication

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

<ul style="list-style-type: none">• In this interview, who sends the first message?	
<ul style="list-style-type: none">• Who receives the message?	
<ul style="list-style-type: none">• What happens to the message after the interviewee receives it?	
<ul style="list-style-type: none">• In order to complete the communication, what must the interviewee do next?	
<ul style="list-style-type: none">• What part does speaking play in the interview?	
<ul style="list-style-type: none">• What part does listening play in the interview?	
<ul style="list-style-type: none">• What part does reading play in the interview?	
<ul style="list-style-type: none">• What part does writing play in the interview?	

Formative writing skills: The written interview

Look at the picture. Imagine the reporter is interviewing the professional woman.

What topic could they be discussing?

How will the interviewer and the interviewee speak to one another?
Justify your responses.



Question	Answer(s)	Justification(s)
What topic could they be discussing?		
How will the interviewer and the interviewee speak to one another?		

Formative listening and speaking skills: Oral interviews

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

Structuring a recycling interview

Think what you will say to introduce the interview.

Write your questions.

Then put the questions into the best possible order (1–5). You may find it helpful to create a table like the one below. Think how you will conclude the interview.



Opening remarks:	
Possible questions	Structure of Interview (Put your questions in the best order)
A.	1.
B.	2.
C.	3.
D.	4.
E.	5.
Wrap up	Wrap up

Recycling interview notes and structure

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

Opening remarks		
Question	Answer	Reason/Explanation/ Details
A.		
B.		
C.		
D.		
E.		
Wrap up		

Formative speaking skills: Further interview practice

Interview another classmate about his or her recycling habits.

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

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

Question	Response	Reason/Explanation/ Details
5. In your opinion how important is recycling? A. Very important B. Important C. Somewhat important D. A waste of time		
6. There are things that you want to recycle but aren't sure how. A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree		
7. Which things would you like to recycle but cannot?		
8. If you were given more information about recycling, you would recycle more. A. Strongly agree B. Agree C. Neither agree or disagree D. Disagree E. Strongly disagree		
Thank you for talking to me		

Reflection: Written and oral interviews

What lessons have you learned about conducting and responding to interviews?

What is the structure of a text?

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

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

Formative reading skills: Formative assessment

1. Finding words with similar meaning

In the text on page 55, six words are underlined. Find the word from the right-hand column that could meaningfully replace one of the underlined words from the text on the left.

Example: toxic – poisonous

1. unsustainable:
2. reduce:
3. items:
4. purchase:
5. packaging:

things	parcel
poisonous	dirty
possible	wrapping
sell	pieces
buy	increase
cut	unworkable

2. Short-answer questions

Answer the following question:

6. What do we recycle by composting?
.....
7. According to the text, why do you think people visit “free stores”?
.....
8. According to the text, what three things can individuals do with waste?
.....

3. Multiple-choice questions

Choose the correct answer and write the letter in the box.

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

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Formative speaking and listening skills: Interview techniques

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

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

ATL: Communication skills

Look at the photograph opposite.

Imagine their conversation.

Who seems to be doing most of the talking?

.....

What do you think they are talking about?

.....
.....
.....



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

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

	Method
What methods are they using to make sure that the speaker is sending the message successfully?	
What methods are they using to make sure that the recipient is understanding the message correctly?	

Connecting concepts: Communication and structure

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

1. Text type and messenger	2. How to structure the text (underline your choice)
A blog entry on pollution You as yourself	A. Beginning, middle and end B. Most important to least important C. Simple to complex D. Main idea, proof and examples, conclusion
A written interview with the manager of a recycling company You as interviewer	A. Beginning, middle and end B. Most important to least important C. Simple to complex D. Main idea, proof and examples, conclusion
A short story/ fable for children You as storyteller	A. Beginning, middle and end B. Most important to least important C. Simple to complex D. Main idea, proof and examples, conclusion
A newspaper article about an environmental accident You as journalist	A. Beginning, middle and end B. Most important to least important C. Simple to complex D. Main idea, proof and examples, conclusion
An essay on recycling You as student	A. Beginning, middle and end B. Most important to least important C. Simple to complex D. Main idea, proof and examples, conclusion

Formative reading skills: Understanding connections

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

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

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

Structuring an interview with an activist

First write your questions. Then put your questions into the best possible order using the table below.

Structure of interview
Introduction to the interview
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
Wrap up

Recycling interview notes and structure

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

Introduction		
Question	Interviewee's answer	Interviewee's reasons/ explanations/further details
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
Wrap up		

Formative listening skills: Conventions and connections

1. This audio-visual stimulus seems to be related to which of these MYP global contexts? Choose the correct answer and write the letter in the box.

- 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		
Thesis (main point)		
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusion		

Multiple-choice questions

Choose the correct answer from the options given. Write the letter in the box.

3. What was the format of the audio-visual stimulus?

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

4. The purpose of the audio-visual stimulus was to:

- A. narrate a story
- B. describe a situation
- C. explain a problem
- D. argue a point of view
- E. give instructions/guidelines

5. The point of view in the audio-visual stimulus is:

- A. balanced
- B. one-sided

6. How much did the audio-visual stimulus use graphics?

- A. A lot
- B. More than twice
- C. Once or twice
- D. Never

7. Which of these techniques are used in the audio-visual stimulus?

- A. Voiceover
- B. Special lighting techniques
- C. Music and sound effects
- D. Special visual effects
- E. All of the above

Formative listening and speaking skills: Understanding implicit meaning and connections

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

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

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

Use the table below to make notes on the questions and responses. When you have completed the activity, use your notes to role-play the interview.

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

Summative Assessment A: Listening

Answer sheet

1. According to the narrator, how does recycling solve the problem of waste paper, metal and plastic?

.....

.....

2. Which two of the following things cannot be put into the recycling bins shown in the video: flattened cardboard, clothes, metal cans, food, plastic bottles?

.....

.....

3. Why must all containers be clean, dry and empty before you put them in the recycling bin?

.....

.....

4. Why should you never put bags into the recycling bin?

.....

.....

5. According to the video, which three places can recycling improve?

.....

.....

Choose the correct answer and write the letter in the box.

1. How is this video structured?

- A. Through a series of points with examples and explanations
- B. By using the technique of asking and then answering questions
- C. Through a story that recounts some events and has a message

2. What is the main purpose of the video?

- A. To illustrate different ways of recycling household products
- B. To inform us how to create a recycling programme at home
- C. To explain the most efficient ways we can recycle at home

3. What conclusion does the video communicate about recycling?



- A.** Recycling is a complex matter
- B.** Recycling is our responsibility
- C.** Recycling needs our support

Summative Assessment B: Reading

Answer sheet

Text A

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

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

Choose an appropriate ending from the list that completes each sentence. Put the correct letter in the box.

4. Reducing involves buying:

5. Reusing means creating:

6. Recycling includes returning:

- | | |
|-----------------------------------|------------------------------------|
| A. fewer household goods | D. homes that are energy-efficient |
| B. products with little packaging | E. products to factories to reuse |
| C. much less waste in the home | F. paper for schools from landfill |

☐

Answer these questions by writing the correct letter in the box

7. The meaning of the text is mainly supported by the use of:

- A. graphics
- B. colour
- C. layout
- D. symbols.

☐

8. What is the main purpose of the text?

- A. To give the readers good examples of waste management
- B. To tell the readers a story about waste management
- C. To force readers to manage their waste as much as possible
- D. To explain how to reduce waste to the readers

☐

Text B

1. Choose the four true statements. Write the correct letters in the boxes.

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

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Answer these four questions.

2. What technique is used in the diagram to help readers to understand how different sectors are connected to the whole school?

3. In how many sectors of school life does the poster offer energy-saving tips?

4. According to the diagram, which two actions can reduce lighting costs?

5. What technique is used to help readers understand each individual energy-saving tip?

Chapter 3: Resolving conflict

Page 81

Formative reading: Facts and opinions

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

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

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

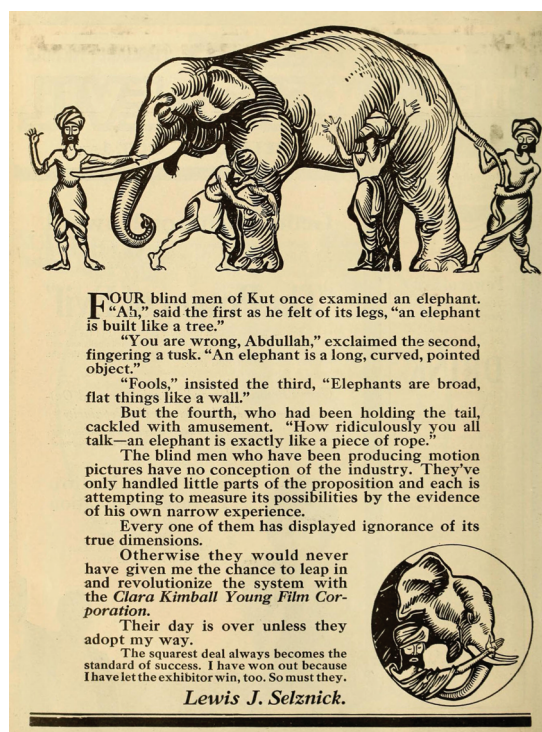
For example, “London is the greatest city on Earth” is an opinion.

