



Capable
MYP
English

Language Acquisition



Phases
3&4

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4

Life's opportunities

Concepts

Global context: Personal and cultural expression

What is the nature and purpose of creative expression?

In this chapter we are exploring the ways in which we can assess our situation and make the most of opportunities to overcome difficulties and achieve our ambitions. We will also look at ways we can use our skills and talents to help others make the most of their opportunities.

Key concept: Connection

Connections are links, bonds and relationships between people, objects, organisms or ideas. In this chapter we think about how people are connected to the societies in which they live.

Connections are also central to the relationships between speaker and audience, and writer and reader.

Related concepts: Message and Audience

Messages are the information speakers and writers communicate to their audience.

Audience refers to the people at whom a text or performance is aimed. The audience could be readers, listeners or viewers.



Ans

Statement of inquiry

When discussing personal and cultural matters, we can **connect** the way we present our **message** to our intended audience.

Unit plan

- ATLs: Self-management skills
- Inquiry 1: What is the **connection** between Michael Oher's opportunities and his success?
- Focus on communication skills: Discussions and descriptive writing
- Inquiry 2: What is Maslow's **message** about opportunity and success?
- Synthesis: Key and related concepts – Connections and Messages
- Inquiry 3: How can we make an **audience** aware of the differences in opportunities?
- Reflection: Listening skills and debatable questions
- Summative assessments: Listening, Speaking, Reading and Writing
- Theory to practice: Action and service

Inquiry 1: What is the **connection** between Michael Oher's opportunities and his success?

Conceptual question

Formative listening and speaking skills: Responding to multimodal texts

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

To begin this chapter, conduct a class brainstorming session. What do you know about themes of abilities and opportunities? For instance, do we all have the same opportunities in life?

- Compare the pictures of the beggar and the happy family.
- What do the two pictures tell us in terms of different people's opportunities in life?
- Describe the two pictures in terms of what the people in them "have" and "have not".
- Create a caption for each picture to explain the message of each. Create a further title to connect the meaning of the two pictures together.



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



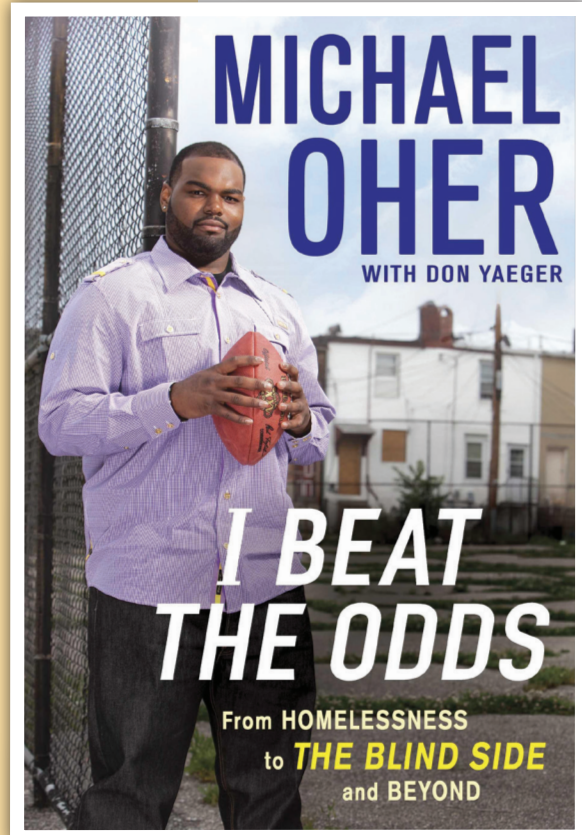
Formative reading skills: Explicit and implicit meaning

Discussion and debate

The text you are about to read is a biography of Michael Oher, who was born in poverty but became a very successful American football player. He was the subject of the Hollywood film *The Blind Side*.

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

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



Key concept: Connections

Connections are links, bonds and relationships among people, objects, organisms or ideas. With a partner, study the picture on the right. How are the different parts of the computer system connected to each other?

As a Capable communicator you must make connections within the texts and multimodal material you examine. This includes making connections between the words in a text and the ideas within it.

Examine the book cover on this page and summarize some of the implicit meanings in the text.

- 1 The information on the book cover connects:
 - A. sport and fame
 - B. poverty and success
 - C. inequality and wealth.
- 2 The story of Michael Oher makes a connection between:
 - A. children and poverty
 - B. success and encouragement
 - C. abilities and education.



The Story of Michael Oher

Michael Oher was born on May 28, 1986 in Memphis, Tennessee. He was one of twelve children. His mother was an alcoholic and crack cocaine addict and his father was frequently in prison. Michael received little attention and discipline during his childhood.

In school Michael had to repeat both first and second grades. He was placed in foster care at age seven. After that he lived in various foster homes and was often homeless. Michael attended eleven different schools during his first nine years as a student.

By the time he was a 16-year-old student, Michael's academic grades were still very poor. He was sleeping on



people's couches and carried his belongings in a few plastic bags. However, in his junior year at a public high school in Memphis, he began to excel at football.

With the help of Tony Henderson, an auto mechanic, with whom he was living temporarily, the 16 year old applied for admission to Briarcrest

Christian School. The headmaster agreed to accept Michael because of his sporting skills.

One morning, businesswoman Leigh Anne Tuohy was driving along a Memphis street with her husband, Sean, and their two children. She noticed Michael, who was easy to spot because he was already 1.96 metres tall. But that freezing cold day he was only wearing shorts and a T-shirt.

The children, Collins and S.J., recognized Michael, who was their classmate at school. He was by far the biggest student at school and one of a few African-Americans.

The Tuohy family made room for Michael in their car. "It was nothing and everything," Leigh Anne says. "It was just one of those things that you should do."

The family began to help Michael. At first, they let him sleep on their couch. Eventually, Leigh Anne gave him a bedroom and bought him a bed. He later told her this was the first bed he ever had.

Over time, Michael became a much-loved member of the family and the Tuohys became his legal guardians when the boy was 17, and they eventually adopted him.

The parents hired a tutor for Michael to work with him for 20 hours per week. The young man also took 10-day-long internet-based courses from Brigham Young University. Taking and passing the Internet courses allowed him to replace his very low marks with A grades.

Michael was, of course, also playing football for his junior year. His size, quickness and protective nature helped him to become one of the best high school football players in the country. He quickly became a top junior footballer in the state of Tennessee, which led to multiple scholarship offers from major universities.

He ultimately chose to play college football at the University of Mississippi. He later became a very successful professional player with the Baltimore Ravens, the Tennessee Titans and the Carolina Panthers.

As word of his story spread, author Michael Lewis wrote about Michael's journey from homeless teen to star athlete. His book, *The Blind Side: Evolution of a Game*, became a *New York Times* bestseller. Michael's story with the Tuohy family was also told in the Academy Award-winning 2009 film *The Blind Side*, starring Sandra Bullock and Tim McGraw.

Sources: <http://www.oprah.com/entertainment/Michael-Ohers-Inspiring-Journey-The-Blind-Side>; https://en.wikipedia.org/wiki/Michael_Oher

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Formative reading skills: Explicit and implicit meaning

1 True/false with justification

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

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

2 Multiple-choice questions

Choose the correct answer from A, B, C or D. Write your answers on a separate sheet of paper.

