Introduction

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

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

We have focused our formative and summative tasks on the writing of different text types, for different purposes and audiences. Students learn about the form and function of text types by first reading real and engaging examples of texts: oral, visual and written. We have also provided writing activities that enable the students to learn the conventions of text types and support them in producing their own authentic texts. The teaching of particular parts of language and grammar is a decision for you, as a teacher, to make, depending on the requirements of your curriculum.

To help ensure that you cover all the learning objectives and are able to assess all the strands of the grading criteria at least twice in a year, we have designed units that cover three or more of the four learning objectives per unit, including comprehension of spoken and visual text, comprehension of written and visual text, communicating in response to spoken and/or written and/or visual text, and using language in a spoken and/or written form. We have added the number “4” to the criteria purely to point out that they relate to Phase 4.

The structure of each unit provides teachers and students plenty of formative assessment opportunities to help students and teachers make sure that learning is taking place and that the inquiry, concepts and contexts are well understood. To further assist you with this, we have provided downloadable worksheets which provide you and students with the opportunity to download and complete the tasks in the textbook. These include useful planning and scaffolding sections which will help your students learn how to plan and structure their written and oral tasks. The summative assessments in this book build on the formative tasks in the chapter and allow students to demonstrate their own understanding of the concepts covered in the unit, as well as provide students with authentic and contextualized opportunities to produce personal, authentic and challenging responses to the research questions.

An exciting development in the latest iteration of the MYP is the inclusion of action and service. It is expected that student engagement in authentic topics will lead them to want to take action, by exploring a topic further or by taking action as service. We have written and designed each chapter to include issues that will be of interest and concern to teenagers. At the end of each chapter we provide you and students with suggested action and service activities, as well as further suggestions of spoken, visual and written texts that you may wish to explore.
Students

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

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

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

www.oxfordsecondary.co.uk/9780198397984

When writing this book, we have chosen texts from different parts of the world, to ensure that you are given an international outlook on the issues and topics you will be studying. We have chosen certain written and visual texts for you to study and have included a number of suggestions of other texts. However, we are aware that you will have your own suggestions and ideas about what you would like to read, watch and listen to. The final assessments in this book have been designed to encourage you to find and engage with texts of your own choosing. Feel free to use our ideas as suggestions, and to talk to your teacher about what you would like to read, watch and listen to. That’s the great thing about being an MYP student – your views, ideas and suggestions are important!

Approaches to learning (ATL)

Most textbooks teach you what to learn. This textbook also helps you to learn how to become a better learner by helping you to develop a variety of "Approaches to learning" (ATL).

These ATLS encompass both the language-specific skills you need to achieve success in English Language Acquisition. Moreover, ATLS are also cross-curricular. This means you can easily use the skills you learn in English Language Acquisition in other subjects within the MYP.

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

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

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

In context

Global context: Identities and relationships
Who am I? Who are we?
In this chapter we will explore: identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships, including families, friends, communities and cultures; what it means to be human.

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

Related concept: Purpose
The purpose for communicating can be, for example, to entertain, to recount, to socialize, to inquire, to inform, to persuade, to explain, to instruct. In literary terms, this means the creator’s intentions in producing the text. In this chapter you will explore ideas such as meaning, thesis, argument, bias, persuasive techniques, function and opinions.

Statement of inquiry

We can first use language to describe and define happiness and intelligence and only then can we work towards a fulfilling personal future in a global context.

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

Before you read Text A

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

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

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

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

Give reasons for your answers.
### While you read Text A

You are going to read Text A: an article containing 15 pieces of advice for teenagers on how to lead a happy life. As you read the article with a partner, rate the pieces of advice on a scale of “Excellent” to “Useless” by ticking the relevant box below. Find evidence in the text to justify each of your answers.

<table>
<thead>
<tr>
<th>Advice</th>
<th>Excellent</th>
<th>Good</th>
<th>OK</th>
<th>Poor</th>
<th>Useless</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smile</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dress up</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pursue your interests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen to music you love</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always do your best</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be open and honest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give compliments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do something</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t dwell on the past too much</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a list of things that make you happy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Splurge/spend money</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always be the best person you can be</td>
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<td></td>
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<tr>
<td>Look for the child inside yourself</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Remember all the people worse off than you</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t make yourself unhappy</td>
<td></td>
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</tbody>
</table>
15 tips for teens to lead happier lives
by Vanessa Van Petten

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

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

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

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

Dress up. Once a week, wear something a little bit nicer than usual. For girls, it might be a pretty dress and heels. For guys, it might be a tie or even just a classy vest.

