



Capable
MYP
English

Language Acquisition



Phases
3&4

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Concepts

Global context: Identities and relationships

In this chapter you will explore questions related to friendship at school. 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.

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.

Related concepts: Meaning and context

Meaning is what we communicate, by intention or by implication, using the full range of human expression. Meaning includes “layers of meaning”, including text, context and subtext.

Context refers to the social, historical and cultural settings in which a text is produced.



Ans

Statement of inquiry

The **culture** of a community gives **context** and **meaning** to our relationships there.

Unit plan

- ➔ ATL focus: Thinking skills
- ➔ Inquiry 1: What is difficult about arriving in a new **culture**?
- ➔ Focus on communication skills: Role-plays and diaries
- ➔ Inquiry 2: What does friendship **mean**?
- ➔ Synthesis: Key and related concepts – **Culture** and **Meaning**
- ➔ Inquiry 3: How can **context** make it hard to make new friendships?
- ➔ Reflection: Listening skills and debatable questions
- ➔ Summative assessments: Listening, Speaking, Reading and Writing
- ➔ Theory to practice: Action and service

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

Factual question

Formative listening and speaking skills: Understanding and communicating

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

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

Focusing activity

Look at the girl in the picture. Her name is Natasha. It is her first day in a new school in a new country. What do you imagine she is thinking? What is she feeling? What advice would you give her to fit into a new school culture?

Now read Natasha’s diary entry on the next page.



Key concept: Culture

Simply stated, a culture is the shared set of beliefs, values, traditions and behaviour of a community or a group. For example, countries and regions have their own cultures. At a local level, different organizations such as schools have their own culture. Moreover, social groups, such as users of one kind of social media can share their own individual cultures. As you are learning English, this class also gives you opportunities to learn about English speaking cultures.

To understand the idea better, work in small groups and compare your own culture or cultures to an English-speaking culture.

First, make a list of all the items that make up a culture. Here are three items to begin with:

- food
- traditions
- music.

What other items can you add to this list?

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

Share your ideas with the rest of your class.

Formative reading skills: Understanding explicit and implicit meaning

Natasha is going to be a new student at your school. She has come from an international school in Europe and she is still learning English.

She is rather shy and frightened at the thought of her new school and her new surroundings. She writes a series of diary entries about this.

Read her diary entries and then answer the questions that follow.

Write your answers on a separate sheet of paper.

Explicit: something is clear and exact in its meaning.

Implicit: something that is suggested but not made clear.

Thursday 9th

Dear diary,

I'm going into 9th grade next week. All of my friends are going back to my old school at home 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, especially as my spoken English is not so good.

And I'm really nervous about the first day because I won't understand what to do or where to go. 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'm all alone and don't know anyone and everyone else is talking to all their friends... I'm hoping I won't be the only one who is new.

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. They say the hardest thing is that people often have different ways of doing things.

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.

Sometimes I feel really frustrated. 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 can make this 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 a blog 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 worried I feel. Still, nothing ventured, nothing gained, as British people say, apparently.

1 Multiple-choice questions

1. Natasha is moving to a new school:
 - A. in the same town
 - B. from a different part of the country
 - C. from an international school in your country
 - D. from an international school in her country.
2. What worries Natasha most about this new culture is:
 - A. not having friends
 - B. learning new subjects
 - C. having new teachers
 - D. being in a new country.
3. She also worries about being:
 - A. hungry
 - B. nervous
 - C. bullied
 - D. lonely.
4. In paragraph three of her diary she hopes that:
 - A. she will not be the only new student in Grade 9
 - B. she will enjoy her new classes in Grade 9
 - C. the students will be in different classes to Grade 8
 - D. the students will be in the same classes as in Grade 8.
5. She says she is having bad dreams because she is afraid of:
 - A. getting lost
 - B. having no one to talk to
 - C. being too popular
 - D. being in a movie.
6. She ends the diary entry on the 12th by realizing:
 - A. she will have a new adventure
 - B. she will fit in easily
 - C. she needs to take a journey
 - D. she needs to learn how to take deep breaths.