9. In the first 16 years Michael went without:
- A. attending school
 - B. playing football
 - C. a proper place to live
 - D. good health.
10. Until meeting the Tuohy family Michael did badly at school because:
- A. he was a poor student
 - B. he could not read or write
 - C. he lacked a proper family life
 - D. he was not interested in school.
11. As well as safety and stability Michael also found:
- A. financial success
 - B. quick academic success
 - C. a sense of belonging to a real family
 - D. a sense of independence.
12. Michael was able to improve his school grades because of:
- A. tutoring and hard work
 - B. his footballing skills
 - C. extra help from his school
 - D. his kind and friendly personality.

Reflection on Inquiry 1: What is the **connection** between Michael Oher's opportunities and his success?

In conclusion, explain how and why Michael was able to successfully follow his dreams of becoming a great footballer. Justify your answers by connecting the evidence in the text and drawing reasonable conclusions.

Focus on communication skills

Formative listening skills: Matching two halves of a sentence

In MYP English Language Acquisition, matching two halves of a sentence is one of the assessment activities you must learn how to handle. Click the headphones icon on the right to find out more about this type of question.

You will also find an audio recording for this chapter on the topic of Life's opportunities and a related listening exercise to practise matching two halves of a sentence.

Key concept: Connections

In MYP Language Acquisition, you are also expected to make connections between the writer of a text and its readers.

1. In the reading passage, what is the **connection** between writer and reader?
 - A. Teacher and student
 - B. Storyteller and listener
 - C. Interviewer and interviewee
2. The writer makes a **connection** between Michael's story and a message to the readers. What is the message the writer wants the readers to understand?
 - A. We should judge people on their success.
 - B. We should understand that there are barriers to success.
 - C. We need to find our own recipe for success.



Formative skills: Discussion

What is a discussion?

A group discussion is a conversation about a particular topic. A discussion could answer a question, solve a problem or conflict, create a plan of action, or organize an event.

In a discussion, everyone has the opportunity to take part. No one person should dominate.

Every discussion should have a set of rules that you can follow.

1. Give everyone a chance to express their ideas on the topic.
2. Find ideas everyone can agree on.
3. Come to a conclusion or make a decision.
4. Take appropriate action.

Formative speaking skills: Discussion

Study and discuss this film poster.

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

In small groups discuss these questions.

1. What kind of text is this and what is its purpose?
2. What does the image of the two people communicate?
3. What could be the meaning of the bright light next to the two characters' hands?
4. Why do you think the word "HAPPYNESS" is spelled incorrectly?
5. What messages about the film do the advertisers wish to communicate to the public?

At the end of the discussion you need to:

- decide how to present your conclusions
- share your ideas with the class.

ATL Self-management skills

A discussion with your teacher is part of your task during your summative speaking assessment.

Use the opportunities in this chapter to practise your discussion skills.



Formative speaking skills: Discussion

A discussion involves two or more people talking about something in order to exchange ideas and/or reach a decision.

The purpose of the exercise is to find answers that everyone in the group can agree with.

During this discussion you should listen to everyone's point of view and then come to an agreed conclusion.

Discussion topic

Could Michael Oher have become a successful sportsman without the support of a family?

Planning and scaffolding

First read the eight statements below about the connections between poverty and success. In your groups, choose three of these statements that you think are most relevant to Michael Oher. Give reasons for your answers.

1. A child born into a poor family might not have important learning skills.
2. Poverty and a lack of safety can lead to poor health and social problems.
3. Unhealthy and stressed children are less likely to succeed at school.
4. Poor children have very poor social skills at school.
5. Children with big problems can learn if they are cared for.
6. Successes in one area can help a child to find self-esteem.
7. Greater self-esteem leads to greater success in other areas of life.
8. Poor children are not likely to become successful adults.



At the end of the discussion, you should be able to present your findings to the rest of the class.

ATL Self-management skills

Self-management skills include planning strategies and taking action to achieve your goals.

Self-management involves:

- developing strategies for improving the overall standard of your English
- checking your work
- dealing with your errors
- managing your time
- establishing productive study habits.

On this page you are practising how to conduct a successful discussion.

Reflection

When you have completed your discussion, ask yourself: which of the skills listed above have you practised?

Formative writing skills: Descriptions

One way of communicating our ideas is to describe people, places and things. We can also describe our ideas. Sometimes we describe the world around using our five senses: sight, sound, smell, taste and touch. We can also describe our emotions when we experience people, ideas and things: "He gets so excited thinking about the future." Sometimes we describe by comparing one thing to another: "He was as big as a door"; "She ran like lightning"; "It was a monster plan."

Writing a descriptive blog

You find this photograph on the Internet and it inspires you to write about it in your blog.

When children have fewer opportunities in life, do you think good teachers can make a difference to the lives of those students?

Effective descriptive writing should "paint a picture" for your audience. Use your imagination to describe the people, places and objects you can see in the picture.

You should also use specific adjectives and nouns, and strong action verbs, to give life to the picture you are painting in the mind of your audience.

Close by writing about the message "Teachers change lives".

Write between 200 and 250 words.



Formative writing skills: Description

Imagine you are one of Michael Oher's classmates. Write a description of 16-year-old Michael and his ambitions to be a great sportsman. Use the text and the pictures in this section to help you. Copy the chart below and use it to help you gather your ideas. You could write your description as a letter to a friend, a diary entry or blog. Write between 200 and 250 words.

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

Planning and scaffolding

Communicating with a sense of audience

Now think about the language you will use in your text. Who are you writing to? Choose one of these registers:

- very formal, as if talking politely to a very important stranger
- formal, as if talking very politely to people you don't know well
- informal, as if talking to a friend.

Inquiry 2: What is Maslow's **message** about opportunity and success?

Factual question

Formative reading skills: Making connections

For this inquiry, we are going to look at what people need to become successful in life.

You can start by connecting the picture below with a number of ideas.

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

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

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

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



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

Formative reading skills: Understanding implicit meaning

Matching parts of a text

In the text on page 135 there are five paragraphs marked A–E. Here are seven headings. Discuss the headings with your teacher to check you understand each one.

Match five of the headings to paragraphs A–E. Write your answers on a separate sheet of paper.

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

Maslow's Hierarchy of Needs

How well can a hungry child learn? What happens to a learner who is in danger? How do we unlock our talents and find what we are good at and what we want to be? By asking questions like these, American psychologist Abraham Maslow looked for reasons why some children in need find it difficult to do well at school.

Maslow wondered what motivates children to learn. He thought that we have certain basic needs, which we must fulfil so that we can become successful learners.

Maslow said that we have different types and levels of need that we want to fulfil. He thought that as we fulfil one need, we can move on to a higher one. He called the system a hierarchy of needs.

Everyone is capable and has the desire to move up the hierarchy. Unfortunately, a child's negative life experiences, such as poverty, violence, insecurity and homelessness may stop children moving up through the hierarchy, or cause them to move down a level.

A
We all need air, food, drink, warmth and sleep. Maslow argued that we must satisfy these biological needs before we can learn anything. If we are sick, then little else matters. All children at school must be properly fed and in good health in order to learn well.

