

MYP English

Language Acquisition

A concept-based approach

Phase

3

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1

Friendship

In context

Global context: Identities and relationships

In this chapter you will explore questions related to friendship. In turn this will require you to think about human relationships and related topics such as identity – who you are; your beliefs and values; your mental, social and spiritual health; in short, what it means to be human. All students of Language Acquisition understand that learning a language involves learning to interact with another culture whose customs may be different from your own, or the one that you are used to. Making new friendships requires us to step outside our comfort zones.

Key concept: Culture

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

Related concept: Meaning

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

Statement of inquiry

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

Inquiry questions

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



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

Factual question

Before you read Text A

Criterion 3Ci

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

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

Focusing activity

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



Now read Text A.

Diary entries: A new school

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.

Text A

Thursday 9th

Dear diary,

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

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

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

Sunday 12th

Dear diary

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

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

I need to take a deep breath and relax. First, it's important to remember I'm not alone. Everyone is nervous about starting a new school. I have to remember that life is filled with new adventures; new schools and new friends are part of the journey! I can make the adventure less stressful by figuring out where to fit in. I know I'll miss all my really good friends but I am sure I'll meet some great new people.

Tuesday 14th

Dear diary,

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

Text handling – Factual assessment of Text A

Criterion 3Bi

1 Multiple-choice questions

1. Natasha is moving to a new school:
A. in the same town
B. in a different part of the same country
C. that is an international school in her country
D. in a new country. ☐
2. What worries Natasha most is:
A. not having friends
B. learning new subjects
C. having new teachers
D. being in a new country. ☐
3. She also worries about being:
A. hungry C. bullied
B. nervous D. lonely. ☐
4. In paragraph three of her diary she hopes that:
A. she will be the only new student in Grade 9
B. she will enjoy her new classes in Grade 9
C. the students will be in different classes to Grade 8
D. the students will be in the same classes as in Grade 8. ☐
5. On the 12th of the month Natasha writes that:
A. it is not normal to worry about starting something new
B. even adults worry about starting a new job
C. her parents are never nervous about changes
D. nobody should worry too much about changes. ☐
6. She says she is having bad dreams because she is afraid of:
A. getting lost C. being too popular
B. having no one to talk to D. being in a movie. ☐
7. She ends the diary entry on the 12th by realizing:
A. she will have a new adventure
B. she will fit in easily
C. she needs to take a journey
D. she needs to learn how to take deep breaths. ☐

2 Short-answer questions

8. On the 14th where does Natasha say she can find help?
9. Explain the meaning of the phrase: "Nothing ventured, nothing gained".
10. Overall, do you think Natasha is optimistic, pessimistic or uncertain about entering her new school?
Justify your answer with evidence from the text.

ATL Social skills

You may wish to work on the answers in pairs. In this way you can:

- listen actively to other perspectives and ideas
- encourage others to contribute
- share responsibility for decision-making
- help others to succeed

ATL Thinking skills Criterion 3Bi

Analysing and evaluating issues and ideas

- 1 Natasha starts each diary entry with the words, "Dear diary". Who is she really writing to and why is she writing?
- 2 Do you think it is helpful for Natasha to keep a diary? Give reasons for your answer using evidence from the text.

Formative oral and interactive skills: Role-play – Natasha's first day at school

Criteria 3Ci, 3Cii

ATL Thinking skills

Before you start reading, use your prior knowledge and creativity to answer this question: what do you already know about role plays?

Brainstorm your answers and create a list.

