

WORKSHEETS



Proficient **MYP** **English**

Language Acquisition



**Phases
5&6**

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OXFORD

Chapter 1: Happiness and fulfillment

Page 3

ATL: Creative thinking skills

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

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

Formative reading skills: Understanding implicit information

You are going to read an article containing 15 pieces of advice for teenagers on how to lead a happy life. As you read the article with a partner, rate the pieces of advice on a scale of “Excellent” to “Useless” by ticking the relevant box below.

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

Formative reading skills: Analysing connections and conventions

Purpose of the article – multiple-choice questions

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

1. The article A is:

- A.** a newspaper report
- B.** an advertisement
- C.** a brochure
- D.** a set of guidelines.

2. The main purpose of text is to:

- A.** narrate a story
- B.** advise the readers
- C.** describe happiness
- D.** explain how the mind works.

3. The main point (thesis) of the text is that:

- A.** teenagers need help from friends to be happy
- B.** teenagers are unhappy most of the time
- C.** teenagers can create their own happiness
- D.** teenagers should not think about themselves so much.

4. The main audience for the text is:

- A.** parents
- B.** young people
- C.** teachers
- D.** counsellors and advisers.

5. The writer of the text is:

- A.** an adult
- B.** a counsellor
- C.** another teenager
- D.** a professional journalist.

Formative speaking skills: Analysing a multimodal text

Wycliffe and friends

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

Use the following tables to organize your thoughts.



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

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

Formative writing skills: Using grammar and vocabulary accurately

Cause and effect – what makes you happy?

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

10 things science says will make you happy:	Agree/ Disagree	Your own personal list
1. Take initiative		1.
2. Savour the everyday		2.
3. Give away		3.
4. Exercise		4.
5. Say thank you		5.
6. Devalue money		6.
7. Avoid comparisons		7.
8. Make friends		8.
9. Have goals		9.
10. Smile		10.

Planning and scaffolding

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

Advice: What can make you happy?	Cause: Why does this advice work for you?	Effect: What happens when you take this piece of advice?

Formative listening and speaking skills: Role-plays

Using cue cards

Look at the two people in the exercise below. Who are they? What are they like as people? What opinions might they have? Think about these questions and then create cue cards for each character.

Character A – quotes

“When I was younger
I learned to stop chasing
money and to start chasing
my dreams.”
“I know what I want in life.”



	Back-story
Name	
Family	
Friends	
Job	
Lifestyle	
Home	
Relationships	

Character B – quotes

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

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

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



	Back-story
Name	
Family	
Friends	
Job	
Lifestyle	
Home	
Relationships	

Formative listening and speaking skills: Communicating clearly

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

- 1.** Are you equally good at all subjects and activities in the MYP?

.....

.....

- 2.** List your strengths as an MYP student.

.....

.....

.....

- 3.** What areas do you need to improve?

.....

.....

- 4.** Do you think there are different kinds of intelligence? For example, what kinds of intelligence are used by:

(a) a scientific researcher

(b) a poet

(c) a detective

- 5.** What kinds of intelligence are needed to be an excellent MYP student?

.....

.....

Formative reading skills: Making connections

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

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

Formative reading skills: Understanding implicit meaning and conventions

Purpose of the text – multiple-choice questions

Choose the correct answer from A, B, C or D. Write the letter in the box. Find evidence in the text to justify each of your answers.

1. The main point (thesis) of the text is:

- A. we all have multiple intelligences (MI)
- B. some MI are more important than others
- C. MI are more important than IQ
- D. teenagers need MI.

Justification/ Evidence:

2. The text seems to be:

- A. a magazine article
- B. an advertisement
- C. a brochure
- D. a set of guidelines.

Justification/ Evidence:

3. The main audience of the text is:

- A. parents
- B. young people
- C. a general audience
- D. psychologists.

Justification/ Evidence:

4. The writer of the text is:

- A. a parent
- B. an advertiser
- C. another teenager
- D. a journalist.

Justification/ Evidence:

5. The language used in the text is:

- A. chatty
- B. formal
- C. informal
- D. slang.

Justification/ Evidence:

Formative reading skills: Making connections

Look through the list of eight kinds of intelligence. How do you see yourself? Rank your intelligences by putting them in order using the scale: 1 = least like me to 10 = most like me. Look at the descriptions of each intelligence. Which specific skills would you like to develop for each kind of intelligence?

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

Formative listening and speaking skills: Role-play

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

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

- | |
|--|
| <ul style="list-style-type: none">• Tell me about the subjects you like at school. |
| <ul style="list-style-type: none">• Tell me about the subjects you are good at. |
| <ul style="list-style-type: none">• Are there any subjects and activities you don't like? Why? |
| <ul style="list-style-type: none">• What do you like to do in your free time? |
| <ul style="list-style-type: none">• What special skills do you have? |
| <ul style="list-style-type: none">• Which of the eight kinds of intelligence do you possess to a greater degree? |

Synthesis: Key and related concepts – Creativity and purpose

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

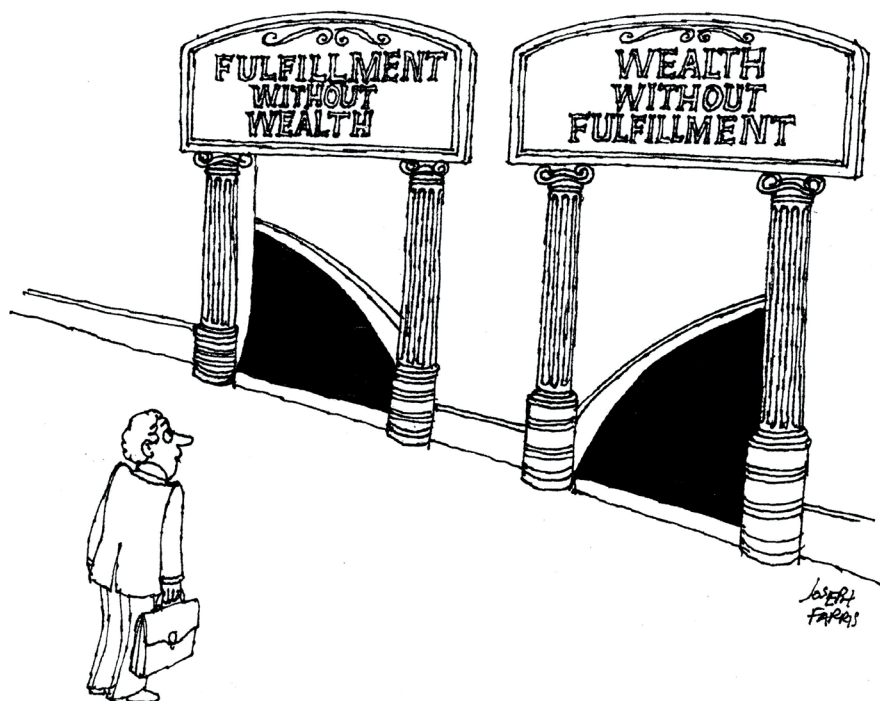
Questions to consider	Your thoughts
<ul style="list-style-type: none"> Where will you be in the year 2030? 	
<ul style="list-style-type: none"> What will you have achieved? 	
<ul style="list-style-type: none"> What job will you be doing? 	
<ul style="list-style-type: none"> What friends and family do you think you will have? 	
<ul style="list-style-type: none"> What difficulties will you have had? 	
<ul style="list-style-type: none"> What activities and people will be important in your life? 	
<ul style="list-style-type: none"> How will you have changed since being a teenager? 	

Creative writing with a purpose

When you write, it is very important to think about the purpose of the text you are writing. Use this table to plan the text you are going to write about your future self. With a partner, discuss tasks 1–8 and decide what the purpose of each text would be. When you have completed your discussion, choose one of the tasks and write 300–400 words. You can use the table below to plan your writing.

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

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



CartoonStock.com

Examine the cartoon. What is it suggesting about the choices people must make as adults?

.....

If you want to be happy, which will be more important: being rich, or fulfilling your personal ambitions?

.....

Which door will you go through? What will be the reasons for your choice?

.....

Formative reading skills: Understanding conventions and connections

Multiple-choice questions

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

1. The main purpose of the text is to:

- A. narrate a story about being happy
- B. advise the readers how to achieve happiness
- C. describe what happiness feels like
- D. define different kinds of happiness.

Justification/ Evidence:

2. The main point (thesis) of the text is:

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

Justification/ Evidence:

3. The text is:

- A. a magazine article
- B. an advertisement
- C. a blog
- D. a set of guidelines.

Justification/ Evidence:

4. The main audience for the text is:

- A. parents
- B. young people
- C. a general audience
- D. psychologists.

Justification/ Evidence:

5. Charissa, the writer of the text, is:

- A. an adult
- B. an expert
- C. another teenager
- D. a professional journalist.

Justification/ Evidence:

6. The tone of the author of the text is:

- A. emotional
- B. angry
- C. persuasive
- D. matter of fact.

Justification/ Evidence:

Answer the following questions.

- 7.** According to Charissa, which three things are essential for her happiness as a teenager?

- 8.** According to Charissa, which three things are essential for her happiness as an adult?

- 9.** According to Charissa's friend, which three things are essential for happiness?

True or false?

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

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

Formative listening and speaking skills – role play

Class reunion in 2035

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

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

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

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

Formative writing skills: Explaining cause and effect

Several causes and one effect

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

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

Formative listening skills: Understanding explicit and implicit information

Answer the following questions.

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

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

Multiple-choice questions

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

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

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

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

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

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

- A. balanced
- B. one-sided.

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

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

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

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

**Formative writing skills:
Explaining cause and effect****Planning and scaffolding**

All the audio-visual texts you have looked at in this section discuss the topic of Happiness and fulfilment. Think about what you have learned in this chapter and write a text explaining what you can do to achieve fulfilment as an adult.

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

Summative Assessment A: Listening

Answer sheet

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

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

In the video, the speaker uses these five headings to give advice.
Match the examples of advice she gives to the correct headings.

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

Examples

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

Summative Assessment B: Reading

Answer sheet

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

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

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

4. general (line 1)

A. Individual

5. basic (line 3)

B. Detailed

6. material (line 8)

C. Expensive

7. compassionate (line 9)

D. Simple

8. personal (line 10)

E. Careless

F. Common

G. Immediate

H. Physical

I. Kindhearted

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

9. [– 9 –]

10. [– 10 –]

11. [– 11 –]

12. [– 12 –]

13. [– 13 –]

14. [– 14 –]

15. [– 15 –]

16. [– 16 –]

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

Chapter 2: Migrations

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Formative listening and speaking skills: Analysing connections



Discussion and debate

1. Describe what you can see in the picture.

2. Create a caption for the photograph.

3. Discuss where, when and why the picture was taken. Justify your answer.

Formative reading skills: Analysing connections

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

Once you have examined the text, you will be asked to respond to the statements and then to justify your answers with information from the text.

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

Formative reading skills:

Understanding implicit meaning

The table below picks out particular words from phrases that appear in the text “Forced Removal”. Complete the table by writing what the words refer to. One example is done for you.

In the phrase...		the word(s)...	refer(s) to...
Example:	“the practice took place” (line 4).	“the practice”	the forced removal of Aboriginal children
1.	“At that time there was a lack of understanding and respect for Aboriginal people” (lines 10–11).	“that time”	
2.	“Such children were taken from parents” (lines 18–19).	“Such children”	
3.	“the education they received was very poor” (lines 24–25).	“they”	
4.	“No one knows how many were taken,” (line 28).	“how many”	
5.	“have been unable to find them” (line 34).	“them”	

ATL: Critical thinking skills

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

- Why was the picture taken?