B
Maslow realized that poverty is a major problem and we need to be protected and free from fear. We all need a roof over our heads to protect us from the weather and we need to keep ourselves safe from harm. In other words, a child's safety is essential to effective learning. A child can experience domestic violence, criminal activity, or even war. Even in peaceful societies a child who is being victimized or bullied will be prevented from learning.

C
We need positive relationships with family, friends and partners. These relationships give us friendship, affection and love. Maslow recognized that these positive relationships can positively affect a child's future. If people are helpful and kind to us, we can learn from them easily. If the family has high hopes for a child, that child is more likely to do well at school.

D
Children with a positive self-image and confidence tend to do well at school. Self-esteem leads to personal motivation and ambition. If we gain a higher position within a group, people respect us and we have greater power. Children who are neglected may not develop a positive self-image essential to education. Esteem allows us to develop the confidence to do well when faced with a problem to solve or a challenge to overcome. As the need to understand develops, we may develop creative needs in fields such as art, music, theatre and dance.

E
Success lets us know what we want to become. We need to set and achieve these personal goals. Success in achieving our goals and ambitions gives us a sense of personal, emotional and professional satisfaction. Self-actualized people know how to express themselves clearly.

Maslow also thought that there was a stage beyond this called Transcendence. Such people go beyond material needs and seek peace with the world. They are loving and creative, realistic and productive. Such people can be independent, spontaneous and playful. They may well have a love for the human race.

Adapted from: <http://www.ship.edu/~cgboeree/maslow.html>

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Formative reading skills: Understanding explicit meaning

1 Short-answer questions

Read the first four paragraphs and answer the following questions.

1. What question did Maslow want to answer?
2. What answer did he come to?
3. Why did Maslow call the system he invented a “hierarchy of needs”?
4. What happens when we fulfil one need?
5. What is the meaning of the word “essential” in the sixth paragraph?

2 Multiple-choice questions

Read the rest of the text and choose the correct answer from A, B, C or D. Write your answers on a separate sheet of paper.

6. Maslow said that hunger:

A. prevents learning	C. does not matter
B. makes learning difficult	D. makes us learn well.
7. According to the safety needs to include protection from:

A. danger, hunger and violence	C. sleep, hunger and warmth
B. violence, war and thirst	D. violence, bad weather and danger.
8. According to paragraph C, our need to belong to a family and to a group:

A. helps us to learn from others	C. gives us good friends
B. makes us ambitious	D. gives us a good future.
9. According to paragraph D, if we have high self-esteem we can:

A. make friends easily	C. deal with difficulties
B. understand our lessons without difficulty	D. tell the difference between right and wrong.
10. According to paragraph E, self-actualization means:

A. we can become high earners	C. we will be self-satisfied
B. we can achieve our personal goals	D. we can do any job we want.
11. According to paragraph E, transcendence involves:

A. travelling the world	C. being childish
B. trying to make the world a better place	D. knowing more than everyone else.

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

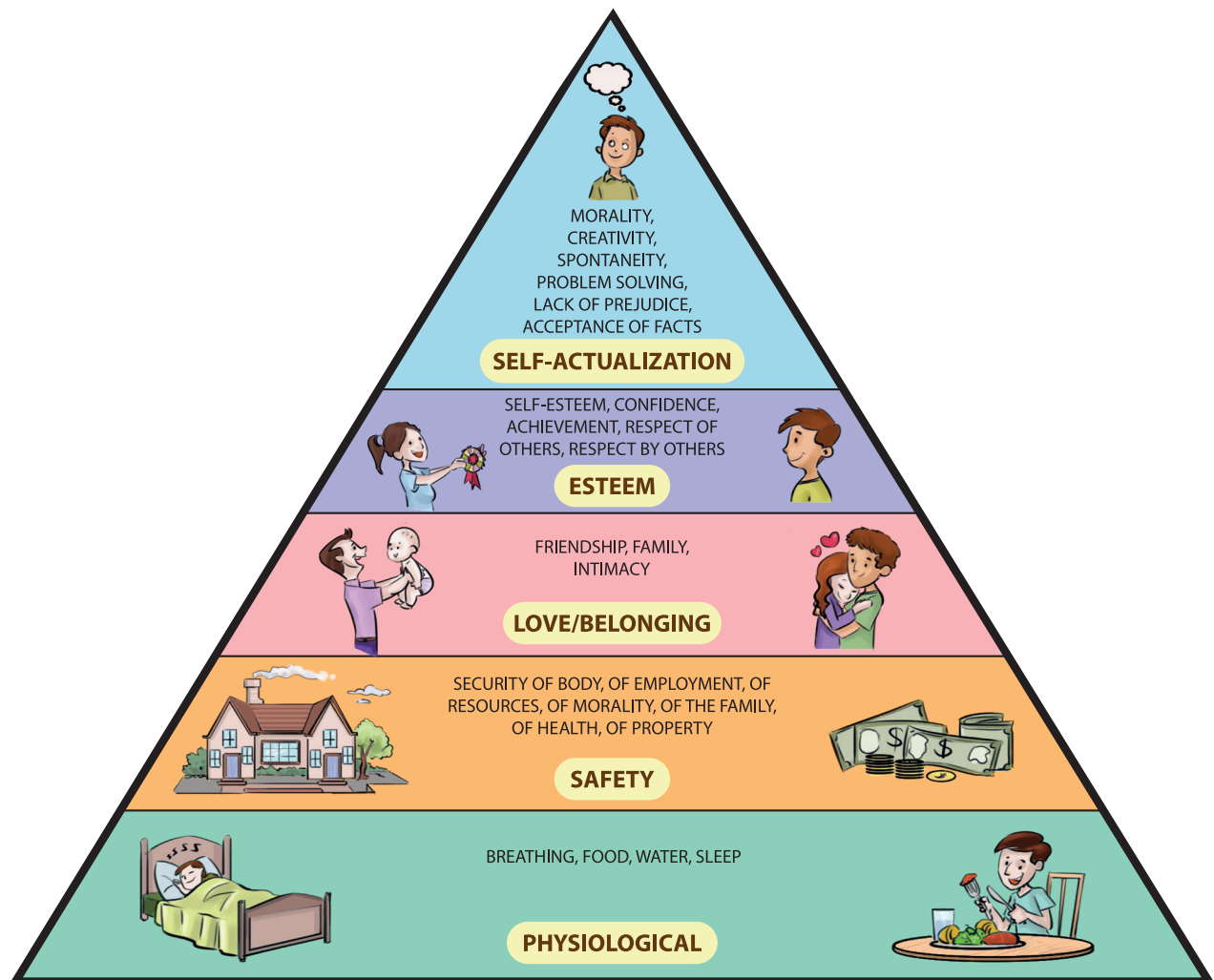
Look at this chart of Maslow's hierarchy of needs and in groups discuss the questions that follow.

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

- colour coding
- headings
- repetition
- body language
- structure/composition
- symbols
- slogans.

