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English B

for the IB Diploma

Brad Philpot



Brad Philpot is an experienced IB teacher, examiner, workshop leader, consultant and author. He is author of both English B for the IB and English A: Language & Literature for the IB for Cambridge University Press. He is the Director of Philpot Education, a licensed and trusted provider of teacher-training workshops in Europe. He earned his Masters degrees in English Literature and Linguistics and Education from the University of Amsterdam after leaving his native United States.

People say "**I heard Philpot books are the best**"*

because Brad provides "**engaging topical content and texts, entirely relevant for teens and offering a suitable degree of textual and lexical challenge**"**

and "**a variety of activity types and ideas which are valuable for new teachers**"***.

Through his workshops and resources, Brad aims to improve the quality of international education and spread international mindedness.

*Amazon review by **Stacie Allard**

****Maria Jose Davanzo**, English B teacher, Chile

*****Anne Farrell**, United World College, US and IB Educator

Hi there, this is Brad Philpot, author of the new English B textbook for the IB Diploma Programme. I'd like to tell you about the Second Edition.

I've re-written over fifty per cent of the textbook so it feels new and fresh and exciting.

The current edition has a lot of text handling exercises which teachers appreciate. Most of the texts are global and they challenge students to think outside their comfort zone about ethical issues. With the new edition, I've continued with that idea. The texts need to be challenging and also the level of English needs to be a little more challenging so that's something I changed with the Second Edition. I've also added about one-third new text handling exercises.

On top of this there are new components such as video and audio. Listening skills will be assessed in the new English B exams that come out in 2020, so the textbook prepares students for these through rigorous activities. There are more than 15 audio handling exercises in the 15 units of the text book. There are also 15 video handling exercises with references to online video.

There are a few more points to mention - I am regularly asked for work on text types. We have included a unit on this. I've taken about eight text types and described them in depth in chapter 6. There are exemplar text types there for students and assignments with scaffolding exercises to help students emulate those styles and those structures.

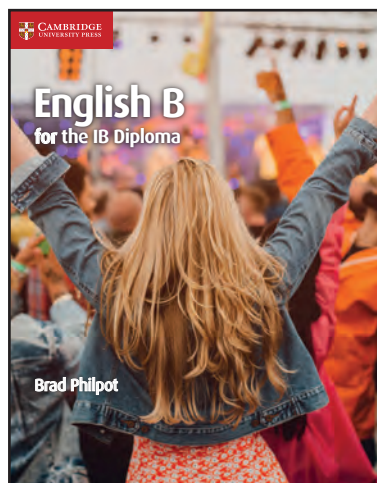
Chapter 7 is the last chapter of the textbook and that will prepare students for the exams by providing sample exams, sample student material and audio files for the new Paper One.

Also unique to this new 2nd edition, there will be a Teacher's Book. I realised that a lot of teachers currently have problems finding the materials that they need for this text book, including answer keys. They are online at the moment but they're difficult to find. These will now be included in the Teacher's Book along with worksheets, etc. These will be available both offline and online, where you will also be able to find the audio files. So that should make the whole classroom engagement a lot easier and more effective.

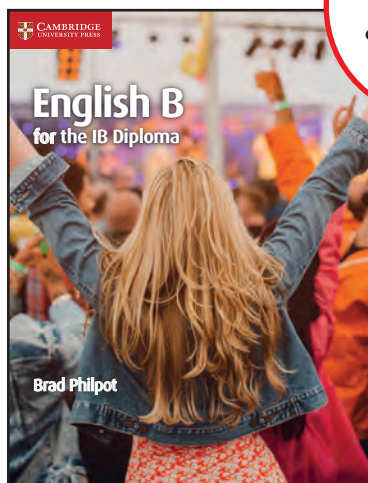
And finally, we're developing an exam preparation guide, pitched to the new exams for 2020.

Take care,
Brad

Product Suite



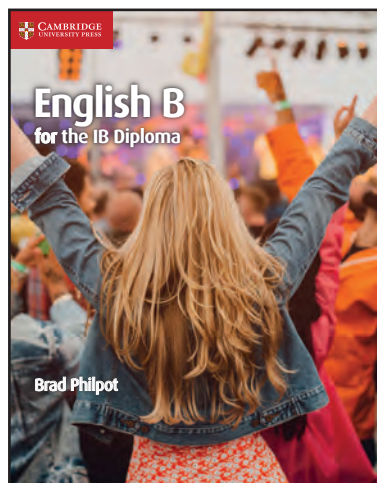
Coursebook



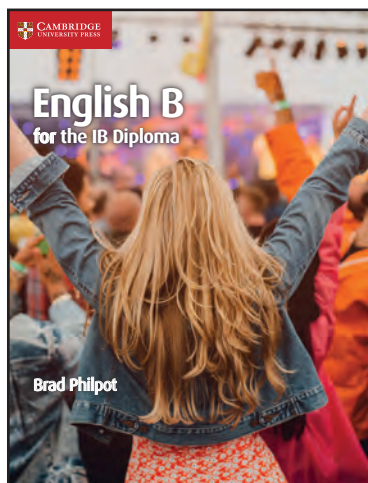
**Coursebook
Cambridge Elevate edition**

eBook version
of the Coursebook,
available for
online use or as
a download

- Easily accessible answer keys
- Time-saving worksheets
- Content available in print and as editable files online



Teacher's Book



**Exam Preparation & Practice
(Coming 2019)**

How the new edition has been improved

You told us	What we did
We can't find the answer keys online	We developed a Teacher's Book which includes the answer keys
I spend a lot of time trying to recreate assessment tasks. Can you save me time?	Chapter 7 in the coursebook will do just that. We are also developing an Exam Preparation and Practice book (2019) which will contain plenty more support for the final year before the exam
I'm concerned about changes in the revised syllabus. I hear they will be significant	The second edition is structured around the 5 themes and every unit includes audio activities. Extension sections in every Unit provide literature to respond to the new Individual Oral format at HL
I spend a lot of time looking for images for the Individual Oral and also for video	Each unit includes video activities built around a clip which can be found online. There are many more captioned images to prepare for the SL Individual Oral
I found the introduction to the course and the assessment very useful (but it's a bit dense for students)	We will retain this in the Teacher's Book and include a student-friendly version in the coursebook
My students need more support to develop writing skills, not just answer questions	Scaffolding for writing, with integrated genre analysis, delivered through a new discrete text types section

English B

for the IB Diploma

Brad Philpot

Cambridge University Press's mission is to advance learning, knowledge and research worldwide.