.....

.....

- Who took the picture?

.....

.....

- What was the message in the picture?

.....

.....

- How do you feel and what do you think about the picture now that you have read “Forced Removal”?

.....

.....

Formative reading skills: Analysing connections

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

Planning and scaffolding

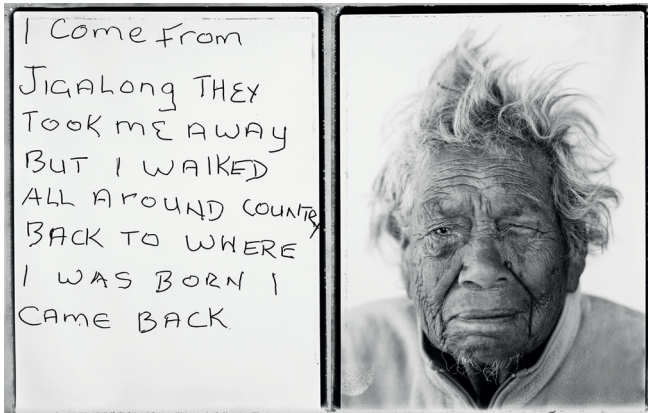
Use the table to help you organize both the questions and the answers to them. The person answering should try to give long answers to the questions. You can do this by first answering the question, and then by giving more details, or an explanation.

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

Formative writing skills: Writing a critical opinion piece

Before you write

Look at the pictures below. How might the two pictures be connected? What story do they seem to tell? What moment is being shown in this still from the film *The Rabbit-Proof Fence*?



- How might the two pictures be connected?

- What story do they seem to tell?

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

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

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

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

Planning and scaffolding – structure

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

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

Formative writing skills: Drafting and writing an opinion piece

Use the ideas you have discussed on the previous page to write an opinion piece on one of the following topics.

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

Write 300–400 words.

Planning and scaffolding

Create an attention-grabbing headline. Make the reader think or react.	
Introduce the topic.	
Explain your thesis (main idea) in one sentence and explain the context.	
Make a series of points to support your thesis.	Give evidence and examples.
Offer a conclusion. What do you want to say about this topic?	
Present your final thought. What life lessons can we learn?	

Discussion and debate

Imagine you had to cross the desert in this picture by following the fence. The fence is 500 kilometres long.



- What dangers would you face?

A list of everything that you would need to survive the journey

--

- Imagine you could only take three things from your list.
Which ones would they be? How would they help you to survive the journey?

3 things from the list you would take	How would they help you survive?
1.	
2.	
3.	

Formative reading skills: Analysing connections and conventions

Read the extract on page 61 from *Follow the Rabbit-Proof Fence*. As you read, put the extract into the context of the story. Where and when does the action take place?

.....

.....

.....

.....

.....

Formative reading skills: Understanding explicit and implicit information

1 Multiple-choice questions

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

1. The text "The Marlbu (Part 1)" is narrated by:

- A. Molly
B. Daisy
C. Gracie
D. a third-person narrator.

2. The first thing the narrator describes is:

- A. the landscape and the rain
B. the rain and the grassland
C. the bright colours of the sea
D. the landscape and the ocean.

2 Supply the correct words.

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

..... and

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

..... and

3 Multiple-choice questions

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

4. The girls didn't mind the rain because:

- A. it cooled them
B. they could drink the water
C. they liked the sound it made
D. it made their scratches better.

5. The girls were frightened by:

- A. the thunder
B. the lightning
C. a bright light
D. a loud noise.

7. They hid:

- A. behind a tree
- B. under a cover
- C. under a bush
- D. under a tree.

☐

8. Molly feared that:

- A. someone was looking for them
- B. someone was punishing them
- C. someone was trying to scare them
- D. someone was sending a signal.

☐

9. The girls see what was coming out of the bush:

- A. clearly and distinctly
- B. not at all
- C. very vaguely
- D. from a great distance

☐

10. Gracie was so frightened that she couldn't:

- A. stand up quickly
- B. speak properly
- C. swallow properly
- D. sleep well.

☐

11. When the "thing" had gone the girls had to decide whether to:

- A. sleep
- B. follow it
- C. stay
- D. shiver.

☐

4 Supply the correct words

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

Formative reading skills: Understanding explicit and implicit information

1. Read the first seven paragraphs of "The Marlbu (Part 2)" and name six characteristics of a Marlbu:

-
-
-
-
-
-

2. Find evidence in the text that the girls have retained their knowledge of and beliefs in the Mardu culture they were raised in.

Evidence:

.....

.....

.....

.....

ATL: Critical thinking skills

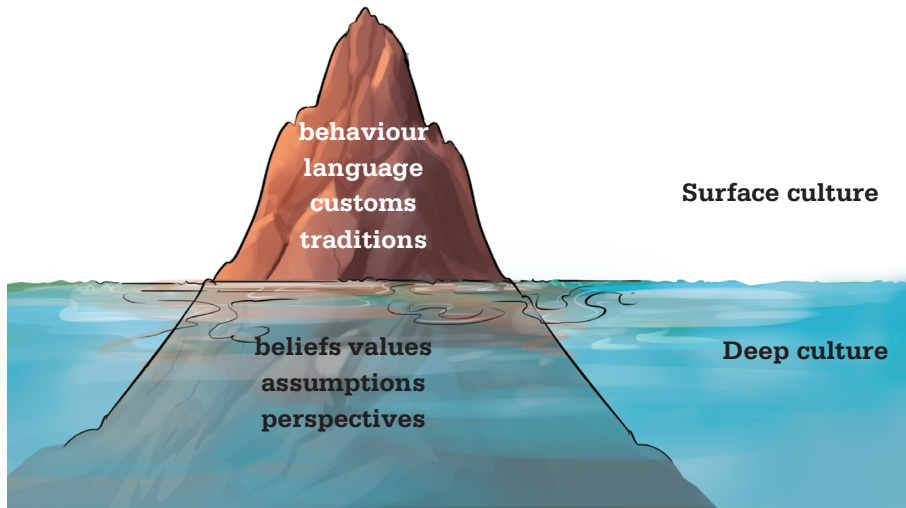
Use your critical thinking skills to answer this question. What do you think the girls actually encountered? Was it:

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

Write the correct letter in the box.

Synthesis: Key and related concepts – Culture and context

ATL: Critical thinking skills



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

Think about your own culture. What surface elements of your culture would an outsider notice?

What aspects of deep culture can you express?

45

45

45

- 45

Context



1. Which chicken is on the other side of the road?

.....

2. What does the picture teach us about context and point of view?

.....

3. How does the cartoon show how different cultures view things differently?

.....

4. What is the meaning and significance of the title of the cartoon?

.....

Discussion and debate



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

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

Discussion and debate



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

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

1. What can you see in the picture?

.....

.....

.....

.....

2. What seems to be the message of the picture?

.....

.....

3. What cultural knowledge would a person need to understand the painting?

.....

.....

.....

.....

Key concept: Culture



1. How is the girls' cultural knowledge different from the kind of knowledge you gain at school?

.....

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.....

2. How does the girls' knowledge of their Mardu culture allow them to survive and successfully undertake such a dangerous journey?

.....

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.....

3. Think about the cultural knowledge that you possess. Would it enable you to undertake the same journey as Molly and her sisters?

.....

.....

.....

.....

.....

Discussion and debate

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



1. Who are the people in the picture?

2. What are the relationships between the children and the adults?

3. Where have they come from and where are they going?

4. How difficult has the journey been?

.....

.....

.....

5. What problems have they had to reach their destination?

.....

.....

.....

6. Where are they going to live next?

.....

.....

.....

7. What will their new home be like?

.....

.....

.....

8. In what ways is their story typical of other migrant families?

.....

.....

.....

Formative reading skills:
Understanding explicit information

As you read the text, make notes about the house on Mango Street.
Sort the information into the three categories given in the table.
When you have finished, use the notes to draw a visual (a poster,
a diagram or a picture) of the house to show how you imagine the
house to be.

The <i>outside</i> of the house on Mango Street	The <i>inside</i> of the house on Mango Street	The family who live in the house on Mango Street

Formative reading skills: Understanding explicit and implicit information

True or false

The sentences below are either true or false. Tick “True” or “False” then justify your answer with a relevant brief quotation from the text. Both a tick and a quotation are required for one mark.

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

Multiple-choice questions

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

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

- A. the author
- B. the family
- C. the nun
- D. the narrator.

10. The style used in the text is mainly:

- A. persuasive
- B. factual
- C. poetic
- D. exaggerated.

11. The narrator speaks to the audience using:

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

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

12. The narrator is approximately:

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

Justification/ evidence:

.....

Related concept: Empathy

Work in pairs to discuss these questions. In order to find answers, empathize with Esperanza, seeing the world from her point of view. Justify (give reasons/evidence) your responses.

- 1.** Why is Esperanza so disappointed with her new home?

- 2.** Look back at the picture of the migrant family at the beginning of this section. What are the similarities and differences with the family in the story?

- 3.** Do you think Esperanza's family's experiences are typical of a recently arrived migrant family?

- 4.** How easy (or difficult) is it for you to empathize with Esperanza and her situation?

Formative listening and speaking skills: Conducting an interview

If your group is going to interview Esperanza, write a list of around ten questions that ask her about:

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

If your group is going to interview Sandra Cisneros, write around ten questions that ask her about:

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

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

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

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

Formative listening skills: Understanding explicit and implicit information

Answer the following questions.

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

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

Multiple-choice questions

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

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

☐

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

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

☐

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

- A. balanced
- B. one-sided.

☐

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

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

☐

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

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

☐

Formative writing skills: Writing an opinion piece

Planning and scaffolding

Create an attention-grabbing headline. Make the reader think or react.	
Introduce the topic: What is your reaction to the photograph?	
Explain your thesis (main idea) in one sentence.	
Make a series of points to support your thesis.	Give evidence and examples.
Offer a conclusion. What needs to happen?	
Present your final thought. What life lesson can we learn?	

Summative Assessment A: Listening

Answer sheet

1. Choose the four true statements. Write the answers in the boxes provided.

☐

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

2. Choose the correct words from the recording to fill in the gaps below. Write the correct answers in the table below.

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

(-1-)	
(-2-)	
(-3-)	
(-4-)	

Summative Assessment B: Reading

Answer sheet

Answer these questions. Write the correct answers in the boxes provided.

1. The main purpose of the text is to:
A. describe Daniel's relationship with his family
B. narrate Daniel's journey from his home to the USA
C. explain Daniel's reasons for leaving El Salvador
D. celebrate Daniel becoming an American citizen.
2. When he was lost in the desert, Daniel thought about:
A. the money he had paid
B. the home he had left behind
C. the danger he was in
D. the sister he wanted to help.
3. Daniel's message is:
A. not to make the same journey
B. not to emigrate to the USA
C. not to enter the USA illegally
D. not to travel with smugglers.
4. The article contains two photographs to show us how much:
A. Daniel has grown since his journey
B. Daniel wants to join the Air Force
C. Daniel's life has changed since his journey
D. Daniel has been affected by the journey.