1. List another ten facts about London. Write your answers in the table below:

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

2. List ten more opinions about London or another city of your choice. Write your answers in the table below.

	City:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



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

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

How to tell the difference between a fact and an opinion

- What facts can they learn by touching the elephant?

.....

.....

.....

- What other senses can they use to learn about the elephant?

.....

.....

.....

- What opinions could they form about the elephant just by touching it?

.....

.....

.....

Formative reading skills: Understanding explicit meaning

Part 1

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

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

Part 2

The six blind men each feel a different part of the elephant. Fill in the table below:

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

Reading skills:
Making connections between ideas

Short-answer questions

- 1.** According to the rajah, why were the men quarrelling?

- 2.** What lesson did the blind men learn about truth?

- 3.** What lessons does the story teach us about trusting our senses?

- 4.** By reading the story, what lessons do we learn about facts and opinions?

Formative speaking skills: Giving a speech

How to organize what you say

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

Topic: Preventing arguments with your parents			
Big idea: You can improve a difficult situation by using a number of peace-making strategies			
Strategy 1			
Support for strategy 1			
Strategy 2			
Support for strategy 2			
Strategy 3			
Support for strategy 3			
Conclusion			

Formative writing skills: Presenting a reasoned argument

You decide to send Jack an email. Use the table below to plan a reasoned argument based on the scenario about what you would say and do if you knew that Jack had cheated in his Maths test.

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

ATL: Social skills

Practise your social skills

Look at the picture opposite.

What advice would you give to the father about dealing with the conflict with his son? Work cooperatively in small groups to find the best solutions.

Use ideas from the list on page 94. Use this table to record your answers.



Advice	Why?

Formative reading skills: Explicit and implicit meaning

Stories connect cultures by describing common conflicts. They also teach us the ways and means of resolving our personal differences.

“The Two Siblings Who Fought over an Orange”

Identify	Answer
The people involved in the conflict	
The matter they are arguing about	
The ways the people try to resolve their arguments	
The methods used to resolve the argument	

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

.....

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

.....

.....

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

.....

.....

.....

Formative reading skills: Implicit meaning and connections

“Seventeen Camels, Three Brothers and a Wise Woman”

1. In your opinion what are the reasons for the conflict about the camels?

2. Look again at the list of ways of resolving conflict on page 94. Identify the methods used by the wise woman to resolve the argument.

3. Here are eight creative thinking techniques. Which of these does the wise woman use? Circle your answers.

- A. Consider multiple alternative solutions, including what might seem impossible.
- B. Create imaginative ideas.
- C. Create new solutions to real problems.
- D. Design improvements to existing technologies.
- E. Generate metaphors and images.
- F. Make guesses, ask “what if” questions.
- G. Make unexpected or unusual connections between objects and ideas.
- H. Use brainstorming to generate new ideas and inquiries.

Formative speaking skills: Communicating clearly and effectively



Look at the picture on the right.

What do you think is happening?

.....

.....

What could the argument be about?

.....

.....

Do you think the students are behaving in a reasonable manner?

.....

.....

Are they trying to understand each other's point of view?

.....

.....

How are such fights and arguments resolved in your school?

.....

.....

.....

Planning and scaffolding

Imagine you are the teacher. Before you speak to the students, make sure you know exactly what you want to say. Fill in the chart and use it as a cue card to deliver your conflict resolution speech to the students.

Reasons for talking to the students	Conflicts: Effects on the school:		
	What he/ she has done	Why this creates a problem for someone else	What the person could do to make the situation better
Leila			
Poppy			
Nina			
Hector			

Thinking about connections and points of view

Discussion and debate

With a partner, look at the picture. The two students are making fun of the girl who is new to the school and comes from a different culture. First, **connect** the events in the picture with these questions about conflict resolution.

In groups discuss these questions.

- A.** What is happening from the bullies' point of view?

- B.** Why is it happening from the girl's point of view?

- C.** What is happening from your point of view? For example, what would you do if you saw the same situation occurring at your school?

- D.** How does this picture connect with Atticus' advice to his daughter, Scout? What advice would you give to the bullies in the picture?



**Formative speaking and listening: Understanding
and communicating explicit meaning**

	Six issues you think cause most arguments between friends	Six reasons for arguments that are most common in families
1.		
2.		
3.		
4.		
5.		
6.		

Formative reading skills: Understanding implicit meaning and connections

“The Drawbridge”

The story you are now going to read is a fable. It tells the story of a very unhappy marriage. In it are six characters. They are:

the king the boatman the gatekeeper
the princess the best friend the older brother

As you read, identify the motives of the six characters. What makes each one act in the way that they do?

	How does this character act?	What makes this character act in the way that they do?
The king		
The princess		
The boatman		
The best friend		
The gatekeeper		
The older brother		

Reading skills: Implicit meaning

In groups discuss the answers to the following questions. Record your answers below by putting the correct letter in the box and be prepared to discuss your choices in a group activity.

1. How much did the best friend really care for the princess?

- A. A lot
- B. Not at all
- C. Only when it suited
- D. Passionately

Justifications / evidence:

2. Which person put morality before friendship?

- A. The king
- B. The boatman
- C. The best friend
- D. The older brother

Justifications / evidence:

3. The boatman asked for money because he was:

- A. greedy
- B. afraid
- C. jealous
- D. angry

Justifications / evidence:

4. The gatekeeper obeyed the baron's order to kill because he was:

- A. vicious
- B. afraid
- C. unthinking
- D. angry

Justifications / evidence:

Reading skills: Making connections

5. The king gave the order to the gatekeeper because he was:

- A. bloodthirsty
- B. afraid
- C. jealous
- D. suspicious.

☐

Justifications / evidence:

6. Who has all the political power in the story?

- A. The king
- B. The boatman
- C. The best friend
- D. The princess

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Justifications / evidence:

7. The king's actions are

- A. fair and just
- B. caring and well-meaning
- C. unfair and unjust
- D. moral and reasonable

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Justifications / evidence:

8. In the fable the princess is arrested because:

- A. she disobeyed her father
- B. she was a victim of her father's oppression
- C. some people were more interested in money
- D. some people had no empathy
- E. some people were afraid to speak out against the powerful.
- F. All, some, or none of the above?

☐

Justifications / evidence:

Reading and speaking skills: Understanding implicit meanings

After a first reading of the text, fill in the table by yourself. Do not discuss your ideas yet. You will have plenty of opportunities to share your ideas later. Rank the characters' responsibility for the princess's arrest. Who is the most responsible? Who is the least responsible? Give reasons for your answers.

Most responsible	Character	Reasons and justifications for your answers
1.		
2.		
3.		
4.		
5.		
6.		
Least responsible		

Planning and scaffolding

After discussing your ideas with other students, fill in the chart a second time to show who you now think is responsible for the princess's arrest. Again, give reasons for your answers.

Most responsible	Character	Reasons and justifications for your answers
1.		
2.		
3.		
4.		
5.		
6.		
Least responsible		

Related concept: Empathy

Look at the poster on the right and think about the implicit meaning of “The Drawbridge”.

- How does the poster connect with the implicit message of “The Drawbridge”?

- What is the connection between the story of “The Drawbridge” and the issue of domestic violence?

- If we conclude that the king is too controlling and a potential bully, how does this fact change our point of view of the characters in the story, especially the princess?

- Do you now have more empathy for any of the other characters?

- Do you now have less empathy for any of the characters?



- Do you understand the princess's situation? Can you empathize with her? Be prepared to justify your ideas in a class discussion.

- In what ways does the fable speak about the right and wrong ways of solving conflict?

Formative speaking: making connections

What can you see in the picture on the right?

- A.** A young woman
- B.** An old woman
- C.** Both
- D.** Neither

What can you see in the picture on the right?

- What does the picture teach us about a point of view?

- Why is it important to see a problem from different points of view?



Formative speaking skills: Preparing and making a speech

“The Drawbridge” is a story that is used to teach us empathy. The purpose of this exercise is for you to convince your fellow classmates that the characters in the story all acted out of necessity.

Show your empathy for one of the characters in the story. Use the notes from the previous exercises to prepare a speech defending your character’s actions.

Planning and scaffolding

Use this table to help you structure your speech.

My big idea is...	Example: The gatekeeper is/ is not responsible for the princess’s arrest	
Point/ Idea/ Opinion	Evidence in the story	Example in real life
Reason		
Reason		
Reason		
Reason		
In conclusion, I believe (that) ...		

Formative written activity: Reasoned argument

Planning and scaffolding

First decide on your character and your character's point of view.

Write down the points that justify your actions. In the table below there are some ideas. You may wish to use the ideas from the table, or you may prefer to use ideas of your own. For each supporting idea, find evidence in the story and/or invent your own ideas.

