Introduction

Teachers
This textbook has been written specifically for teachers and students of the IB MYP English Language Acquisition Phase 3 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 “3” to the criteria purely to point out that they relate to Phase 3.

The structure of each unit provides teachers and students with plenty of formative assessment opportunities to help 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 your 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 your 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 3, you have been provided with a range of issues, topics and texts in this book 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/9780198398028

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 (ATLs)

Most textbooks teach you what to learn. This student book can also help you to learn how to become a better learner by helping you to develop a variety of “Approaches to learning” or “ATL”, for short.

These ATLs encompass the skills you need to achieve success in English Language Acquisition. In this book you will receive a great deal of practical advice and practice opportunities for listening, speaking, reading and writing in English. 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 you to develop the transferable learning skills that you will need for college, work and life in the 21st century. They will allow you to participate fully in local, national and global communities.

The authors have signposted specific ATL activities at various stages of each inquiry-based unit. Here is an example:

**Communication and thinking skills**

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

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

These ATL activities help you to improve how you learn. In this way, you can practice and improve these skills in preparation for the summative assessments at the end of each chapter.
Below, you will find a list of all the ATLs illustrated in the book. The list also allows you to identify, articulate and reflect on the specific ATLs you are using at any particular moment. You can use this inventory as a checklist in order to identify new skills you may wish to develop.

### A. Communication skills

**COMMUNICATING THROUGH INTERACTION**
- Interpret and use effectively modes of non-verbal communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Negotiate ideas and knowledge with peers and teachers
- Participate in, and contribute to, digital social media networks
- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments and media

**COMMUNICATING THROUGH LANGUAGE ACTIVITIES**
- Preview and skim texts to build understanding
- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Paraphrase accurately and concisely
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes
- Organize and depict information logically
- Structure information into summaries and reports

### B. Social skill

**COLLABORATIVE SKILLS**
- Practise empathy
- Listen actively to other perspectives and ideas
- Encourage others to contribute
- Delegate and share responsibility for decision-making
- Help others to succeed
- Take responsibility for one’s own actions
- Manage and resolve conflict, and work collaboratively in teams
- Build consensus
- Make fair and equitable decisions
- Negotiate effectively
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback
- Advocate for one’s own rights and needs
C. Self-management skills

ORGANIZATION SKILLS
• Manage time and tasks effectively
• Plan short- and long-term assignments; meet deadlines
• Create plans to prepare for summative assessments (examinations and performances)
• Keep and use a weekly planner for assignments
• Set goals that are challenging and realistic
• Plan strategies and take action to achieve personal and academic goals
• Use appropriate strategies for organizing complex information
• Understand and use sensory learning preferences (learning styles)

D. Research skills

INFORMATION LITERACY SKILLS
• Find, interpret and judge information
• Collect, record and verify data
• Access information to be informed and inform others
• Make connections between various sources of information
• Create new information
• Present information in a variety of formats and platforms
• Collect and analyse data to identify solutions and make informed decisions
• Process data and report results
• Use critical-literacy skills to analyse and interpret media communications

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

#### CRITICAL THINKING SKILLS
- Analyse and evaluate issues and ideas
- Gather and organize relevant information to formulate an argument
- Interpret data
- Evaluate evidence and arguments
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- Revise understanding based on new information and evidence
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities

#### CREATIVE THINKING SKILLS
- Generate novel ideas and consider new perspectives
- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives
- Create novel solutions to authentic problems
- Make unexpected or unusual connections between objects and/or ideas
- Make guesses, ask “what if” questions and generate testable hypotheses
- Apply existing knowledge to generate new ideas, products or processes
- Create original works and ideas; use existing works and ideas in new ways
- Practise visible thinking strategies and techniques
- Generate metaphors and analogies

#### TRANSFER SKILLS
- Use skills and knowledge in multiple contexts
- Make connections between subject groups and disciplines
- Apply skills and knowledge in situations beyond the classroom
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In this chapter you will explore questions related to friendship. In turn this will require you to think about human relationships and related topics such as identity – who you are; your beliefs and values; your mental, social and spiritual health; in short, what it means to be human. All students of Language Acquisition understand that learning a language involves learning to interact with another culture whose customs may be different from your own, or the one that you are used to. Making new friendships requires us to step outside our comfort zones.

**Key concept: Culture**

Culture is a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept of culture is dynamic and organic. Learning the language of a community provides opportunities to embrace diversity, to interact with others with sensitivity and empathy, and to participate in meaningful interactions, which may lead to new friendships. These intercultural friendships allow us to develop new intercultural competences and awareness. We are able to develop international-mindedness and ultimately to become global citizens.

**Related concept: Meaning**

What is communicated, by intention or by implication, using any range of human expression. It is sometimes referred to as “message”. Meaning includes “layers of meaning”, nuance, denotation, connotation, inference, subtext.

**Statement of inquiry**

Language is an essential tool that helps us to understand, reflect on and develop close personal, social and cultural friendships in local and global contexts.

**Inquiry questions**

- What happens to you when you start at a new school?
- How can you make friends in a new school?
- Why can international students sometimes find it hard to make friends?
- What and how does the audio-visual text communicate about the theme of "Making friends"?
- To what extent should it be the responsibility of teachers and students to make new students welcome?
- How should you act, and what should you say, to make new friends at a new school?
What happens to you when you start at a new school?

Before you read Text A
What do you know about friendship? Before you begin this chapter, conduct a class brainstorming session. You could start by finding as many ways as possible to finish these sentences:

“Good friends always ...”  “Good friends never ...”