☐☐☐☐

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

5. heart-wrenching (line 2)

☐

6. target (line 5)

☐

7. infiltrate (line 10)

☐

8. harrowing (line 13)

☐

- A.** annoying
- B.** seek out
- C.** organize
- D.** agonizing
- E.** befriend
- F.** disturbing
- G.** penetrate
- H.** sensitive

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

9. Many Central Americans migrate because of

10. Daniel has told his story to

11. Daniel had to cross the border alone because

12. Without food and water in the desert Daniel believed

Read lines 42 to 54. The following statements are either true or false. Note down the correct option for each statement. Write either T (true) or F (false) in the boxes provided.

13. Daniel still gets very poor grades in high school. ☐

14. Daniel became very emotional speaking to the lawmakers. ☐

15. Daniel thinks his experiences could be a warning to others. ☐

16. Daniel cannot forget the terrible journey he made. ☐

Chapter 3: Bilingualism and multilingualism

Pages 93 and 94

Formative listening and speaking skills: Identifying information and explaining clearly



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

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

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

To illustrate this point, think about the way you use your different languages in different areas of your life.

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

When you have each completed the survey, discuss your responses with the rest of your class. What conclusions do you come to about your use and knowledge of different languages?

Survey: My languages and me			
	Language 1	English as an additional language	Language 3
Which languages do you use?			
Put your languages into order of fluency: on a scale of 1 = the language you are most fluent in and 3 = the language you are least fluent in.			
How did you learn your languages?			
How well can you understand and speak each language?			
How well can you read each language?			
What problems do you have with reading in each language?			
How well can you write each language?			
What problems do you have with writing and spelling in each language?			
What words do you find difficult to translate?			
In what social situations do you use your different languages?			
Who do you speak to in each language?			
What places do you associate with each language?			
What music, food or other aspects of culture do you associate with each language?			
What do you like least about each language?			
What do you like most about each language?			

Formative reading skills: Reading for implicit information and making connections

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

Formative oral and interactive skills: Preparing and making presentations

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



Planning a presentation
Topic:
Introduction – thesis (main point):
Supporting point 1 with example and/ or explanation:
Supporting point 2 with example and/ or explanation:
Supporting point 3 with example and/ or explanation:
Supporting point 4 with example and/ or explanation:
Conclusion: Summary and final thought

Formative oral and interactive skills: Preparing and making presentations (continued)

Use the information above to prepare a short presentation to your class entitled “What type of bilingual am I?”

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

ATL: Communication skills

Examine the magazine article “What is Bilingualism”? on pages 95–96. In groups of two or three, identify:

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

Formative writing skills: Planning and writing your magazine article

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

		Notes
Title	Choose a title that summarizes your main idea. Remember to include a by-line.	
Introduction	Grab the readers' attention. Make sure your readers will know what you are writing about.	
The main body	Decide on these issues: <ul style="list-style-type: none"> • What topics or points do you want to make? • How many paragraphs will you use? • What order will the paragraphs be in? • Will you use quotations? 	
Conclusion	Decide what is the best way to finish your article.	

Formative reading skills: Understanding explicit information and connections

Understanding the text type: Multiple-choice questions

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

1. The text is:

- A. a review of a linguistics book
- B. an extract from a textbook or scientific article
- C. a specialist magazine article
- D. a news story about languages.

2. The audience for the text would probably be:

- A. scientists
- B. teenagers
- C. language teachers
- D. the general public.

3. The writer of the text seems to be:

- A. a language expert
- B. a language teacher
- C. a fellow student
- D. a journalist.

4. The style used in the text is mainly:

- A. persuasive
- B. factual
- C. poetic
- D. exaggerated.

Multiple-choice and short-answer questions

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

5. Image A suggests that bilinguals:

- A. cannot communicate anything clearly
- B. confuse rabbits and ducks when they speak in either language
- C. can see two things depending on what language they are using
- D. often have the same word for rabbit and duck in both languages.

6. Which sentence in the boxed example (page 107) explains the problem with translating the English word “get”?

7. When translating simple sentences from German to English, we have to be careful because:

- A.** there are big differences in vocabulary
- B.** the words look the same but have different meanings
- C.** there is no word order in German
- D.** the word order is not the same in both languages.

☐

8. Some European languages:

- A.** always have the same tenses as English
- B.** cannot translate past tenses into English
- C.** do not have any past tenses
- D.** express the past tense in a different way from English.

☐

9. Compared to Indonesian, English has:

- A.** no tenses
- B.** far more tenses
- C.** far fewer tenses
- D.** the same number of tenses.

☐

10. Which two words show the difference between the way that English and Russian categorize objects to drink from?

11. English speakers:

- A.** have little sense of place
- B.** locate sides according to left and right
- C.** always point south-east
- D.** locate places according to compass points.

☐

12. Pormpuraaw speakers:

- A.** have little sense of place
- B.** locate places according to left and right
- C.** use other people to locate places
- D.** locate places according to compass points.

☐

13. The section of the text that describes Boroditsky’s work concludes by saying that bilinguals:

☐

- A.** cannot communicate clearly in either language
- B.** confuse concepts when they speak in either language
- C.** can have two ways of seeing the world
- D.** have the same way of seeing the world in both languages.

14. Professor Boriditsky says: “However, some scientists now think when we change language, something else changes too.” What is the “something else” that changes?

☐

- A.** Our interpretation of the world
- B.** Our vision and eyesight
- C.** Our use of languages
- D.** Our vocabulary and grammar

Formative listening and speaking skills: Giving a presentation

You are giving a presentation to a group of young children. The title of the presentation is “Some amazing things you need to know about different languages”. You may wish to use some of the ideas you have explored regarding bilingualism, communication and idiom. In small groups, brainstorm ideas for your presentation and then decide on the headings that you will use for your slides. Use the table below to show the order in which you will present them.



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

Thinking about communication and idioms

Here is some further practice in the interpretation of idioms in English. Match the following English idioms to their meanings. Put the letter of the correct meaning in the table below:

Idiom	Meaning
1. a hot potato	A. looking in the wrong place
2. a penny for your thoughts	B. a large amount of money
3. add insult to injury	C. I have no idea how to answer the question
4. an arm and a leg	D. do something badly to save time
5. at the drop of a hat	E. feeling slightly ill
6. barking up the wrong tree	F. complete two things at the same time
7. burn the midnight oil	G. a way of asking what someone is thinking
8. cut corners	H. to tell everyone about something secret
9. under the weather	I. easy or simple
10. hit the nail on the head	J. immediately
11. kill two birds with one stone	K. to agree with someone
12. let the cat out of the bag	L. to make a bad situation worse
13. piece of cake	M. something that people disagree about
14. see eye to eye	N. do or say something exactly right
15. your guess is as good as mine	O. to work late into the night

Idiom	Meaning	Idiom	Meaning
1		9	
2		10	
3		11	
4		12	
5		13	
6		14	
7		15	
8			

Formative reading skills:
Understanding implicit information

Which **two** of these sentences are correct? Write the correct letter in the box.

☐

- A.** The narrator has a reason for not telling the truth.
- B.** The narrator does not understand the school culture
- C.** The narrator does not believe what is happening to her.
- D.** The narrator is too young to understand what is happening.

1. The text is written from the point of view of:

☐

- A.** the teacher
- B.** a child in Young Ju's class.
- C.** Young Ju
- D.** a third-person narrator.

2. The first thing Young Ju notices is:

☐

- A.** the diversity of the other children
- B.** the size of the teachers
- C.** the bright colours
- D.** the noise in the classroom.

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

☐

- | | |
|-----------------------|------------------------|
| A. It is long | C. It is yellow |
| B. It is shiny | D. It is curly |

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

☐

- | | |
|------------------------------|-----------------------------|
| A. Her hair is untidy | C. Her hair is thick |
| B. Her hair is black | D. Her hair is dirty |

5. Young Ju uses the phrase "Witch teacher" because the teacher:

☐

- A.** wears a pointed hat
- B.** frightens her
- C.** threatens her
- D.** cannot understand her.

6. The teacher sits Young Ju next to another girl with “night hair” because she thinks:

☐

- A. they know each other
- B. they understand each other
- C. they like each other
- D. they will behave better.

7. The girl called Sea Shirt gives Young Ju something she calls “a red stick”. She refers to it like this because she doesn’t understand what a crayon is:

☐

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

8. The other children go out, but Young Ju carries on drawing. This is because:

☐

- A. she hasn’t heard the bell
- B. she is too frightened to move
- C. the teacher keeps her in the classroom
- D. she hasn’t listened to or understood the teacher.

9. The teacher tries to make Young Ju understand the idea of lunchtime. Which of the following does she **not** do in order to communicate? She doesn’t:

☐

- A. repeat a phrase several times
- B. draw a picture
- C. pretend to be eating
- D. make Young Ju follow her.

10. Young Ju thinks the teacher is playing a game. This is because she doesn’t know:

☐

- A. where to go for lunch
- B. what to eat for lunch
- C. what lunchtime is
- D. the word for lunchtime in Korean.

11. On lines 57–59 it says: “But this time the teacher does not clap. She twists her lip in the corner.” The teacher realizes that Young Ju:

☐

- A.** doesn’t understand English
- B.** has nothing to eat for lunch
- C.** is not very hungry
- D.** does not like American food.

12. When the teacher first offers Young Ju a Goldfish snack, the girl:

☐

- A.** examines it
- B.** draws it
- C.** plays with it
- D.** eats it.

13. By the end of the text Young Ju has eaten all the Goldfish snacks the teacher has given her. What resolution does she make? She is determined to:

☐

- A.** learn English really well
- B.** bring something for lunch tomorrow
- C.** smile more
- D.** make friends with the teacher.

14. What voice does the writer use to describe the events in the extract?

Formative reading skills: Understanding connections

- 15.** Young Ju uses Korean words to explain things to herself.
Complete the table to explain the meaning of these words and phrases that Young Ju uses.

	The Korean word or phrase:	on line...	means in English:
a	hana, duool, seht, neht	7	
b	Mi Gook	10	
c	Uhmma	74	

- 16.** At first Young Ju cannot hear or understand what the children and her teacher are saying in English. Complete the table to explain the meaning of these words and phrases used by the other children and the teacher.

	The word or phrase:	on line...	means in English:
a	"Hee"	17	
b	"Laanchu"	48	
c	"Goo, goo"	54	
d	"Yehs"	83	
e	"Noo"	79	
f	"Go-do-feesh"	84	

Formative listening and speaking skills: Planning and delivering a presentation

“Welcoming new students to our school”

In the text neither Young Ju, nor her father, nor the school seem very well prepared for the little girl’s first day at school.

What can schools do to make the first weeks easier for all new students and, particularly, students new to English? Use your notes from the previous exercise to create a presentation lasting 3–4 minutes that welcomes new students and their parents to your school and helps the students to settle in during the first few weeks.

Planning and scaffolding – content and organization

Topic and title:
Introduction – thesis (main point):
Main points with examples and explanations:
1.
2.
3.
Conclusion (summary and final thought):

Formative listening skills: Understanding explicit and implicit information

Answer the following questions.

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

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

Multiple-choice questions

Choose the correct answer from the options given. 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. Special visual effects:
- E. All of the above

Formative listening and speaking skills: Preparing and delivering a presentation

The advantages of being bilingual or multilingual

The purpose of this exercise is to explain to an audience of teachers and parents some advantages of speaking two or more languages.