Come to a conclusion. In your conclusion state what you have learned from the story and explain why your readers should empathize with you.

My thesis is...	The princess is/ is not responsible for her imprisonment.
Point/idea/opinion	Evidence in the story
The princess felt trapped at home.	Her husband would not let her leave the castle.
The king is a bully.	
The best friend is a coward.	
The older brother was not helpful.	
The boatman cared too much about money.	
In conclusion, I believe (that) ...	

Formative listening skills: Explicit and implicit meaning

Listening skills: Conventions and connections

- This audio-visual stimulus seems to be related to which of these MYP global contexts? Choose the correct answer and write the letter in the box.

 - Identities and relationships
 - Orientation in space and time
 - Personal and cultural expression
 - Scientific and technical innovation
 - Globalization and sustainability
 - Fairness and development
- 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		
Thesis (main point)		
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusion		

Choose the correct answer and write the letter in the box.

3. The approach to the subject matter of the audio-visual stimulus is mainly:
- A. Entertaining
 - B. Factual
 - C. Persuasive
4. What was the format of the audio-visual stimulus?
- A. Storyline
 - B. Conversation/discussion
 - C. Debate
 - D. Documentary/presentation
 - E. Other (please specify)
5. The purpose of the audio-visual stimulus was to:
- A. Narrate a story
 - B. Describe a situation
 - C. Explain a problem
 - D. Argue a point of view
 - E. Give instructions/ guidelines
 - F. Other (please specify)
6. How much did the audio-visual stimulus use graphics?
- A. A lot
 - B. More than twice
 - C. Once or twice
 - D. Never
7. Which of these techniques are used in the audio-visual stimulus to connect the message and the audience?
- A. Voiceover
 - B. Special lighting techniques
 - C. Music and sound effects
 - D. Other special effects:
 - E. All of the above

Formative writing skills: Reasoned argument

Summarize the main points of the audio-video stimulus you have watched in the form of a reasoned argument. You may wish to use information from Question 2 on page 111.

Remember to use paragraphing and linking words to communicate your argument clearly.

Subject matter	
Thesis – main point	
Supporting point 1	Example/Evidence:
Supporting point 2	Example/Evidence:
Supporting point 3	Example/Evidence:
Conclusion	

Formative speaking skills: Preparing and presenting a speech

Imagine you have been asked to speak to the rest of your class on the issue of conflict resolution. You will deliver a speech either agreeing or disagreeing with the contents of the video you have watched.

First of all, in groups decide whether you agree or disagree with the ideas themselves. You will have already collected most of this information when you completed your reasoned argument above. Now add your own opinions and reasons. Fill in the chart below and use it to help you plan your speech.

Subject matter of the video		
Thesis – main point of the video		
	Your opinions	Reasons and justifications
Supporting point 1	Agree/disagree	
Supporting point 2	Agree/disagree	
Supporting point 3	Agree/disagree	
Conclusions		

Summative Assessment A: Listening

Answer sheet

Answer these questions. Choose the correct answer and write the letter in the box in each case.

1. What is the context for the conflicts shown in the video? ☐
 - A. At school and with siblings
 - B. At home and with friends
 - C. At home between siblings
2. What is the main purpose of the video? ☐
 - A. To teach viewers how to avoid a conflict
 - B. To explain to viewers why conflicts occur
 - C. To explain to viewers how to deal with conflict
3. The conflict between Moby the robot and Tim concerns: ☐
 - A. using someone else's things
 - B. stealing someone else's things
 - C. wasting someone else's things.
4. In the video, Tim suggests different ways to resolve conflicts. Choose the five suggestions that Tim mentions in the video. ☐
 - A. Sometimes, it is best to apologize as soon as possible.
 - B. Take deep breaths and count down from 10.
 - C. Explain your emotions calmly and respectfully.
 - D. Tell a joke so that the other person sees the funny side.
 - E. Show the other person that you are listening to him or her.
 - F. Think about the other person's point of view.
 - G. Walk away in order to avoid starting an argument.
 - H. Ask another person to mediate in the argument.

Summative Assessment B: Reading

Answer sheet

Choose the correct answers and write the letter in the box in each case.

1. The text is:
 - A. a ghost story
 - B. a comedy
 - C. a fable
 - D. science fiction.
2. The image illustrating the text portrays the exact moment:
 - A. the fisherman finds the bottle
 - B. the genie grants the fisherman's wish
 - C. the fisherman opens the bottle
 - D. the genie escapes from the bottle.
3. The main purpose of the text is to show the readers how to:
 - A. fight for what they want to achieve
 - B. resolve two very different points of view
 - C. use the truth to defeat our enemies
 - D. help people to empathize with each other.
4. The ending of the story is designed to:
 - A. surprise the readers with its shocking ending
 - B. make readers think about the lesson taught
 - C. make the readers empathize with the fisherman
 - D. leave the readers wondering what happened next.
5. *Read lines 1 to 27 and then choose the four true statements.*
 - A. The mother wanted a grandchild to take care of
 - B. The fisherman picked the bottle from the bottom of the sea
 - C. A magician had imprisoned the genie a thousand years earlier
 - D. The fisherman was too afraid of his mother to make a wish

- E.** The fisherman's wife and mother kept arguing
- F.** The fisherman's biggest worry was poverty
- G.** The genie granted the fisherman one single wish
- H.** When the magician opened the bottle, a genie came out

*Read lines 28 to 54. What do the following words mean in the text?
Choose the appropriate words from the list on the right.*

6. restore (line 31)

7. resolve (line 40)

8. dispute (line 47)

9. wish (line 53)

A. unhappiness

B. sort out

C. desire

D. improve

E. command

F. fix

G. explain

H. argument

☐
☐
☐
☐


Complete the following gaps using no more than three words from the table below.

The next day, the fishermen went back to see the genie.

The fisherman said to the genie that he wanted nothing for either himself or his wife. Instead, he wanted the genie to show his (___10___) for the mother by granting her wish. The genie said to the fisherman that he would agree to this (___11___). The fisherman told the genie that his mother wanted to see his baby before she died.

The genie was amazed by this resolution to the (___12___) and he made the mother's dream come true.

By overcoming their different (___13___), the fisherman, his wife and his blind mother all achieved happiness from one single wish.



conflict	facts	pressure	responsibility
empathy	opinions	reason	suggestion

- 10.**
- 11.**
- 12.**
- 13.**

Chapter 4: Life's opportunities

Page 121

Formative listening and speaking skills: Responding to multimodal texts



Discussion: What is the connection between our abilities and our opportunities?

- Compare the two pictures of the beggar and the happy family. What do the two pictures tell us in terms of different people's opportunities in life?

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- Describe the two pictures in terms of what the people in them "have" and "have not".

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- Create a caption for each picture to explain the message of each. Create a further title to communicate the meaning of the two pictures together.

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- Think about the needs and ambitions of young people of your generation. Make a list of things you have and things you will need to achieve your ambitions.

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Formative reading skills: Explicit and implicit meaning

Discussion and debate

In pairs, read the statements A–H and decide whether each statement is usually true, partially true or untrue. Give reasons for your answers.

Eight statements about abilities and opportunities	Usually/ partially true/untrue	Your reasons
A. A child born into a poor family might not develop important learning skills.		
B. Poverty and a lack of safety can lead to poor health and social problems.		
C. Unhealthy and stressed children are less likely to succeed at school.		
D. Poor children may have very poor social skills at school.		
E. Children with personal problems can learn if they are cared for.		
F. Successes in one area can help a child to find selfesteem.		
G. Greater self-esteem leads to greater success in other areas of life.		
H. Poor children are less likely to become successful adults.		

Formative reading skills: Explicit and implicit meaning

True/false with justification

Read the text carefully and identify which of the statements below are true and which are false. Justify each answer with a relevant brief quotation from the text. Write your answers in the table below. Both a correct identification and a quotation are required for one mark.

		True	False
Example:	Michael had eleven siblings.	✓	
Justification:	"He was one of twelve children"		
1.	Michael's parents took good care of him when he was a little child.		
Justification:			
2.	He was a very poor learner in elementary school.		
Justification:			
3.	Although Michael lacked a stable home life he stayed on at school.		
Justification:			
4.	At 16 he passed an exam to go to Briarcrest Christian School.		
Justification:			
5.	The Tuohy family gave Michael the domestic stability he had never had.		
Justification:			
6.	The Tuohys treated Michael like a son.		
Justification:			
7.	Michael always worked independently to improve his academic scores.		
Justification:			
8.	He became a professional footballer while he was still at school.		
Justification:			

Multiple-choice questions

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

9. In the first 16 years Michael went without:

- A.** attending school
- B.** playing football
- C.** a proper place to live
- D.** good health.

10. Until meeting the Tuohy family Michael did badly at school because:

- A.** he was a poor student
- B.** he could not read or write
- C.** he lacked a proper family life
- D.** he was not interested in school.