Our IB Diploma resources aim to:

- encourage learners to explore concepts, ideas and topics that have local and global significance
- help students develop a positive attitude to learning in preparation for higher education
- assist students in approaching complex questions, applying critical-thinking skills and forming reasoned answers.

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NEW: Text types section with model exemplars and scaffolded writing to develop skills for academic study and learners' professional lives

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NEW: Introduction to the course and the assessment in student-friendly language

Structured around the 5 themes of the revised Language B syllabus

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NEW: Literature extension sections at the end of each Chapter support HL students preparing for the Individual Oral

Complete model assessment with sample responses. Covers the two exam papers and internal assessment.

Introduction

Who is this coursebook for?

This coursebook is for students taking the English B course for the International Baccalaureate (IB) Diploma Programme. As English B meets the Language Acquisition (Group 2) requirement for the IB Diploma, students are non-native speakers of the English language. The aim of the course is to develop communication skills, to help you become more proficient in the English language.

The texts in this coursebook are relevant for 16–19-year-olds who study in international contexts or have a broad outlook on the world. The activities and assignments encourage you to engage with language, while developing your own opinions about a wide range of topics.

English B can be taken at both standard and higher levels. Before registering for one or the other, it is important to know the expectations of both teachers and examiners for each level.

Standard level

At standard level you will be able to:

- understand the main points of a variety of texts in English,
- write different kinds of texts, although your writing might not be perfect and your sentence structures might be simple,
- understand and handle situations where spoken English is used and required, although you may require preparation and help before interacting with others.

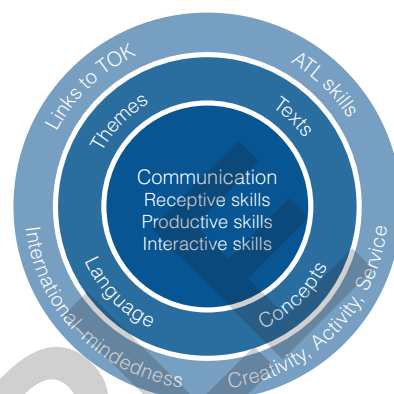
Higher level

At higher level:

- you will be able to understand the main ideas of more complex texts about topics that might be more abstract in nature,
- you will be able to write a variety of texts, although your writing might contain some errors
- you will be able to understand complex conversations and interact with native speakers with some degree of fluency and spontaneity.
- you will produce clear and persuasive arguments.

How does this coursebook support your study of IB English B?

The following diagram represents the different elements of the English B syllabus:



At the heart of the course is communication. This coursebook invites you to develop your communication skills through a range of activities. Each unit in the first five chapters uses the following structure to develop these skills:

- The 'Getting started' section activates any knowledge you already have of a particular topic before it's explored in class.
- The 'Watch and listen' section presents activities on video and audio recordings to help you develop your *receptive* skills.
- Further skills are developed through text-handling activities in the 'Exploring texts' section of each unit.
- Various phrases and sentences have been extracted from the texts presented in each unit to create a section on 'Form and meaning', which corresponds to the *language* aspect of the course.
- Your *productive* skills are needed for the 'Writing and Discussion' sections in each unit.
- Finally, *interactive* skills are required for the 'Discussion' section, which encourages you to engage with your teacher and classmates.

Themes and topics

The Language B syllabus outlines five required 'themes', which are addressed in the first five chapters of this coursebook. The themes are:

- Identities
- Experiences
- Human ingenuity
- Social organisations
- Sharing the planet

Within each theme you are invited to explore various 'topics'. Each chapter contains three units, each of which explores a different topic. For example, the final theme, 'Sharing the planet', includes a unit on the topic of climate change. The contents list at the beginning of the book gives you an overview of the topics and themes that are explored in this book.

Texts

You will develop your language skills through the study of various topics. You will explore a wide range of 'text types', from brochures to speeches. Part of this course is about learning which forms of language are appropriate in certain contexts. How are news reports different from official reports? How are speeches different from blogs? These kinds of questions are explored in Chapter 6, where a unique text type is introduced and explored in depth in each unit, with examples and activities. The IB has categorised the following texts into 'personal', 'professional', or 'mass media' texts.

Personal texts	Professional texts	Mass media texts
blog diary personal letter	blog email essay formal letter proposal questionnaire report survey	advertisement article blog brochure editorial film instructions interview leaflet literature news report pamphlet podcast poster proposal public commentary radio programme review speech travel guide web page

Concepts

This coursebook encourages you to explore the following 5 key concepts, which are fundamental to the English B course. Their relevance of these concepts to the coursebook content is highlighted in regular features.

- **Audience:** To whom are you speaking? Use appropriate language for this target group.
- **Context:** For which setting or situation are you writing or speaking? This too will influence your use of language.
- **Purpose:** What is the goal of your communication? Use language that helps you achieve your aims.
- **Meaning:** What is the message that you are communicating? Select words and phrases that deliver this message effectively.
- **Variation:** How is your use of language different from other people's use of language? Differences in language use reflect differences in time, place and culture.

TOK, CAS and international mindedness

The outer ring of the syllabus diagram includes four further elements of the diploma programme:

- **International mindedness:** Most of the activities are designed around materials that encourage international mindedness. Unit 1.1 explores this notion in depth.
- **Theory of Knowledge (TOK):** This required course for the diploma programme asks you: 'How do you know what you know?' Language, also referred to in TOK as a 'way of knowing', is an important tool for acquiring knowledge. This coursebook makes connections between the course content and TOK through boxes in the margins, which often include questions and activities for classroom discussion.
- **Creativity, Activity, Service (CAS):** There are several connections between CAS and the English B course. Both encourage you to interact with others in an international setting. Both focus on experience and reflections as ways of learning. Boxes in the margins of this coursebook help you make these connections.