In a small group, create a presentation with three or four supporting ideas. You should have an example or evidence for each supporting point. You should make use of the other information you have discussed in this chapter. Use the table below to help plan your content and structure.

Topic:	
Introduction – thesis (main point)	
Supporting point 1:	Example:
Supporting point 2:	Example:
Supporting point 3:	Example:
Supporting point 4:	Example:
Conclusion: summary and final thought	

Summative Assessment A: Listening

1. Listen and watch from 00.00 to 01.41. Record the correct option for each of these statements in the table below, by putting a X under the correct name.

Which teacher says the following?	Alison Boggs	Lori Valenzuela
A. The students at the school come from a variety of language backgrounds.		
B. It is a challenge to bring students of different backgrounds together.		
C. The students progress from their present levels of Spanish and English.		
D. The students who have good Spanish usually learn English successfully.		

2. Now listen and watch from 01.41 of the video to the end. Choose the four true statements. Write the correct letter in the boxes provided.

☐

- A. In 6th grade, the majority of the students' lessons are in English.
- B. In 6th grade, English-speaking students can start learning Spanish.
- C. 7th-grade students can take science and math lessons in Spanish.
- D. 7th-grade students can take geography and history lessons in Spanish.
- E. In 8th grade students can tutor younger students in their own language.
- F. In 8th grade students learn the same ideas in both Spanish and English.
- G. Students receive a prize on graduating from the bilingual programme.
- H. Students gain language and cross-cultural skills from the programme.

Summative Assessment B: Reading

Read the article on pages 132–133, Choose the correct answers and put the correct letter in the boxes provided.

1. The text is:

A. a set of guidelines
C. a news report

B. a magazine article
D. a personal essay.
2. The purpose of the image illustrating the text is to show someone:

A. working in France and the UK

B. writing in French and English

C. working in French and English

D. translating French to English.
3. The main purpose of the text is to show the readers:

A. the disadvantages of being bilingual

B. how to live in two different cultures

C. the advantages of being bilingual

D. how to speak two languages well.
4. To make her point the writer uses:

A. a variety of personal and scientific evidence

B. evidence taken from scientific experiments

C. anecdotes from a variety of different speakers

D. examples taken from her own experience.

Choose the appropriate heading from the list below that completes each gap in the text. Put the letter of the correct answer in the spaces provided in the table below.

5.	[- 5 -]	
6.	[- 6 -]	
7.	[- 7 -]	
8.	[- 8 -]	

- A.** You'll be more intelligent

B. It'll help you learn new languages

C. You'll have more job opportunities

D. You'll make more money

E. It'll protect you in your old age

F. You'll be a better thinker

G. It'll help you when you travel

H. You'll be in the know

Read lines 33 to 64. The following statements are either true or false. Note down the correct option for each statement then justify it using words as they appear in the text. Both parts are required for one mark.

9. Knowing one language helps the writer to understand other languages.

Justification:

T	F

10. The writer guesses that bilinguals have a change of personality when using different languages.

Justification:

T	F

11. Language learning requires very little intellectual effort.

Justification:

T	F

12. Even as a bilingual, the writer has problems communicating abroad.

Justification:

T	F

Read lines 40 to 64. What do the following words mean in the text? Choose the appropriate words from the list on the right and write the correct letter in the boxes provided.

13. shift (line 42)

14. individual (line 46)

15. retention (line 53)

16. grasp (line 59)

- | |
|---|
| <p>A. maintenance</p> <p>B. person</p> <p>C. change</p> <p>D. player</p> <p>E. hold</p> <p>F. understanding</p> <p>G. transfer</p> <p>H. memory</p> |
|---|

Chapter 4: Human rights

Page 141

Formative reading and speaking skills: Interpreting conventions and making connections

Examine the photograph carefully and then read the story on page 141.

Discussion and debate

- What unfair treatment did the boy receive?

.....

- Why was it unfair?

.....

- What rights and protections do you think the boy should have had?

.....

- What should the school have done to protect the boy?

.....

.....

.....



Formative reading skills: Understanding conventions and making connections

Matching ideas to the text

Here are ten statements made by young people about the human rights shown in the poster on the previous page.

Match the statements to the different human rights listed by the European Commission. Some statements may connect with more than one human right.

Young people's thoughts on human rights

- A.** "People are starving and suffering every minute of every hour of every day, and it is wrong." *Caitlyn, 12*
- B.** "If we grow up scared we will not have any dreams or ambitions, and if we don't have any dreams or ambitions we will not go very far in life." *Nasreen 11*
- C.** "Everyone makes mistakes and everyone deserves to have a fair chance before being punished." *Muchiri, 13*
- D.** "Please protect our right to be free from slavery." *Mpesh, 13*
- E.** "Please give children an opportunity in life. Learning unlocks potential to make a difference and be great." *Ashley, 13*
- F.** "Please protect our right to freedom of expression. Without new opinions being voiced, nothing would change in the world and therefore life would never improve." *Ibrahim, 15*
- G.** "Please protect every child's right to think and believe what they want to." *Nina, 13*
- H.** "Please protect our right to leisure, play and culture." *Tai, 14*
- I.** "Please protect our right to stay in contact with parents." *Kim, 10*
- J.** "People can't choose our life for us no matter how old, because we are humans and we have rights." *Francesca, 13*

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

Formative reading skills: Understanding conventions in visual texts

The posters from the European Convention on Human Rights are multimodal texts that use visuals and words to communicate their message. The visuals connect the reader with the meaning of the words. In other words, the illustrations in each of the 17 posters on pages 141 and 142 are symbols. The first poster is entitled “The State’s Obligation to Protect Human Rights”. The visual shows people of different cultures, young and old, male and female. We can interpret this illustration to mean that the governments of these countries must protect all their citizens regardless of age, ethnicity or gender. Now interpret the other illustrations in the posters. Use the table below to record your answers.

Next to “Illustration” write what images you can see in the poster.

Next to “Interpretation” write what the illustration means. When you finish the exercise, discuss with your teacher and the rest of the class why these pictures can communicate their message better than words.



The right to life	The right not to be tortured	The right not to be enslaved	The right not to be unlawfully detained
Illustration:	Illustration:	Illustration:	Illustration:
Interpretation:	Interpretation:	Interpretation:	Interpretation:

The right to a fair trial	No punishment without law	The right to family and private life	Freedom of thought, conscience and religion
Illustration:	Illustration:	Illustration:	Illustration:
Interpretation:	Interpretation:	Interpretation:	Interpretation:
Freedom of expression	Freedom to free association	The right to marry	The right to an effective remedy
Illustration:	Illustration:	Illustration:	Illustration:
Interpretation:	Interpretation:	Interpretation:	Interpretation:
The right not to be discriminated against	Protection of property	The right to education	The right to free and fair elections
Illustration:	Illustration:	Illustration:	Illustration:
Interpretation:	Interpretation:	Interpretation:	Interpretation:

Formative listening and speaking skills: Preparing a speech

In groups, prepare a 4–5-minute speech on the theme: “What rights must all children have?”

Imagine you will give this speech in a school assembly.

Use the guidelines on page 146 and the tables below to discuss and prepare your ideas.

1. Plan your introduction

Words to welcome the audience:
Topic:
Thesis (“big idea”)

2. Use examples from the European Commission on Human Rights to prove your big idea.

Your list of essential children’s rights	Why is this right essential?	A practical example to illustrate your point
A		
B		
C		
Etc.		

3. Finish with a strong conclusion.

Your conclusion:
Your final thought for the audience:

Formative writing skills: Communicating with a clear sense of audience and purpose

A letter of enquiry

A letter of enquiry is an example of a formal letter you may need to write. You write this type of letter when you need information about a subject. For instance, if you are looking for a summer job, you may want to write to an organization to find out whether they have any suitable work experience to offer. Alternatively, you may need to find out more information about an existing opportunity before you apply.

You see an advertisement from this organization at school.



Use the guidelines from this section to write a letter of enquiry to find out more information about the position and the organization. Write 300–400 words.

Planning and scaffolding

Opening: introduce yourself briefly and give your reason for writing. Let the reader know the kind of position you are seeking, why you are interested and how you heard about it.	
Middle paragraphs: show why the organization interests you. Mention any relevant experience or interests.	
Close: Thank the recipient, restate your enthusiasm for the organization and ask if you could meet with a representative of the organization.	

Formative listening and speaking skills: Understanding conventions and connections

In the text you are about to read there are seven paragraphs then a one-line closing statement. The text has been divided into seven numbered sections.

Here are eight headings. Each one is used to summarize the contents of a section of the text.

- | | |
|-----------------------------------|---------------------------------|
| A. The next step | E. Initial activism |
| B. Targeted by the Taliban | F. Going to school again |
| C. University | G. An early life |
| D. Nobel Peace Prize | H. After the attack |

Match the headings to the numbered sections. The first one has been done for you.

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

Understanding explicit information and making connections

Factual assessment of text: True or false?

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

		True	False
Example:	Malala was born in Birmingham, UK.		✓
Justification:	“was born in Mingora located in the Swat Valley, Pakistan.”		
1.	The Taliban controlled the region where Malala’s family lived.		
Justification:			
2.	Malala used to visit her father’s school.		
Justification:			
3.	As a young teenager Malala made speeches in favour of girls’ rights to education.		
Justification:			
4.	At 14 she was nearly shot by a Taliban gunman.		
Justification:			
5.	She recovered fully in a hospital in Peshawar, Pakistan.		
Justification:			
6.	She made an important speech to the United Nations at the age of 16.		
Justification:			
7.	At 17 she was still too young to receive prizes for her work on human rights.		
Justification:			
8.	On her 18th birthday she made a speech about children’s rights to education.		
Justification:			

Multiple-choice questions

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

9. Malala spoke against the Taliban because she thought:

- A. they were against education
- B. they were against girls' rights to education
- C. they attacked her father's school
- D. they supported her father's views on education.

10. Malala began to speak out for girls' rights to education:

- A. when she was in junior school
- B. after the age of 14
- C. as a young teenager
- D. as a young adult.

11. Malala was awarded a National Youth Peace Prize for:

- A. her actions
- B. her schoolwork
- C. her books
- D. her speeches.

12. UN Secretary-General Ban Ki-moon praised Malala for:

- A. her best-selling books on human rights
- B. her outstanding schoolwork and academic achievements
- C. her work to achieve peacefully women's rights to education
- D. the quality of her speeches on women's rights.

ATL: Research skills

Use your research skills to answer these questions.

Who is the person with Malala in this photograph?

.....

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

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

What choices has the photographer made in order to communicate Malala's global influence?

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



Formative reading skills: Understanding conventions

The author's choices

The author of “Malala Yousafzai – youth activist” has made particular stylistic choices about how to write the text. These choices have an effect on the text's readers. To demonstrate this concept, answer the following questions.

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

1. The writer has written:

- | | |
|------------------------------|--------------------------------|
| A. a newspaper report | C. a biography |
| B. an advertisement | D. a set of guidelines. |

2. The writer's purpose is to:

- A.** narrate Malala's story
- B.** warn the readers about extremism
- C.** describe Malala's personality
- D.** explain about human rights.

3. The writer has chosen an idiom that is:

- | | |
|-------------------|----------------------|
| A. chatty | C. poetic |
| B. factual | D. technical. |

4. The writer has chosen a structure that is organized:

- A.** using a number of subheadings
- B.** around a convincing argument
- C.** around a set of important ideas
- D.** to show first the effect and then the causes.