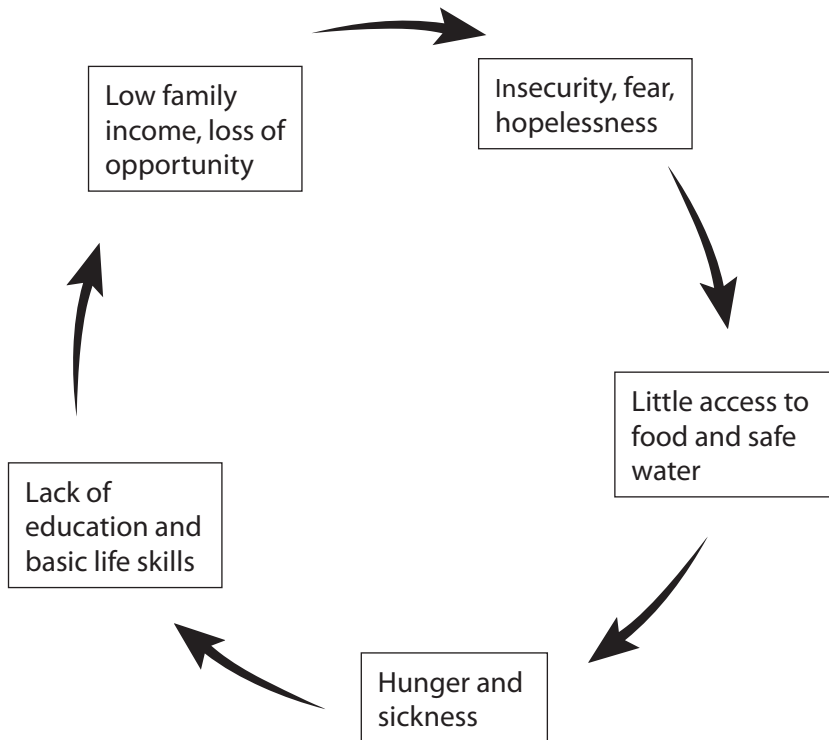
Evaluate the multimodal text by listing:

- three things you like about the graphic
- three improvements you would do to make the message clearer.



Formative speaking skills: Discussion

Look at the graphic below. It shows a cycle of a “lack of opportunities” and what impact it has on people, regardless of where in the world they live.



In a small group, first discuss:

- the main ideas in the graphic
- the purpose of the graphic. (How is the audience supposed to respond?)

In your groups, discuss these questions.

- How is the graphic connected to Maslow’s hierarchy of needs?
- In what ways are someone’s abilities limited by their opportunities, according to this diagram?

When you have finished your discussions, present your conclusions to the rest of the class.

Related concept: Audience

A message is the information speakers and writers communicate with their audiences.

We can communicate our message in speech or writing. We can also communicate messages through visual images or through facial expressions, gestures and nonverbal sound (such as music).

Multimodal texts convey their messages by combining a number of techniques: written and or spoken text, visuals, music and moving images (such as film).

Watch this short film.

<https://www.youtube.com/watch?v=GFQhbp8efWw>



Search terms: life short film award winning

- With a partner, identify the techniques used to communicate the ideas in the film.
- Do you agree with the film’s concluding message?
- Can you think of an alternative message for the film?

Alternatively, find a short film of your choice and identify its message and the techniques used to communicate its message to the audience.

ATL Self-management skills

You are going to write a text about children and their opportunities in life. Use your self-management skills to prepare the task.

The title of this chapter is “Life’s opportunities”. All children have abilities. But not every child has the same opportunities as Michael Oher.

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

Think about ways in which governments could improve:

- A. the basic health needs of children
- B. the safety needs of children
- C. children’s esteem and educational needs.

Copy the table below and use it to make notes in order to prepare for your writing assignment.

At the same time you will demonstrate that you can:

- create and follow a learning plan
- plan your assignment
- organize information
- manage your time effectively
- work to a deadline.

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



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

Formative writing skills: Descriptive writing

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

Planning and scaffolding

You may want to copy and complete the chart below to help you turn your notes into a writing plan. You may choose to use all or only some of the ideas. Write between 200 and 250 words.

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

Planning and scaffolding

Communicating with a sense of audience

Now think about the language you will use in your text. Choose one of these registers:

- very formal, as if talking politely to a very important stranger
- formal, as if talking very politely to people you don't know well
- informal, as if talking to a friend.

Reflection on Inquiry 2: What is Maslow's **message** about opportunity and success?

In this inquiry, you have looked at Maslow's hierarchy and considered the example of the lives of children. After coming to a conclusion about the inquiry, ask yourself whether Abraham Maslow was right. Are our ambitions limited by our opportunities?



Synthesis: Key and related concepts – Connections and Messages

Key concept: Connections

As we have seen, **Connections** are links, bonds and relationships among people and the society in which they live. This concept is central to the study of language. In Language Acquisition, we need to think about the **connections** between speaker and audience, writer and reader. We also need to think about the ways we **connect**, as readers, with the message of a text.

Related concept: Message

A **message** is a communication in writing, speech, verbal or non-verbal language. **Messages** consist of signals, facts, ideas and symbols. In communication between humans, messages can be verbal (spoken or written), non-verbal (facial expression), visual (image) or a combination of all of these (video). All three texts on this page are multimodal texts that combine written text and visuals to create their messages.

Question: What is the overall message in visual text 1?

A message is also the information contained in a communication between a sender and a receiver.

Examine visual text 2.

Questions

1. Who is the sender of the message?
2. Who is the receiver?
3. What is the message?

A message can have implicit meanings. These are meanings suggested but not stated in the text.

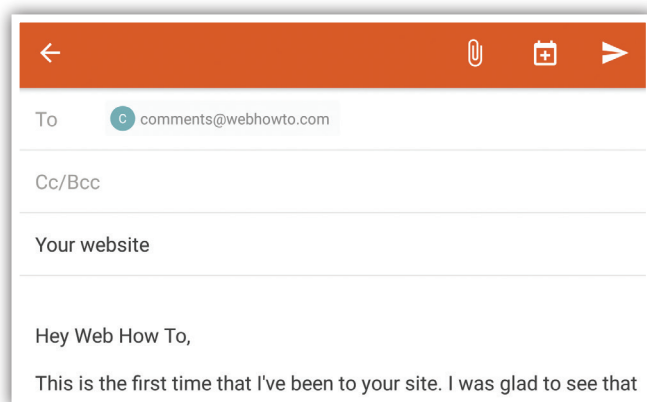
Examine visual text 3.

Questions

1. How are the woman and the watch connected?
2. What implicit meaning is suggested here?



Visual text 1



Visual text 2



Visual text 3

Formative reading skills: Conventions and connections

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

1 Multiple choice questions

Choose the correct answer from A, B, C or D. Write your answers on a separate sheet of paper.

1. The **form** of the message in visual texts 1–3 is:
- A. advert
B. sign
C. entertainment
D. instruction
E. storybook.

Visual text 1	Visual text 2	Visual text 3

2. The **purpose** of the message in visual texts 1–3 is to:
- A. narrate
B. explain
C. instruct
D. persuade
E. describe.

Visual text 1	Visual text 2	Visual text 3

3. The **author/sender** of visual texts 1–3 is probably:
- A. an advertiser
B. an instructor
C. a journalist
D. a business
E. a creative artist.

Visual text 1	Visual text 2	Visual text 3

4. The **readers/recipients** of visual texts 1–3 are:
- A. a general audience
B. an audience with a specific interest
C. an audience belonging to a specific age range.