Key concept: Culture

1 With a partner, read Natasha's diary again.

As she moves to a new school and a new culture, Natasha worries about dealing with:

- a different language
- a different religion
- different ways of thinking
- different ways of learning
- different technology
- different school rules
- different friendships.

2 The problems new students face include:

- homesickness
- difficulty with concentration
- feeling angry
- loss of a sense of humour
- meeting new people
- problems sleeping
- boredom or tiredness.

Which of these points does Natasha worry about in her diary?

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

Having examined this question, what conclusions have you come to?

Focus on communication skills

Formative listening skills: Answering multiple choice questions

In MYP English Language Acquisition, multiple choice questions (MCQs) are one of the assessment types you must learn how to answer. Click the headphones icon on the right to find out more about MCQs.

You will also find an audio recording for this chapter on the topic Friendship and a related listening exercise to practise responding to MCQs.



Formative listening and speaking skills: Role-plays and diaries

Role-play is a speaking activity where you put yourself into somebody else's situation and become that character for a short time. In role-play you have a chance to practise using English in lifelike situations outside your everyday experiences.

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 chapter, the situations are based on the texts you read.

Tips on successful classroom role-play

Role-plays work best when you prepare before you start. Make sure you have prepared the **language** and ideas you are going to use. You may want to make a note of this information on a cue card. You may also need time to "get into" the role by thinking about the character you are going to play, the **information** they might have and **opinions** they might hold.

Key concept: Culture

Imagine you were moving to another school in another country with a very different culture.

With a partner, make a list of the things you would find difficult.

How would you deal with living in this new culture?

Planning and scaffolding

Look at the picture. Working in pairs, imagine you are the two people in the picture. Ask yourselves: Who are these people? What are their names? What is their relationship? What is happening? What could be the cause of their argument?



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

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

What details in the image make you think this?

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

Are your feelings towards the other person at the moment:

- helpful or aggressive?
- friendly or unfriendly?
- like or dislike?

Your point of view: What is the problem? Is it:

- your fault?
- someone else's fault?
- the other person's fault?
- both people's fault?

Your solution to the problem

-
-
-
-
-

3. Once you have each completed your cue card, you can begin your role-play. You should aim to solve the problem.
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?
5. When you have finished the role-play, decide on the rights and wrongs of the situation and the solution to the situation.
6. Finally, as a class decide what you have learned about carrying out a successful role-play.

ATL Critical thinking skills

Critical thinking involves using logic and reasoning to solve problems.

When you are planning your role-play, some of the critical thinking skills you can practise are:

- considering ideas from different perspectives
- developing contrary or opposing arguments
- identifying obstacles and challenges
- evaluating evidence and arguments
- proposing and evaluating a variety of solutions
- drawing reasonable conclusions and generalizations.

Formative oral and interactive skills: Preparing a role-play

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.

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

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



Planning and scaffolding

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

Ten things Natasha wants to know about the culture of your school

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

ATL Critical thinking skills

Critical thinking involves using logic and reasoning to solve problems. This involves:

- collecting and organizing relevant information
- interpreting information
- evaluating evidence and arguments

- coming to reasonable conclusions
- understanding general principles
- testing generalizations and conclusions.