Focusing activity
Look at the girl in the picture. It is her first day in a new school. What do you imagine she is thinking? What is she feeling? What advice would you give her to make a success of her first day?

Now read Text A.
Thursday 9th

Dear diary,

I’m going into 9th grade next week. All of my friends are going back to my old school in a
different country and I’ll have no friends... I am very shy around people I don’t know. So it’s kind
of hard for me to make new friends... But I really want to.

And I’m really nervous about the first day because I won’t have anyone to sit with at lunch or
anything. And I’m worried that everyone will have their friends from school... and at lunch they will
probably all sit with their old friends... I’m really nervous...

I hate it when I go to a new school and I’m all alone and don’t know anyone and everyone else
is talking to all their friends... I’m hoping they won’t have too many classes with their friends so I
won’t be the only one who doesn’t know anyone...

Sunday 12th

Dear diary

I realise it’s natural for me to feel a bit afraid about starting a new school. New places are scary;
even my mum and dad are feeling anxious because they are starting new jobs in a new country. I
keep telling myself that feeling nervous is perfectly understandable.

I feel like I’ve stepped into one of those teen movies. You know, the ones where I’m the geeky
girl no one talks to. I’m not surprised I am having bad dreams about getting lost in the halls or
having no one to eat lunch with.

I need to take a deep breath and relax. First, it’s important to remember I’m not alone.

Everyone is nervous about starting a new school. I have to remember that life is filled with new
adventures; new schools and new friends are part of the journey! I can make the adventure less
stressful by figuring out where to fit in. I know I’ll miss all my really good friends but I am sure I’ll
meet some great new people.

Tuesday 14th

Dear diary,

I’ve found the address of an Internet forum I can visit to see what advice they can offer kids
like me, who are moving to a new school in a new country. The trouble is I feel very nervous about
letting other people know how insecure I feel. Still, nothing ventured, nothing gained, as British
people say, apparently.
Text handling – Factual assessment of Text A

1 Multiple-choice questions

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

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

3. She also worries about being:
   A. hungry
   B. nervous
   C. bullied
   D. lonely.

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

5. On the 12th of the month Natasha writes that:
   A. it is not normal to worry about starting something new
   B. even adults worry about starting a new job
   C. her parents are never nervous about changes
   D. nobody should worry too much about changes.

6. She says she is having bad dreams because she is afraid of:
   A. getting lost
   B. having no one to talk to
   C. being too popular
   D. being in a movie.

7. She ends the diary entry on the 12th by realizing:
   A. she will have a new adventure
   B. she will fit in easily
   C. she needs to take a journey
   D. she needs to learn how to take deep breaths.

2 Short-answer questions

8. On the 14th where does Natasha say she can find help?

9. Explain the meaning of the phrase: “Nothing ventured, nothing gained”.

10. Overall, do you think Natasha is optimistic, pessimistic or uncertain about entering her new school? Justify your answer with evidence from the text.
Formative oral and interactive skills: Role-play – Natasha’s first day at school

In a role-play a small group of students “become” different characters for a short time. The idea is to act out an imaginary scene where you put yourself in another person’s situation. This way you can express ideas that may be different from your own.

While the role-play is taking place, the rest of the class can observe and judge the action. You can look at the characters’ actions and decide who, if anyone, is right and who is wrong. You can maybe offer another viewpoint, or suggest an alternative ending. You can also make helpful comments on the participants’ use of language.

At the end, students can come to an opinion on the action they have seen.

Role-plays are also a great way of practising your fluency in English as you have a chance to use English in new ways and situations. You also have to improvise: to use the English you know to communicate your ideas quickly and naturally. However, role-plays work best when you prepare before you start.

Make sure you have prepared the ideas and language you want to use. You may want the language on a cue card like the one below.

Now imagine what it would be like for a student like Natasha to start at your school. The student will be nervous about coming into a new school, a new culture and trying to make new friends.

Planning and scaffolding

Work in groups of three or four. In each group there should be two teams. One team will work out what questions a new student would want to ask about the school. This group could make a cue card that looks like the one here. On the cue card list all the things you would want to know about as a new student.

Ten things a new student wants to know about their new school

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.
Planning and scaffolding

The second team should be students already at your school: “Student A”, “Student B” and “Student C”. This team should think of ten things Natasha really needs to know about the school. This group could make a cue card that looks like this:

Conduct the role-play in pairs. Ensure that:

A. the new student gets answers to all ten questions
B. students A, B and C make sure the new student knows the ten things you think are important
C. the observers make notes and come to a conclusion about the success of the conversation; for example, work out whether all the new student’s concerns have been answered.

Planning and scaffolding

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

A. formally or informally
B. politely or impolitely
C. friendly or impersonally.

Choose one adverb from each pair to describe how the different students would probably speak to each other.

1. Natasha will probably speak to the other students informally, _______ and _______.
2. The other students will probably speak to Natasha _______, _______ and _______.
3. The other students will probably speak to each other _______ _______ and _______.

Ten important things Natasha needs to know about the school

1. _______
2. _______
3. _______
4. _______
5. _______
6. _______
7. _______
8. _______
9. _______
10. _______
Before you write

It is a good idea to plan your ideas before you write. You can use the table to help your writing. Look at the examples in Text A above.

<table>
<thead>
<tr>
<th>Structure</th>
<th>Beginning/opening: Dear diary, Middle: what happened Ending: your thoughts about your first day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Think about: How was Natasha feeling on her first day? How did the first meeting go? What were Natasha’s first impressions of you and your friends?</td>
</tr>
<tr>
<td>Language and audience</td>
<td>You are writing in the first person: “I”. Write about events that have finished in the simple past. How will you write to yourself? a. formally or informally b. personally or impersonally</td>
</tr>
</tbody>
</table>

Conclusion to the factual question

What happens to you when you start at a new school?