5. The writer wants to make the readers:

- A.** feel excited by the events
- B.** emphasize with Malala and her ideas
- C.** change opinions about girls' education
- D.** laugh about what happened to Malala.

Other stylistic choices in speech and writing

Look at the table below. The first column contains a set of statements about speaking and interacting, based on the criteria listed. For each criterion, discuss and decide on an equivalent sentence relating to when we write. Create a table like the one on the next page to record your answers.

When we interact in speech	Criteria	When we write
We use much less formal vocabulary.	Vocabulary	
We do not always speak in full grammatical sentences.	Correctness and accuracy	
We do not always plan what we are going to say.	Amount of planning	
We know exactly who we are talking to.	Audience	
We may only have a specific amount of time available.	Length of time available	
The two speakers interact a great deal.	Amount of interaction	
The two speakers create the conversation.	Degree of speaker/reader involvement	
We have some idea what the other person thinks or believes.	Shared beliefs and values	
We can see the reactions of the other person.	Visibility	
The conversation happens in real time in one place.	Context	
Most speech is private.	Public or private?	
Our words disappear as we speak.	Permanence	
Most speech has little value or prestige.	Prestige	
Spoken language changes quickly depending on time and culture.	Changeability	

Thinking about connections and word choice

How does your connection with your audience affect your choice of language? The table below lists some of the different text types you might write as part of the MYP English Language Acquisition course.

Create your own table and for each text type choose:

- the purpose of your text
- your possible role as writer
- the possible audience for your text
- the relationship between you and your audience
- what kind of vocabulary and language you will choose.

The first example (an advertisement for pet food) is done for you.

Text type	Your purpose/ reasons for writing	Your role as a writer	Your audience
	Instruct Describe Narrate Explain Persuade	Who are you writing as?	Who is going to read the text?
Advertisement	Persuade or sell a product (example: pet food)	Advertiser/ seller	Buyer/ pet owners
Blog			
Book review			
Brochure			
Formal essay			

Text type	Your purpose/ reasons for writing	Your role as a writer	Your audience
	Instruct Describe Narrate Explain Persuade	Who are you writing as?	Who is going to read the text?
Formal letter			
Interview			
Journal/diary entry			
Magazine article			
News article			
News report			
Report of an event at school			
Set of instructions			
Short story			

Formative listening and speaking skills

Imagine you have to speak to an assembly in your school to persuade people to make donations to your favourite charity. With a partner, consider how you will achieve your aim of persuading your audience to support you.

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

Formative reading skills: Understanding explicit meaning and conventions

Multiple-choice questions

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

1. The main topic of Malala's speech is:

A. human rights	C. men's rights
B. children's rights	D. women's rights.
2. The main purpose of Malala's speech is to:

A. narrate her story to the audience	
B. warn the audience about extremism	
C. persuade the audience about the need for education for all	
D. persuade the audience about the need for political rights.	
3. Malala's audience is

A. school students	
B. parents	
C. very important people (VIPs)	
D. a general audience.	
4. The language used in the text is mainly:

A. persuasive	C. poetic
B. factual	D. exaggerated.
5. The structure of the text is:

A. random and without planning	
B. organized around a single idea	
C. organized around a series of different ideas	
D. organized by events from beginning to the end.	
6. The effect of Malala's style is to:

A. make the audience angry	
B. make the audience believe her story	
C. persuade the audience to agree with her ideas	
D. make the audience laugh.	

Related concept: Argument

1.	Greeting	
2.	Topic “Big idea”	
3.	Example 1 Evidence/justification:	
4.	Example 2 Evidence/justification:	
5.	Example 3 Evidence/justification:	
6.	Conclusion Final thought	

Discussion and debate

Stylistic choices: Rhetorical devices

Here is the opportunity to examine some of the stylistic choices the speaker has made. Work in small groups to consider these questions.

1. Why does Malala choose to:

- A.** address the members of her audience in that particular order

- B.** address some of her audience as “Dear sisters and brothers”

- C.** address her listeners as “we”

- D.** begin six statements with the phrase: “We call upon ...”?

2. Malala uses metaphors to describe the right to education.

“Because we are all together, united for the cause of education. And if we want to achieve our goal, then let us **empower** ourselves with the **weapon** of knowledge and let us **shield** ourselves with unity and togetherness ... So, let us wage a global **struggle** against illiteracy, poverty and terrorism and let us pick up our books and pens. They are our most powerful **weapons**.”

- A.** How many similar words and phrases relating to this metaphor can you find in the speech?

- B.** What ideas does this metaphor suggest about the right to an education?

.....

.....

- 3.** Examine the conclusion to Malala's speech:

"One child, one teacher, one pen and one book can change the world ... Education is the only solution. Education First."

Are these phrases a convincing way to end the speech? Justify your answers.

.....

.....

.....

- 4.** We have seen that in her speech, Malala (a 16-year-old schoolgirl) addressed the representatives of all the major countries of the world. How effective a communicator is Malala?

.....

.....

.....

.....

.....

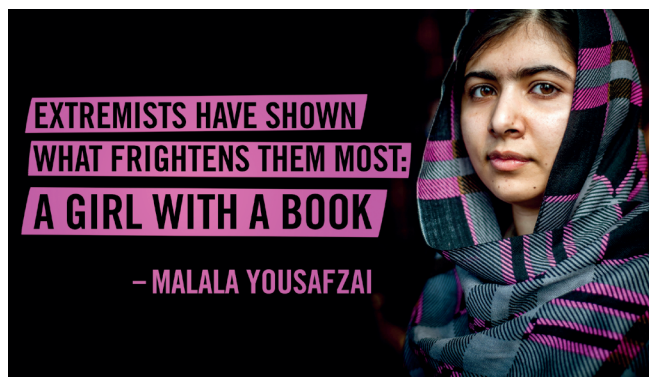
Formative oral skills: A speech

Planning and scaffolding – organization

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

In order to plan your speech, answer the following questions. Write the correct letters in the boxes.

1. The purpose of your speech will be to:
 - A. narrate a funny story
 - B. warn the audience about extremism
 - C. describe Malala’s personality
 - D. persuade your audience of your point of view.
2. Your audience will be:
 - A. school students
 - B. parents
 - C. very important people (VIPs)
 - D. a general audience.
3. The language you use will be:
 - A. persuasive
 - B. factual
 - C. poetic
 - D. exaggerated.
4. What kind of vocabulary will you choose?
 - A. formal
 - B. semiformal
 - C. informal
 - D. slang



Planning your argument

With a partner, plan your speech. Create a table like this to analyse your argument to answer this question: “What lessons can Malala teach us about human rights?”

1.	Greeting	
2.	Topic “Big idea”	
3.	Lesson 1 Evidence/justification:	
4.	Lesson 2 Evidence/justification:	
5.	Lesson 3 Evidence/justification:	
6.	Conclusion Final thought	

Formative writing skills: Planning a formal letter

Request for a donation

Write a formal letter to local businesses asking them for a donation or contribution to your favourite charity. Write 300–400 words.

1.	Salutation
2.	Introduction Reason for writing your proposal
3.	Reason for donating 1 Evidence/justification:
4.	Reason for donating 2 Evidence/ justification:
5.	Effects/ results of donating
6.	Conclusion Final thought

Formative listening skills: Understanding explicit and implicit information

1. The video seems is related to which of these MYP global contexts?

☐

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

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

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

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

☐☐☐☐☐

Summative Assessment A: Listening

1. Choose the four true statements about the section of the video from 00.00 to 02.56. Write the correct letters in the boxes provided.

☐

- A. Tom was not really interested in the lesson on young people's rights.
- B. Tom goes into the student council meeting to avoid the bullies.
- C. Tom enjoys his part-time job because he is paid in cash.
- D. Tom prefers working in the evening rather than doing homework.
- E. A family friend has found Tom a part-time job in his office.
- F. Tom discovers that every child in Ireland learns about their rights.
- G. Because of Billy, Tom chose to join the school's anti-bullying group.
- H. The employer sometimes makes Tom work until late in the evening.

Now watch the final section of the video. Complete the following gaps using no more than one word from the recording. Write the answers in the table below.

By the end of the video, Tom realizes that he should be paid correctly for his (- 2 -). He also learns that he should be treated with (- 3 -) both at school and in the (- 4 -). In conclusion, the voiceover tells the viewers that they can find out more information on a - (- 5 -).

(- 2 -)	
(- 3 -)	
(- 4 -)	
(- 5 -)	

Summative Assessment B: Reading

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

1. The main purpose of the poster is to:
A. amuse readers with a colourful visual about human rights
B. describe the ways that people can lose their human rights
C. inform readers about the rights that everyone enjoys
D. give advice to readers about how to obtain their human rights.
2. The designer has illustrated the poster with people from different cultures to:
A. show that people all over the world have the same rights
B. suggest we live in societies that have different values
C. show that people all over the world have the same point of view
D. describe how happy people are to know about their rights.
3. The central image of the boy and girl illustrates the right to:
A. seek your own happiness
B. marry whomever you want
C. enjoy a good education
D. have your own identity.
4. The ideas that are listed in the text come from:
A. the General Assembly of the United Nations
B. Zen Pencils, the illustrators of the poster
C. The Universal Declaration of Human Rights
D. an independent human rights organization.

Read the list of rights on the left-hand side of the poster. Find the words that complete the following sentences. Answer using the words as they appear in the text.

5. The rich do not have more rights than the poor because everyone

6. Under the law, every person has the right to a

7. Everyone has the freedom to go

8. Once you are old enough, you have the right

Read the list of rights on the left-hand side of the poster. According to the poster, these statements are either true or false. Put a tick in the appropriate boxes.

9. Everyone has the right to follow the religion of his or her choice.

T	F

10. Governments can decide whether people can meet peacefully.

T	F

11. Governments must provide social security for all their citizens.

T	F

12. Parents have the right to decide on the education of their children.

T	F

Chapter 5: Life on Mars

Page 183

Formative listening and speaking skills: Understanding and explaining connections



With a partner, examine the picture from a work of science fiction written 80 years ago.

Discuss these questions in pairs and share your ideas in class.

- How has the artist used creativity to bring this imaginary world to life?

.....

.....

- What scientific solutions are needed before people can live on Mars?

.....

.....

.....

- Can a creative artwork accurately represent future scientific developments?

.....

.....

.....

Formative speaking and reading skills: Understanding implicit information

The Mars One project is conducting a search to find the best candidates for the first human mission to Mars. The potential astronauts must be intelligent, creative, psychologically stable and physically healthy. You are about to read an interview with one potential astronaut, Maggie Lieu.

The table lists five more characteristics that all the candidates must have. In pairs, read the text and decide whether Maggie possesses any of these necessary characteristics. Justify your answers with evidence from the text.

Characteristic	Maggie is ... Yes/No/Maybe	Evidence in the text
Resilient		
Adaptable		
Curious		
Trusting		
Creative		

Formative speaking and reading skills: Understanding explicit and implicit information

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

1. The text is:

- A.** a blog
- B.** an interview
- C.** a news report
- D.** a review.

2. The writer of the text is:

- A.** a scientist
- B.** a journalist
- C.** an advertiser
- D.** a science fiction author.

3. The main purpose of the text is to give the point of view of:

- A.** Maggie Lieu
- B.** the directors of the Mars One project
- C.** the opponents of the Mars One project
- D.** the general public.