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

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

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

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

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

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



Planning and scaffolding

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

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

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

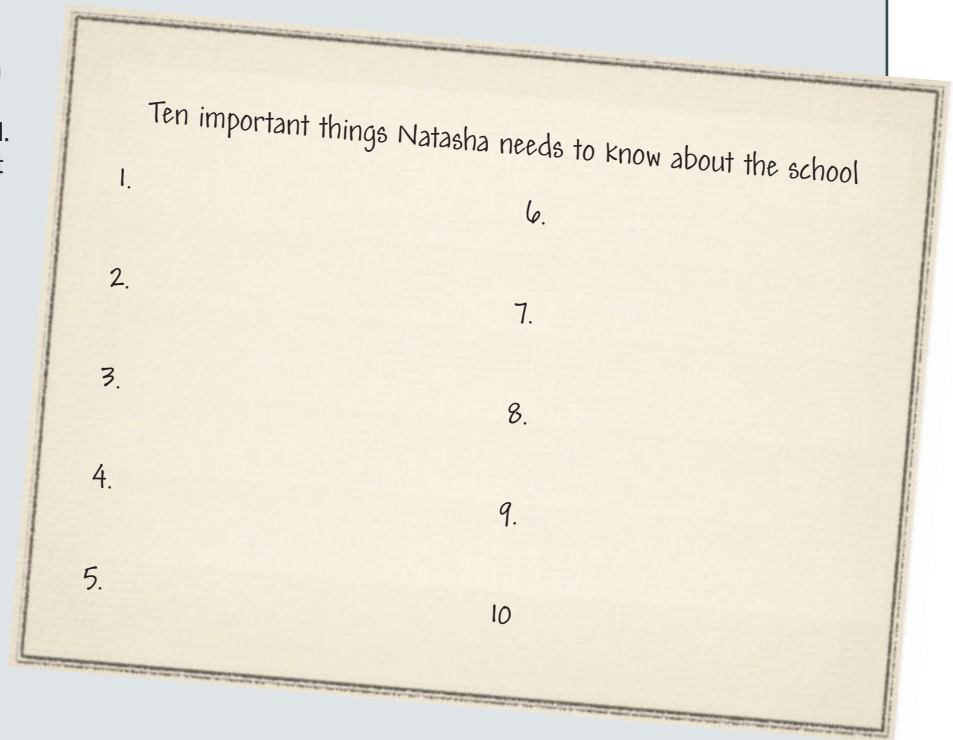


Planning and scaffolding

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

Conduct the role-play in pairs. Ensure that:

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



Planning and scaffolding

Criteria 3Ciii 3Civ

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

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

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

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

Formative written activity: Controlled writing in response to Text A

Criterion 3Di

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

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

Criteria 3Dii, 3Diii



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

Conclusion to the factual question

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

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



How do you make friends in a new school?

Factual question

Discussion and debate

Criteria 3Cii, 3Ciii

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

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

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.	

ATL Research skills

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

- Interpret and judge information.
- Make connections between various sources of information
- Create new information.
- Present information in a new format.
- Identify solutions and make informed decisions.
- Report results.

Before you read Text B

Criterion 3Bi

In the text below there are seven paragraphs, each giving a different piece of advice.

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

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

Text B

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>



Text handling – Factual meaning of Text B

Criterion 3Bi

1 Matching parts of a text

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

- | | |
|------------------------|--------------------------------------|
| 1. Be a good listener | 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 friendships | |

2 Multiple-choice questions

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

- | | |
|---|---|
| 1. In paragraph A the writer says that in order to make friends the most important thing is to:
A. look cool
B. meet people
C. be confident
D. think of your positive qualities. <input type="checkbox"/> | 5. In paragraph E the writer says that the worst thing to do is to:
A. be false
B. say what you mean
C. pretend to like someone
D. be mean. <input type="checkbox"/> |
| 2. In paragraph B the writer says that the best thing is to:
A. say your name
B. say something interesting
C. wait for people to talk to you
D. talk to new people. <input type="checkbox"/> | 6. In paragraph F the writer says people will remember you if you:
A. are happy
B. know their names
C. ask them questions
D. are a new friend. <input type="checkbox"/> |
| 3. In paragraph C the writer says that you should try to be:
A. helpful
B. friendly
C. serious
D. caring. <input type="checkbox"/> | 7. In paragraph G the writer says you can also make new friends by:
A. meeting them at clubs
B. inviting them home
C. inviting them to hang out outside school
D. inviting them to hang out inside school. <input type="checkbox"/> |
| 4. In paragraph D the writer says that when talking to someone new you should:
A. enjoy the person's company
B. look the person in the eye
C. pay attention
D. nod and agree. <input type="checkbox"/> | |