Having examined this section, what is your answer to the factual question?
How do you make friends in a new school?

Discussion and debate
When Natasha went to the Internet forum she received plenty of advice from different people.

In groups, rate each piece of advice from 1 to 5, where 1 is not very good and 5 is excellent. Next come up with your own additional list of ideas for “How to survive the first week at our school as a new student”. When you have finished, compare your list with another student’s list. Make a list of the best five pieces of advice you can offer a student new to you school.

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

Before you read Text B
In the text below there are seven paragraphs, each giving a different piece of advice.

Ten headings are listed below. Which do you think are the best seven pieces of advice to give to a new student? Make your own personal list. Show it to a partner. Decide whose list is better. Give reasons for your answers.

• Be a good listener
• Don’t try too hard
• Smile a lot
• Be yourself
• Make the first move
• Develop friendships
• Do team sports
• Relax
• Be nice
• Include new friends in your life

ATL Research skills
How do you decide what is good advice? Use these skills to complete the task opposite.

• Interpret and judge information.
• Make connections between various sources of information.
• Create new information.
• Present information in a new format.
• Identify solutions and make informed decisions.
• Report results.
How to make friends easily if you're a teen

A. It’s all about confidence – if you are nervous or try too hard to look cool, you won’t make many friends. You have to think of good reasons why someone would like to meet you, think of the good points you have.

B. Don’t be shy and wait for people to talk to you. It won’t help you in anything. Look around for someone that seems interesting, then go up to talk to him or her. Say hello, give them your name if they don’t know your name already, ask how they are and just talk to them.

C. It is very helpful if you try to find out what you and the person you are trying to befriend have in common. Don’t look too serious. Be friendly and cheerful. How do you expect them to like you if you are not friendly?

D. Give attention to what people say, look straight in their eyes and show you’re paying attention. Nod, agree, show you find what they’re saying is interesting. It’s important to be a good listener. If this new person feels like you’re listening to them, your new friend will enjoy your company more.

E. I know you’ve heard it a lot of times, but no one really likes a fake person that no one really knows. Don’t pretend and say things you don’t mean. Be natural and you will get people that like you for being you.

F. You may talk to someone now but soon they’ll forget you. Take time to say “Hi” to new people every day. Ask how they are doing. When you greet them, say things like, “Hey Alex!”, “What you doing, Sarah?” , “What’s up, Miranda?” If you do that every day, they’ll be happy that you remembered them.

G. Invite your new friends to go out together with you, go to the mall or hang out at a cool place. You guys can have fun together. Build your social circle from there.

Adapted from http://www.wikihow.com/Make-Friends-Easily-if-You’re-a-Teen
Matching parts of a text

Match the headings 1–10 to the paragraphs A–G. There are more headings than paragraphs.

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

Multiple-choice questions

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

1. In paragraph A the writer says that in order to make friends the most important thing is to:
   A. look cool
   B. meet people
   C. be confident
   D. think of your positive qualities.

2. In paragraph B the writer says that the best thing is to:
   A. say your name
   B. say something interesting
   C. wait for people to talk to you
   D. talk to new people.

3. In paragraph C the writer says that you should try to be:
   A. helpful
   B. friendly
   C. serious
   D. caring.

4. In paragraph D the writer says that when talking to someone new you should:
   A. enjoy the person’s company
   B. look the person in the eye
   C. pay attention
   D. nod and agree.

5. In paragraph E the writer says that the worst thing to do is to:
   A. be false
   B. say what you mean
   C. pretend to like someone
   D. be mean.

6. In paragraph F the writer says people will remember you if you:
   A. are happy
   B. know their names
   C. ask them questions
   D. are a new friend.

7. In paragraph G the writer says you can also make new friends by:
   A. meeting them at clubs
   B. inviting them home
   C. inviting them to hang out outside school
   D. inviting them to hang out inside school.
Formative oral and interactive skills: Role-play

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

Student Information Sheet

Personal facts
Last name __________________________ First name ______________________ Middle name ______________________
Preferred name/nickname _____________________________________________________________
Birthday ________________________________
Parents’ names ________________________________________________________________
Parents’ jobs ________________________________
Siblings (names and ages) ________________________________
Home country ____________________________________________________________
Home city ________________________________________________________________
Previous school ______________________________________________________________

My likes and dislikes
I love (list three) ________________________________________________________________
I hate (list three) _____________________________________________________________
The farthest I have ever travelled from home is ______________________________
My favourite place in the world is ___________________________________________
The person I admire is ________________________________ because ______________________________
The best movie I’ve ever seen was ________________________________ because ______________________________
My favourite kind of music is ________________________________
My favourite sport is ________________________________
My extra-curricular activities and hobbies are ________________________________
I worry about ________________________________
I’m curious about ________________________________
Five years from now I hope to be ________________________________
Formative writing activity: Diary

A couple of days before the start of term in her new school, Natasha received three more pieces of advice on the Internet forum. How would Natasha react to this advice? Write Natasha’s diary entry. Write between 200 and 250 words.