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

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

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

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

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

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

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

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

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

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

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

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

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

Happiness and fulfillment

Text A: Text Handling

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

   2. The main purpose of Text A is to:
      
      A. narrate a story
      B. advise the readers
      C. describe happiness
      D. explain how the mind works.

   3. The main point (thesis) of the text is that:
      
      A. teenagers need help from friends to be happy
      B. teenagers are unhappy most of the time
      C. teenagers can create their own happiness
      D. teenagers should not think about themselves so much.

   4. The main audience for Text A is:
      
      A. parents
      B. young people
      C. teachers
      D. counsellors and advisers.

   5. The writer of the text is:
      
      A. an adult
      B. a counsellor
      C. another teenager
      D. a professional journalist.
Formative oral and interactive skills – role play

Wycliffe and friends

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

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

Planning and scaffolding

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

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

The person playing Wycliffe can ask questions such as:

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

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

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

- formal
- semiformal
- informal
- slang?

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

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

### Planning and scaffolding

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

### Social skills

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

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

Cause and effect – what makes you happy?

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

1. Take initiative
2. Savour the everyday
3. Give away
4. Exercise
5. Say thank you
6. Devalue money
7. Avoid comparisons
8. Make friends
9. Have goals
10. Smile!

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

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

Planning and scaffolding

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

<table>
<thead>
<tr>
<th>Advice: What can make you happy?</th>
<th>Cause: Why does this advice work for you?</th>
<th>Effect: What happens when you take this piece of advice?</th>
</tr>
</thead>
</table>
Happiness and fulfillment

### Planning and scaffolding – cohesive devices

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

<table>
<thead>
<tr>
<th>As a result of X,</th>
<th>Y happens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due to X,</td>
<td></td>
</tr>
<tr>
<td>Because of X,</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>results in</td>
<td></td>
</tr>
<tr>
<td>leads to</td>
<td></td>
</tr>
<tr>
<td>gives rise to</td>
<td></td>
</tr>
<tr>
<td>is responsible for</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Y</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>is caused by</td>
<td></td>
</tr>
<tr>
<td>is brought about by</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>X makes Y possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>X happens, therefore, Y happens</td>
</tr>
<tr>
<td>If X happens, then Y happens</td>
</tr>
</tbody>
</table>

You should practise using these sentence types in your essay. Here are some examples.
- As a result of working with other people, you can make new friends.
- Having goals can result in feeling happier.
- A lot of unhappiness is caused by not talking about a problem.
- If you smile, people are more likely to talk to you.

### Planning and scaffolding – language, audience and purpose

Remember also to think about:
- the purpose of the text
- the audience or readership for your text
- your role as writer.

You are speaking to your classmates, so what language and style will you use? Will it be:
- formal
- semiformal
- informal
- slang?

### Conclusion to factual question

**What makes teenagers happy?**

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

Creativity and purpose

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

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

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

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

- Where will you be in the year 2030?
- How will you be living your life?
- What will you have achieved?
- What job will you be doing?
- What friends and family do you think you will have?
- What difficulties will you have had?
- What activities and people will be important in your life?
- What will be your likes and dislikes?
- How will you have changed since being a teenager?
- What will be your ambitions for the next 30 years?
- What other questions could you ask your future self?

Go to a variety of sources and find out what predictions are being made about jobs of the future. Make your own list of preferred future professions. You could present your choice to your class. Describe the job in detail and give reasons for your choice.
Using your imagination and creativity

Different text types

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

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

Here are some suggestions for creating a text.

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

Here are two alternatives:

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

Thinking about purpose

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

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

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

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

Conceptual question

Before you read Text B

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

When you have finished, discuss these other questions:

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

While you read Text B

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

Planning and scaffolding

<table>
<thead>
<tr>
<th>Type of intelligence</th>
<th>Score on the scale 1–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td></td>
</tr>
<tr>
<td>Logical-mathematical</td>
<td></td>
</tr>
<tr>
<td>Spatial</td>
<td></td>
</tr>
<tr>
<td>Musical</td>
<td></td>
</tr>
<tr>
<td>Bodily-kinesthetic</td>
<td></td>
</tr>
<tr>
<td>Naturalistic</td>
<td></td>
</tr>
<tr>
<td>Interpersonal</td>
<td></td>
</tr>
<tr>
<td>Intrapersonal</td>
<td></td>
</tr>
</tbody>
</table>
Along with youth, beauty, wealth and happiness, many cultures place a high value on intelligence.