11. As well as safety and stability Michael also found:

- A.** financial success
- B.** quick academic success
- C.** a sense of belonging to a real family
- D.** a sense of independence.

12. Michael was able to improve his school grades because of:

- A.** tutoring and hard work
- B.** his footballing skills
- C.** extra help from his school
- D.** his kind and friendly personality.

Formative speaking skills: Discussion

Study and discuss this film poster.

The purpose of the discussion is to find meanings in the multimodal texts and conclusions you can all agree on.

In small groups discuss these questions.

1. What kind of text is this and what is the purpose?

2. What does the image of the two people communicate?

3. What could be the meaning of the bright light next to the two characters' hands?

4. Why do you think the word "HAPPYNESS" is spelled incorrectly?

5. What messages about the film do the advertisers wish to communicate to the public?



Formative writing skills: Description

Imagine you are one of Michael Oher's classmates. Write a description of 16-year-old Michael and his ambitions to be a great sportsman. Use the text and the pictures in this section to help you. You could put your thoughts into a letter to a friend, a diary entry, or blog. Write between 200 and 250 words.

Description	Things you know
His background	
His appearance	
His actions and behavior	
The reaction of people around him <ul style="list-style-type: none"> • Teachers • Classmates • The Tuohy family 	
His motives and ambitions <ul style="list-style-type: none"> • School • Sport 	

Formative reading skills: Making connections

The list of “things” we need or want in life includes:

- health – the need to be well
- security – feeling safe from danger
- belonging – the need for loving, sharing and fitting in with others
- esteem – the need for feeling important and being respected
- learning – the need to make choices and decisions
- fun – the need for being happy and finding joy in life.



In pairs, examine the picture. How many things from the list above does the boy have?

.....

.....

With your partner, find evidence in the picture to support your ideas. For example, what evidence is there in the picture that the boy might not be healthy?

.....

.....

.....

.....

.....

As a conclusion, decide on one thing you could give the boy to improve his life.

.....

Formative reading skills:
Understanding implicit meaning

In the text on page 135 there are five paragraphs marked A–E. Here are seven headings.

Match five of the headings to paragraphs A–E. Write your answers in the table below.

Maslow's hierarchy of needs

Heading	Paragraph
Safety needs	
Esteem needs and the need to be understood	
Physical needs	
The need to find yourself	
Economic needs	
The need for love and belonging	
Educational needs	

Formative reading skills:
Understanding explicit meaning

1 Short-answer questions

1. What question did Maslow want to answer?

.....

2. What answer did he come to?

.....

3. Why did Maslow call the system he invented a “hierarchy of needs”?

.....

.....

4. What happens when we fulfil one need?

.....

.....

5. What is the meaning of the word “essential” in the sixth paragraph?

.....

.....

2 Multiple-choice questions

Read the rest of the text and choose the correct answer from A, B, C, or D. Write your answers in the boxes.

6. Maslow said that hunger: ☐
- A. prevents learning C. does not matter
- B. makes learning difficult D. makes us learn well.
7. According to the text, safety needs to include protection from: ☐
- A. danger, hunger and violence C. sleep, hunger and warmth
- B. violence, war and thirst D. violence, bad weather and danger.
8. According to paragraph C, our need to belong to a family and to a group: ☐
- A. help us to learn from others C. gives us good friends
- B. makes us ambitious D. gives us a good future.
9. According to paragraph D, if we have high self-esteem we can: ☐
- A. can make friends easily C. deal with difficulties
- B. understand our lessons without difficulty D. tell the difference between right and wrong.
10. According to paragraph E, self-actualization means: ☐
- A. we can become high earners C. we will be self-satisfied
- B. we can achieve our personal goals D. we can do any job we want.
11. According to paragraph E, transcendence involves ☐
- A. travelling the world C. being childish
- B. trying to make the world a better place D. knowing more than everyone else

Formative speaking skills: Understanding conventions and connections in a multimodal text

Look at the chart of Maslow’s hierarchy of needs on page 137 in the textbook, and in groups discuss the questions that follow.

How does the graphic help us to understand Maslow’s message? List at least five specific techniques used to convey the message. Some techniques you may want to consider are:

- Colour coding
- Headings
- Repetition
- Body language
- Structure/composition
- Symbols
- Slogans

.....

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Evaluate the multimodal text by listing:

- three things you like about the graphic
- three improvements you would make.

3 things you like about the text	3 improvements to make the message clearer

ATL: Self-management skills

The title of this chapter is Abilities and Opportunities.

All children have abilities. But not every child has the same opportunities as Michael Oher.

How do you think children who lack opportunities might achieve their dreams?

Discuss ways in which local governments could improve:

A. the basic health needs of children

B. the safety needs of children

C. children's esteem and educational needs.

Research how governments around the world have successfully helped to further develop their citizens' opportunities.

	Ways governments can help	Explanations
Basic health needs		
Safety needs		
Esteem and education needs		

Formative writing skills: Descriptive writing

Write a description of 200 to 250 words of a child whose life has improved due to the work their government has done in improving their opportunities. Use the notes from the previous self-management activity. You could put your thoughts into a letter to a friend, a diary entry, or blog.

Details	Descriptions
Home and background	
Health needs	
Safety needs	
Esteem and education needs	
What the government has done to help such children	

Synthesis: Key and related concepts – Connections and messages

Visual text 1

What is the overall message in visual text 1?

.....

.....

.....

Visual text 2

1. Who is the sender of the message?

.....

.....

.....

2. Who is the receiver?

.....

.....

.....

3. What is the message?

.....

.....

Visual text 3

1. How are the woman and the watch connected?

.....

.....

.....

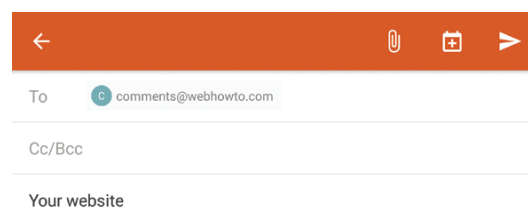
2. What implicit meaning is suggested here?

.....

.....



Visual text 1



Hey Web How To,

This is the first time that I've been to your site. I was glad to see that

Visual text 2



Visual text 3

Formative reading skills: Conventions and connections

Look at the three graphics on page 141 and answer the following questions:

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

1. The **form** of the message in visual texts 1–3 is:

Text	Answer	Form
Visual text 1		A. Advert
Visual text 2		B. Sign
Visual text 3		C. Entertainment
		D. Instruction
		E. Storybook

2. The **purpose** of the message in visual texts 1–3 is to:

Text	Answer	Purpose
Visual text 1		A. Narrate
Visual text 2		B. Explain
Visual text 3		C. Instruct
		D. Persuade
		E. Describe

3. The **author/sender** of visual texts 1–3 is probably:

Text	Answer	Author/sender
Visual text 1		A. An advertiser
Visual text 2		B. An instructor
Visual text 3		C. A journalist
		D. A business
		E. A creative artist

4. The **readers/recipients** of visual texts 1–3 are:

Text	Answer	Readers/recipients
Visual text 1		A. A general audience
Visual text 2		B. An audience with a specific interest
Visual text 3		C. An audience belonging to a specific age range

5. The **nature** of the message in visual texts 1–3 is:

Text	Answer	Nature
Visual text 1		A. Literal and concrete: the designer has stated the message explicitly
Visual text 2		B. Abstract and metaphorical: the designer has created a picture to communicate the message implicitly
Visual text 3		

6. The **format** used in visual texts 1–3 is:

Text	Answer	Format
Visual text 1		A. Mainly visual
Visual text 2		B. A balance of visual and text
Visual text 3		C. Mainly text
		D. All text
		E. All visual

Formative Reading skills: Connections and implicit meaning

Focusing questions

What techniques has the artist used to connect the concepts of poverty and opportunity?

.....

.....

.....

.....

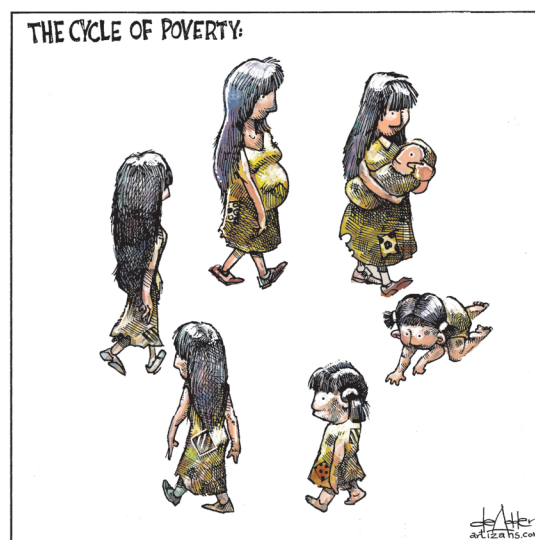
.....

How does the cartoon connect girls' lives with their opportunities to have their own careers?

.....

.....

.....



Now think about the audience for the text. In pairs, study the table on page 143 and then decide whether the picture is addressed to:

- A.** a personal audience
- B.** a mass audience
- C.** a professional audience.