Formative oral and interactive skills: Role-play

Planning and scaffolding

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

Student Information Sheet

Personal facts

Last name _____ First name _____ Middle name _____

Preferred name/nickname _____

Birthday _____

Parents' names _____

Parents' jobs _____

Siblings (names and ages) _____

Home country _____

Home city _____

Previous school _____

My likes and dislikes

I love (list three) _____

I hate (list three) _____

The farthest I have ever travelled from home is _____

My favourite place in the world is _____

The person I admire is _____ because _____

The best movie I've ever seen was _____ because _____

My favourite kind of music is _____

My favourite sport is _____

My extra-curricular activities and hobbies are _____

I worry about _____

I'm curious about _____

Five years from now I hope to be _____



Planning and scaffolding

Criteria 3Ci, 3Ciii, 3Cii, 3Civ

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 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. friendly or impersonally.



Formative writing activity: Diary

Criterion 3Di

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

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

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

"You'll have both good and bad times. It's when you'll learn about who you are and what you want to do in life. Expect people to be very different to you. Expect to find some really generous people and some really immature kids. Just look for people who you feel comfortable with and I think you'll have a great year at school." Stella

Planning and scaffolding

Criteria 3Dii, 3Diii

Use the table below and use it to plan your reaction to each piece of advice.

	Advice	Your reaction, e.g. excellent /good/ sensible/ bad, etc.	Your reasons and reactions
Youji			
Fabio			
Stella			

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

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

Conclusion to the factual question

How do you make friends in a new school?

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





Key and related concepts:

Culture and meaning

Before you read Text A

What does the word “culture” mean to you?

Brainstorm your ideas and draw a mind map to represent your findings.

All communities share a range of beliefs, values and interests. People within a community hold shared attitudes, points of view and ways of knowing and behaving. Cultures, just like friendship groups, are dynamic and organic so they can grow and change over time.

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

What does “meaning” mean?

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

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

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

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

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

We now know that the dog referred to in the warning is very big and very dangerous!

Text, context and subtext: A funny story

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

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

What is the meaning created by the context?

- A. The man cannot read.
- B. The dog is hungry.
- C. The man does not know what trouble he is in.

Subtext: a deeper meaning

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

What is the message created by the subtext?

- A. You never know what trouble you are in.
- B. You must always be careful of dogs.
- C. Think before you do something.

Thinking about culture and meaning

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

Text, subtext, context and meaning in visual communication

Photographs and visuals can have more than one meaning too.

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

BEWARE OF THE DOG



Criterion 3Ai





Formative oral and interactive skills: Layers of meaning

Criterion 3Ciii

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

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

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

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

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

ATL Social and communication skills

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

- Listening to other perspectives and ideas.
- Encouraging everyone to contribute.
- Helping all members of the group to express an opinion.

	Denotation	Positive connotation (True friend)	Negative connotation (False friend)
Ex.	“I like your hair today.”	They really want to compliment you.	They are making fun of you. They think that your hairstyle is terrible.
1			
2			
3			
4			
5			
6			

Oral and written text types: Role-play and diaries

Criteria 3Ci, 3Cii, 3Ciii, 3Civ

What is role-play?

As we have seen, role-play is a speaking activity where you put yourself into somebody else's shoes and you “become” a character for a short time.

While the role-play is taking place the rest of the class can observe and judge the action. Role-plays are useful for acting out imaginary situations. At the end, the other students in your class can assess a character's actions or decisions, and offer feedback.