“Honestly, I think the first days of school are crazy. Everyone is lost. Everyone will be walking around looking for their friends, or looking for their next classes. I am telling you that there are going to be more students like you, who don’t have any of their friends there. So don’t worry.” Youji

“Teachers usually will make you all introduce yourself and maybe you should say you’re new and you would like to make friends because none of your friends go to your new school. It’s OK to ask whether anyone has any advice. Don’t be nervous, seriously it’s not as bad as it seems.” Fabio

“You’ll have both good and bad times. It’s when you’ll learn about who you are and what you want to do in life. Expect people to be very different to you. Expect to find some really generous people and some really immature kids. Just look for people who you feel comfortable with and I think you’ll have a great year at school.” Stella
Before you write the diary entry, decide how you will talk to yourself in it.

A. Formally or informally
B. Politely or impolitely
C. Friendly or impersonally

**Conclusion to the factual question**

**How do you make friends in a new school?**

Having examined this section, what is your answer to the factual question?
All communities share a range of beliefs, values and interests. People within a community hold shared attitudes, points of view and ways of knowing and behaving. Cultures, just like friendship groups, are dynamic and organic so they can grow and change over time.

When we are learning a language, it gives us opportunities to interact with cultures other than our own. We can learn to interact with others with sensitivity and empathy. One essential aspect of culture is friendship. In this chapter we see that friendships can go beyond our own boundaries and culture. Learning a language allows us to participate in meaningful global interactions, which in turn develops international-mindedness.

**What does “meaning” mean?**

When we communicate, we send a message to someone. The information contained in the message is the meaning. We find meaning in all forms of communication: speech, writing, visuals, audio and video, as well as any combination of them.

Meaning is complex. We have different *layers of meaning*.  

- **Text** is the information in the message.  
- **Context** is the situation in which the message is sent.  
- **Subtext** is the meaning underneath the surface of the text.

First of all there is **text**. These are the words written down on the page, the images in a picture. These communicate the surface meaning of the text. The four words of the message “BEWARE OF THE DOG” are a warning. We have no further information.

Next, we have the **context**. This is the situation in which the message is communicated. The words, “Beware of the dog” have no context until we create one. If we now add a picture of a dog, we create a **context** for the text.

We now know that the dog referred to in the warning is very big and very dangerous!
Text, context and subtext: 
A funny story

A postman walks down the street and sees the sign, “BEWARE OF THE DOG”. The postman asks himself, “What dog?”

So when the postman says, “What dog?” he sees no danger. But we, the readers, know there is danger. We see that the dog is waiting for the postman. This context changes the meaning of the man’s question. The context gives the message a second meaning.

What is the meaning created by the context?
A. The man cannot read.
B. The dog is hungry.
C. The man does not know what trouble he is in.

Subtext: a deeper meaning

Like a fable or a fairy tale, the story of the man, the sign and the dog can have a moral or a lesson. This subtext is the deeper meaning of the story.

What is the message created by the subtext?
A. You never know what trouble you are in.
B. You must always be careful of dogs.
C. Think before you do something.

Thinking about culture and meaning

In groups discuss the ideas below. It may help you to think about text, context and subtext. Invent a role-play in which a false friend says or does one thing but means something very different.

Text, subtext, context and meaning in visual communication

Photographs and visuals can have more than one meaning too.

A. How many written texts are there in the picture? What are the texts?
B. What is the context? Why and for what reason did the photographer take the picture?
C. What is the subtext? What is the deeper meaning of the picture that the photographer wanted to communicate?
Formative oral and interactive skills: Layers of meaning

Here is a very practical way to think about the concepts of meaning and culture. In small groups, discuss how you tell the difference between true friends and false friends. Ask yourself, “Do friends always say what they mean, or do they say one thing and mean another?” How do you tell the difference between true friends and false friends?

- Do false friends always say what they mean?
- Can they say one thing and mean something else?
- Does a good friend say one thing but do something else?
- How do you know your friends mean what they say?

**Denotation** is the literal meaning of a word or phrase that might be found in a dictionary.

**Connotation** refers to the positive or negative subtext that most words or phrases naturally carry with them. So when a true friend says, “I like your hair today” they are really giving a compliment. A false friend may think something very different.

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

<table>
<thead>
<tr>
<th>Denotation</th>
<th>Positive connotation (True friend)</th>
<th>Negative connotation (False friend)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ex.</strong> “I like your hair today.”</td>
<td>They really want to compliment you.</td>
<td>They are making fun of you. They think that your hairstyle is terrible.</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ATL Social and communication skills**

Work through the section “Layers of meaning” with a partner. Discuss your answers to the questions in this section. Fill in the chart below as a group activity. Here are some useful skills you can develop during this exercise.

- Listening to other perspectives and ideas.
- Encouraging everyone to contribute.
- Helping all members of the group to express an opinion.
Oral and written text types: Role-play and diaries

What is role-play?
As we have seen, role-play is a speaking activity where you put yourself into somebody else’s shoes and you “become” a 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. At the end, the other students in your class can assess a character’s actions or decisions, and offer feedback.

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.

Tips on successful classroom role-play
Role-plays work best when you prepare before you start. Make sure you have prepared the language you are going to use. You may want the language on a cue card. Even at more advanced levels you may need time to “get into” the role by thinking about the character you are going to play and the information they might have or opinions they might hold.

1. Before you start the role-play, with your partner decide what two problems this couple has and what the cause of each might be.

<table>
<thead>
<tr>
<th>Problem 1</th>
<th>Problem 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. A relationship problem</td>
<td>A. A relationship problem</td>
</tr>
<tr>
<td>B. Money problems</td>
<td>B. Money problems</td>
</tr>
<tr>
<td>C. A problem at school</td>
<td>C. A problem at school</td>
</tr>
<tr>
<td>D. Other problem</td>
<td>D. Other problem</td>
</tr>
</tbody>
</table>

Planning and scaffolding

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

What is happening? What could be the cause of their argument?
2. Now each person should make notes on the following points to create a cue card for their character. Do not show your cue card to your partner.