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

Some people may not be easy to assess. What about a musical child who has a hard time solving fractions? What about a child, who speaks three other languages fluently, but does poorly in spelling tests in English? What about the excellent athlete who cannot interpret a diagram?

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

Dr Howard Gardner is a psychologist and professor of neuroscience at Harvard University. He defines intelligence as the ability to solve problems or to create products which are valued in one or more cultural settings.
Gardner developed the theory of multiple intelligences (MI) in 1983. He said there are eight (possibly more) different kinds of intelligence.

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

The intelligences can be described as follows.

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

2. Bodily-kinesthetic intelligence involves the potential of using one’s whole body or parts of the body to solve problems, as a dancer or an athlete does.
Happiness and fulfillment


4. Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.

5. Logical-mathematical intelligence consists of the capacity to analyse problems logically and carry out mathematical operations. Unsurprisingly, this intelligence is associated with scientific and mathematical thinking.

6. Interpersonal intelligence requires the ability to work effectively with others. It involves sensitivity to other people’s moods, feelings, temperaments and motivations. This kind of intelligence is important, for example, to a negotiator. Teachers, political leaders and counsellors all need to develop interpersonal intelligence.

7. Intrapersonal intelligence entails the capacity to understand yourself, your feelings, fears and motivations. It gives a person a deep understanding of people, situations, and moods.

8. Naturalistic intelligence is the ability to make distinctions in the world of nature such as between different plants, animals or cloud formations.

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

1 Purpose of Text B – multiple-choice questions

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

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

1. The main purpose of Text B is to:
   A. narrate a story about multiple intelligences (MI)
   B. advise the readers about MI
   C. describe Gardner’s MI
   D. explain how the mind uses MI.

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

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

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

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

6. The language used in Text B is:
   A. chatty
   B. formal
   C. informal
   D. slang.
After you have read Text B

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?

<table>
<thead>
<tr>
<th>Types of intelligence</th>
<th>Rank (1–10)</th>
<th>What specific skills would you like to develop?</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logical-mathematical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spatial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bodily-kinesthetic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Naturalistic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrapersonal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Social and thinking skills

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

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

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

Study the list of jobs and professions, and the kinds of intelligence they require.

<table>
<thead>
<tr>
<th>Linguistic</th>
<th>Logical-mathematical</th>
<th>Spatial</th>
<th>Bodily-kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comedian</td>
<td>Accountant</td>
<td>Architect</td>
<td>Actor</td>
</tr>
<tr>
<td>Social media specialist</td>
<td>Software designer</td>
<td>Computer programmer</td>
<td>Athlete</td>
</tr>
<tr>
<td>Journalist</td>
<td>Detective</td>
<td>Engineer</td>
<td>Carpenter</td>
</tr>
<tr>
<td>Lawyer</td>
<td>Economist</td>
<td>Film animator</td>
<td>Dancer</td>
</tr>
<tr>
<td>Librarian</td>
<td>Engineer</td>
<td>Graphic artist</td>
<td>Firefighter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Musical</th>
<th>Naturalistic</th>
<th>Interpersonal</th>
<th>Intrapersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disc jockey</td>
<td>Farmer</td>
<td>Actor</td>
<td>Careers counsellor</td>
</tr>
<tr>
<td>Musician</td>
<td>Gardener</td>
<td>Administrator</td>
<td>Consultant</td>
</tr>
<tr>
<td>Piano tuner</td>
<td>Geologist</td>
<td>Customer service officer</td>
<td>Criminologist</td>
</tr>
<tr>
<td>Recording engineer</td>
<td>Landscaper</td>
<td>Counsellor</td>
<td>Entrepreneur</td>
</tr>
<tr>
<td>Singer</td>
<td>Meteorologist</td>
<td>Marketing manager</td>
<td>Psychologist</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Social and thinking skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is quite a lengthy task. Work in small groups. Find ways of organizing the task so that you can complete it quickly and efficiently. Remember that you will need to combine all your answers into a single solution. When you have finished the task look at the information you have collected. What conclusions do you come to about the different jobs and the different kinds of intelligence?</td>
</tr>
</tbody>
</table>
Formative oral task: Role play

Careers advice

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

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

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

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

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

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

Communication skills

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

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

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

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

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

Cause and effect – one result and several causes

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

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

Remember to outline your reasons for wanting your chosen career.