☐

Justification/Why?

.....

.....

Formative reading skills: Explicit meaning

True/false with justification

In this exercise, you must reread the text carefully and identify true and false statements. There is one sentence for each section of the text. The sentences below are either true or false. Justify each answer with a relevant brief quotation from the text.

		True	False
Example:	Education changes nothing.		✓
Justification:	Education quite simply creates life chances.		
1.	Hungry children find it hard to learn.		
Justification:			
2.	The level of people's education is connected to the level of their earnings.		
Justification:			
3.	If a mother cannot read, her babies rarely grow up to be healthy.		
Justification:			
4.	A country will only become less poor if everyone has an education.		
Justification:			
5.	Children from poor backgrounds usually learn well in class.		
Justification:			

Formative reading skills:
Connections and conventions

Now you are going to examine the conventions used to connect the audience to the message of the text.

Fill in the gaps by choosing the correct words from each pair.

- A.** The text is
(an advertisement/a blogpost).
- B.** The text was produced by
(a Canadian/an American) charity.
- C.** The purpose of the text is to
(find teachers/raise money) for the organization.
- D.** The text is aimed at
(a professional/ a mass) audience.
- E.** The text uses
(formal/informal) language to connect with the audience.
- F.** The graphic in the text shows children
..... (with/without) opportunities.
- G.** The graphic shows the audience what education in poor countries
..... (is like/could be like).
- H.** The title and subheadings explain the
..... (contents/problems) of each
part of the text.

Formative listening skills: Explicit and implicit information, conventions and connections

1. This audio-visual stimulus seems to be related to which of these MYP global contexts? Choose the correct answer and write the letter in the box.

- 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		
Thesis (main point)		
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusion		

Choose the correct answer and write the letter in the box.

3. What was the format of the audio-visual stimulus?

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

4. The purpose of the audio-visual stimulus was to:

- A.** narrate a story
- B.** describe a situation
- C.** explain a problem
- D.** argue a point of view
- E.** give instructions/guidelines

5. The point of view in the audio-visual stimulus is:

- A.** Balanced
- B.** One-sided

6. How much use did the audio-visual stimulus use graphics?

- A.** a lot
- B.** quite a lot
- C.** once or twice
- D.** Never

7. Which techniques are used in the audio-visual stimulus?

- A.** Voiceover
- B.** Special lighting techniques
- C.** Music and sound effects
- D.** Special effects
- E.** All of the above

Summative Assessment A: Listening

Answer sheet

Answer these questions. Write the correct letter in the box in each case.

1. What is the message of the video?
 - A. Viewers can find different ways to combat child hunger.
 - B. People do not care about child hunger in the USA.
 - C. Viewers are not surprised that child hunger is common.
2. Who is the intended audience for this video?
 - A. High school students
 - B. The general public
 - C. Pre-teen children
3. How does the video connect with its intended audience?
 - A. It surprises them about the number of hungry children in the USA.
 - B. It presents them with the thoughts of hungry children in the USA.
 - C. It asks viewers to suggest solutions to child hunger in the USA.
4. How does the video explain to the audience how they can help?
 - A. It shows a graphic made of the children's suggestions on notes.
 - B. There is a voiceover at the end telling the audience how to help.
 - C. It gives the name and contact address at the end of the video.

From 01.43, the children in the video make various suggestions to help hungry children. Complete the sentences 5–8 below by choosing the correct ending (A–H).

5. One child suggested donating . . .
6. Another child suggested they could take . . .
7. Another idea was to post . . .
8. One child wanted to invent . . .

<ol style="list-style-type: none"> A. a video about hungry children. B. fresh fruit for kids at school. C. baby clothes for new mothers. 	<ol style="list-style-type: none"> D. canned food to a big fort. E. a magic money tree. F. a letter to the government. G. a food-making machine. H. as much money as possible.
---	---

Summative Assessment B: Reading

Answer sheet

Read lines 8 to 32. Choose an appropriate ending from the list A–H below that completes each sentence.

1. Liz Murray . . .

2. Her parents . . .

3. Her mother . . .

4. Her father . . .

- A. encouraged Liz to read literature.
- B. spent money on drugs rather than food.
- C. always dreamed of going to Harvard.
- D. died when Liz was 15 years old.
- E. ate toothpaste because of hunger.
- F. showed no interest in Liz's sister.
- G. stole from libraries to buy drugs.
- H. felt terrible about selling the family TV.

Read lines 33 to 61 and answer these questions by quoting from the text.

5. Why did Liz and her sister become homeless?

.....

.....

6. What material did Liz use to find a better way to live her life?

.....

.....

7. Which phrase suggests that Liz was going to get only one chance in life?

.....

.....

8. By completing high school in two years, what did Liz want to become?

.....

Read lines 62 to 71. What do the following words mean in the text? Choose the appropriate words from the list A–H below.

9. mentor (line 54)

☐

10. application (line 60)

☐

11. founder (line 62)

☐

12. hardship (line 66)

☐

A. difficulties

E. strength

B. leader

F. request

C. ability

G. counsellor

D. author

H. creator

Choose the correct answers.

13. Liz's book is mainly about:

☐

A. how much she achieved at university

C. how she became an international speaker

B. how she came to write a bestseller

D. how she overcame her poor start in life.

14. Liz now speaks about the dangers of gangs and drugs to:

☐

A. teachers

C. teenagers

B. parents

D. children.

15. Her message to those who also come from difficult backgrounds is:

☐

A. "Never give up your studies or drop out of school"

C. "If you wait long enough, everything will turn out fine"

B. "Don't make excuses for not trying your very best"

D. "Everybody gets one big opportunity in life".

16. Liz says: "I used to be one of those people on the streets you walk away from." This means that:

☐

A. people say she has not changed since childhood

C. she still knows how people react to the poor

B. she still knows what it was like to be poor

D. people think that she is a frightening person.

Chapter 5: Digital communication

Page 163

Formative reading and speaking skills: Explicit meaning and conventions

Shortcut	Emoji
</3	Broken heart
<3	Purple heart
:D	Grinning face
^_^	Grinning face with smiling eyes
:-) =)	Smiling face with open mouth
=D	Smiling face with open mouth and smiling eyes
O:)	Smiling face with halo
}:)	Smiling face with horns
;)	Winking Face
:	Neutral face
:\	Confused face
:*	Kissing face
;*	Face throwing a kiss
:P	Face with stuck-out tongue
D:	Frowning face with open mouth
:X)	Grinning cat face with smiling eyes

Look at the emoticons above.

- Which of the emoticons do you use?
.....
- Which of the emoticons do people never use?
.....
.....
- With whom, or in which situations, do you use emoticons when you communicate?
.....
.....
.....

Formative reading skills: Understanding explicit information

In lines 1–16 which words go in the gaps in the text?

Choose the missing words from the list below.

between	communication	messages
combination	express	through
common	normally	unusual

Emoticons

The word *emoticon* is a combination of the words *emotion* and *icon*.

They can be made by typing punctuation marks and letters to make faces in a text.

People use emoticons to (1) <single word writing line> their feelings online, especially when they think that the reader might not understand the message we are sending.

The most (2) <single word writing line> emoticon is a smiley face :)

We can put a dash (3) <single word writing line> the eyes and mouth to make a nose. :-)

This emoticon (4) <single word writing line> used to convey happiness or a joke. It says to the reader, “This message is not so serious”. Let’s see what the difference an emoticon can make. Look at the photograph of James receiving a text message. Then look at the following two (5) <single word writing line>:

A) Idiot

or...

B) Idiot :)

Multiple-choice questions

Choose the correct answer from A, B, C, or D and write the letter in the box in each case.

1. Most people talking on the Internet:

- A. are good friends
- B. have met in person
- C. speak the same language
- D. are strangers to each other.

2. In conclusion the writer thinks emoticons are:

- A. poor communication
- B. new and funny
- C. facial expressions
- D. original and influential.

3. The writer also thinks emoticons are like using:

- A. a dictionary
- B. a tone of voice
- C. our emotions
- D. good pronunciation.

Short-answer questions

4. Why might the best friend's message without a smiley face be unclear to James?

.....

.....

5. How does the emoticon :) make message (B) clearer to James?

.....

.....

Formative speaking skills: Organizing a presentation

The task

Here are 12 headings. Fill in the chart and use it to help you decide:

- How many of these headings would you use?
- In what order would you put the chosen headings?

Subject of each slide	Use: Yes? / No?	Order:
Closing the presentation		
Opening the presentation		
How emoticons communicate the writer's tone of voice		
How to draw emoticons		
Other examples of emoticons		
The most famous emoticon		
The reason for presenting the topic		
What are emoticons?		
What is a tone of voice?		
Where does the word "emoticon" come from?		
Why use emoticons?		
Why writing is different to speaking		

Formative writing skills: Giving advice

Your friend, Michael, is good friends with Ashley. In your last English class, Michael and Ashley had an argument. Michael is going to the cinema with some of their friends from school on Saturday and he wants to see if Ashley would like to join them.