Visual text 1	Visual text 2	Visual text 3

5. The **nature** of the message in visual texts 1–3 is:
- A. literal and concrete: the designer has stated the message **explicitly**
B. abstract and metaphorical: the designer has created a picture to communicate the message **implicitly**.

Visual text 1	Visual text 2	Visual text 3

6. The **format** used in visual texts 1–3 is:
- A. mainly visual
B. a balance of visual and text
C. mainly text
D. all text
E. all visual.

Visual text 1	Visual text 2	Visual text 3

Discussion and debate

Look again at the visual texts on page 141.

In your opinion, which text communicates its message most effectively?

Justify your answers.

Inquiry 3: How can we make an audience aware of the differences in opportunities?

Conceptual question

Formative reading skills: Connections and implicit meaning

Focusing questions

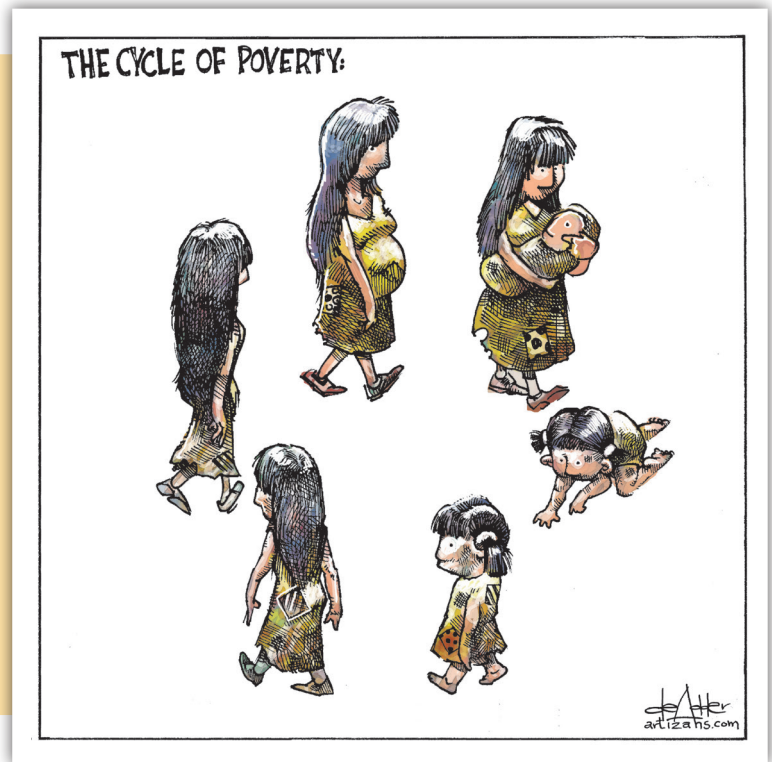
What techniques has the artist used to connect the concepts of poverty and opportunity?

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

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

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

Justify your choice and share your ideas in class.



Related concept: Audience

The audience is the person or group you are writing or speaking to. Here are three broad categories of audience you can address.

	Personal audience	Mass audiences	Professional audiences
The person or people to whom the text is addressed	Your readers are friends, members of your family or other people you know on a personal level	A mass audience is united by the subject matter, but people in the audience might not know each other personally. For example, they might all buy the same products or have the same interests.	You have a formal relationship with specific readers who are probably professionals or authority figures, for example the school principal.
Register/ language	The language you use as writer/speaker will be (very) informal.	The language used and the mass audience will be defined by the context. It could be informal, semi-formal or formal.	The language you use as writer/speaker will be (very) formal.
Examples	Personal letters Diaries Postcards Personal essays	Blogs Online postings Advertisements and publicity Magazine and newspaper articles	Reports Formal letters Proposals

Formative reading skills: Connections and conventions

Now read the multimedia text below: "Making a difference". It uses a number of different techniques to communicate its message. With a partner, identify the multimodal techniques. Then read the text together and answer these questions.

- A. Who created the text and for what purpose?
- B. With which audience did the writer want to connect?
- C. What message does the creator of the text want to convey to the readers?

Share your ideas with the rest of the class.

Making a Difference

In all countries, education quite simply creates life chances for children, for families, for communities.

A. Hunger

- Hunger limits a child's ability to concentrate at school.
- A school breakfast or lunch programme allows children to attend school.
- When you feed children, you make it possible for them to learn.

B. When children learn, they later earn!

- Children who go to school are able to earn more money as adults.
- One year of primary school increases wages by five to fifteen per cent.

C. Educated women have healthy babies

- A child born to an illiterate mother has only a 50 per cent chance to survive past the age of five.
- Educated women can help to support their own families.

D. Education is perhaps the most effective strategy to tackle a country's poverty

- When 40 per cent of adults are able to read and write, a country's economy grows.



- Education allows farmers to make use of new farming techniques and technologies.

E. Barriers to good education

- Poor quality education leads to low motivation to stay in school.
- Even when children do attend school, they often struggle to learn in large class sizes.
- They often have untrained and poorly paid teachers using outdated learning materials.

What can we do? Making a gift of money is just one way our donations can give children (in our and other communities) the gift of education and the tools people need to reach their full potential.

Adapted from: <http://www.canadianfeedthechildren.ca/news-views/features/breaking-the-cycle-of-poverty-with-education>

Formative reading skills: Explicit meaning

1 True/false with justification

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

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

Formative reading skills: Connections and conventions

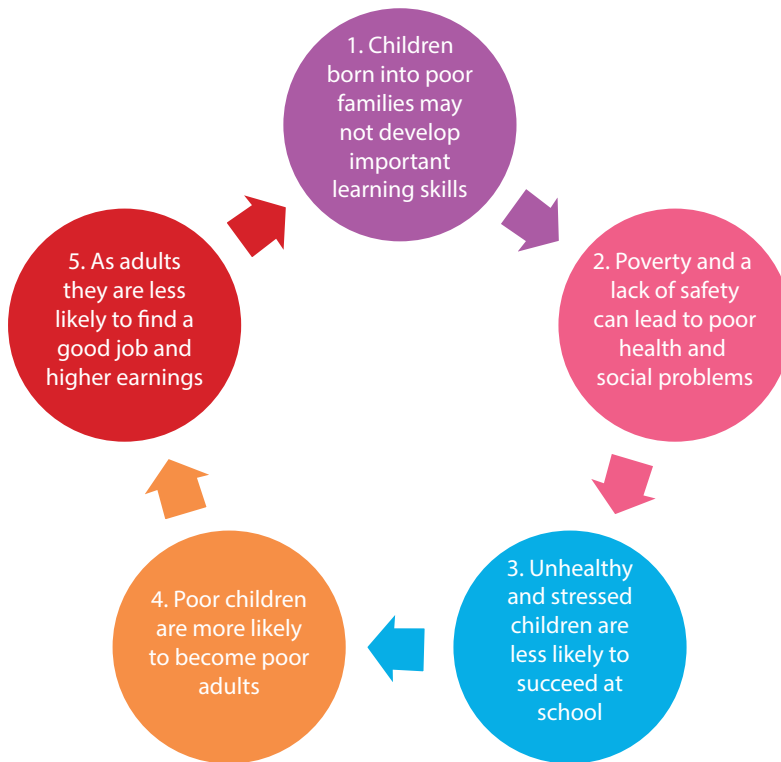
Now you are going to examine the conventions used to connect the audience to the message of the text.