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

Planning and scaffolding

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

Reason 1: My likes and dislikes
Reason 2: My skills and intelligence types
Reason 3: What is special about that job

Thinking and communication skills

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

Conclusion to the conceptual question

Do we all have the same kinds of intelligence?

Now that you have completed this section, what is your answer to the conceptual question?
Oral and interactive skills – role play

Think back to the role plays you did earlier in this chapter when you played Wycliffe or one of his friends, and when you carried out the careers advice activity. As you can see, role play is a speaking activity in which you put yourself into somebody else’s shoes and become that character for a short time. While the role play is taking place the rest of the class can observe and judge the action. Role plays are useful for acting out imaginary situations. In this book the situations are based on the texts you read. In role play you have a chance to practise using English in lifelike situations outside your everyday experiences.

Using cue cards

Role play works best when you prepare before you start. Make sure you have prepared the language and the ideas you are going to use. The use of a cue card such as the one below may help:

<table>
<thead>
<tr>
<th>Name</th>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Friends</td>
</tr>
<tr>
<td></td>
<td>Lifestyle</td>
</tr>
<tr>
<td></td>
<td>Home</td>
</tr>
<tr>
<td></td>
<td>Relationships</td>
</tr>
<tr>
<td></td>
<td>Problem</td>
</tr>
</tbody>
</table>

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

Character A – quotes

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

“I know what I want in life.”

“I may not have a fortune but
I know what fulfillment is.”
While the role play is taking place others in the class or the group can observe the action. As observers you can give feedback by:

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

As observers you can test your conclusions by asking the people in the role play why they said what they did and why they acted in the way that they did.
**Formative oral and interactive skills – role play**

**Who has the better lifestyle?**

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

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

**Writing skills: Cause and effect – explanation**

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

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

Causes always come before effects. Sometimes there are many different causes for one effect or result. Alternatively, one cause can be responsible for several effects, as shown in this diagram.

![Diagram showing cause and several effects]

**Cause and effect – transitions**

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

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

Here are some transitions you can use to move your writing from one idea to the next.
To give an example or illustration:

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

To contrast one sentence with another:

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

To add another idea:

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

To show that one thing causes another:

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

To summarize or generalize:

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

Formative written activity – cause and effect

One cause, several effects

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

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

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

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

<table>
<thead>
<tr>
<th>Planning and scaffolding – organization</th>
<th>Criterion 4Di</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the tree diagram above and the table below to help you to plan your assignment. Here is an example that has been started for you.</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction: Defining your ideas</strong></td>
<td><strong>Definitions and explanations</strong></td>
</tr>
<tr>
<td>What is bullying?</td>
<td>When someone uses his or her strength or influence to force someone to do something</td>
</tr>
<tr>
<td><strong>Effect 1: unhappiness</strong></td>
<td><strong>Examples and explanations</strong></td>
</tr>
<tr>
<td></td>
<td>Low self-esteem (not feeling good about yourself)</td>
</tr>
<tr>
<td><strong>Effect 2: anxiety</strong></td>
<td><strong>Explanation and example</strong></td>
</tr>
<tr>
<td></td>
<td>Anxiety: being afraid of going to school so having many days away from school, perhaps staying off sick</td>
</tr>
<tr>
<td><strong>Effect 3: loneliness</strong></td>
<td><strong>Explanation and example</strong></td>
</tr>
<tr>
<td></td>
<td>Feeling that you have no friends</td>
</tr>
<tr>
<td><strong>Conclusion and final thought</strong></td>
<td></td>
</tr>
</tbody>
</table>
Remember also to think about:
- the purpose of the text
- the audience or readership for your text
- your role as writer.

You are writing a cause and effect essay, so what language and style will you use? Will it be:
- formal
- semiformal
- informal
- slang?

Planning and scaffolding – purpose

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

Before you read Text C

Conceptual question

Focusing discussion

Once again, imagine yourself 20 years from now. If you want to be happy, which will be more important: being rich, or fulfilling your personal ambitions? Which door will you go through? What will be the reasons for your choice?

If you could only have one, which would you choose? Discuss your answers in class.
The other day, I was texting a good friend about school, and our future plans. He said he wasn’t sure what he wanted to be. Naturally, I told him that he didn’t have to worry about that now, but I said, “If you’re going to do something, do what makes you happy.”

Then he asked something I thought was peculiar: “Well, how would you define ‘happy’?”

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

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

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

“Those things take time, though, Charissa,” was his reply.

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

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

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

Ending his speech to Stanford graduates in 2005, Jobs advised them to “Stay hungry. Stay foolish.” Ever since I read Jobs’ speech, it has stuck with me. It’s made me want to push for more. It’s taught me that hard work and dedication to something you love – anything you love – is really fulfilling.