<table>
<thead>
<tr>
<th>Attitude towards the other person</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Helpful or aggressive?</td>
</tr>
<tr>
<td>• Friendly or unfriendly?</td>
</tr>
</tbody>
</table>

Feelings towards the other person
• Like or dislike?

Your point of view: problem 1
• Your fault?
• No one’s fault?
• The other person’s fault?
• Both people’s fault?

Your answer to problem 1

Your point of view: problem 2
• Your fault?
• No one’s fault?
• The other person’s fault?
• Both people’s fault?

Your answer to problem 2

Language
A. Formal or informal?
B. Polite or impolite?

3. Once you have each completed your cue card, you can begin your role-play. You should aim to solve both problems.

4. Make sure that the observers have a clear task during the role-play. For instance, they can judge how well, or how badly, the characters behave. Who do they sympathize with? And why?

Thinking skills
When you are planning your role-play, here are some thinking skills that you can practice:
• Consider ideas from different perspectives.
• Develop contrary or opposing arguments.
• Identify obstacles and challenges.
• Evaluate evidence and arguments.
• Propose and evaluate a variety of solutions.
• Draw reasonable conclusions and generalizations.
Formative writing skills: Diary writing

We write diaries to record events, memories, problems, or issues of personal interest.

Typically, a diary entry may contain a mixture of narrative (what happened on that particular day) and comment (to express an opinion about what happened).

Content

A diary entry is a personal account that describes and narrates what you did, saw, or felt on one day. A good diary entry is likely to also contain your comments about these events.

Language and audience

In real life most diaries are private, rather than public. Most diaries are written in the first person: “I did X. I went to Y. I saw Z.”

Some diary writers like to write as if they were writing to a best friend. They write to themselves as “you”. This is called direct address. “Dear diary, you will never guess what happened…”

It is also worth noting the tenses for diaries. If you are writing about events that took place the day before, that is, “yesterday”, then you need to write in the simple past. “I came, I saw, I conquered.” However, you may also write about events that have taken place earlier in the same day, that is, “today”. In this case, you may need to use present perfect tenses to describe events whose consequences can still be felt. “Today has been wonderful. I’ve finally discovered what X is really like.”

Tone and style

You can be informal and personal with your use of language – after all, you are writing to yourself! You can also use some slang and emoticons.

You may want to use descriptive language to show your mood and emotions. You can do this through your choice of vocabulary, especially adjectives, adverbs, verbs and nouns.

Structure

In terms of structure, diary entries are often written as narratives – that is, you relate the events in the order in which they took place.

You could also start with a phrase like “What a day this has been!” Or you could start with an opinion: “I have never been so angry before.”

You could finish with a final thought. This might be a concluding statement about the events in the diary entry, or a question such as “What will happen next?”

Discussion and debate

Have you ever kept a diary? Do you know people who do? In groups discuss the reasons why people keep diaries. Are they writing for themselves or for others to read? How can writing a diary help you? Is it interesting to read old diaries? As you brainstorm ideas, make a visual diagram to help you to record your new ideas.
Formative written activity: Diary writing

Using the advice above, create a diary entry in which you describe an activity or a day out with a friend. Here are some ideas for writing but you could also choose your own topics. Give your work a title.

- A day out with your best friend
- First day out with a new friend from a new school
- Meeting a false friend

A note on tenses: if you are writing about an event that took place yesterday, use the simple past (we went) and past continuous tenses (it was raining). If you are writing about an event that took place today, use present perfect tense (we have seen; we have been listening to music).

Planning and scaffolding

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

- Name of friend
- Age
- Background
- I have known X for /since …
- We met when /because … (context)
- Five or more adjectives to describe X
- One thing you don’t like about X
- The one thing X always says to you (text)
- What do they really mean? (subtext)
- The one thing X always does (text)
- What do they really mean? (subtext)
- What do you think about the person?

Before you write, think about these issues:

- Will you write in the first person, “I”, or the second person, “you”?
- Will you write about your friend using the past or present tenses?
- How will you write to yourself:
  - formally or informally
  - personally or impersonally?

Self-management skills

Try to keep a diary for at least two weeks. Practise your writing by documenting one event and trying to express your thoughts and feelings clearly to yourself. At the end of the two weeks, make a list of all the things you have learned from keeping a diary.
Why can international students sometimes find it hard to make friends?

Before you read Text C

Discussion points
In your school do you have more friends from your own culture or other cultures?
What are the reasons for this?
In the following exercise you will look at a poster which contains the results of a survey. The survey asked American and international students about their friendships.

While you read Text C

Reading visual information
Look at the poster, “What makes a friendship?” on the next page. With a partner check that you understand the meaning of the pie charts and diagrams by asking each other questions about the statistics contained in the text.

### Response Percentage (approximate)

<table>
<thead>
<tr>
<th>What percentage of international students relate to American students …</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all?</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>about the same as other Americans?</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What percentage of American students relate to international students …</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than other American students</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>about the same as other American students?</td>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>

Research skills
As you work with your partner on this task, you can practise these skills:
• Find, interpret and judge information.
• Collect, record and verify data.
• Access information to be informed and inform others.
• Make connections between various sources of information.
• Create new information.
What makes a friendship?

We asked American and international students: How well do you relate to the other group?