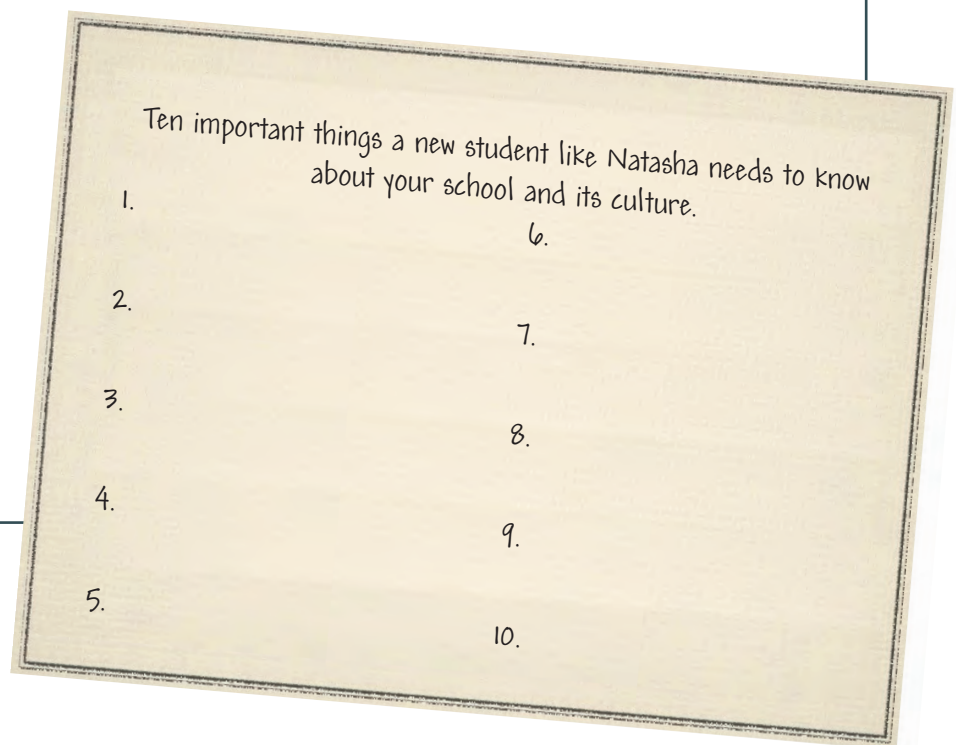
Use your critical thinking skills to respond to the tasks on this page.

Planning and scaffolding

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

Conduct the role-play in pairs. Ensure that:

- A.** the new student gets answers to all ten questions
- B.** the new student knows the ten things you think are important
- C.** you 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.** in a friendly way or impersonally.

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

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

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?"



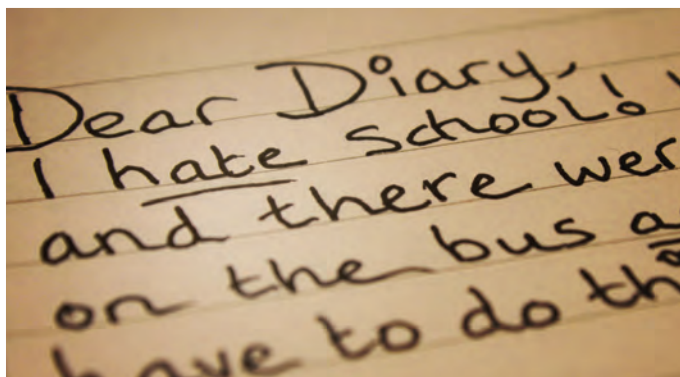
Discussion and debate

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 writing skills: Diary writing

Using the advice, 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?

ATL Critical thinking 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. Then use your critical thinking skills to make a list of all the things you have learned from keeping a diary.

Formative writing skills: Diary entry

Natasha arrives at your school. She meets you and your friends on her first day. Write Natasha's diary entry for that day. You should write between 200 and 250 words. Give your work a title.

Before you write

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



ATL Critical thinking skills

How do you decide what is good advice? To complete the task opposite, the skills you will use are:

- interpreting and judging information
- making connections between various sources of information
- creating new information
- presenting information in a new format
- identifying solutions and making informed decisions
- reporting results.

Planning and scaffolding

Structure	<p>Opening: "Dear diary"</p> <p>Beginning: explain where, when and why the events happened</p> <p>Middle: what happened during the day</p> <p>Ending: your thoughts about your first day</p>
Content	<p>How were you feeling on your first day?</p> <p>How did the first meeting go?</p> <p>What were your first impressions of your new friends?</p>
Language and audience	<p>You are writing in the first person: "I".</p> <p>How will you write to yourself?</p> <p>a. formally or informally</p> <p>b. personally or impersonally</p>

Inquiry 2: What does friendship mean?