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

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

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

1. **Purpose of Text B – multiple-choice questions**

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

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

   1. The main purpose of the text is to:
      A. narrate a story about being happy
      B. advise the readers how to achieve happiness
      C. describe what happiness feels like
      D. define different kinds of happiness

   2. The main point (thesis) of Text C is:
      A. What is happiness?
      B. What is ambition?
      C. Happiness is a teenage thing
      D. Steve Jobs is a role model.

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

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

   5. Charissa, the writer of the text, is:
      A. an adult
      B. an expert
      C. another teenager
      D. a professional journalist.

   6. The tone of the author of text C is:
      A. emotional
      B. angry
      C. persuasive
      D. matter of fact.
After reading Text C – short-answer questions

2) **Answer the following questions.**

7. Name three things Charissa thought she would do in her future life.

8. Name three things Charissa thought she would need to be happy in her future life.

9. What was her friend’s definition of happiness?

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

<table>
<thead>
<tr>
<th>Example</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charissa understands her friend’s ambition to make a lot of money.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td><strong>Justification</strong></td>
<td>“I don’t blame him for saying that.”</td>
<td></td>
</tr>
</tbody>
</table>

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:**
Happiness and fulfillment

Formative oral and interactive skills – role play
Class reunion in 2030

Who will you be in 2030?

ATL Thinking and communication skills
Look at the set of portraits of people, mainly in their 30s, above.
Pick the portrait closest to your vision of yourself in 2030. Think about why you have chosen that person and who that person is. Do not reveal any information. Work in pairs and interview each other to find out as much as possible about your partner’s future self.

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

Your school organizes a reunion. Imagine you meet members of your class in the year 2030. What will you say to each other?

Here are four cue cards for four people who meet at a school reunion. Complete their back-stories. Before you start it may help to give your character a mark out of 10 for each point, e.g.:

Wealth: 1–10
Fulfillment 1–10
Security 1–10
Happiness 1–10
<table>
<thead>
<tr>
<th>Character A: Rich, lucky but unfulfilled</th>
<th>Back-story</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;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.&quot;</td>
<td>Name, Nationality, Family, Friends, Lifestyle, Home, Relationships</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character B: Fulfilling job but no money</th>
<th>Back-story</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;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?&quot;</td>
<td>Name, Nationality, Family, Friends, Lifestyle, Home, Relationships</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character C: Safe and steady</th>
<th>Back-story</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;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.&quot;</td>
<td>Name, Nationality, Family, Friends, Lifestyle, Home, Relationships</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character D: Rich, never needed to work</th>
<th>Back-story</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;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?&quot;</td>
<td>Name, Nationality, Family, Friends, Lifestyle, Home, Relationships</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Character</th>
<th>Advantages of the person’s life</th>
<th>Disadvantages of the person’s life</th>
<th>Advice of the other characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character D</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By the end of the role play you should be able to come to some conclusions about the question, “What is more important for your personal future: wealth, fulfillment, security or happiness?” What life lessons has the role play taught you? As a group what conclusions have you come to? Using your imagination, find ways to share your findings with the rest of your class.
Formative writing activity –
cause and effect essay
Several causes and one effect

Having read Texts A, B and C, what do you think is the secret of future happiness? What do you think are the main reasons why some adults are happy while others are not? The title of your essay could be “The secret of happiness in later life”. Alternatively, you could create your own title.

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

<table>
<thead>
<tr>
<th>Effect: a happy and fulfilling life as an adult</th>
<th>Definitions and explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explain how you define the terms “happiness” and “fulfillment”.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause 1: Give one cause of happiness.</th>
<th>Explanation and examples</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Cause 2: Give one cause of fulfillment.</th>
<th>Explanation and examples</th>
</tr>
</thead>
</table>

| Cause 3: loneliness
Give one cause of unhappiness. | Explanation and examples |
|---------------------------------|---------------------------|

| Conclusion and final thought | |
Happiness and fulfillment

Planning and scaffolding – purpose
Remember also to think about:
- the purpose of the text
- the audience or readership for your text
- your role as writer.

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

Self-management skills

Practising self-awareness and mindfulness
This chapter is about the meaning of two concepts: happiness and fulfillment.