In this book the situations are based on the texts you read. In role-play you have a chance to practise using English in lifelike situations outside your everyday experiences.

Tips on successful classroom role-play

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

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

Problem 1

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

Problem 2

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

Planning and scaffolding

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

What is happening? What could be the cause of their argument?





2. Now each person should make notes on the following points to create a cue card for their character. Do not show your cue card to your partner.

Attitude towards the other person
• Helpful or aggressive?
• Friendly or unfriendly?
Feelings towards the other person
• Like or dislike?
Your point of view: problem 1
• Your fault?
• No one's fault?
• The other person's fault?
• Both people's fault?
Your answer to problem 1
Your point of view: problem 2
• Your fault?
• No one's fault?
• The other person's fault?
• Both people's fault?
Your answer to problem 2
Language
A. Formal or informal?
B. Polite or impolite?

ATL Thinking skills

When you are planning your role-play, here are some thinking skills that you can practice:

- Consider ideas from different perspectives.
- Develop contrary or opposing arguments.
- Identify obstacles and challenges.
- Evaluate evidence and arguments.
- Propose and evaluate a variety of solutions.
- Draw reasonable conclusions and generalizations.

3. Once you have each completed your cue card, you can begin your role-play. You should aim to solve both problems.
4. Make sure that the observers have a clear task during the role-play. For instance, they can judge how well, or how badly, the characters behave. Who do they sympathize with? And why?

Formative writing skills: Diary writing

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

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

Content

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

Language and audience

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

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

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

Tone and style

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

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

Structure

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

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

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



Discussion and debate

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

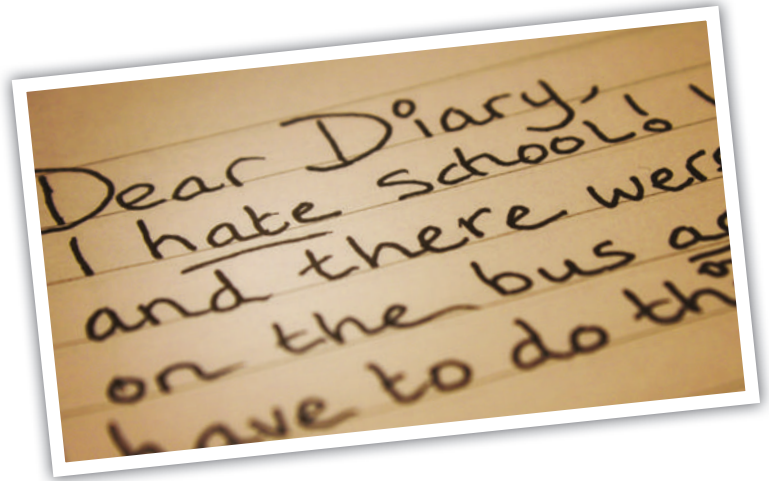


Formative written activity: Diary writing

Criterion 3Di

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

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



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

Planning and scaffolding

Criteria 3Dii, 3Diii

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 Self-management skills

Try to keep a diary for at least two weeks. Practise your writing by documenting one event and trying to express your thoughts and feelings clearly to yourself. At the end of the two weeks, make a list of all the things you have learned from keeping a diary.

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

Conceptual question

Before you read Text C

Discussion points

In your school do you have more friends from your own culture or other cultures?

What are the reasons for this?

In the following exercise you will look at a poster which contains the results of a survey. The survey asked American and international students about their friendships.



While you read Text C

Criterion 3Bi

Reading visual information

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

	Response	Percentage (approximate)
What percentage of international students relate to American students ...	not at all?	
		40%
	about the same as other Americans?	
		20%

	Response	Percentage (approximate)
What percentage of American students relate to international students ...		10%
	less than other American students	
	about the same as other American students?	
		15%

ATL Research skills

As you work with your partner on this task, you can practise these skills:

- Find, interpret and judge information.
- Collect, record and verify data.
- Access information to be informed and inform others.
- Make connections between various sources of information.
- Create new information.