Approaches to Learning (ATL)

The IB encourages you to develop the following approaches to learning throughout your diploma programme. The English B course provides you with many opportunities to explore and develop these in class through features such as tips, activities and questions. The skills you will need to develop are:

- **Communication skills:** Listening, reading, writing, speaking and interacting skills are at the heart of this course.
- **Thinking skills:** This course encourages you to develop thinking skills, by connections to TOK and asking deeper questions.
- **Social skills:** The activities in this coursebook invite you to interact with classmates, by engaging in conversation and playing games.
- **Research skills:** This coursebook includes boxes in the margins labelled 'extra', in which you are invited to research the ideas of the texts and activities in more depth. Furthermore, the marginal boxes on the extended essay give you guidance on how to research typical English B topics.
- **Self-management skills:** What kinds of study habits do you need to develop in order to acquire English effectively? This coursebook encourages you to reflect on your own learning.

HL extensions and literature

Each unit offers activities and texts for higher level students, which offer more depth and breadth to each topic. Furthermore, you will find a passage of literature at the end of each unit. These texts and activities help you develop skills for studying the *two* literary works that your teacher will assign you over the course of two years. The term 'literary works' means works of prose fiction, prose non-fiction, poetry and drama, that are appropriate to your reading level. At higher level, your understanding of one of the literary works will be assessed through an individual oral assessment. Standard level students are not required to read literary works.

How is the course assessed?

There are three assessment components at both higher and standard level. Here is an overview, that will help you understand the differences between the standard and higher levels. As you will see in further explanations of each component, the IB differentiates between standard level (SL) and higher level (HL) in the following ways:

- the amount of time allowed for taking exams,
- level of difficulty of tasks
- level of difficulty of stimulus texts and recordings,
- number of words for written production
- descriptors of ability levels in the assessment criteria.

Chapters 7–9 offer activities, specimen exam papers and examples of student's work, that will help to give you a more in-depth understanding of the assessment for this course.

The following table summarises the assessment for the course.

	SL	HL	percent of final grade
Paper 1 (Externally assessed by examiner)	• 1 hour 15 minutes • 1 writing task from a choice of 3 • each task based on a course theme • select a text type • 250–400 words • 30 marks	• 1 hour 30 minutes • 1 writing task from a choice of 3 • each task based on a course theme • select a text type • 450–600 words • 30 marks	25%
Paper 2 (Externally assessed by examiner)	• 45 min. listening for 25 marks • 3 audio passages • 1 hour reading for 40 marks • 3 reading texts • based on themes	• 1 hour listening for 25 marks • 3 audio passages • 1 hour reading for 40 marks • 3 reading texts • based on themes	50%
Individual oral (Internally assessed by teacher)	• presentation of a photograph • conversation with teacher about an additional theme	• presentation of a literary passage • conversation with teacher about a theme	25%

Paper 1: Productive skills – writing

Paper 1 tests your ability to write for a particular audience, for a specific purpose, using the conventions of a specific text type. At both higher and standard level, you will see three prompts, each of which corresponds to a different theme from the course. You only have to respond to *one* of three prompts, using one of three recommended text types for your response. See the criteria on Paper 1 in the following section of this introduction. Chapter 7 includes student sample work which has been marked according to these criteria.

Paper 2: Receptive skills – listening and reading

Paper 2 is a test of your listening and reading comprehension skills. The exam is based on *three* audio recordings and *three* reading texts, each of which corresponds to a different, prescribed theme from this course. Paper 2 will include a range of questions, including multiple choice, true/false, matching, fill-in-the-gap or short answer. Many of the activities in Chapters 1–5 help develop your listening and reading skills. See Chapter 8 for a practice Paper 2 at both standard and higher level.

Individual oral

The only component of internal assessment at both standard and higher level is the individual oral, which is marked by your teacher and moderated by the IB. This table shows you how this exam differs at higher and standard level.

	Standard level	Higher level
Supervised preparation time	15 Minutes Select 1 of 2 visual stimuli (photo, illustration, cartoon, poster) each corresponding to a theme. Make notes and prepare a presentation.	20 minutes Select 1 of 2 literary extracts of 300 words, each from a different literary work. Make notes and prepare a presentation on the extract.
Part 1: Presentation	3–4 minutes Give a presentation in which you relate the stimulus to the theme and target culture.	3–4 minutes Give a presentation on the extract, commenting on the events, ideas and messages in the extract.
Part 2: Follow-up discussion	4–5 minutes Discuss this theme further with your teacher. Expand on your presentation.	4–5 minutes Discuss the extract further with your teacher. Expand on your observations.
Part 3: General discussion (5–6 minutes)	5–6 minutes Have a general discussion with your teacher about one or more themes of the course.	5–6 minutes Have a general discussion with your teacher about one or more themes of the course.

For a more detailed description of the individual oral assessments at standard and higher level see Chapter 9, which includes student sample responses and preparation activities. See the assessment criteria on for the individual oral given in the following section.

Other coursebook features

This coursebook has a few more features which appear as boxes in the margins:

- **Word bank:** These thematically connected lists of words appear at the beginning of each unit. You can find their definitions in the glossary at the back of the coursebook.
- **Reading strategy:** These features give you ideas for how to approach the study of texts.
- **Tip:** The 'tip' features offer you advice on how to prepare for your exams.
- **Extended Essay:** These features explain the requirements for the extended essay with regards to English B. They also offer you some ideas for research questions.
- **Learner profile:** These features remind you that IB Diploma students strive to be:
 - Inquirers
 - Knowledgeable
 - Thinkers
 - Communicators
 - Principled
 - Open-minded
 - Caring
 - Risk-takers
 - Balanced
 - Reflective.

Now over to you!

As you study English B in the IB Diploma Programme, remember that your English course is what you make of it. This coursebook can only go so far in teaching you English. Like anything worth achieving, your results will depend on hard work and commitment.

This coursebook is meant to open a few windows on the Anglophone world, but it is up to you to take a longer look inside.