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

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

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

Conclusion to conceptual question

How important is personal fulfillment?
Now that you have completed this section, what is your own personal answer to the conceptual question? Look at the picture below. What message does it convey about the question? Do you agree with the message conveyed by the photograph?
What does audio-visual Text D communicate about the themes of happiness, intelligence and fulfillment, and how is this done?

Before you examine Text D: What do we know so far?
In this chapter you have inquired into the concepts of happiness, intelligence and fulfillment. As a class, make a list of the most important ideas you have learned so far in your investigations.

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

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

Choose your own adventure: career!
Steven Tomlinson at TEDxTraverseCity
https://www.youtube.com/watch?v=GJ_P7col8c0

The moments that make champions
Caroline Adams Miller at TEDxGramercy
https://www.youtube.com/watch?v=84H1wihM_Go

Howard Gardner on multiple intelligences
https://www.youtube.com/watch?v=iYg08jZFuQ
While you watch Text D

Answer the following questions.

1. Text D seems to be related to which of these MYP global contexts?
   - A. Identities and relationships
   - B. Orientation in space and time
   - C. Personal and cultural expression
   - D. Scientific and technical innovation
   - E. Globalization and sustainability
   - F. Fairness and development

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

<table>
<thead>
<tr>
<th>Main idea</th>
<th>Examples and/or explanations and/or details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject matter</td>
<td></td>
</tr>
<tr>
<td>Thesis (main point)</td>
<td></td>
</tr>
<tr>
<td>Supporting point 1</td>
<td></td>
</tr>
<tr>
<td>Supporting point 2</td>
<td></td>
</tr>
<tr>
<td>Supporting point 3</td>
<td></td>
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<tr>
<td>Supporting point 4</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
</tr>
</tbody>
</table>
2. **Purpose of Text D – multiple-choice questions**

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

3. The approach to the subject matter of Text D is mainly:
   - A. entertaining
   - B. factual
   - C. persuasive
   - D. other.

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

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

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

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

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

9. How much use did Text D make of graphics?
   - A. Used graphics a lot
   - B. Used graphics more than twice, but not a lot
   - C. Used graphics once or twice
   - D. Never used graphics

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

Role play: Interview with the maker of Text D

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

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

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

Planning and scaffolding

Before the role play, discuss the questions you could ask. Create cue cards with potential questions about the audio-video text you have watched. Each person should have at least two questions to ask the "director". Use the answers to questions 1–10 above as the basis for creating questions.

Formative writing activity – cause and effect essay

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

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

Use this table to plan your ideas.

<table>
<thead>
<tr>
<th>Introduction: Cause of the problem</th>
<th>Definitions and explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect 1</td>
<td>Explanation and examples</td>
</tr>
<tr>
<td>Effect 2</td>
<td>Explanation and examples</td>
</tr>
<tr>
<td>Effect 3</td>
<td>Explanation and examples</td>
</tr>
<tr>
<td>Conclusion and final thought (solution)</td>
<td>Explanation and examples</td>
</tr>
</tbody>
</table>

Alternatively, you can plan your essay like this.

<table>
<thead>
<tr>
<th>Introduction: Cause of the problem</th>
<th>Definitions and explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solution 1</td>
<td>Explanation and examples</td>
</tr>
<tr>
<td>Solution 2</td>
<td>Explanation and examples</td>
</tr>
<tr>
<td>Solution 3</td>
<td>Explanation and examples</td>
</tr>
<tr>
<td>Conclusion and final thought (effect)</td>
<td>Explanation and examples</td>
</tr>
</tbody>
</table>

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

Remember these points.

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

**Conclusion to the conceptual question**

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

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

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

Statement of inquiry

We can first use language to describe and define happiness and intelligence and only then can we work towards a fulfilling personal future in a global context.

Debatable question
What makes a happy and fulfilled life?

Debatable question
How can we create a fulfilling role for ourselves in life?

Each assessment task requires you to answer a debatable question.

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

Summative assessment task 1

Role play

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

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

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

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

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

Base your information on the video you have watched.
What makes a good life?

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

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

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

You will be assessed using the following criteria.

A: Comprehending spoken and visual text

4Ai Construct meaning and draw conclusions from information, main ideas and supporting details

4Aii Interpret conventions

4Aiii Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

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

4Ci Respond appropriately to spoken and/or written and/or visual text

4Cii Engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance

4Ci3 Express ideas and feelings, and communicate information in simple and complex texts

4Civ Communicate with a sense of audience and purpose

D: Using language in spoken and/or written form

4Di Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

4Di2 Organize information and ideas into a structured text; use a wide range of cohesive devices

4Di3 Use language to suit the context