**INTERNATIONALS**
I relate to Americans as well as or better than international students

50%

**AMERICANS**
I relate to international students as well as or better than Americans

60%

But when we asked: How many friends do you have from the other group ...
Text C: Text handling

True/false

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

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

Research and communication skills

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

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

2. In your school which statement is most usually true?
   A. New students find it easier to make friends with existing students.
   B. Existing students find it easier to make friends with new students.
   C. New students find it easier to make friends with other new students.

   Explain your answer.
**Comprehending written and visual text**

Study the following table. Rank the techniques used in the poster in terms of effectiveness, with 10 being the most effective and 1 the least. In your opinion, which two techniques are most effective in making the message clear to the reader? Which two are the least effective? Give reasons for your answers.

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

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Effectiveness (1 to 10)</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different colours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Different fonts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numerals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions and answers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ATL Thinking skills**

Be creative.

When you have made your choices about the techniques you would use, make a sketch of your poster.

- Use brainstorming and visual diagrams to generate new ideas and inquiries.
- Consider multiple alternatives.
- Create novel solutions to authentic problems.
- Make unexpected or unusual connections between objects and/or ideas.
- Make guesses, ask “what if” questions and generate testable hypotheses.
- Apply existing knowledge to generate new ideas, products or processes.
- Create original works and ideas; use existing works and ideas in new ways.
Formative oral and interactive skills: Role-play

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

Here are some possible activities that the school has suggested.

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

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

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

Here is a table to help you think of ideas for the role-play.

<table>
<thead>
<tr>
<th>Planning and scaffolding</th>
<th>Criterion 3Dii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study this table and use it to help you to think of ideas for the role-play.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How to organize</td>
</tr>
<tr>
<td>Sports day</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td></td>
</tr>
<tr>
<td>Pot luck class meal</td>
<td></td>
</tr>
<tr>
<td>Alternative suggestion 1</td>
<td></td>
</tr>
<tr>
<td>Alternative suggestion 2</td>
<td></td>
</tr>
<tr>
<td>Alternative suggestion 3</td>
<td></td>
</tr>
</tbody>
</table>

Social skills - Collaboration

In this task you can demonstrate that you can work with others effectively and productively.

• Work collaboratively in a team.
• Build consensus.
• Negotiate effectively.
• Make fair and equitable decisions.
• Give and receive meaningful feedback.
**Formative writing activity:**

**Diary writing – writing about a new student**

Your school may receive students from other countries. You may have been one yourself and know what it is like.

A new student has come from abroad. The student is finding it hard to make new friends. You have been asked to look after the student.

Write a short diary entry about the new student. In it you should describe the student and suggest ways the new student can make other friends at your school. You should write between 200 and 250 words. Give your work a title.

**Planning and scaffolding**

**Before you write**

Use this table to organize your ideas for your diary entry. Do not start writing until you have responded to each bullet point.

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

Before you write, think about these issues.

- How will you write to yourself:
  - formally or informally
  - personally or impersonally?
- Will you address yourself in the first person, “I”, or the second person, “you”?

**Conclusion to the conceptual question**

**Why can international students sometimes find it hard to make friends?**

Having examined this section, what is your answer to the question?
What and how does audio-visual Text D communicate about the theme of “Making friends”?

What do we know so far?
In this chapter you have looked into the topic of making friends. As a class, make a list of the most important ideas you have learned so far in your investigations.

At this stage, are there any points you don’t understand?
Make a list of your questions.

How many answers can you find in this audio-visual section?

Suggested texts for this section

A. https://www.youtube.com/watch?v=8ueCG9ZgNFw
   How to survive high school: How to make new friends!

B. https://www.youtube.com/watch?v=tPfB6GljM9Q
   International student experience Part 1: Culture shock

C. https://vimeo.com/123526979
   Making friends while studying abroad

Note: Alternatively, you could use an audio-visual stimulus of your own choosing related to the theme of making friends.

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

While you watch Text D
Respond to the tasks and answer the questions in the appropriate manner on a separate sheet of paper.
1. This audio-visual stimulus 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. Copy this table and use it to summarize the main points of the stimulus. 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>
</tr>
<tr>
<td>Supporting point 4</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
</tbody>
</table>

3. Multiple-choice questions with justifications
   Answer the following questions:

   3. The approach to the subject matter of the audio-visual stimulus is mainly:
      A. entertaining
      B. factual
      C. persuasive
      D. other (please specify).
      What is your justification/reason?

   4. How would you describe the content of the stimulus?
      A. Very important
      B. Interesting
      C. Fairly interesting
      D. Uninteresting
      What is your justification/reason?

   Media Literacy
   In this section you can develop these valuable 21st century learning skills.
   • Interacting with media to use and create ideas and information.
   • Making informed choices about personal viewing experiences.
   • Understanding the impact of media representations.
   • Seeking a range of perspectives from varied sources.
   • Communicating information and ideas effectively.
Multiple-choice questions

Answer the following questions:

5. What was the format of the audio-visual stimulus?
   A. Speech
   B. Conversation/discussion
   C. Debate
   D. Documentary
   E. Other (please specify)

6. The purpose of the audio-visual stimulus was to:
   A. narrate a story
   B. describe a situation
   C. explain a problem
   D. argue a point of view
   E. give instructions/guidelines
   F. other (please specify).

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

8. The opinions in the audio-visual stimulus are:
   A. very balanced
   B. quite balanced
   C. biased
   D. very one-sided.