2 Copy the sentences below and fill in the gaps by choosing the correct words from each pair.

- A. The text is _____ (an advertisement/ a blog-post).
- B. The text was produced by _____ (a Canadian/an American) charity.
- C. The purpose of the text is to _____ (find teachers/raise money) for the organization.
- D. The text is aimed at _____ (a professional/ a mass audience).
- E. The text uses _____ (formal/informal) language to connect with the audience.

- F. The graphic in the text shows children _____ (with/without) opportunities.
- G. The graphic shows the audience what education in poor countries _____ (is like/could be like).
- H. The title and subheadings explain the _____ (contents/problems) of each part of the text.

Formative speaking and listening skills: Discussion



You are going to create a poster highlighting the lack of educational opportunities for children either in your own country or worldwide.

In pairs, examine the visual above and discuss ways you could adapt it to communicate your own message to your own **audience**. First, ask yourselves these questions.

- What will be the main message of your poster?
- Who will be the **audience** for your message?

Next, discuss how to adapt the visual to create your poster.

- What will be the title or **headline**? Consider how to adapt the language of the title to your audience.
- What additional visual information will you use to help communicate your message to your **audience**?
- How will you adapt the rest of the text to address your **audience**?

Related concept: Audience

To identify the specific **audience** for a mass-media text, you must consider a number of factors.

Which of these audience categories help us to identify the group(s) the creator of the poster is addressing?

- Gender
- Nationality
- Age group
- Interests
- Language
- Location

You may wish to add other factors to the list.

Related concept: Audience

What techniques can you use to make sure that your audience is interested and agrees with your message?

Try using some of the following design features in your poster to help engage your audience and communicate your message to them.

- **Content boxes** help to organize different ideas
- **Headings** for each section
- **Use different font sizes** to indicate sections and sub-sections
- **Use arrows** to point out ideas
- **White space** can separate ideas
- **Use numbers, letters or bullets** for lists

Formative writing skills: Creating a multimodal text

Create the poster you have discussed in the previous exercise. Make sure it clearly communicates its message about supporting children who need better access to education. Your poster should contain between 200 and 250 words of written text as well as visual information.

Planning and scaffolding

Communicating with a sense of audience

Remember to consider the language you will use to address your audience. Then choose one of these registers:

- very formal, as if talking politely to a very important stranger
- formal, as if talking very politely to people you don't know well
- informal, as if talking to a friend or people you know well.

Reflection on Inquiry 3: How can we make an audience aware of differences in opportunities?

Having examined this section, what is your answer to the research question? Make a list of practical things we can do to make our messages clear to the audiences we address.

ATL Self-management skills

Mindfulness is thinking about yourself in a positive manner. In this book you have many opportunities to reflect on the skills you are developing.

Make a list of the different skills you possess.

Use these headings:

- Social skills
- Communication skills
- Research skills
- Thinking skills
- (Self-) Management skills.

Reflect on how you can use your skills to help others.

Reflection: Listening skills and debatable questions

Reflection: Life's opportunities

In this chapter you have looked into the topic of Life's opportunities. 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 and discuss them with your teacher.

Suggested texts for this section

A. Video on Maslow's hierarchy of needs

https://www.youtube.com/watch?v=O-4ithG_07Q

B. Cartoon: young people talk about combating hunger and poverty in Australia

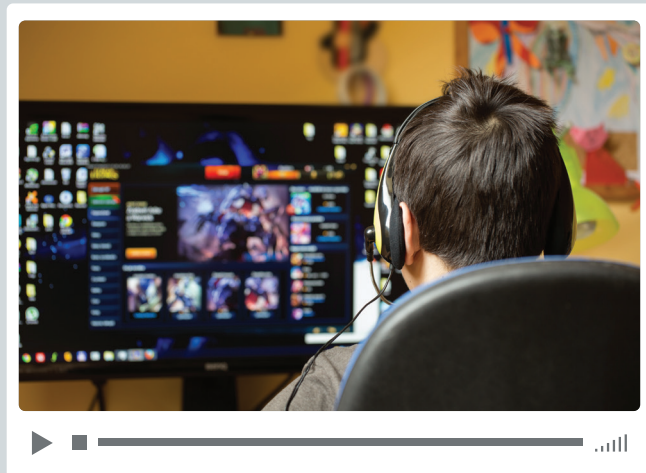
<https://www.youtube.com/watch?v=FTfoHPdQT3I>

C. A video about Michael Oher

https://www.youtube.com/watch?v=iwE1iXf_3ao

D. Equal opportunities for girls worldwide

<https://www.youtube.com/watch?v=pfGQqYmCma8>



Note: Alternatively, you could use an audio-visual stimulus of your own choosing on the theme of life's opportunities.

Before you watch

Focusing activity

Read through the exercises on pages 149 and 150 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.

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

Respond to the tasks and answer the questions in the appropriate manner. Write your answers on a separate sheet of paper.

1. This audio-visual stimulus seems to be related to which of these MYP global contexts? Justify your answer with information from the video.

- 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. You are going to write a summary of the audio-visual stimulus. Create a table like the one below to summarize the main points of the stimulus. You may wish to add extra supporting points, if necessary.

	Main idea	Examples and/or explanations and/or details
Subject matter		
Thesis – main point		
Supporting point 1		
Supporting point 2		
Supporting point 3		
Supporting point 4		
Conclusions		

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

Formative speaking and writing skills: Planning descriptive writing

With a partner, discuss your reactions to the audio-video stimulus you have watched.

You could explore:

- the theme, main points and conclusion of the video
- the techniques used in the video to connect with the audience
- the extent to which the video interested you
- how you reacted to the message of the video.

Use your responses to plan a piece of writing in which you describe the video, your feelings and reactions to it.

Formative speaking and writing skills: Descriptive writing

Describe your reactions to the audio-video stimulus.

You could mention:

- the theme, main points and conclusion
- the extent to which the stimulus interested you
- how you felt about what you saw
- the most important lessons you have learned from watching the video.

You could write your text in the form of a diary entry or a blog. Write between 200 and 250 words.

Reflection: Debatable questions on topics and concepts

These debatable questions will allow you to evaluate some of the big ideas you have examined in this chapter about the topic of **Life's opportunities**.

They will also allow you to develop your own ideas about the concepts you have explored: **Connections, Message and Audience**.

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

Life's opportunities

1. How is the topic of **Life's opportunities** closely related to the global concept of **Personal and cultural expression**?
2. Is it useful to make a **connection** between the opportunities life has given you and the opportunities given to other people?

Connections, Message and Audience

3. Is it possible to make a **connection** between **messages** about **life's opportunities** and your own situation?
4. Is it difficult for writers to make their **messages** clear to their **audiences**?
5. Can we change the language we use to **connect** with two very different **audiences**?

ATL Self-management skills

In this section you can practise the valuable skills of:

- managing time effectively
- planning short- and long-term assignments
- keeping and using a planner for work
- working towards intermediate and final deadlines
- using appropriate strategies to organize information.

Summative assessments: Personal and cultural expression

Statement of inquiry

When discussing personal and cultural matters, we can **connect** the way we present our **message** to our intended audience.