Assessment Criteria for IB English B

Paper 1: Assessment criteria SL

Criterion A: Language How successfully does the candidate command written language?	Criterion B: Message To what extent does the candidate fulfil the task?	Criterion C: Conceptual understanding To what extent does the candidate demonstrate conceptual understanding?
1–3 Command of the language is limited. Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication.	1–3 The task is partially fulfilled. Few ideas are relevant to the task. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.	1–2 Conceptual understanding is limited. The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.
4–6 Command of the language is partially effective. Vocabulary is appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is mostly accurate for basic structures but errors occur in more complex structures. Errors at times interfere with communication.	4–6 The task is generally fulfilled. Some ideas are relevant to the task. Ideas are outlined, but are not fully developed. Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.	3–4 Conceptual understanding is mostly demonstrated. The choice of text type is generally appropriate to the context, purpose and audience. The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response. The response incorporates some conventions of the chosen text type.
7–9 Command of the language is effective and mostly accurate. Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.	7–9 The task is fulfilled. Most ideas are relevant to the task. Ideas are developed well, with some detail and examples. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.	5–6 Conceptual understanding is fully demonstrated. The choice of text type is appropriate to the context, purpose and audience. The register and tone are appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.

10–12 Command of the language is mostly accurate and very effective. Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.	10–12 The task is fulfilled effectively. Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples. Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.	
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Paper 1: Assessment criteria HL

Criterion A: Language How successfully does the candidate command written language?	Criterion B: Message To what extent does the candidate fulfil the task?	Criterion C: Conceptual understanding To what extent does the candidate demonstrate conceptual understanding?
1–3 Command of the language is limited. Vocabulary is sometimes appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language contains errors in both basic and more complex structures. Errors interfere with communication.	1–3 The task is partially fulfilled. Few ideas are relevant to the task. Ideas are stated, but with no development. Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.	1–2 Conceptual understanding is limited. The choice of text type is generally inappropriate to the context, purpose or audience. The register and tone are inappropriate to the context, purpose and audience of the task. The response incorporates limited recognizable conventions of the chosen text type.
4–6 Command of the language is partially effective. Vocabulary is generally appropriate to the task and varied. A variety of basic and some more complex grammatical structures is used. Language is mostly accurate for basic structures but errors occur in more complex structures. Errors at times interfere with communication.	4–6 The task is generally fulfilled. Some ideas are relevant to the task. Ideas are outlined, but are not fully developed. Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.	3–4 Conceptual understanding is mostly demonstrated. The choice of text type is generally appropriate to the context, purpose and audience. The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response. The response incorporates some conventions of the chosen text type.

IB English B

7–9 Command of the language is effective and mostly accurate. Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.	7–9 The task is fulfilled. Most ideas are relevant to the task. Ideas are developed well, with some detail and examples. Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.	5–6 Conceptual understanding is fully demonstrated. The choice of text type is appropriate to the context, purpose and audience. The register and tone are appropriate to the context, purpose and audience of the task. The response fully incorporates the conventions of the chosen text type.
10–12 Command of the language is mostly accurate and very effective. Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions. A variety of basic and more complex grammatical structures is used selectively in order to enhance communication. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.	10–12 The task is fulfilled effectively. Ideas are relevant to the task. Ideas are fully developed, providing details and relevant examples. Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.	

Individual oral: Assessment criteria SL

Criterion A: Language How successfully does the candidate command spoken language?	Criterion B1: Visual stimulus How relevant are the ideas to the selected stimulus?
1–3 Command of the language is limited. Vocabulary is sometimes appropriate to the task. Basic grammatical structures are used. Language contains errors in basic structures. Errors interfere with communication. Pronunciation and intonation are influenced by other language(s). Mispronunciations are recurrent and interfere with communication.	1–2 The presentation is mostly irrelevant to the stimulus. The presentation is limited to descriptions of the stimulus, or part of it. These descriptions may be incomplete. The presentation is not clearly linked to the target culture(s).

4–6 Command of the language is partially effective. Vocabulary is appropriate to the task. Some basic grammatical structures are used, with some attempts to use more complex structures. Language is mostly accurate in basic structures but errors occur in more complex structures. Errors at times interfere with communication. Pronunciation and intonation are influenced by other language(s) but mispronunciations do not often interfere with communication.	3–4 The presentation is mostly relevant to the stimulus. With a focus on explicit details, the candidate provides descriptions and basic personal interpretations relating to the stimulus. The presentation is mostly linked to the target culture(s).
7–9 Command of the language is effective and mostly accurate. Vocabulary is appropriate to the task, and varied. A variety of basic and more complex grammatical structures is used. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication. Pronunciation and intonation are easy to understand.	5–6 The presentation is consistently relevant to the stimulus and draws on explicit and implicit details. The presentation provides both descriptions and personal interpretations relating to the stimulus. The presentation makes clear links to the target culture(s).
10–12 Command of the language is mostly accurate and very effective. Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication. Pronunciation and intonation are easy to understand and help to convey meaning.	
Criterion B2: Message—conversation How relevant are the ideas in the conversation?	Criterion C: Interactive skills—communication To what extent does the candidate understand and interact?
1–2 The candidate consistently struggles to address the questions. Some responses are appropriate and are rarely developed. Responses are limited in scope and depth.	1–2 Comprehension and interaction are limited. The candidate provides limited responses in the target language. Participation is limited. Most questions must be repeated and/or rephrased.

IB English B

3–4 The candidate's responses are mostly relevant to the questions.

Most responses are appropriate and some are developed.
Responses are mostly broad in scope and depth.

5–6 The candidate's responses are consistently relevant to the questions and show some development.

Responses are consistently appropriate and developed.
Responses are broad in scope and depth, including personal interpretations and/or attempts to engage the interlocutor.

3–4 Comprehension and interaction are mostly sustained.

The candidate provides responses in the target language and mostly demonstrates comprehension.
Participation is mostly sustained.

5–6 Comprehension and interaction are consistently sustained.

The candidate provides responses in the target language and demonstrates comprehension.
Participation is sustained with some independent contributions.

Individual oral: Assessment criteria HL

Criterion A: Language

How successfully does the candidate command spoken language?

1–3 Command of the language is limited.

Vocabulary is sometimes appropriate to the task.

Some basic grammatical structures are used, with some attempts to use more complex structures.

Language contains errors in both basic and more complex structures. Errors interfere with communication.

Pronunciation and intonation are generally clear but sometimes interfere with communication.

4–6 Command of the language is partially effective.

Vocabulary is generally appropriate to the task, and varied.

A variety of basic and some more complex grammatical structures is used.