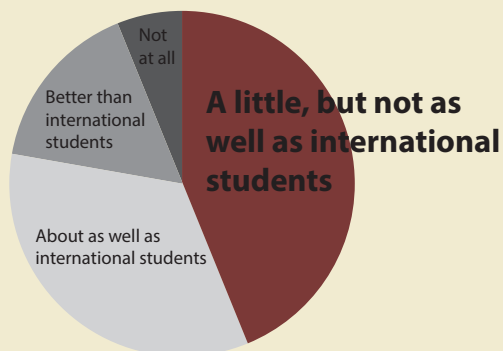
What makes a friendship?

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

INTERNATIONALS

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

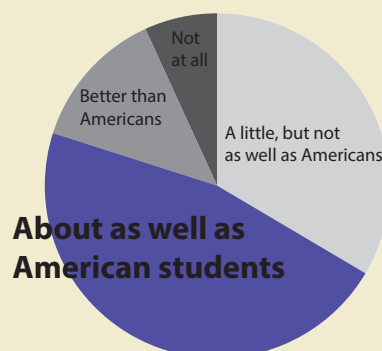
50%



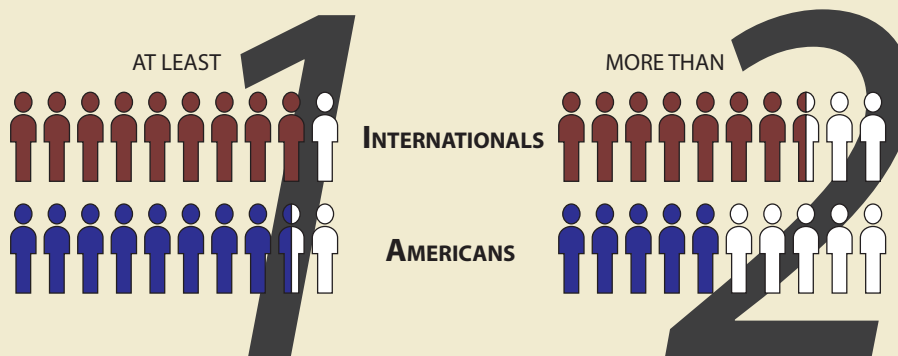
AMERICANS

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

60%



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



VOA Student Union survey
n=54 American, 56 international

Text C: Text handling

Criterion 3Bi

True/false

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

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

ATL Research and communication skills

Criterion 3Biii

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

From your own experience, are you surprised by these results? Give reasons.
- In your school which statement is most usually true?
 - New students find it easier to make friends with existing students.
 - Existing students find it easier to make friends with new students.
 - New students find it easier to make friends with other new students.

Explain your answer.



Comprehending written and visual text

Criterion 3Bii

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

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

Techniques	Effectiveness (1 to 10)	Reasons
Different colours		
Visuals		
Statistics		
Different fonts		
Numerals		
Graphs		
Percentages		
Questions and answers		

Techniques	Techniques	Reasons
Different colours		
Visuals		
Statistics		
Different fonts		
Numerals		
Graphs		
Percentages		
Questions and answers		

ATL Thinking skills

Be creative.

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

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

Formative oral and interactive skills: Role-play

Criteria 3Cii, 3Ciii

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



Here are some possible activities that the school has suggested.

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

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

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

ATL Social skills – Collaboration

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

- Work collaboratively in a team.
- Build consensus.
- Negotiate effectively.
- Make fair and equitable decisions.
- Give and receive meaningful feedback.

Planning and scaffolding

Criterion 3Dii

Study this table and use it to help you to think of ideas for the role-play.