He is thinking of sending her a simple text message with an emoticon:

Cinema? Saturday? ;-)

Before sending his message he asks you, as a good friend, to find out what you think.

Do you think this message and emoticon are a good idea? How do you think Ashley will react? Could he be more creative?

With a partner, create a list of pieces of advice entitled: "Dos and don'ts of texting".

Write up your list as if it were going to appear as a blog post. You can use emoticons or other symbols. You should aim to write between 200 and 250 words

Formative speaking skills: Planning a presentation

Organizing your presentation

- What is the topic?
- What is your message?
- What are the points you wish to make?
- What is your conclusion or final thought?

Topic = Texting		
	My ideas	Examples and explanations
My message		
Point 1		
Point 2		
Point 3		
Conclusion and/ or final thought		

Formative speaking skills: Discussion

You may have noticed that when you’re chatting online, your simple emoticon is often automatically converted into a yellow smiley. These smileys and other symbols are called emoji.

What are the similarities and differences between emoji and emoticons? Is there is any difference between the smileys that look like this :) and smileys that look like this 😄? You may want to think about appearance, use and any other differences you can think of. Complete the table below.



Similarities	Emoticons and emoji	Differences
	Appearance	
	Use	
	Other points	

ATL: Research Skills (Research question 1)

While the technology is fun and creative, we need to also ask ourselves, “Is it appropriate to use emoticons and emoji?” Are there situations in which it is inappropriate to use them?

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ATL: Research Skills (Research question 2)

Look at the Nigerian emoji on page 173. What do you think the symbols might mean? Think about the concept of culture and reflect on why they have introduced specific emoji in Nigeria.

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Formative reading skills: Understanding explicit and implicit meaning

True/false with justification

For this exercise, you must read the text on page 173 carefully and identify true and false statements.

The sentences it contains are either true or false. Tick the correct response. Justify your answer with information from the poster.

Both a tick and a quotation are required for one mark.

		True	False
Example:	Smileys can help to express our feelings when we text.	✓	
Justification:	Smileys are often used in text communications to put emotions into our messages.		
1.	You only need letters to create smileys.		
Justification:			
2.	Smileys are used with many different kinds of software.		
Justification:			
3.	Some of the first emojis came from symbols found in Japanese comics.		
Justification:			
4.	Nicholas Loufrani wanted to make emoticons more interesting to look at.		
Justification:			
5.	Loufrani's dictionary was published as a book.		
Justification:			
6.	Today emojis are used by both young and old.		
Justification:			

Multiple-choice question

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

7. What do these changes in meaning tell us about the relationship between language and culture?

- A. Languages and symbols are the same in all cultures
- B. All languages use the same symbols
- C. No two cultures use the same symbols
- D. Different cultures can adapt symbols from another culture

ATL: Research skills (Research question 3)

In 2020, when this book was written, emojis and emoticons are being used all over the world. Given the rapid development of technology, do you think they will still be used in the year 2030? Give reasons for your answers.

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Formative listening and speaking skills: Preparing a presentation

Are emoji a creative use of language?

Some teachers say that emoji are ruining language. They say that the use of texting and emoji will destroy young people's ability to use English properly. Soon students will no longer be able to write formally. Others say this is a new and creative way of communicating. What do you think?

In small groups, sort out the statements on page 175 into these two opposing arguments. The purpose of the discussion will be to come to an agreement. The discussion should take 10 to 15 minutes, depending on the size of the group.

Argument A (traditional view): Because of texting and emoji, young people will soon no longer be able to write properly.	Argument B (non-traditional view): Texting and emoji are very creative ways of using language

Formative writing skills: Guidelines for use

You school has decided it needs some clear rules about the use of emoticons and emoji in students’ written schoolwork. Write a set of dos and don’ts for using emoji in communications:

- A.** with friends
- B.** for schoolwork
- C.** for formal emails such as college applications.

The best answers will give examples and justifications of your instructions. You should aim to write between 200 and 250 words. You may wish to use the table below to plan your ideas.

	Dos	Don'ts
Texting with friends		
School work		
Formal emails		

Here is an opportunity to use your research skills

Use your research skills to find out more about this.

When you have finished, create a diagram in order to convey your findings.



What do you already know about conventions in different kinds of writing?

First, ask: “What don’t I know?” and “What don’t I yet understand?” Make a list of questions you have about conventions. Ask yourself: “Where and how can I find answers to my questions?” Choose the best place to find answers to your questions.

ATL: Research skills

It is also important to understand that the conventions of language can change over time.

In the picture you can see hieroglyphics from Ancient Egypt. The text was written about 3,000 years ago.



- In what ways has written language changed in these 3,000 years?

- To what extent are emoji similar to these hieroglyphics?

- What are the differences between texting with emoji and formal writing in English?

Thinking about creativity and conventions

1. The table below compares formal writing with the use of emoji in text. In groups, think about the conventions surrounding the two different channels of communication according to these four different criteria: spelling, vocabulary, grammar and word order. You may wish to add more criteria to the list.

	Formal writing	Emojis
Spelling		
Vocabulary		
Grammar		
Word order		

2. Is there a future for traditional writing or will it disappear?
3. How will we communicate in the year 2030? Will the future look like this? What will be the conventions of such a way of communicating?



4. What is the message of this cartoon? Does the cartoonist think that books have a future? What is your opinion?

THE BOOK OF THE FUTURE



.....

.....

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.....

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Formative listening and speaking skills

Look at the cartoon. What is its message about idioms?

.....

.....

.....

Do you think this will be the English class of tomorrow?

.....

.....

.....

Despite the rise in texting and the use of emoticons, there is still a place for formal communications. As we have already seen in this chapter, not all messages you will write will be to personal friends or peers on the Internet. We also need to know about writing to an institution, such as a school, a university or a company, in other words, the idiom of formal English.

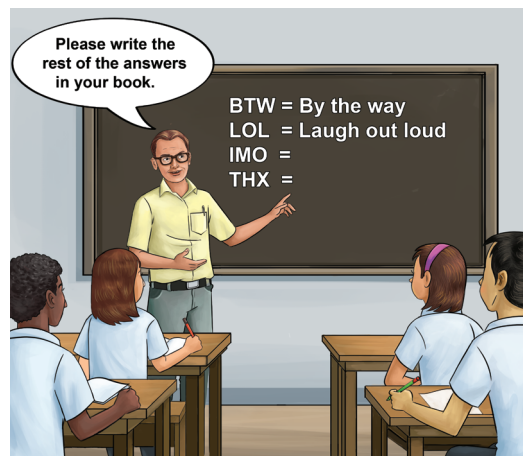
With a partner, make a list of things you already know about formal English:

.....

.....

.....

Share your ideas with your class.



Formative reading skills: explicit meaning

1 Short-answer questions

Answer the following questions.

1. Why do we need to read a message before sending it?
.....
2. Which word describes the effect of a message sent in uppercase letters?
.....
3. Which two pieces of advice does the writer give for closing an email?
.....
.....

2 Multiple-choice questions

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

4. We use the **To:** field when we are sending to:

A. a few people we know well

B. a large number of people who don't know each other very well

C. a large number of people we do know very well

D. a small number of people who don't know each other.
5. We use the **Bcc:** field when we are sending to:

A. a few people we know well

B. a number of people who don't know each other

C. a large number of people we do know very well

D. a small number of people who know each other quite well.
6. The phrase "be brief" means be:

A. little

B. polite

C. quick

D. short.

3 Short-answer questions

7. The writer says it is possible to use a smiley. When?

.....

.....

8. What does the word “flaming” mean?

.....

9. What advice does the writer give about possible viruses?

.....

.....

.....

10. Which phrase explains why you should not forward junk mail or chain mail?

.....

11. Why should you ask permission to forward somebody’s email?

.....

.....

Formative listening skills: Explicit and implicit information, connections and conventions

Answer the following questions.

1. Text D seems to be related to which of these MYP global contexts? Choose the correct answer from A, B, C or D and write the letter in the box.

- 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 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		
Conclusions		

Multiple-choice questions

Choose the correct answer from the options given. Write the letter in the box.

3. What was the format of the audio-visual stimulus?

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

☐

4. The purpose of the audio-visual stimulus is to:

- A. narrate a story
- B. describe a situation
- C. explain a problem
- D. argue a point of view
- E. give instructions/guidelines

☐

5. The point of view in the audio-visual stimulus is:

- A. balanced
- B. very one-sided.

☐

6. How much did the audio-visual stimulus use graphics?

- A. a lot
- B. quite a lot
- C. once or twice
- D. Never

☐

7. Which techniques are used in the audio-visual stimulus?

- A. Voiceover
- B. Special lighting techniques
- C. Music and sound effects

☐

Formative writing skills: Instructions, guidelines and advice

Planning and scaffolding

You may want to watch the video again to gather ideas. You can use this chart to collect ideas.