Language is mostly accurate for basic structures but errors occur in more complex structures. Errors at times interfere with communication.

Pronunciation and intonation are generally clear.

Criterion B1: Message—literary extract

How relevant are the ideas to the literary extract?

1–2 The presentation is mostly irrelevant to the literary extract.

The candidate makes superficial use of the extract. Observations and opinions are generalized, simplistic and mostly unsupported.

3–4 The presentation is mostly relevant to the literary extract.

The candidate makes competent use of the literary extract. Some observations and opinions are developed and supported with reference to the extract.

Introduction

7–9 Command of the language is effective and mostly accurate. Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions. A variety of basic and more complex grammatical structures is used effectively. Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication. Pronunciation and intonation are mostly clear and do not interfere with communication.	5–6 The presentation is consistently relevant to the literary extract and is convincing. The candidate makes effective use of the extract. Observations and opinions are effectively developed and supported with reference to the extract.
10–12 Command of the language is mostly accurate and very effective. Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions. A variety of basic and more complex grammatical structures is used selectively in order to enhance communication. Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication. Pronunciation and intonation are very clear and enhance communication.	
Criterion B2: Message—conversation How relevant are the ideas in the conversation?	Criterion C: Interactive skills—communication To what extent does the candidate understand and interact?
1–2 The candidate consistently struggles to address the questions. Some responses are appropriate and are rarely developed. Responses are limited in scope and depth.	1–2 Comprehension and interaction are limited. The candidate provides limited responses in the target language. Participation is limited. Most questions must be repeated and/or rephrased.
3–4 The candidate's responses are mostly relevant to the questions. Most responses are appropriate and some are developed. Responses are mostly broad in scope and depth.	3–4 Comprehension and interaction are mostly sustained. The candidate provides responses in the target language and mostly demonstrates comprehension. Participation is mostly sustained.
5–6 The candidate's responses are consistently relevant to the questions and show some development. Responses are consistently appropriate and developed. Responses are broad in scope and depth, including personal interpretations and/or attempts to engage the interlocutor.	5–6 Comprehension and interaction are consistently sustained. The candidate provides responses in the target language and demonstrates comprehension. Participation is sustained with some independent contributions.



Identities

Chapter

1

How do you see yourself? When you look in the mirror, who do you see? This chapter explores the theme of identity, asking you to think about how you define yourself and how others influence your self-image.

In this Chapter

- In Unit 1.1, you will explore how our individual identities are shaped by the diverse cultures in which we're raised.
- In Unit 1.2, you will discuss how your identity is shaped by your beliefs.
- In Unit 1.3, you will study how the media and the advertising industry shape people's definition of 'beauty' and impact their sense of self-esteem.

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Clear objectives in every unit ensure students are clear what they are doing and why

Unit 1.1

Citizens of the world

Guiding questions

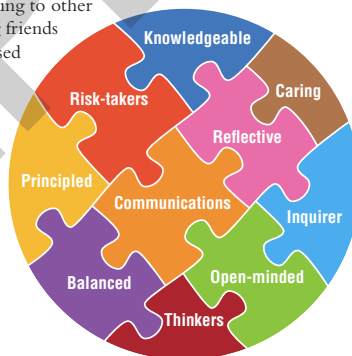
- What does it mean to be a 'citizen of the world'?
- How do you develop your sense of identity in a globalised world?
- What kinds of experiences have contributed to your sense of identity?

Learning objectives

- Develop an understanding of international-mindedness.
- To use language effectively to explore the topic of globalisation.
- To develop appropriate language skills to discuss and express your identity.

Have you ever met someone who finds it hard to answer the question: 'Where are you from?' Perhaps you are one of them. Defining who we are in a **multicultural** and mobile world is becoming more and more challenging. You might live in a place where you were not born. Your parents might speak a language that is not your own. Your culture might not be the same as your neighbour's. Thanks to **globalisation** people are moving to other countries, doing business across borders and making friends online. Trying to figure out who we are in a globalised world is not easy.

This unit asks you to think about who you are in the context of where you are from, where you have been and where you are going. You will read several texts about people who have come to understand themselves better by travelling and getting to know other cultures. You could say that these people are more 'citizens of the world' than citizens of any one nation. Through their stories, you might see the value of being a **worldly** person. You might come to understand the ethos of the International Baccalaureate a little better.



LEARNER PROFILE

The first part of the IB mission statement reads: 'The International Baccalaureate aims to develop *inquiring, knowledgeable and caring* young people who help to create a better and more peaceful world through intercultural understanding and respect.' Two traits of from the learner profile have been written in *italic*. Being an inquirer is also mentioned. What other character trait should you have if you're going to make the world a better place? Make a list as a class.

Getting started

1.1 For each of the questions below, you are asked to name a country. Without showing your classmates, write your answers on a piece of paper and give them to your teacher.

- In which country were you born?
- Where are your parents from?
- During international sporting events, such as the Olympic games or the World Cup (football), which country are you most likely to support?
- If you could visit any country in the world, which would it be?
- Is there any other country that you feel close to? Which one?

After each country is read aloud, take a few seconds to write down the first **association** that comes to mind. You might use words and phrases such as 'home', 'warmth', 'power', 'poverty' or even 'fish and chips'. There are no right or wrong answers!

- How **diverse** is your class?
- Why do you have these associations with these countries? If these are **stereotypes**, ask yourself where they come from.
- Were some of the associations very different or was everyone in agreement?
- Why do such perceived differences exist?
- How does it make you feel when others view your home country differently from how you view it?

- Do an online search for 'maps of stereotypes'. You may want to check those of Yanko Tsvetkov, also known as 'Alphadesigner'.
- Hold a classroom discussion about these stereotypes. Ask yourself why there are different views on countries.
- How do you think stereotypes originate?



multicultural
globalisation
worldly
association
diverse
stereotypes
identity
race
ritual
customs
values
abroad
habits
foreign
heritage
roots
third culture kid
nomad
repatriation
culture clash
communication
appearances

CAS stands for Creativity, Activity and Service. As you meet your CAS requirements, you will have experiences that help you grow as a person. What's more, you are encouraged to have experiences across different cultures and communities. As you read this unit, think about how you can come into contact with people from other cultures and communities to ensure that you grow as a person.