4. The other purpose of the text is to:

- A.** persuade readers to support the Mars One project
- B.** inform the readers about the Mars One project
- C.** support the opponents of the Mars One project
- D.** make fun of the Mars One project.

5. The style used in the text is mainly

- A.** persuasive
- B.** factual
- C.** poetic
- D.** exaggerated.

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

		True	False
Example:	Maggie Lieu is one of 50 people chosen to go to Mars.		✓
Justification:	“she was on a shortlist of 100 volunteers for the four places”		
6.	Maggie Lieu is not at present a fully qualified scientific researcher.		
Justification:			
7.	The purpose of the Mars One mission is to set up a permanent base on Mars.		
Justification:			
8.	It can take successful candidates about 10 years to complete the training for the mission.		
Justification:			
9.	In 2024 the first 40 astronauts will travel to Mars.		
Justification:			
10.	The first astronauts to land on Mars will have to take almost all the basic materials with them.		
Justification:			
11.	These first astronauts will all be well trained for a survival mission.		
Justification:			

Key Concept: Creativity

To what extent is creativity an essential characteristic for anyone who wishes to be an astronaut?

.....

.....

.....

Formative listening and speaking skills:

Finding a group consensus

In small groups, study the statements in the table below. Do you think they present sensible arguments for going to Mars? Rate the ideas below on a scale of 1 to 5, where 1 is “not at all sensible” and 5 is “extremely sensible”. Discuss your responses and find answers that you can all agree on. Record your ideas in the table below. Justify your opinions.

	Your rating (1 to 5)	Justifications
Maggie thinks she will have time to read textbooks.		
She will have a lot to learn from the other members of the team.		
She could have the first baby on Mars.		
Maggie says she could bring up a child on Mars.		
The journalist thinks the cost of the project is \$6bn.		
The journalist thinks there is no chance to return from Mars.		
Maggie thinks she may be able to return.		
She also thinks that she might not be able to return to Earth for medical reasons.		
They can live in a place where there are no laws.		
The habitations may not stand the Martian climate.		
It is an exciting adventure for mankind.		

Formative writing skills: Organizing a review

In this exercise you are going to organize a review of the Mars One project. Use the table below to help record your answers to the questions below and you plan your review.

1. To start, answer this question: “Is the Mars One project a sensible idea?”. Decide what your answer will be. This opinion becomes your thesis or “big idea”.
2. Make three points to support your thesis. Justify each point with evidence, explanations and examples. Use evidence from the text “On a one-way ticket to Mars”.
3. Write a conclusion.
4. End with a final thought such as an answer to one of these questions: Should the Mars One project be stopped now? Alternatively, should it be expanded and accelerated?

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

Formative listening and speaking skills: Understanding and communicating implicit ideas and connections

Imagine that you and a partner have been chosen to become the first teenage astronauts on the Mars One project and are enthusiastic supporters of the mission. How would you react to negative criticism about the project? With your partner, read each of the ten opinions listed below and record your reactions to each of them. Share your ideas with your teacher and the rest of the class.

The writer's negative point of view	Your reaction Give point of view (Agree, Disagree, Not sure) with justification
1. The journey to Mars is too dangerous.	
2. There is a grave danger of radiation poisoning.	
3. You don't know if you can survive on Mars.	
4. Your space suit might rip.	
5. There could be problems with your machinery and electrical equipment.	
6. There could be problems with your transport.	
7. Your doctor might die.	
8. You could be extremely bored.	
9. You could become very homesick.	
10. You could become the only person alive on Mars.	

Formative reading and speaking skills: Understanding connections and conventions

Choose the correct answer from A, B, C or D. Write your answers in the boxes.

1. The text is:

- | | |
|------------------------------|-------------------------|
| A. a blog | C. a news report |
| B. a magazine article | D. a review. |

2. The writer of the text is:

- | | |
|------------------------|-------------------------------------|
| A. a scientist | C. an astronaut |
| B. a journalist | D. a science fiction author. |

3. The main purpose of the text is to give the point of view of:

- A.** the author
- B.** the directors of the Mars One project
- C.** the opponents of the Mars One project
- D.** the general public.

4. The other purpose of the text is to:

- A.** support the Mars One project
- B.** inform the readers about the Mars One project
- C.** advertise the Mars One project
- D.** make fun of the Mars One project.

5. The style used in the text is mainly:

- | | |
|----------------------|------------------------|
| A. persuasive | C. poetic |
| B. factual | D. exaggerated. |

6. The author of the text speaks to the audience using:

- | | |
|-----------------------------------|----------------------------------|
| A. the first-person voice | C. the third-person voice |
| B. the second-person voice | D. direct address. |

Formative listening and speaking skills:

Understanding a point of view

Each point in the text discusses a specific danger. With your partner, identify the exact phrases in each of the ten points that either explains or gives examples of each possible danger. The first point is done for you. This exercise will give you a clearer understanding of the writer's point of view. Use the table below to record your joint responses.

Reasons why the Mars expedition is a bad idea	Evidence
1. High-risk travel	"rocket that could explode" "you could smash into space debris"
2. Radiation poisoning	
3. Survival as experiment	
4. Ripped suit	
5. Maintenance problems	
6. Rover breakdown	
7. What if the doctor dies?	
8. Extreme boredom	
9. Homesickness	
10. Last one standing	

Formative listening and speaking skills: Debating a point of view

Debate preparation

Now, with your partner, reread the text to understand the writer's point of view in more detail. Each point made discusses a specific danger. Find phrases in each of the 10 points that either explain or give an example of each danger. Use the table below to record your joint responses and justifications.

Why the Mars expedition is a bad idea	Agree with writer/ Disagree with writer/Not sure	Reasons
1. High-risk travel		
2. Radiation poisoning		
3. Survival as experiment		
4. Ripped suit		
5. Maintenance problems		
6. Rover breakdown		
7. What if the doctor dies?		
8. Extreme boredom		
9. Homesickness		
10. Last one standing		

Formative writing skills: Preparing a review

What is your opinion of the text “10 reasons not to go to Mars”? Is the text wonderful, good, indifferent, poor, unrealistic? Would you recommend it to others?

Write a review of the text. Write 300–400 words. Your review will appear in a science magazine aimed at young people called Scientists of the Future. Use this table to help you plan your thoughts.

	Your points	Evidence, explanation and/or examples
Introduction Topic My point of view		
Supporting point 1		
Supporting point 2		
Supporting point 3		
Conclusion Final thought		

Formative writing skills: Writing a film review

Write a review of the film *Flight to Mars* of 300–400 words, either for your school magazine or for your personal blog.

Before you write

It is essential to have an idea about what you are going to write before you start writing.

First, consider your overall opinion of the film. You may wish to take notes on the quality of the plot, the performance of the actors, the special effects, the costumes, etc. Note ten words or phrases to describe your reactions to the film.



Words or phrases to describe your reactions to the film

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Planning and scaffolding – structuring a film review

	Advice	Evidence, explanation and/or examples
Grab readers' attention:	"Have you ever wondered ...?"	
Introduce the film:	Overview of what it is about. Name of the film, the type of film (for example, comedy, adventure, drama), the prominent stars and the basic setting (time and place). Do not reveal the ending!	
Analyse quality of: a. acting b. costume design c. photography d. soundtrack		
Overall reaction	Overall reaction to the film as well as your opinion of its quality. Include your recommendations for your readers.	

Will you write in the first person or the third person? Give reasons.

.....

.....

Will you address your audience directly or not? Give reasons.

.....

.....

Formative reading and speaking skills: Analysing a poem

Multiple-choice questions

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

1. The text is:

A. a description	C. a report
B. a review	D. a story.
2. The poem is written from the point of view of:

A. an Earthling on Mars	C. a Martian on Earth
B. a Martian on Mars	D. a Martian in space.
3. The Martian is trying to explain what he sees to:

A. people on Earth	C. his family
B. himself	D. other Martians.
4. The speaker addresses the audience using:

A. the first-person	C. the third person
B. the second person	D. direct address
5. The purpose of the text is to:

A. see the Earth from a new point of view
B. see Mars from a new point of view
C. persuade other Martians to come to Earth
D. make fun of life on Earth.
6. The style used in the text is:

A. persuasive	C. poetic
B. factual	D. exaggerated.
7. When he looks at things on Earth the Martian:

A. understands everything perfectly
B. misunderstands everything
C. explains things as best he can
D. looks at everything negatively
8. From the Martian's language we guess that Mars is full of:

A. machines	C. plants
B. animals	D. monsters.

A limited point of view

With a partner, re-examine the poem. Which “Earth words” correspond to the name given by the Martian? Use the table below to fill in your answers.

- A baby
- Cars
- Books
- A toilet
- Sleeping
- A watch
- Fog

In groups or pairs decide why the Martian has used the “wrong” word or phrase. Create a table like the one below and write your answers in the column “Possible explanations”.

Martian name	Earth name	Possible explanations
Caxtons		
Mist		
Rain		
Model T		
Time		
A haunted apparatus		
A punishment room		
They hide in pairs		

Formative writing skills: Creative writing

Imagine you are writing from the point of view of a Martian on Earth and write your own 300–400-word message home. You can use the postcard below for ideas. Alternatively, use the skills you have learned in this chapter to write a review of the poem “A Martian Sends a Postcard Home”.



Formative listening and speaking skills: Understanding and using a range of vocabulary

With a partner decide which words in the list below:

- are related to filmmaking
- are related to writing reviews
- show positive bias
- show negative bias

acting	drama	plotpoint of view	storyline
amateurish	enjoyable	rating	subjective
background	fantastic	recommend	tension
comments	lighting	scenes	value
crude	magical	second-rate	
dislike	outstanding	set	
directed	opinion	special effects	

Words related to filmmaking	Words related to writing reviews	Words that show positive bias	Words that show negative bias

***The Martian* movie review – True or false?**

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

		True	False
Example:	The movie’s principal actor is Mark Watney.		✓
Justification:	“The movie’s lead actor is Matt Damon”		
1.	Mark Watney was on a one-man mission to Mars.		
Justification:			
2.	The story is a conflict between man and nature.		
Justification:			
3.	The story has a single climax.		
Justification:			
4.	The film focuses on Mark Watney’s ability to deal with problems.		
Justification:			
5.	The film is based on an original script.		
Justification:			
6.	The writer was surprised to find that the film had funny moments.		
Justification:			
7.	The writer is very enthusiastic about the film.		
Justification:			
8.	The writer recommends the film to people who like special effects.		
Justification:			

Formative speaking and reading skills: Understanding conventions and connections

1. Examine the list below of vocabulary taken from the review of the film *The Martian*.

From the list, underline the words that show bias.

drama	well presented	comedy
tension	memorable	movie
thrilling	scenes	special effects
intimate	struggle	spectacular
thoughtful	phenomenal	action
stress	acting	thriller
crisis	unexpected	science fiction

Choose the correct answer from A, B, C or D. Write your answers in the boxes.

2. The reviewer expresses his bias through his choice of:

- A. verbs
- B. nouns
- C. adjectives
- D. all of these.

3. The reviewer's bias can be described as:

- A. indifferent
- B. enthusiastic
- C. critical
- D. sympathetic.

4. As evidence to support his opinions, the reviewer uses:

- A. specific examples from the film
- B. his personal feelings
- C. the opinions of other critics
- D. his biased point of view.