In these summative assessments you will be assessed on your use of the four communication skills you have developed in this chapter: Listening, Reading, Speaking and Writing. In each assessment, you will also have an opportunity to show your understanding of the topic for this chapter, **Life's opportunities**.

- The Listening assessment requires you to respond to a video. It assesses your understanding of explicit and implicit information, and the conventions and connections in the text.
- The Reading assessment requires you to respond to a multimodal text. It assesses your understanding of explicit and implicit information, and the conventions and connections in the text.
- The Speaking assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 1: Can a visual text communicate the idea of life's opportunities?**
- The Writing assessment requires you to respond to a multimodal text and the following debatable question. **Debatable question 2: Can an audience make connections between the different parts of a multimodal message?**



Lending a helping hand

Listening activities: notes on marking

The listening recordings are short. Each recording is assessed using two activities which are made up of eight questions in total.

1. In an MYP summative assessment, grade using the Grading criteria given on the left.
2. If using this assessment for MYP eAssessment practice (MYP 5 only): 16 marks is the maximum score for the listening component of the MYP eAssessment. Award 2 marks for each correct answer. This mark scheme gives the Listening section the same weighting as the equivalent reading, speaking and writing assessments in the eAssessment.

Summative assessment A: Listening

Assessment criterion A: Listening

At the end of the capable level, you will be able to:

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections.

Watch and listen to the following text and then answer the questions.

Kids respond to child hunger

[www.youtube.com/
watch?v=OwluOVJAn-0](https://www.youtube.com/watch?v=OwluOVJAn-0)



Search words: kids child
hunger soulpancake



Answer these questions.

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

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

- | | |
|--|------------------------------------|
| 5. One child suggested donating . . . | A. a video about hungry children. |
| 6. Another child suggested they could take . . . | B. fresh fruit for kids at school. |
| 7. Another idea was to post . . . | C. baby clothes for new mothers. |
| 8. One child wanted to invent . . . | D. canned food to a big fort. |
| | E. a magic money tree. |
| | F. a letter to the government. |
| | G. a food-making machine. |
| | H. as much money as possible. |

Additional Listening practice for Summative assessments

Click on the icon below for further listening practice on the topic for this chapter.



Here you will find both an additional video and an additional Summative listening assessment.

Summative assessment B: Reading

Assessment criterion B: Reading

At the end of the capable level, you will be able to:

- i. identify explicit and implicit information (facts, opinions, messages and supporting details)
- ii. analyse conventions
- iii. analyse connections.

Read the following text and then answer the questions.

Liz Murray: “My Parents were Desperate Drug Addicts. I’m a Harvard Graduate”

by Joanna Walters

A woman who overcame tremendous odds to go from “homeless to Harvard” has turned her life story into an American bestseller. *Breaking Night: A Memoir of Forgiveness, Survival, and My Journey from Homeless to Harvard*, has appeared on the *New York Times* bestseller list.

Liz Murray rose from some of New York’s meanest streets to graduate from Harvard. She has become an international speaker. However, some of her earliest memories are of her parents buying cocaine and heroin when she and her sister were starving: “We ate ice cubes because it felt like eating. We split a tube of toothpaste between us for dinner.”

She talks frequently about how much she loved her parents and how much they loved her, how they were highly intelligent but were hopeless at parenting because of their drugs and consequent poverty. She remembers her mother stealing her birthday money, selling the family television and even the Thanksgiving turkey to buy cocaine. At school, Liz was bullied for being smelly and scruffy.

When Liz was 15, her mother revealed that she was HIV-positive. She died not long after and was buried in a donated wooden box.



Her father also died of Aids. His saving grace was that he encouraged her to read – and stole books from libraries to give her a love of literature.

When Liz’s father failed to pay the rent on their flat, he moved to a homeless shelter. At 16, Liz was out on the streets. Her sister got a place on a friend’s sofa, but Liz slept on the city’s 24-hour underground trains or on park benches. When she became homeless, as well as stealing food she would steal self-help books and read them in a friend’s hallway.

At first, she saw herself as a victim, but then she realised something. “Like my mother, I was always saying, one day. It became clear when I saw her die without fulfilling her dreams that my time was now or maybe never,” she says.

She had not attended school regularly for years, but at 17 Liz promised herself to become

30

35

40

45

50
55
60

a “straight A” student and complete her high school education in just two years. She went to extra night classes and did a year’s work each term.

A teacher recognized her abilities and became her mentor. When he took his top 10 students to Harvard, Liz stood outside the university and decided it was within her reach. Then she heard that the *New York Times* gave scholarships to students in need. She wrote an application and as a result was accepted into Harvard University.

Today, Liz is the founder and director of Manifest Living and a motivational speaker. These days she talks to high-schoolers about avoiding drugs and gangs. She also urges them not to use childhood hardship as an excuse not to take opportunities.

She doesn’t want her appearance now or her Harvard degree to fool anyone: “I used to be one of those people on the streets you walk away from,” she says.

Abridged and adapted from: <https://www.theguardian.com/world/2010/sep/26/liz-murray-bronx-harvard>

65
70

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

1. Liz Murray . . .
 2. Her parents . . .
 3. Her mother . . .
 4. Her father . . .
- | | |
|--|--|
| <ol style="list-style-type: none"> A. encouraged Liz to read literature. B. spent money on drugs rather than food. C. always dreamed of going to Harvard. D. died when Liz was 15 years old. | <ol style="list-style-type: none"> E. ate toothpaste because of hunger. F. showed no interest in Liz’s sister. G. stole from libraries to buy drugs. H. felt terrible about selling the family TV. |
|--|--|

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

5. Why did Liz and her sister become homeless?

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

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

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

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

9. mentor (line 54)
10. application (line 60)
11. founder (line 62)
12. hardship (line 66)
- | | |
|-----------------|---------------|
| A. difficulties | E. strength |
| B. leader | F. request |
| C. ability | G. counsellor |
| D. author | H. creator |

Choose the correct answers.

13. Liz's book is mainly about:
- | | |
|--|---|
| A. how much she achieved at university | C. how she became an international speaker |
| B. how she came to write a best-seller | D. how she overcame her poor start in life. |
14. Liz now speaks about the dangers of gangs and drugs to:
- | | |
|-------------|--------------|
| A. teachers | C. teenagers |
| B. parents | D. children. |
15. Her message to those who also come from difficult backgrounds is:
- | | |
|---|---|
| A. "Never give up your studies or drop out of school" | C. "If you wait long enough, everything will turn out fine" |
| B. "Don't make excuses for not trying your very best" | D. "Everybody gets one big opportunity in life". |
16. Liz says: "I used to be one of those people on the streets you walk away from."
This means that:
- | | |
|---|---|
| A. people say she has not changed since childhood | C. she still knows how people react to the poor |
| B. she still knows what it was like to be poor | D. people think that she is a frightening person. |

Summative assessment C: Speaking

Examine one of the images. Explain how it relates to the topic of Life's opportunities.

Present the contents of the image to your teacher.

After your presentation, use the image to discuss this debatable question.