1

Identities

1.4 Read the captions to the images below (a-d), which are quotations from famous people. Then answer the following questions:

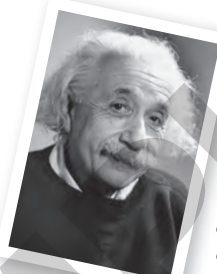
- a** As a class, create a mind map with the word 'identity' in the middle. What factors contribute to our identity? Where do you see evidence of this in the four quotations?
- b** What do you already know about these historical figures? Share your knowledge with your classmates.
- c** Based on each quotation, how closely does each person identify with the country in which he or she was born? What part of the quotation leads you to believe this?
- d** Looking back at the list of countries from Activities 1.1-1.3, can you name some famous people from these countries? What did these people do for their country? How have they helped to make the world a better place?



A

I am an Albanian by birth. Now I am a Catholic citizen of India. I am also a Catholic nun. In my work, I belong to the whole world. But in my heart I belong to Christ.

Mother Teresa



B

If the Theory of relativity is confirmed, the Germans will say that I am a German, and the French that I am a citizen of the world, but if my theory is disproved, the French will declare me a German and the Germans – a Jew.

Albert Einstein



C

My identity might begin with the fact of my **race**, but it didn't, couldn't end there. At least that's what I would choose to believe.

Barack Obama



D

To be an African in South Africa means that one is politicized from the moment of one's birth, whether one acknowledges it or not.

Nelson Mandela

Watch and listen

1.5 Go to TED.com and search for 'Taiye Selasi: Don't ask where I'm from, ask where I'm a local.' Before you watch her presentation, read the words and phrases in the box and list (a-h) below, which will be used in Selasi's talk. Try to match the words and phrases from the box with their synonyms in the list.

NEW: Video activities in every unit



Taiye Selasi

to look like
it's quicker to say
familiar
to not quite work
milieu
the penny finally dropped
remove
a constant
layers that merge together

a take away from
b to belie
c it hit me
d fixed point in place and time
e using a short hand
f overlap
g at home
h to pass as
i environment

1.6

- a** Selasi explains that there is a difference between the questions: 'Where are you from' and 'Where are you a local?' How are these questions different in her mind? What would be your own answers to these questions?
- b** Selasi suggests that we are defined by our **rituals**. What are some of your daily rituals and how do they define the culture you come from?
- c** Selasi also says that we are defined by our relationships. If you think about the people you connect with on a weekly basis, where do these connections take place, literally? Consider both your online and physical settings? How do these people and places define you?
- d** Lastly, Selasi claims that people's identities are often defined by the restrictions they experience. What kinds of restrictions is she referring to? Do you experience such restrictions in your life? How do these restrictions define who you are?

1.7 After you have discussed the questions from the previous activity, copy the table below. Interview a classmate and ask him or her how these things define who they are. Use their responses to complete the table. Then ask your classmate to use the table to interview you. Use your completed tables to introduce each other to your classmates.

Rituals	Relationships	Restrictions

Listen to audio track

1.8 Discuss your answers to the following questions before listening to Audio track 1.

- a** What is 'globalisation' exactly? As a class, can you come up with one definition?
- b** What do you think are *three* main problems in the world today?
- c** Do you think that globalisation forces people to give up their identity?
- d** What are the differences between '**customs**' and '**values**'?

TOK

In TOK we ask the question: 'How do we know what we know?' Much of what you know may be defined by where you come from and what kinds of experiences you have had. In her TED Talk, Selasi uses the following logic to persuade the audience:

- All experience is local (Or: our experience is where we're from) (premise 1).
- All identity is experience (premise 2).
- Therefore my identity is defined by where I have been (conclusion).

This form of reasoning, when starting from general premises to a specific conclusion, is known as **deductive reasoning**. Do you agree with Selasi's reasoning?

NEW: Video handling exercises promote visual literacy

NEW: Listening activities in every unit to support the revised syllabus

1

Identities

1.9 In the box below is a selection of words that you will hear in Audio track 1. Look up the meaning of any unfamiliar words and then use them to complete the sentences below. Check your answers with fellow classmates and your teacher before listening to Audio track 1.

adopt	commence possess	privilege boundaries	adapt aspiration	esteemed sacrifice
-------	---------------------	-------------------------	---------------------	-----------------------

- a** After they moved to a different country, he had to ... to a different culture.
- b** After the opening ceremony, the games will
- c** She had the ... of speaking to the students on the first day of school.
- d** They could not have children so they decided to ... a young girl.
- e** The war spilled over the ... of the country.
- f** It was her ... to become a leader in parliament.
- g** The IB Learner Profile encourages students to ... certain character traits.
- h** He had to ... his Saturday in order to help at the shelter.
- i** The school had an excellent reputation. It was one of the most ... schools in the region.

1.10 As you listen to Audio track 1, listen for answers to the following questions. After listening, check your answers with a classmate and then with your teacher.

- a** The speaker refers to the students of this international school as young and ...
- b** The speaker has been asked to talk about '... in a globalised world'.
- c** Rather than referring to himself as a '...', the speaker would like to think of himself as a 'citizen of the world'.
- d** Another word for 'countries' is '...'.
- e** A synonym used to describe the 'problems' of the world is '...'.
- f** According to the speaker, three problems facing this generation include:
- g** He says that globalisation is a reality which people will have to
- h** People have different customs and ...
- i** The speaker asks if people will have to throw their values ... when working with people from other countries.

1.11 Try to make one long, meaningful sentence that includes as many answers as possible from the activity above. Share your sentence with your classmates. Who has included the most words? Does their sentence make much sense? Try to use punctuation accurately.

Exploring texts

1.12 Imagine you were to move abroad and live abroad for over 10 years. How might that affect you? How might that change your perspective on life? What kinds of lessons might you learn? Discuss your answers to these questions with your classmates. If you have anyone in your class who has spent a significant amount of time living abroad, ask them to answer these questions.

TIP

For your Paper 2 exam, you will do several text-handling exercises. The 'exploring texts' sections in Chapters 1-5 should help you prepare for this part of your exam. Notice how the activities in this course book ask you to predict what the texts will be about before you read them. During your Paper 2 exam, make predictions based on the text titles. This strategy will help you engage with the texts and to understand them, as you read them.