	Lessons we have learned from the video
How we create meaning	
How technology is changing the way we communicate	
Why we need rules when we communicate	
How we can be creative when we communicate	
Using emoticons and emoji	
Email etiquette	

Summative Assessment A: Listening

Answer sheet

1. In the video, Professor Evans talks about times when you can use emoji. Choose the four occasions Professor Evans mentions in the video. Write the letters in the boxes.

- A. Breaking bad news
- B. Formal communications
- C. Applying for a job
- D. Conveying anger
- E. Stressful situations
- F. Celebrating an anniversary
- G. Proposing marriage
- H. Conveying embarrassment

Listen to the recording again. In the following exercise, each sentence has a gap and a choice of two phrases to fill it. Choose the correct phrase from the recording to fill each gap.

1. Professor Evans says emoji are the _____ (most rapid/fastest growing) language on Earth.
2. He says that it is best not to use _____ (cat faces/crying faces) when giving bad news.
3. When necessary, we can avoid _____ (some embarrassment/upset tears) by using formal language.
4. The three wise monkeys emoji is often used to _____ (say something cheeky/judge the mood) in an email.

Summative Assessment B: Reading

Answer sheet

Choose the correct answers and write the letters in the boxes.

1. The text uses the conventions of:

- A. a news report
- B. an online posting
- C. a magazine article
- D. a set of instructions.

☐

2. The image illustrating the text suggests that one day we will:

- A. be able to type emoji instead of words
- B. no longer be able to express our ideas clearly
- C. be able to use emoji to write formal English
- D. no longer use formal written English.

☐

3. The main purpose of the text is to present:

- A. the advantages of emoji
- B. a balanced view of emoji
- C. the reasons we use emoji
- D. the dangers of using emoji.

☐

4. The idiom used in the text is:

- A. extremely formal
- B. informal
- C. slang
- D. semi-formal.

☐

Read lines 13 to 25 and then answer these questions.

5. According to the text, why did the use of emoji grow so quickly?

.....

.....

6. What quality do emoji add to text messages?

.....

.....

7. When speaking, what two things can we use to make our message clearer?

.....

.....

- 8.** According to Tyler Schnoebelen, when might we want to make sure that we text a very clear message?

.....
.....
Find the words that complete the following sentences. Answer using the words as they appear in lines 26 to 49.

- 9.** According to Sam Shank, it is harder to say what we mean nowadays because ...

-
10. Using emoji makes it easier to ...

-
11. Teenagers are now using cartoon symbols to ...

-
12. This can lead to problems, if the other person does not know ...
.....

The following statements are either true or false. Tick the correct option.

- 13.** Emoji can only have one meaning.
14. In Japan, the 'two hands together' emoji says, "Thank you".
15. Students now learn to write emoji in English classes.
16. Ben Zimmer is not worried about the future of communication.

	True	False
13.		
14.		
15.		
16.		

Chapter 6: Quests

Page 199

Formative listening and speaking skills: Interpreting a visual stimulus

Study the picture and give your opinions. Describe what you can see and what you imagine, using the questions below as prompts. There are no “right” answers, but you should back up your opinions with reasons or evidence.

Planning and scaffolding

Complete the table below.



Questions	Answers	Reasons/ Evidence
Who is the seeker?		
What is their quest?		
Where has character come from?		
How long been traveling?		
Going where? Why?		
Traveling with anyone?		
What problems lie ahead?		

Formative reading skills: Explicit meaning

Which words go in the gaps ____ in the text? Choose the words from the list below and write them in. The first one has been done for you.

travels	someone	never
beloved	the	power
monster	journey	stop
on	magical	wrong
some	hero	between

The quest is therefore usually about a central figure, or (Example) hero, trying to achieve an important goal. The object of the quest is often a person or an object that has the (1) _____ to change a bad situation. The goal frequently requires a long (2) _____.

For example, in an adventure story a (3) _____ might be looking for treasure. In fantasy literature, the object frequently has (4) _____ powers: a ring, a crown, a book, or a stone. The detective story can also be a kind of quest in which (5) _____ seeks to uncover the truth.

There are often other characters (6) _____ the quest. A teacher, or mentor, figure often guides (7) _____ seeker. A good friend, or a band of travellers, often (8) _____ with the seeker. Along this journey, the hero will meet a trickster who sends him in the (9) _____ direction. The travellers also find other enemies in the way to (10) _____ them from reaching their goal.

ATL: Creative thinking skills

There are many characters in modern books and films and games that can be seen as going on quests. For example:

- Dorothy in *The Wizard of Oz*
- Frodo in *The Lord of the Rings*
- Sherlock Holmes in the *Sherlock Holmes* stories and novels
- Katniss Everdeen in *The Hunger Games*
- Lyra Belacqua in *The Golden Compass*.

The quest is also featured in many popular films. *Star Wars* is a good example.

What other quest stories do you know? Copy and complete the table below.

Hint: cartoon and fairy tale characters often go on quests.

Title of quest	Seeker	Object of the quest	Journey from/ to	Friend/ companion	Trickster/ enemy

Formative listening and speaking skills: Brainstorming

Look at the picture below. It represents a scene in a quest story. Imagine you are the seeker on a quest, and we are looking at a photograph you have taken. Work in pairs. First answer these questions.

The photograph

- What is the big story here?
- Where are you, the seeker, coming from?
- Where has the picture been taken?
- Why have you taken the picture?

Your quest

- How long have you been looking?
- What problems do you face?
- What problems have already overcome?
- How will you get the object of your quest?

The photograph



Questions:	What is the big story?	Where are you, the seeker, coming from?	Where has the picture been taken?	Why have you taken the picture?
Answers:				
Reasons/ Evidence:				

The quest

Questions:	How long have you been looking?	What problems do you face?	What problems have you already overcome?	How will you get the object of your quest?
Answers:				
Reasons/ Evidence:				

Planning and scaffolding

Each participant in the role-play should play a character. In order to be clear, you should work out the roles and personalities for the characters first. If it helps, you can add an additional character to the role-play. Use this chart to help you make cue cards for each member of your role-play.

	Name and background	Personality	Role in the quest
The seeker			
Celebrity A			
Celebrity B			
The bodyguard			
Other character			

Formative writing skills: Storytelling

Once you have completed the role-play and you know how the story ends, use the ideas your group has generated to write up your own short quest story in 200–250 words.

Fill in the table below and use it to help you.

Who was the seeker?	Where was the seeker coming from and going to?	What were they looking for and why?	How long was the quest?	Did the seeker have a friend or companions?	What problems did the seeker face?

Make sure you:

- give your quest story a title.
- give your story a beginning, middle and ending
- use past tenses
- decide whether to write a first person, “I-focused”, story, or a third person, “they point of view” story.

Creating a quest narrative from a picture stimulus



A



B



C

Look at the three pictures A, B and C and use one or more of them as the basis for a story about a quest.

Plot	
1. Give the reason to search for the important object	
2. Describe the characters as they set off.	
3. Describe the journey	
4. Narrate the problems found along the way	
5. Narrate the finding of the object	
6. Narrate the fight or argument at the end.	
7. Finish with a moral	

Formative listening and speaking skills: Discussion

In groups, make a list of two or three fables that you know. List the name of the fable and the moral of the story. Try to work out what the main characters in the story symbolize.

Fable	Moral of the story	What main characters symbolize

Formative reading skills: Predicting content

Can you predict from the title what the plot of the story could be?
Use these prompts to guide you.

Quest	
A seeker	
Object of the quest	
Journey from/to	
Friend/ companion	
Trickster/ enemy	

Formative reading skills

Checking your predictions about the plot of “The Moth and the Star”.

How accurate were your predictions? Now that you have read the story, answer the questions again.

What was the quest?	
Who was the seeker?	
Object of the quest?	
Journey from/to?	
Journey from/to?	
Friend/companion?	
Trickster/enemy?	

1 True/ false

Read the text carefully and identify which of the statements below are true and which are false.

		True	False
Example:	The moth's quest was to reach the star.	✓	
1.	His mother did not support his quest.		
2.	She told the young moth to fly to a candle.		
3.	The father thought the star was impossible to reach.		
4.	The moth didn't listen to his parents' advice.		
5.	Once a week the moth tried to fly to the star.		
6.	Eventually, his brothers and sisters tried to fly to the star too.		
7.	The moth finally reached the star.		
8.	The moth has a much longer life than his brothers and sisters.		

Multiple-choice questions

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

9. The father did not agree with the Moth's ambitions because he thought:
- A. the Moth was not working hard enough
 - B. the Moth wanted to get burned
 - C. the Moth should be doing the same as everyone else
 - D. he disliked his brothers and sisters.
10. As an adult the moth thought the star was:
- A. four and one-third light years away
 - B. next to the street lamps
 - C. in the top of a tree
 - D. twenty-five trillion miles away.
11. When the Moth was very old he:
- A. said he had wasted his life
 - B. believed he had achieved his ambition
 - C. missed his brothers and sisters
 - D. told everyone about the star.
12. In the fable the Moth's siblings died young because:
- A. They wanted to be like everyone else in society
 - B. They followed their parents' advice
 - C. They lacked the imagination to try something different
 - D. Only people who are strong individuals can be successful
 - E. All of the above.
13. The moral of this story suggests that we should:
- A. always run away from unhappiness
 - B. not follow our parents' advice
 - C. always try, even if the dream is impossible
 - D. not tell the truth about our achievements.