	How to organize	How this will help new international students
Sports day		
Dance		
Pot luck class meal		
Alternative suggestion 1		
Alternative suggestion 2		
Alternative suggestion 3		



Formative writing activity: Diary writing – writing about a new student

Criterion 3Di

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

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

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

Planning and scaffolding

Criteria 3Dii, 3Diii

Before you write

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

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

Before you write, think about these issues.

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

ATL Self-management skills

In this assignment show that you have the skills to work independently.

- Manage your time and tasks effectively.
- Plan your assignment; meet deadlines.
- Plans your writing.
- Organize complex information.
- Set goals that are challenging and realistic.
- Take action to achieve personal and academic goals.

Conclusion to the conceptual question

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

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



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

Conceptual question

What do we know so far?

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

At this stage, are there any points you don't understand?

Make a list of your questions.

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

Suggested texts for this section

- A. <https://www.youtube.com/watch?v=8ueCG9ZgNFw>

How to survive high school: How to make new friends!

- B. <https://www.youtube.com/watch?v=tPfB6GJjM9Q>

International student experience Part 1: Culture shock

- C. <https://vimeo.com/123526979>

Making friends while studying abroad

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



Before you watch: Text D

Focusing activity

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

While you watch Text D

Criterion 3Ai

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



1. This audio-visual stimulus seems to be related to which of these MYP global contexts?
- A. Identities and relationships
 - B. Orientation in space and time
 - C. Personal and cultural expression
 - D. Scientific and technical innovation
 - E. Globalization and sustainability
 - F. Fairness and development
2. Copy this table and use it to summarize the main points of the stimulus. You may wish to add extra supporting points, if necessary.

	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		

2 Multiple-choice questions with justifications

Answer the following questions:

3. The approach to the subject matter of the audio-visual stimulus is mainly:
- A. entertaining
 - B. factual
 - C. persuasive
 - D. other (please specify).
- What is your justification/reason?
4. How would you describe the content of the stimulus?
- A. Very important
 - B. Interesting
 - C. Fairly interesting
 - D. Uninteresting
- What is your justification/reason?

ATL Research skills

Media Literacy

In this section you can develop these valuable 21st century learning skills.

- Interacting with media to use and create ideas and information.
- Making informed choices about personal viewing experiences.
- Understanding the impact of media representations.
- Seeking a range of perspectives from varied sources.
- Communicating information and ideas effectively.

3

Multiple-choice questions

Criterion 3Aii

Answer the following questions:

5. What was the format of the audio-visual stimulus?
 - A. Speech
 - B. Conversation/discussion
 - C. Debate
 - D. Documentary
 - E. Other (please specify) ☐
6. The purpose of the audio-visual stimulus was to:
 - A. narrate a story
 - B. describe a situation
 - C. explain a problem
 - D. argue a point of view
 - E. give instructions/guidelines
 - F. other (please specify). ☐
7. How many points of view did the audio-visual stimulus show?
 - A. One
 - B. Two
 - C. Three
 - D. More than three ☐
8. The opinions in the audio-visual stimulus are:
 - A. very balanced
 - B. quite balanced
 - C. biased
 - D. very one-sided. ☐
9. How much did the audio-visual stimulus use graphics?
 - A. A lot
 - B. More than twice
 - C. Once or twice
 - D. Never ☐
10. Which of these techniques are used in the audio-visual stimulus?
 - A. Voiceover
 - B. Special lighting techniques
 - C. Music and sound effects
 - D. Other special effects
 - E. None of the above
 - F. All of the above
 - G. Some of the above (please specify) ☐

4

Formative interactive oral: role-play discussion with the maker of the audio-visual stimulus

Criterion 3Aiii

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

- One person (the teacher?) volunteers to be the director/presenter of the audio-visual stimulus.
- One person plays the role of interviewer.
- The rest of class should play the part of an invited studio audience.
- The “interviewer” starts by asking the “director/presenter” one or two questions and then invites “members of the audience” to ask their own questions.



5

Formative writing activity: Diary entry

Criterion 3Aiii

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

Planning and scaffolding

You could mention:

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

Use your answers from above to help you plan your diary entry.