Factual question

Formative listening and speaking skills: Understanding and communicating meaning

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

In groups, rate each piece of advice from 1 to 5, where 1 is not very good and 5 is excellent. Record your answers on a separate sheet of paper. When you have finished, share your results in class.

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

Formative listening and speaking skills: Discussion

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

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

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

Related concept: Meaning

Meaning refers to what we communicate, through words, gestures, signs or any other means. It is sometimes referred to as "message".

What do individual words mean?

Let's take the word "friendship". How would you explain the word to someone who didn't understand the idea in English?

One way of finding the meaning of a word is to look it up in a dictionary.

Another way to explain the meaning of a word is to use a diagram to help you to understand it.

Draw a mind map to create your own definition of the word "friendship".

Making your meaning clear

How can you make sure other people will understand your definition of the word "friendship"?

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>

Formative reading skills: Understanding explicit and implicit information

Write your answers to these questions on a separate sheet of paper.

1 Matching parts of a text

Match the headings 1–10 to the paragraphs A–G on page 14.
There are more headings than paragraphs.

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

2 Multiple-choice questions

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

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

ATL

Critical thinking skills

Critical thinking involves using logic and reasoning to solve problems. This involves:

- collecting and organizing relevant information
- interpreting information
- evaluating evidence and arguments
- coming to reasonable conclusions
- understanding general principles
- testing generalizations and conclusions.

Use your critical thinking skills to answer the questions on this page.

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

Work in pairs. Imagine you are both new students from other countries. Ask and answer questions to get to know as much as you can about the other person. Use a copy of the student information sheet on page 16 for your answers and to help you formulate questions for your partner.

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

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



Formative writing skills: Diary writing

A couple of days before the start of term in her new school, Natasha received three more pieces of advice about friendships at school on the blog. What would Natasha think about this advice? Natasha writes about the advice in her diary. What will she say? 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

"At the start of every year, teachers will usually make you introduce yourself and maybe you should say you're new and you would like to make friends because none of your friends are at your new school. Don't be nervous. Seriously, it's not as bad as it seems." Fabio

"You'll have both good and bad times. Expect people to be very different to you. Expect to find some really generous people and some really immature kids. Just look for people who you feel comfortable with and I think you'll have a great year at school." Stella

Planning and scaffolding

Create a table like the one below and use it to plan your reaction to each piece of advice.

	What is the meaning of the message?	What is your reaction to the message?
Youji		
Fabio		
Stella		

ATL Critical thinking skills

How do you make friends in a new school? Having examined the ideas in this section, do you think all the ideas about making friends are equally good?

Use your critical thinking skills to make three lists:

- a.** really useful advice
- b.** less useful advice
- c.** useless advice.

Justify your answers.

Before you write the diary entry, decide how you will write to yourself in it.

- A.** Formally or informally
- B.** Politely or impolitely
- C.** In a friendly way or impersonally

Reflections on Inquiry 2: What does friendship **mean**?

Having examined this section, what conclusions have you come to?



Synthesis: Key and related concepts – Culture and Meaning

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.



Related concepts: Meaning and context

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!

Key concept: Culture

Culture is a word for the "way of life" of a community, meaning the way the people in a community do things.

Here are some characteristics of cultures:

- Different communities may have different cultures.
- A community can express its culture through its writings, its religion, its music, its clothes and its food.
- A community also expresses its cultures in the way in which the people in the community behave. This aspect of culture can be seen in the community's particular set of customs, morals, laws and rules, and traditions.
- A culture is usually passed on from one generation to the next. However, cultures, just like friendship groups, are dynamic and organic so they can grow and change over time.

In this chapter, we have already examined "school culture". With a partner, identify one culture and list its characteristics. Share your ideas in class.