1.13 The title and the paragraph headings have been removed from Text 1.1. Read through Text 1.1 and find where these lines fit into the text appropriately.

- a** The life of a new immigrant
- b** We're all just human
- c** Adventures in fitting in
- d** The inevitable pep talk
- e** Questions of belonging
- f** 10 years of living abroad: How moving to Australia changed by life.
- g** Finding myself

READING STRATEGY

Activity 1.13 asks you to read the headings that have been removed from the original text (Text 1.1) and place them above their corresponding paragraphs. When you are faced with a text with lots of sub-headings, it is useful to read these sub-headings *before* reading the whole text. This way you can predict more accurately what the text will be about.

Text 1.1

1... 10 years ago today, I moved abroad for the first time.

I packed two (very heavy) bags and left behind the only home I had known until that point in my life – Calcutta, India.

I came to the Gold Coast in Australia to get a Master's degree and planned to move back to familiarity as soon as I was done.

Little did I know then, that I was taking a step that would go on to be one of the biggest turning points of my life.



2... During my first year in Australia, I hated it. I found it beautiful, but superficial and the people friendly, but distant. I missed my family, my friends, the food and the overfamiliar warmth of India.

I was also terrified of how polite everyone was. Every sentence seemed to be punctuated with a please or a thank you. If you come from a non-Anglo culture, you'll know exactly what I mean.

It wasn't an English language problem because I have spoken English my whole life; but communication in India is a lot more direct.

In Australia however, I realised I had to embellish my sentences with "Would you mind..." or "Could you please..." before even getting around to the actual point. I lived in mortal fear of losing friends because I hadn't said the right amount of pleases and thank yous.

I make it sound like we're so rude in India. We're not, I promise.

Our politeness is just more centred around gestures and body language (head nods, anyone?) and not so much around minding our Ps and Qs. It's complicated, but if you've ever spent time with anyone from an Asian culture, you'll know what I mean.

Approximately 4 texts per unit which are engaging and relevant for your students

Of course when I wasn't terrified of politeness, I spent my time worrying about accents. Back in 2007, I was ridiculously shy and hated having to repeat myself or worse, asking people to repeat themselves.

I struggled a bit with the nasal Queenslander Aussie accents and jargon and in return, I got my share of strange looks for my accent or choice of words that aren't commonly heard in Australia.

- 3... And of course, despite the majority of people I met, being amazingly nice, I also dealt with my share of racists and bigots. People made fun of my accent, or made me feel like I didn't belong because of skin colour or my ethnicity.

But, through all the ups and downs of immigrant life and adjusting to life abroad, somehow I managed to fall in love with Australia.

At some point, I realised that "fitting in" wasn't up to anyone else but me. If I wanted Australia to embrace me, I was going to have to embrace it first.

I met some incredible people, who I am proud to call my friends today.

I found a job that not only taught me so much about digital marketing, but also about Aussie workplace culture and it gave me a whole new group of friends.

And of course, somewhere in between all my fitting-in, I also met Johnny.

- 4... Fast forward to 27th February, 2017 and Australia is now my home. I will always be Indian, but I am also very proudly Australian.

Over the years, I have had many variants of "go back to where you come from" or "...in Australia we do it like this" thrown at me.

It used to upset me because it made feel like I didn't belong but now I honestly just laugh at the ignorance of people who say stupid stuff like that.

Moving to and living in Australia taught me a lot about Australia (obviously) but also a lot about myself. I am still an introvert but I am a much more confident introvert.

10 years of living outside the country of my birth has made me a much more empathetic person. But most importantly, it has taught me that my identity is more than my skin colour, my ethnicity or my accent.

I belong in Australia just as much as the ignorant idiots.

But, I am also proud of not belonging entirely.

I am no longer insecure about that. I embrace it and thrive in it.

I had the courage to give up the familiar and unlike many racists and bigots, I now not only have a deeper understanding of my own culture, but of my adopted country as well.

- 5... Today, I have embraced "not belonging" on a whole new level.

Packing up my life to go live abroad in a brand new city every few months, is now normal for me. I love the thrill of travel and heading off to an unknown place.

Many people go off to travel as a way to find themselves. It makes you want to roll your eyes but there is a grain of truth to it. When you travel outside your home country, you learn things about yourself and see yourself in a completely new light.

Moving to Australia taught me that if I could give up everything that is familiar and create a brand new life when I was 22 – I was capable of a lot more than I gave myself credit for.

It also made me want to learn about different ways of life around the world because travelling and living abroad can teach you much more about the world and people than any school ever could.

So in 2013, when we gave up our life in Australia in exchange for a life of travel – I was nervous as hell but also excited for what lay in store and what we could potentially learn from other countries, other cultures.

- 6... A very wise man (my dad) once told me that underneath all our differences, we're all the same and want the same basic things from our lives. We're human.

Apparently, the Dalai Lama agrees.

"Conflicts arise when we dwell on secondary differences between us; differences of nationality, faith, whether we are rich or poor, educated or uneducated. What's more helpful to remember is that we are all human beings and from that point of view, we are all the same."

Having lived in many different countries in the past few years, I cannot help but say my dad and the Dalai Lama are right.

If you relate to people on a human level, and stop comparing who's better (or worse) – you will come out with brand new friends and develop a much richer understanding of the world.

I've never liked being put into a box. I refuse to be limited by definition of my nationality or ethnicity alone.

There's more to me than that.

I have left a piece of my heart in every place we've been to and I carry a piece of them in me.

Today, I am part Indian, part Australian but also part Colombian, part Mexican, part Thai & much more — all of which combine to make me wholly global — fitting in everywhere yet not belonging anywhere.

And I love that.

- 7... I'll just end with this: I moved to Australia to study and with a plan to take on the world of journalism. But instead, I ended up with a brand new, completely different life. I will forever be grateful for that.

Have the courage to give up the familiar. Have the courage to grow.

Have the courage to willingly put yourself in situations that make you uncomfortable.

Good things never came out of comfort zones.

Travel. Go see the world. Leave the comforts of your home behind and go live abroad if you can.

It can be scary as hell but NOTHING else can change you the way travel and living abroad can. It's not all rainbows and unicorns (real life doesn't work that way.) It will be tough and uncomfortable but you will never, ever regret it.