The best answers will also give examples and justifications. You should write between 200 and 250 words.

Planning and scaffolding

- Before the role-play, discuss the questions you could ask.
- Use the answers to questions 1–10 on page 30 as the basis for creating questions.

ATL Research and self-management skills

Have you found answers to all the questions you asked at the beginning of this section?

If not, where, and how, do you think you could find the information you are seeking?

Conclusion to the conceptual question

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

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

Summative activities

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

Statement of inquiry

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

Debatable question 1

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

Debatable question 2

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

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

Summative oral assessment: Role-play

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

B: Comprehending written and visual text

3Bi

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

3Bii

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

3Biii

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



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

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

D: Using language in spoken and/or written form

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

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

Assessment task

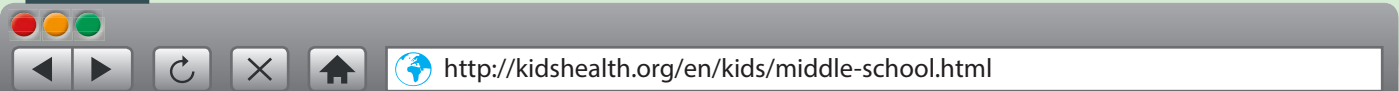
Read the following texts. Text E gives advice to new students going into middle school. Text F is a blog post by a teacher. He gives advice to other teachers on how to connect with students, especially new ones, and make them feel welcome.

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

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

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

Text E



Moving to middle school

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

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

For a kid, going to middle school often is a big change:

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

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

Learning new stuff

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

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



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

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

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

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

Adapted from an article by D'Arcy Lyness, PhD
<http://kidshealth.org/en/kids/middle-school.html#>



A teacher's blog: Students with the middle school blues

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

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

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



1. Things get better over time

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

2. You don't need to be friends with everyone

Don't try and be too popular. Don't try too hard to be somebody you are not. You don't need to hang out with the most popular kids. Choose your friends carefully. In the next few years you will probably change a lot. Give yourself the space and time to grow. You don't have to please

all the people all the time. It's better to make a few good friends now rather than trying to be friends with everyone.

3. Technology makes it easy to ruin relationships.

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

4. Dare to be different

Too many middle school kids dress alike, walk alike, talk alike and behave alike.

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

5. Don't worry too much if you don't yet know where you're going in life

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

6. Life is full of possibilities

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

Summative written task: Diary

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



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

A: Comprehending spoken and visual text

- 3Ai** *Show understanding of information, main ideas and supporting details, and draw conclusions*
- 3Aii** *Interpret conventions*
- 3Aiii** *Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions*

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

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

D: Using language in spoken and/or written form

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



Assessment task

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

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

Text G

How to make friends at a new school (Starting over/moving)

<https://www.youtube.com/watch?v=Y4rFCPLx-0>



Going beyond the chapter

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

Take action! Some suggestions

Role-play

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

As a starting point you could use these headings:

- making friends at school
- being a new student
- losing friends
- having to change schools
- conflicts with friends.

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

Note: Make sure that real names are changed.

Debate

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

Here are some topics you might want to act out and then debate.

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

You could make use of any good or interesting ideas or suggestions that have come out of your debate. For example, you could present your findings to the student council or other forum.





Keeping a diary

Try keeping your own diary. Write about events that happen to you each day and your thoughts and feelings.

Service learning

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

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

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

Alternatively, you could also use your communication skills to:

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

Ideas for service

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

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

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

Katherine Applegate, *The One and Only Ivan*

Louise Fitzhugh, *Harriet the Spy*

Holly Goldberg Sloan, *Counting by 7s*

Grace Lin, *The Year of the Dog*

Louis Sachar, *Holes*

Jerry Spinelli, *Stargirl*

Sue Townsend, *The Secret Diary of Adrian Mole, Aged 13¾*