Formative speaking and reading skills: Understanding implicit information and bias

Related concept: Bias

Study the image on the right, of the astronaut from the film *The Martian*. In pairs, discuss these questions:

- What words and phrases come to mind when you describe the astronaut's situation?

- Why has the film director chosen to portray the astronaut like this? How are the audience supposed to feel about the astronaut?

- Is the image free from bias? Justify your answers.



Now study the picture of the Martians and discuss the questions.



- What words and phrases come to mind when you see the Martians arriving like this?

- Why has the artist chosen to draw the Martians like this?

- Is the image free from bias?

Formative writing skills: Organizing and presenting a review

Write a **biased** review of a film that you have seen recently. Your review should be either very positive or very negative. Write 300–400 words. Use the table below to plan your ideas.

	Advice	Evidence, explanation and/or examples
Grab readers' attention:	"Have you ever wondered what it would be like...?"	
Introduce the film:	Overview of what it is about. Name of the film, the type of film (for example, comedy, adventure, drama) the prominent stars and the basic setting (time and place).	
Describe aspects of film a. acting b. costume design c. photography d. soundtrack	Do not reveal the ending!	
Overall reaction	Overall reaction to the film as well as your biased opinion of its quality.	

Formative listening skills: Understanding explicit and implicit information

1. The video is 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. Use this table to summarize the main points of the video. You may wish to add extra supporting points, if necessary.

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

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 is to:

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

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

- A.** balanced
- B.** one-sided.

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

- A.** A lot
- B.** Quite a lot
- C.** Once or twice
- D.** Never

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

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

Summative Assessment A: Listening

Watch from the start to 01.00 to answer these questions.

1. What is Mars' other name?

2. Name the two similarities between Earth and Mars that are related to time.

3. Name two geographical features that show that Mars once had flowing water.

4. Watch from 01.00 to the end of the video. Identify the **five** true statements. Put the correct letters in the boxes provided.

A. Astronauts on Mars will receive new supplies from Earth.

☐

B. By 2024 NASA hopes to have sent humans to Mars.

C. It will take nine months to travel from Earth to Mars.

☐

D. Life forms have been detected on the surface of Mars.

E. NASA will send humans to Mars within two decades.

F. Scientists think life may have existed on Mars in the past.

☐

G. Scientists have discovered underground lakes on Mars.

H. Some astronauts may die before the end of the mission.

I. The journey to Mars should take around 26 months.

☐

J. Water has been detected on the surface of Mars.

Summative Assessment B: Reading

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

1. The main purpose of the text is to:
A. describe Alyssa's NASA space camp training to the readers
B. persuade readers to take an interest in space travel
C. inform readers about Alyssa's interest in space travel
D. give advice to younger readers with an interest in space travel.
2. The text uses a photograph of Alyssa to illustrate:
A. Alyssa during her training to become a pilot
B. the uniform that Alyssa would wear in space
C. the day Alyssa successfully completed her training
D. Alyssa on a course at a space science academy.
3. Alyssa says that her ambition to become an astronaut:
A. developed out of her interest in the luminosity of the stars
B. has been made easier because of her choice of Diploma Programme subjects
C. developed out of her interest in her Middle Years Programme and Diploma Programme subjects
D. has resulted from her interest in her extended essay topic.
4. The text concludes by suggesting that there is a connection between:
A. an IB education and having an internationalist outlook
B. the IB and the study of astrobiology at university level
C. the IB and the ability to undertake vocational training
D. an IB education and the ability to learn languages easily.

(Continued on next page)

Read lines 1 to 23. What do the following words mean in the text?
Choose the appropriate words from the list on the right and note
your answers in the boxes provided.

5. resolved (line 4)

6. devoted (line 10)

7. involved (line 17)

8. encountered (line 20)

- | | |
|-----------|-------------|
| A. | decided |
| B. | defined |
| C. | attempted |
| D. | insisted |
| E. | included |
| F. | experienced |
| G. | contained |
| H. | dedicated |

Read lines 24 to 44. The following statements are either true or
false. Choose the correct option for each statement then justify it
using words as they appear in the text. Both parts are required for
one mark.

9. Alyssa has already joined the NASA astronaut programme.

.....

T	F
<input type="text"/>	<input type="text"/>

10. Alyssa is undertaking vocational courses as part of her IB
education.

.....

T	F
<input type="text"/>	<input type="text"/>

11. Her IB studies have motivated her to do her own research.

.....

T	F
<input type="text"/>	<input type="text"/>

12. Her extended essay will focus on the study of bacteria on Mars.

.....

T	F
<input type="text"/>	<input type="text"/>

(Continued on next page)

Find the words that complete the following sentences. Answer using the words as they appear in lines 45 to 63.

13. Alyssa thinks her IB education has prepared her to make the

.....

14. There is a really interesting course at a college in Florida that
Alyssa

.....

15. On Mars, Alyssa's main scientific goal would be to look for

.....

16. Alyssa has studied French, Spanish and Chinese and is now

.....

Chapter 6: Global citizenship

Page 225

Formative listening and speaking skills

With a partner, examine the poster opposite.

Discuss why the designer included in this multimodal text:

- the teenage girl in the foreground
- the two small children
- the block of flats in the background
- the grassland or farmland in the background
- the written messages in the poster

.....

.....

.....

- What is the explicit message of the text?

.....

.....

- What is the implicit meaning of the text?

.....

.....

- What is the purpose of the text?

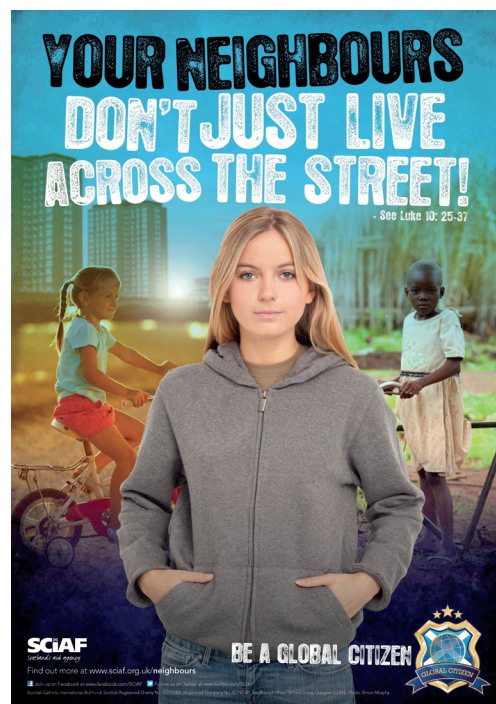
.....

.....

- Who is the poster's potential audience?

.....

.....



Formative reading skills: Understanding explicit information

Missing words

Read lines 8–31 on page 226. Choose the correct words from the list to fit in the six gaps and write them below. The first one has been completed for you.

affect	become	cooperate
join	live	respect
take	understand	work

1. understand
2.
3.
4.
5.
6.

Identifying audiences

The authors address different audiences within the school community in different sections (i–iii). Identify the audience addressed in each section and write the letter in the box. Is it:

- | | |
|--------------------|---------------------|
| A. teachers | C. everyone |
| B. parents | D. students? |

7. Section i =

8. Section ii =

9. Section iii =

Finding words with similar meaning

Find the word in section iii that could meaningfully replace one of the words in section ii. Write your answers in the table below. The example in line 34 (“relevant”) is done for you.

Example: **relevant** (line 34)

10. acknowledges (line 42)

.....

11. behave (line 46)

.....

12. promotes (line 51)

.....

13. encourages (line 53)

.....

14. promote (line 58)

.....

15. raise (line 60)

.....

- A.** flexibility
- B.** play
- C.** biased
- D.** elasticity
- E.** appropriate
- F.** act
- G.** support
- H.** greets
- I.** improve
- J.** relationships
- K.** recognizes
- L.** helps
- M.** strong

Formative speaking and listening skills: Negotiation

Negotiating a definition: What is global citizenship?

Below is a list of 18 characteristics of global citizenship. However, different people have different definitions of the term “global citizenship”. The purpose of this exercise is to come to an agreement on what the term means. To achieve this aim, when you disagree, you will have to negotiate to find answers you can all agree on.

First, in groups of three or four, discuss your responses to these two tasks.

A. Which three characteristics in the list below are not connected to global citizenship?

.....

.....

.....

B. Organize the remaining characteristics into the three categories in the table below.

- | | | |
|---|---|--|
| • Social justice and equity | • Respect for people and human rights | • Human rights |
| • Critical and creative thinking | • Sustainable development | • Ability to manage complexity and uncertainty |
| • Sense of identity and self-esteem | • Communication | • Commitment to participation and inclusion |
| • Identity and diversity | • Valuing diversity | • Power and governance |
| • Empathy | • Peace and conflict | • Informed and reflective action |
| • Commitment to social justice and equity | • Cooperation and conflict resolution | • Belief that people can bring about change |
| • Globalization and interdependence | • Concern for the environment and commitment to sustainable development | |
| • Self-awareness and reflection | | |

Key characteristics of global citizenship		
A. Knowledge and understanding	B. Skills	C. Values and attitudes

Global citizenship: Discussion and debate

Reflect on the activities that take place in your school to promote global citizenship. Make a list of these activities. What knowledge, values and skills do these activities bring? Use this table to record your ideas.

Creating global citizens of the future			
School activities (Examples)	Knowledge gained	Values learned	Skills developed
Volunteering			
Language lessons			

- Do you think your school does enough to promote global citizenship?

.....

- What else could your school do?

.....

.....

- Make a list and explain how your ideas could be put into practice.

.....

.....

.....

Formative writing skills: Organizing a formal essay

A. Introduction

Opening remark: _____

Thesis: A global citizen is _____

B. Body

This consists of 1–3 supporting paragraphs with topic sentences (see points below). Give examples/ evidence and/ or explanations for each point.

Point 1: Global citizens have particular types of knowledge.

Examples, evidence and/ or explanations:

.....

.....

.....

Point 2: Global citizens have particular skills.

Examples, evidence and/ or explanations:

.....

.....

.....

Point 3: Global citizens have particular values.

Examples, evidence and/ or explanations:

.....

.....

.....

C. Conclusion (this relates to the thesis):

.....

.....

.....

Final thought:

.....

.....

Formative listening and speaking skills: Negotiating

Reflect on your negotiations. Did you negotiate an agreement about how to spend the \$250? Now examine the list of skills below. In your groups, think about the skills that helped you to negotiate a solution. Divide the list into two sets of skills – skills that were:

- helpful in negotiations
- irrelevant to negotiations.

Interpersonal skills	Helpful in negotiations	Irrelevant to negotiations
A sense of humour		
Clear handwriting		
Effective listening		
Not speaking		
Expressing your feelings clearly		
Giving compliments		
Speaking at length		
Knowing when to finish		
Note-taking		
Patience		
Reading body language		
Making jokes		
Stating what you want		
The ability to remain calm		
Understanding other people's point of view		

Formative writing skills: Drafting and composing an essay

Planning and scaffolding – essay analysis

A. Do you think your introduction does a good job of introducing the topic?

- Does the opening grab your reader's attention? **Yes/ No**
- Can you identify your thesis statement? If yes, write it here.

.....

.....

B. Is the main body of the essay effective?

- Does each of the paragraphs in the body present one single idea? **Yes/ No**
- Does that idea support your thesis statement? **Yes/ No**
- Is there a clear topic sentence in each of your supporting paragraphs? If yes, write them here.

.....

.....

.....

- Are there reasons, examples, or different explanations to support the topic sentence? If yes, write them here.