ATL: Creative thinking skills

The story “The Moth and the Star” is a symbolic quest. Each character and object represents an idea. In small groups, discuss the possible meanings of these symbolic elements of the story:

Symbolic elements	Meanings (what they represent)
A. The moth	
B. The moth’s brothers and sisters	
C. The street and house lamps	
D. The moth’s parents	
E. The star	
F. The quest for the star	

Formative speaking skills: Drama

Study the picture opposite.

Be prepared to make some guesses.

- Who are these three people?

- Describe the three people and their relationship:

- Describe the place where the events are happening:

- What is the narrative?

- What has happened before this scene?

- What is happening and what will happen next?



Thinking about communication and function in stories

From the story “The Moth and the Star” write down five or more narrative sentences that give a brief summary of the story.

	Character A	did	what/who/where/why
Ex:	The young moth	saw	a star.
1.			
2.			
3.			
4.			
5.			

Use your creative thinking skills to write three short descriptions of the three characters.

	Appearance	Personality
Character A		
Character B		
Character C		

Instructions

Complete the table below with instructions that characters from the story “The Moth and the Star” might have given.

	Character A		Character B	Instruction
1.	The father	said to	the Moth	“Go out and have fun.”
2.	The mother	said to	the Moth	
3.	His brothers and sisters	said to	the Moth	
4.	The Star	seemed to say to	the Moth	
5.	The Moth	learned the lesson that that it is better to		

Conventions and plots – the convention of the hero

Look at this visual of four young heroes in Hollywood movies and discuss the similarities in situation and character between these popular heroes from modern-day quests. Alternatively, you may wish to use heroes from other cultures as examples.



	Personal situation	Character and characteristics	Background to the story	Their quest
Harry Potter				
Frodo Baggins				
Katniss Everdeen				
Luke Skywalker				
Other (name)				

Other conventions: character types

Another convention of the story is the list of characters. We can often find the same character types (villain, rival friend, mentor/teacher, beloved, companions) in many stories.

Think of two well-known stories from different cultures and identify the different elements of the story.

	Story A	Story B
Storyteller		
Hero		
Best friend/ companion		
Enemy/villain		
Teacher/wise person		
Other characters		

Formative reading skills: Explicit and implicit meanings and conventions

Short-answer questions

Answer the following questions. Write your answers below.

1. What attracted the first passer-by to the guitar player?

.....

.....

2. What question did the girl ask the first passer-by?

.....

.....

3. What attracted the second passer-by to the guitar player?

.....

.....

4. What question did the girl ask to the second passer-by?

.....

.....

5. What answer did both passers-by give?

.....

.....

6. Why did the guitar player say she was rejecting both passers-by on the second day?

.....

.....

7. What is the guitar player looking for?

.....

.....

8. Suggest a possible meaning for the phrase, “(she) chose a sad little tune to suit the occasion”

.....

.....

Multiple-choice questions

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

9. The **plot** of “The Guitar Player” is a quest for:
- A. beauty
- B. love
- C. music
- D. money.
10. Stories often deal with some **conflict**. The conflict in “The Guitar Player” is the conflict between:
- A. the two passers-by
- B. the passers-by and the guitar player
- C. the passers-by and society in which they live
- D. the passers-by and nature.
11. What is the main **theme** of the story?
- A. It is important to know what a person is like.
- B. Love is more important than music.
- C. Music is more important than love.
- D. It is more important to know what a person is like.
12. The **storyteller** writes from:
- A. a first-person point of view
- B. a second person point of view
- C. a third person point of view
- D. a very biased point of view
13. The conflict is resolved when:
- A. the guitar player keeps her independence
- B. the guitar player shows a preference for one of the passers-by
- C. the passers-by resolve their conflict.
- D. one of the passers-by falls in love with the guitar-player.

Formative writing skills: Storytelling

Now write up your own version of “The Guitar Player”. You could tell your story from a different point of view. For example, you could:

- A.** put the story in a modern setting
- B.** reverse the genders of the characters
- C.** tell the story from the guitar player’s point of view

Write between 200 and 250 words.

	Your version of <i>The Guitar Player</i>
Who will be the storyteller?	
Will it be a first- or a third-person narrative?	
Will your story be a quest or some other kind of plot?	
Which characters will be in the story?	
What is the conflict?	
What will be the climax to the narrative?	
What is the resolution of the conflict?	
How will the story end?	
What will be the moral of the story?	

Formative listening skills: Explicit and implicit information, conventions and connections

Choose one of the short narrative videos listed on page 225. Respond to the tasks and answer the questions in the appropriate manner.

1. This audio-visual stimulus seems to be related to which of these MYP global contexts? (Write the correct letter in the box.)

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

2. Summarize the main points of the stimulus. Complete the table below, adding extra supporting points if necessary.

	The story you watched
What is the title?	
Who is the storyteller?	
Is it a first- or a third-person narrative?	
Where does the narrative begin?	
What is the conflict?	
What is the climax to the quest?	
How does the quest end?	
What is the message of the story?	

Multiple-choice questions

Choose the correct answer from the options given. Write the letter in the box.

3. What was the format of the audio-visual stimulus?

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

4. The purpose of the audio-visual stimulus was to:

- A. narrate a story
- B. describe a situation
- C. explain a problem
- D. argue a point of view
- E. give instructions/guidelines

5. The point of view in the audio-visual stimulus is:

- A. balanced
- B. one-sided.

6. How much did the audio-visual stimulus use graphics?

- A. a lot
- B. quite a lot
- C. once or twice
- D. Never

7. Which techniques are used in the audio-visual stimulus?

- A. Voiceover
- B. Special lighting techniques
- C. Music and sound effects
- D. Other special effects:
- E. All of the above

**Formative interactive oral:
Retell the story as a drama**

The purpose of this drama is to show an understanding of the story and the elements of storytelling shown in the video you have watched.

Planning and scaffolding

Make sure you have an overview of your quest by completing the table below:

1. The reason to search for the important object.	
2. Describe the characters as they set off.	
3. Describe the journey.	
4. Narrate any problems found along the way.	
5. Narrate the finding of the object	
6. Narrate the fight or argument at the end.	
7. Finish with a moral.	

Summative Assessment A: Listening

Answer sheet

Answer these questions. Write the correct letter in each box.

1. What is the content of the video?

A. A short version of a quest story.

B. A trailer for a film about a quest.

C. A review of a film about a quest.

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2. What does the narrator do during the video?

A. Tells the viewers what to expect from the film.

B. Describes the journey that the seekers will take.

C. Explains where the audience can see the film.

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3. What is the purpose of the final written instruction: "Make some magic"?

A. To make the viewers think they are taking part in the quest.

B. To help the viewers understand the plot and the characters.

C. To teach the viewers how to take part in a quest.

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Tick one option for each of the following statements.

Who says?	The voiceover	The older brother	The younger brother
1. "Long ago the world was full of wonder."			
2. "Dad was a wizard."			
3. "We are going on a quest."			
4. "The expressway is faster."			
5. "This place may be boobytrapped."			

Summative Assessment B: Reading

Answer sheet

Choose the correct answers. Write the correct letter in each box.

1. The main function of the text is to:
 - A. narrate the story of a video game quest
 - B. describe the characters in a video game quest
 - C. explain the different types of video game quest
 - D. instruct readers how to play video game quests.
2. The main function of a video game quest is to:
 - A. gain a reward
 - B. kill monsters
 - C. find new places
 - D. defeat enemies.
3. The image illustrating the text portrays a player:
 - A. working with a partner during a video game
 - B. looking at the title screen of a video game
 - C. choosing a character to play in a video game
 - D. taking part in a quest during a video game.
4. In a hybrid quest the players:
 - A. seek an answer to a puzzle
 - B. have to defeat an enemy
 - C. find the parts of a weapon
 - D. complete more than one task.

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

5. [-1-]

6. [-2-]

7. [-3-]

8. [-4-]

A. Delivery quest

D. Escort quest

B. Fortune quest

E. Love quest

C. Gather quest

F. Kill quest

What do the following words mean in the text? Choose the appropriate words from the list on the right. Write the correct letter in each box.

A. tools

B. enemies

C. victories

D. prizes

E. places

F. viewpoints

9. trophies (line 24)

10. locations (line 30)

11. foes (line 31)

12. components (line 34)

Read lines 10 to 62. Complete the gaps using a word from the text.

One common feature of a quest is a journey through

13. _____ territory in order to find something valuable. Certain quests require one character to accompany

a 14. _____ on a dangerous journey.

The player has to protect the person by killing the

15. _____ that live there. Sometimes, the character must search for a number of items which when assembled create a powerful new

16. _____.