9. How much did the audio-visual stimulus use graphics?
   A. A lot
   B. More than twice
   C. Once or twice
   D. Never

10. Which of these techniques are used in the audio-visual stimulus?
    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 (please specify)
Formative interactive oral: role-play discussion with the maker of the audio-visual stimulus

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

- One person (the teacher?) volunteers to be the director/presenter of the audio-visual stimulus.
- One person plays the role of interviewer.
- The rest of class should play the part of an invited studio audience.

The “interviewer” starts by asking the “director/presenter” one or two questions and then invites “members of the audience” to ask their own questions.

Formative writing activity: Diary entry

Write up your reactions to the audio-video stimulus and its contents you have watched in the form of a diary.

Planning and scaffolding

You could mention:
- the reason for watching the audio-visual
- the theme, mains points and conclusion
- the most important conventions and techniques used
- the extent to which the stimulus interested you
- the extent to which you agree with ideas represented in the stimulus.

Use your answers from above to help you plan your diary entry. The best answers will also give examples and justifications. You should write between 200 and 250 words.

Conclusion to the conceptual question

What and how does audio-visual Text D communicate about the theme of “Making friends”?

Having examined this section, what is your answer to the question?
Summative activities

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

Statement of inquiry

Language is an essential tool that helps us to understand, reflect on and develop close personal, social and cultural friendships in local and global contexts.

Debatable question 1

To what extent should it be the responsibility of teachers and students to make new students welcome?

Debatable question 2

How should you act, and what should you say, to make new friends at a new school?

For the first task you will read two texts and undertake a role-play based on the content. To answer the second question you will watch a video and write a diary entry based on the content.

Summative oral assessment: Role-play

You have had opportunities to practise role-play throughout this unit. In this summative assessment you will have a final chance to show your understanding of the following learning objectives:

B: Comprehending written and visual text

3Bi Show understanding of information, main ideas and supporting details, and draw conclusions

3Bii Understand basic conventions including aspects of format and style, and author’s purpose for writing

3Biii Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions
C: Communicating in response to spoken and/or written and/or visual text

3Ci  Respond appropriately to spoken and/or written and/or visual text
3Cii  Interact in rehearsed and unrehearsed exchanges
3Ciii Express ideas and feelings, and communicate information in familiar and some unfamiliar situations
3Civ  Communicate with a sense of audience and purpose

D: Using language in spoken and/or written form

3Di  Speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
3Dii  Organize information and ideas and use a range of basic cohesive devices
3Diii Use language to suit the context

Debatable question 1: To what extent should it be the responsibility of teachers and students to make new students welcome?

Assessment task

Read the following texts. Text E gives advice to new students going into middle school. Text F is a blog post by a teacher. He gives advice to other teachers on how to connect with students, especially new ones, and make them feel welcome.

Based on the information you read in Texts E and F below, prepare cue cards and perform a role-play between two or three characters (for instance, a new student, a teacher and another student). The role-play should demonstrate some of the difficulties for new students presented in the texts and show how they can form relationships with other students and teachers.

Consider the debatable question. You should show what you think about the debatable question: To what extent should it be the responsibility of teachers and students to make new students welcome?

The role-play, which could be acted in front of the class or recorded, should allow each person to speak for about 3–4 minutes in total.
Moving to middle school

Is it good to be in the middle? Sometimes it’s not, like when you’re in the middle seat on a long car ride. But sometimes it is, like when you’re in the middle of a great movie. What will happen next?

Middle school is a little bit like that. It’s called middle school because it’s in the middle of your school years. Elementary school is behind you. High school and possibly college still await you.

For a kid, going to middle school often is a big change:
- First, it usually means moving to a new building, which takes some time to adjust to.
- Second, it may mean taking a different bus, with different students.
- Third, friends from elementary school may end up going to different middle schools.

Other things that probably will be different are the teachers and the work. Have you heard rumors that middle school teachers are really mean and the homework is really, really hard? Oh, dear. We’ve heard those, too, but they’re not usually true. Yes, you’ll like some teachers better than others, but middle schools are not special breeding grounds for mean teachers!

Learning new stuff

Your homework — and the work you do in class — likely will get more challenging, but that’s not necessarily a bad thing. You’ll also probably be learning some new and different stuff in middle school — like foreign languages, more advanced courses in computer technology, music and art, health, and life skills.

On top of that, middle school will probably offer a variety of new teams, clubs, and activities you can join. Maybe you love lacrosse, ceramics, or jazz music. You might find opportunities to do all three at middle school.

Visit more than once. Most middle schools have an orientation day for students who will be attending in the fall. Orientation is a day when you tour the school and get a little information about what it will be like to go there.

On the big day, eat breakfast and be brave. You need your energy and brain-power to navigate your new school.

On your way out the door, take everything you need and try to remember that this is a big adventure. You might get lost in the halls. Oh, well, it’s your first day! Try to be brave and say “Hi” to other new kids. If you don’t know the kid with the locker next to yours, say “Hello.” You’ll be seeing a lot of each other this year!

In class, listen to what the teacher says and take notes because it’s hard to remember everything. Try to write down the important stuff — like your locker combination and your homeroom number. Then you can look it over when you get home and be prepared for Day 2.

Adapted from an article by D’Arcy Lyness, PhD
http://kidshealth.org/en/kids/middle-school.html#
A teacher’s blog: Students with the middle school blues

If this is your first year of teaching, I can guarantee one thing: you will never hear middle school students saying they are having the best years of their lives. It’s not surprising; it really is an awkward time for them. These kids are going through physical, emotional and social changes. As a result, they are coming under intense pressure. You’ll hear it in their voices, you’ll see it in their faces.