.....

.....

.....

- Is the use of connectors effective or should you add more?

.....

C. Does your conclusion relate to the question and your thesis statement?

- Tick [✓] your answer: Yes No
- Is there a clear conclusion? If yes, write it here.

.....

.....

.....

What is your final thought?

.....

.....

.....

D. Is the language accurate and appropriate?

- What is the purpose of this essay?
-
-
-
- Is the language appropriate for the purpose and the intended audience? **Yes/ No**
 - Are your grammar and vocabulary correct? **Yes/ No**
 - If you notice any errors, correct them.

Formative listening and speaking skills: Negotiating

In the text below, “Seven Signs you are a Global Citizen”, there are seven paragraphs. Each paragraph describes a different characteristic of a global citizen. With a partner, predict which seven headings are most likely to introduce each paragraph in the text. If at first you cannot agree, be prepared to negotiate and compromise.

1. You travel	2. You speak your mind in debates	3. You dislike artificial boundaries	4. You read news from all over the place	5. You recycle as much as possible
6. You take an interest in human rights and the environment	7. You never stop learning	8. You are open to new experiences	9. You are in touch with people in many other countries	10. You have empathy for people from other parts of the world

A	B	C	D
E	F	G	H

Related concept: Audience

1. General audience: Justification:	
Specific audience: Justification:	

2.	Techniques	Examples
	Addressing the readers directly as “you”	
	Asking the readers direct questions	
	Giving instructions or advice to the readers	
	Giving examples relating to the readers’ lives	

**Formative listening and speaking skills:
Negotiating an agreement**

Planning and scaffolding – brainstorming

What is global citizenship?	
Definition: A global citizen is...	
Explanations	Characteristics
Examples	Non-examples

Answer these questions about the letter to the right:

- 1.** What is wrong with this application to volunteer at a charity shop?

.....

.....

.....

.....

- 2.** How many problems of style can you find in the writing?
Give examples.

.....

.....

.....

.....

- 3.** Re-write the letter so the content and language are appropriate for the audience and purpose.

.....

.....

.....

.....

.....

.....

.....

Hi! I read in the newsletter that you want a volunteer for your charity shop. I think that I am good for that job because I've done things like that at my aunty's shop. I am good at chatting with people and am good at explaining things to people who don't get it.

Reflecting on culture and audience

Examine the table below. It sets out different reasons for writing about some aspect of globalization and sustainability. With a partner, identify:

- the correct audience for each example
- the correct level of formality to address the audience
- the type of language and vocabulary you would use.

Put a circle/ highlight or underline the correct alternatives.

Text type, message and sender	Audience	Formality	Language and vocabulary
A blog entry on a school service project Sender: you as student	A. A friend B. A group of people with the same interests C. A stranger D. A community of strangers E. A teacher	A. Formal B. Semiformal C. Informal D. Slang E. Other:	A. Very technical B. Complex C. Uncomplicated D. Basic and simple E. Other:
A written interview with a human rights worker Sender: you as journalist	A. A friend B. A group of people with the same interests C. An important stranger D. A community of strangers E. A teacher	A. Formal B. Semiformal C. Informal D. Slang E. Other:	A. Very technical B. Complex C. Uncomplicated D. Basic and simple E. Other:

Text type, message and sender	Audience	Formality	Language and vocabulary
A fable for children Sender: you as storyteller	A. A friend B. A group of people with the same interests C. An important stranger D. A community of strangers E. A teacher	A. Formal B. Semiformal C. Informal D. Slang E. Other:	A. Very technical B. Complex C. Uncomplicated D. Basic and simple E. Other:
A newspaper article about an incident Sender: you as journalist	A. A friend B. A group of people with the same interests C. An important stranger D. A community of strangers E. A teacher	A. Formal B. Semiformal C. Informal D. Slang E. Other:	A. Very technical B. Complex C. Uncomplicated D. Basic and simple E. Other:
An essay on global citizenship Sender: you as student	A. A friend B. A group of people with the same interests C. An important stranger D. A community of strangers E. A teacher	A. Formal B. Semiformal C. Informal D. Slang E. Other:	A. Very technical B. Complex C. Uncomplicated D. Basic and simple E. Other:

Formative listening and speaking skills: Understanding implicit meaning

With a partner, examine the contents of the photograph opposite and consider what inferences you can make from its contents.

Note: we cannot be absolutely certain that our answers are correct, but we can look for evidence in the picture to make inferences.

- Who took the picture and for what purpose?

.....

.....

- Where was the picture taken?

.....

.....

.....

- What is the relationship between the two people in the picture?

.....

.....

- How could the picture relate to the theme of global citizenship?

.....

.....

- What message could the picture communicate?

.....

.....

.....

.....



Formative speaking and reading skills: Understanding explicit information

You are about to read an essay on activism written by a 14-year-old junior high school student. Before you read the essay, look at the statements in this table and predict which are correct and which are not. Write your answers in column A “Before reading”. Once you have read the text, go back and put your answers in column B “After reading”. Put evidence for your answers in column C.

A. Before reading Correct/Untrue		B. After reading Correct/Untrue	C. Justification/ evidence
	Rachel is from the Philippines.		
	She has always been very selfconfident.		
	Rachel has no sympathy for quiet kids.		
	Rachel thinks activism begins with school.		
	She started an organization called “Pennies for Peace”.		
	Rachel believes energy conservation starts at home.		
	She thinks that everyone should volunteer in old people’s homes.		
	She believes that activism benefits herself and others.		

Formative reading: Understanding conventions

In the next exercise, you will make inferences about Rachel's essay by making value judgments about the essay techniques she uses. Answer these questions and find evidence in the text to support your judgment.

- 1.** Do you think the introduction does a good job of introducing the topic?

A. Yes

B. No

C. Maybe

Justification:

.....

- 2.** Does the opening grab your attention?

A. Yes

B. No

C. Maybe

Justification:

.....

- 3.** Can you identify a thesis statement?

A. Yes

B. No

C. Maybe

If yes, what is the thesis statement?

.....

- 4.** Is the main body of the essay effective?

A. Yes

B. No

C. Maybe

Justification:

.....

- 5.** Does each of the paragraphs in the body present one single idea?

A. Yes

B. No

C. Maybe

6. Is there a topic sentence in each of the supporting paragraphs?

A. Yes

B. No

C. Maybe

Write the topic sentences here.

Paragraph D

.....

Paragraph E

.....

Paragraph F

.....

7. Does each topic sentence support the thesis statement?

A. Yes

B. No

C. Maybe

Evidence:

.....

.....

.....

8. Are there reasons, examples, or different explanations to support each topic sentence?

A. Yes

B. No

C. Maybe

Write the reasons, examples, or different explanations to support the topic sentences here.

Paragraph D

Paragraph E

Paragraph F

9. Is there a clear conclusion?

A. Yes

B. No

C. Maybe

Evidence:

10. Is there a final thought?

A. Yes

B. No

C. Maybe

Evidence:

.....

Related concept: Inference

We can also make inferences about a visual text. With a partner, study the picture opposite and make inferences about the information you see.

- What is happening?

.....

.....

.....

- Why is it happening?

.....

.....

.....

.....

- What is motivating the girls?

.....

.....

.....

- What can we learn about youth activism?

.....

.....

.....

Justify your answers. Use your negotiating skills to come to conclusions you can both agree on. Share your answers with your class.



Formative writing skills: Organizing, drafting and writing an essay

Using the material you have collected from the activities in this section, write an essay to answer the question: “How can teenagers have an impact on the world around them?” When you are deciding the language you will use, remember to consider the topic of the essay as well as its purpose and audience. Aim to write 300–400 words.

Planning and scaffolding

Question	How can teenagers have an impact on the world around them?	
Your thesis (main point)		
	Main idea	Examples and/or explanations and/or details
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusion	Conclusion (related to thesis)	
	Final thought	

Formative listening skills: Understanding explicit and implicit information

Multiple choice questions

Answer the following questions. Write the correct letters in the boxes.

1. The video seems is related to which of these MYP global contexts?

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

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

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

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

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

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

- A. balanced
- B. one-sided.

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

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

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

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

Formative listening and speaking skills: Negotiating meaning

Use this table to focus your discussion to find the main points of the video.

Subject matter		
Thesis (main point)		
	Main idea	Examples and/or explanations and/or details
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusion	The extent to which the video interested you	
	The extent to which you agree with ideas represented in the video	

Summative Assessment A: Listening

Listen from the beginning to 01.10. Complete the following gaps using words from the recording.

1. The Model United Nations (MUN) is a ---(1) --- of the real-life United Nations.

Answer:

2. Teams draft resolutions in the hope of finding ---(2) --- to global issues.

Answer:

3. Two aims of the United Nations are to prevent ---(3) --- and promote international cooperation.

Answer:

4. Countries use it as a ---(4) --- to express their views and make collective decisions.

Answer:

Listen from 01.10 to the end. Choose the correct answers and write the letter in the box.

5. According to the speaker, UN rules and guidelines come from:

- A. things such as human rights and climate change
- B. resolutions that have been drafted and debated
- C. input from member states, experts and NGOs.

☐

6. The main purpose of the MUN is to:

- A. play your part in foreign policies of your country
- B. cooperate and beat other teams in the competition
- C. work together and overcome differences of opinion.

☐

7. The speaker suggests that different MUN conferences:

- A. usually take place at the Hague International MUN
- B. require soft skills such as critical thinking and research
- C. have councils that use a variety of different formats.

☐

8. The next episode of the video:

- A. will teach viewers how to prepare for the MUN
- B. will help viewers to find the Malaysian MUN
- C. will support the work of the Malaysian MUN.

☐

Summative Assessment B: Reading

Put the correct answers in the boxes provided.

1. The body responsible for creating the poster is:

- A. International Youth Day
- B. The United Nations
- C. Youth Leading Sustainability
- D. World Map of Events.

☐

2. The purpose of the poster is to encourage readers to:

- A. attend an event for international youth groups
- B. send an email asking for additional information
- C. request a toolkit to organize their own events
- D. tell the global community what they are doing.

☐

3. This publicity poster is targeting:

- A. international high school students
- B. primary school children around the world
- C. youth groups from around the world
- D. students at colleges and universities.

☐

4. The "Toolkit to Celebrate International Youth Day" is:

- A. a list of suggestions for people to choose from
- B. a handbook explaining what people need to know
- C. a set of instructions on how to organize an event
- D. a checklist to ensure an event is well-organized.

☐

Study the left-hand column of the poster. Choose an appropriate heading from the list that completes each gap in the text.

5. [- 5 -]

☐

6. [- 6 -]

☐

7. [- 7 -]

☐

8. [- 8 -]

☐

- A. Use your creativity
- B. Seek government help
- C. Engage in your community
- D. Spread
- E. Communicate internationally
- F. Organize a party for your group
- G. Form local groups
- H. Connect and organize

(Continued on the next page)

Read the first three paragraphs in the right-hand column. The following statements are either true or false. For each statement choose the correct option then justify it using words as they appear in the text. Both parts are required for one mark.

9. The poster suggests governments should do more to allow their citizens to choose the food they want to eat.

T	F	Justification

10. The writers want their readers to debate what the younger generation can do.

T	F	Justification

11. The writers suggest asking the local media to give time to examine relevant issues.

T	F	Justification

12. Young people should principally make their demands for change by writing to people with influence.

T	F	Justification