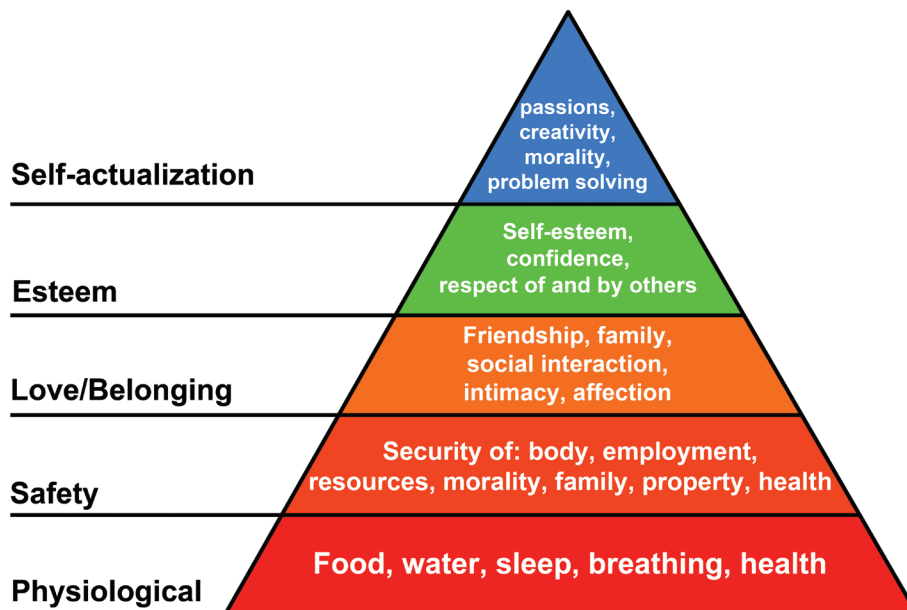
Debatable question 1: Can a visual text communicate the idea of life's opportunities?

You should speak for a total of 3–4 minutes.

Image A



Image B



Assessment criterion C: Speaking

At the end of the capable level, you will be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. communicate all the required information clearly and effectively.

Summative assessment D: Writing

Assessment criterion D: Writing

At the end of the capable level, you will be able to:

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
- iv. communicate all the required information with a clear sense of audience and purpose to suit the context.

Consider this debatable question and then complete the task.

Debatable question 2: Can an audience make connections between the different parts of a multimodal message?

Study the image and think about the opportunities life has given you.

Use some of the ideas in the image to describe your ideal career.

Write between 200 and 250 words.



Going beyond the chapter

In this chapter you have explored how a clearer message results in a stronger connection between ourselves and our audience, when speaking about opportunities. You have also looked at ways we can use our skills and talents to make a difference to others. You have learned that we can use language to describe and realize our personal ambitions and abilities and, having done so, define ways in which we can use our abilities to help others. 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 ...

Take control of your future: write your curriculum vitae (CV)

As you go through school, you will start thinking about life beyond the classroom. At this point it is useful to list what skills you have. What are you good at? What are your personal interests? What practical, organizational and personal skills do you possess? What have you achieved so far? Consider who your audience will be: how will you connect your skills and experiences with your audience's needs? What will your message about yourself be?

A curriculum vitae, or CV, is a document in which you can present your skills and qualifications in a clear and effective manner. You might need a full CV very soon. You may want to apply to be a volunteer, you might be looking for a holiday job or you may want to apply for a learning opportunity (such as a course or an adventure programme). In such cases, you will need to list your skills and achievements.

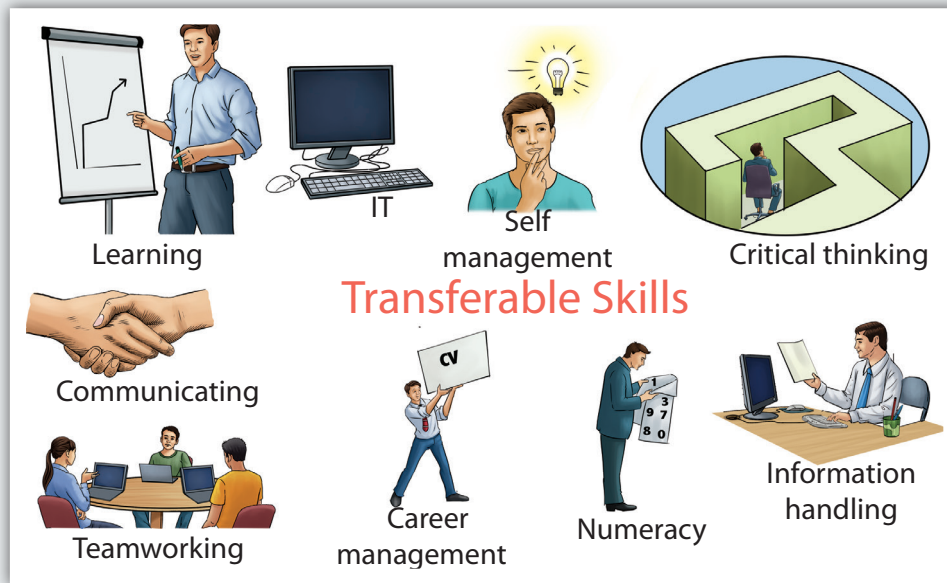
You might want to talk to your guidance counsellor or homeroom teacher/form tutor for advice on how to go about writing a curriculum vitae.

Discussion

When preparing a CV it is sometimes hard to know what your own skills are. You might not be aware that you can do things that other people may find challenging, such as speak another language or play an instrument.

Look at the chart of "real life skills" at the top of the following page. With your friends, discuss how many of the skills represented in the poster are relevant to teenagers. Use this discussion as a starting point to find out what "real world" skills you each possess.

You could help each other to find out about the things you are each good at. You might even want to discuss these matters with family members or neighbours and family friends who know you well. Use the results of these discussions to help you to write your CV.



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:

- become more aware of your own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others.

Look at the examples of service learning at Montpellier High School described here:

<http://www.edutopia.org/video/service-learning-real-life-applications-learning>

Their projects have included developing a school greenhouse, cultivating a garden, and providing food for a lunch programme.

What service learning activity or project could you start and develop, based on your own interests and skills?

Consider the work you did on Maslow's hierarchy of needs. The investigation section of a service project requires you to think and consider what particular needs a group or community has and how you can use your skills to provide for those needs.

With a group, identify a group of children in your community who require support of one kind or another.

Discuss ways to improve:

- A.** the basic health needs of the children
- B.** their safety needs
- C.** their esteem and educational needs
- D.** the achievement of their dreams and ambitions.

Formulate an action plan similar to the one you created earlier in this chapter.



If you enjoyed this chapter here are some texts for further reading

- Angela N. Blount, *Once Upon a Road Trip*
- Elizabeth D. Gray, *I Am Enough: Journal Affirmations for Girls*
- Michael Oher, *I Beat the Odds: From Homelessness, to The Blind Side, and Beyond*
- Daniel Willey, *Be Great! 365 Inspirational Quotes from the World's Most Influential People*
- Jacqueline Woodson, *Brown Girl Dreaming*
- Ibi Zoboi and Yusef Salaam, *Punching the Air*
- Walter Dean Myers, *Monster*
- Elizabeth Acevedo, *The Poet X*

ATL Self-management skills

At the end of any learning experience always ask yourself these questions.

- What lessons have I learned from this chapter?
- What concepts don't I yet understand about this topic?
- What questions do I still have about this topic?
- Where can I find answers to these questions?

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