If you’re a new middle school teacher, there are many ways you can help your students. You probably have your own memories and lessons learned from your own middle school experiences.

Here are six pieces of wisdom that I have collected over the years. Feel free to pass them on to your own students.

1. Things get better over time
You have braces that look horrible? You have acne that won’t go away? You are in love with someone who doesn’t know you exist? These things may seem tragic now, but, in a few years, you’ll be able to look back at these troubles and laugh.

2. You don’t need to be friends with everyone
Don’t try and be too popular. Don’t try too hard to be somebody you are not. You don’t need to hang out with the most popular kids. Choose your friends carefully. In the next few years you will probably change a lot. Give yourself the space and time to grow. You don’t have to please all the people all the time. It’s better to make a few good friends now rather than trying to be friends with everyone.

3. Technology makes it easy to ruin relationships.
Technology is great if you use it wisely. These days you can post your thoughts, your feelings, your opinions and your pictures— all in a matter of seconds. But how many times have you put information on the Internet and regretted it two seconds later? It is all too easy to hurt someone, or to damage their reputation. How would you like it if it happened to you? Think first, post later.

4. Dare to be different
Too many middle school kids dress alike, walk alike, talk alike and behave alike.

Stop trying to be like everyone else! Follow your own interests and hobbies; don’t stop doing something just because nobody else is doing it. If there’s something that really interests you or you have a pastime that fascinates you, follow it and hold on to it. You never know where it will lead.

5. Don’t worry too much if you don’t yet know where you’re going in life
There’s plenty of time to find out who you are and where you’re going. On the other hand, don’t be aimless. Give yourself goals and make sure that you try and reach them to the best of your ability. Use your talents and your gifts, then, when your path becomes clearer, you will find it easier to succeed.

6. Life is full of possibilities
All the changes you are going through are going to lead you somewhere. Who knows what amazing things are just around the corner. Middle school will not last forever. It is just one phase in your life. Remember to have fun, remember to make good choices, remember to hang on to your dreams.
Summative written task: Diary

Debatable question 2: How should you act, and what should you say, to make new friends at a new school?

You have had a few opportunities to practise writing diary entries throughout this unit. In this summative assessment you will have a final chance to show your ability to meet the following learning objectives:

A: Comprehending spoken and visual text

3Ai Show understanding of information, main ideas and supporting details, and draw conclusions

3Aii Interpret conventions

3Aiii 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

3Ci Respond appropriately to spoken and/or written and/or visual text

3Cii Interact in rehearsed and unrehearsed exchanges

3Ciii Express ideas and feelings, and communicate information in familiar and some unfamiliar situations

3Civ Communicate with a sense of audience and purpose

D: Using language in spoken and/or written form

3Di Write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation

3Dii Organize information and ideas and use a range of basic cohesive devices

3Diii Use language to suit the context
Assessment task

Watch the following video about ways of making new friends in new schools (Text G). Write a diary entry describing what you have learned about making friends in new schools. Explain both what to do and what not to do. You may use the information from the texts you have studied in this chapter. The best answers will contain examples and explanations.

The diary entry should be between 200 and 250 words in length.

Text G

How to make friends at a new school (Starting over/moving)
https://www.youtube.com/watch?v=Y4rFCPGLx-0
Going beyond the chapter

In this chapter you have explored how language is an essential tool that helps us to understand, reflect on and develop close personal, social and cultural friendships in local and global contexts. Now make use of the information you have learned and the communication skills you have developed in this chapter for practical purposes beyond the classroom.

Take action! Some suggestions

Role-play

Use the role-play skills you have developed in this chapter to explore the topic of friendship further. You and your classmates in English could share stories or experiences about friendships.

As a starting point you could use these headings:
- making friends at school
- being a new student
- losing friends
- having to change schools
- conflicts with friends.

Dramatize these stories (turn them into short plays/role-plays).

Note: Make sure that real names are changed.

Debate

You can use the role-plays as a way of starting a school-wide debate about friendships.

Here are some topics you might want to act out and then debate.
- How can teachers and students best help new students to feel welcome?
- To what extent should teachers help new students to feel welcome in a new school?
- How should you act, and what should you say, to make new friends at a new school?
- Should schools adapt to new students or should new students adapt to their new school?
- It is better to have one really good friend than to have many acquaintances.

You could make use of any good or interesting ideas or suggestions that have come out of your debate. For example, you could present your findings to the student council or other forum.
Keeping a diary
Try keeping your own diary. Write about events that happen to you each day and your thoughts and feelings.

Service learning
Speak to your MYP coordinator or action and service coordinator to find out your school’s expectations for action and service in your particular grade/year.

The ideas below relate directly to the following service learning outcomes:

- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding.

Alternatively, you could also use your communication skills to:

- write a guide to being a student at the school from a student perspective
- write a guide for existing students about how to make new students welcome
- create a social event where new students can meet existing students
- create a student blog where students can post ideas for the student council on the topic of friendship
- make students more aware of how people interact with each other. This could be done through a series of role-plays.

Ideas for service
Many schools have a number of new students arriving at the beginning or at some other point during the school year.

Is there a club, group or society at your school that is responsible for welcoming new students and helping them become members of your school community? If not, you might want to start such a club.

If you enjoyed this chapter here are some texts for further reading
Katherine Applegate, The One and Only Ivan
Louise Fitzhugh, Harriet the Spy
Holly Goldberg Sloan, Counting by 7s
Grace Lin, The Year of the Dog
Louis Sachar, Holes
Jerry Spinelli, Stargirl
Sue Townsend, The Secret Diary of Adrian Mole, Aged 13¾