Oh and P.S.: Be nice to immigrants. We're all fighting battles – internally and externally and a little kindness goes a long way.

<http://www.fulltimenomad.com/10-years-of-living-abroad/>

1.14 Can you find synonyms from the text for the following words? They appear in the same order as they do in the text.

- | | |
|------------------------|------------------------|
| a insincere | b detached |
| c well-mannered | d adorn |
| e timid | f slang |
| g extremists | h obliviousness |
| i compassionate | j excitement |
| k evidently | l worry about |
| m bravery | |

Identities

1.15 What does the author mean by the following phrases?

- a** to mind your Ps and Qs.
- b** all the ups and downs
- c** to roll your eyes
- d** to be put into a box
- e** it's not all rainbows and unicorns
- f** good things never came out of comfort zones

1.16 What has the author of Text 1.1 learned from her experiences living abroad? Return to your answers from activity 1.12 and compare her experiences to you answers. What does living abroad teach you? Find references from the text to support your answers.

Form and meaning

1.17 Read Text 1.2, below about an American-born Chinese (ABC) woman, who lives in Beijing. She writes about her life and her daily activities. Here are two groups of sentences taken from Text 1.2. For each group of sentences explain why the particular verb tense (underlined) has been used.

1 When do you use 'to be' with '-ing' (the present continuous verb tense)?

- a** My friends are constantly asking me ...
- b** But I don't feel like I'm missing out.
- c** ... we're living abroad.
- d** It would've been very different from what I'm experiencing now.
- e** I'm just enjoying my life.

2 When do you use the present simple verb tense?

- a** I believe that the term applies to me.
- b** We always have a home to go back to.
- c** The culture doesn't make sense sometimes.
- d** I have no idea what my future holds.
- e** I don't like the thought of settling.

1.18 Do you need help describing the difference between the present simple and the present continuous verb tenses? Look at the sentences in Activity 1.17 again. Make a copy of the table below, and decide which of the descriptions (a–g) go in the 'present simple' column and which in the 'present continuous' column.

- | | |
|---|------------------------------|
| a General statement | b Something temporary |
| c Something happening right now | d A state of being |
| e Something annoying | f Something permanent |
| g Something that happens again and again | |

Present simple	Present continuous

Grammar is presented with consolidation activities in every unit. The Teacher's Book provides clear grammatical terminology for the teacher

1.19 Test your understanding of the present simple and the present continuous by selecting the correct verb tense in each sentence below.

- a** Studies prove that many TCKs (suffer/are suffering) from depression.
- b** (I live/I'm living) in this flat until the end of the month.
- c** The USA (grants/is granting) 50,000 Green Cards every year.
- d** TCKs usually (speak/are speaking) more than one language.
- e** Most military families (live/are living) on bases during their time abroad.
- f** We (run/are running) out of time to talk about the immigration bill.
- g** He (constantly makes/is constantly making) that slurping noise with his soup!
- h** My psychiatrist thinks I (suffer/am suffering) from reverse culture shock.
- i** Some people (find/are finding) the term 'third culture kid' offensive.

1.20 Think about the use of verb tenses in Text 1.2, a blog by Michelle Lai- Saun Guo.

- a** How long do you think the author plans to live in Beijing?
- b** Does she feel she has come 'home' to her roots in China, or is she only a long-term visitor?
- c** Where in the text do you see evidence to support your answers?

ATL

The IB encourages five skills or approaches to learning (ATL):

- thinking skills
- communication skills
- social skills
- self-management skills
- research skills.

Texts 1.1-1.3 are about people who have lived abroad. How did their experiences help them develop one or more of these skills? Where in the texts do you see evidence of these skills?

Text 1.2

Blog by Michelle Lai-Saun Guo

My friends are constantly asking me, 'When are you coming home?' Although I understand it's because they miss me, and obviously I miss them, it's a difficult question to answer for several reasons. The first is the state of the US economy. I feel like being in China gives me many opportunities to network and create opportunities that people back home may not have. The second is quite simply because I've learned that even if I make plans for my life, God's going to shake a finger and say 'Nuh uh! That's not how I see it going down.'

Although the Urban Dictionary definition of a **Third Culture Kid [TCK]** is typically someone whose parents have moved him/her around to different countries during childhood, I believe that the term applies to me and my Beijing expat friends as well; especially those of us who are of Chinese heritage.

Sidenote: for those ABCs who have never been to China but think you understand Chinese culture, you'd be amazed at what you discover actually living here. As much as we TCKs complain to each other about the lack of lines outside subway trains, baby poop on the sidewalk, or getting scammed by housing agents, we understand that there's something that still draws us to China despite all those things.

Having spent my first year and a half in Beijing with only close Chinese friends, it's nice to finally have friends here who understand what I miss most about America, and also understand what I go through here in China, such as visa issues, looking for housing, getting sick from the lack of quality dairy, even my cross-cultural relationship. Although I didn't study abroad, I feel like it would've been very different from what I'm experiencing now, which is living abroad.

One thing that TCKs share (at least the ones I know) is spending a good portion of their mid-20's not partying in Vegas, but hitting up Sanlitun or other bar areas. When I see pictures of my friends from home together in Vegas, of course I wish I could be there. But I don't feel like I'm missing out by being here. Last weekend, I went to Xiu with some friends. I was standing on the rooftop terrace, looking up at the tall, chic Jianwai SOHO buildings that surrounded the bar. It was an awesome view, and I thought to myself, 'This is the epitome of life in your 20's, of living in this city where the culture doesn't make sense sometimes, but you just go with it.'

In a way, living overseas doesn't bring as much pressure as I imagine the 'real world' back home would have. One reason is that we always have a home to go back to,

1

Identities

even if we're living abroad. I've always been a **nomad**, and I love the feeling of not knowing where I'm going to 'settle,' if I do settle at all. To be completely honest, even if I moved back home, I'd be open to moving back to China in the future, or even another country. I don't like the thought of settling in one place and planning out my entire future based around that one location.

So while I have no idea what my future holds, I'm just enjoying my life of hanging out in artsy cafes, eating *chuan'r* outdoors, and playing basketball with guys whose names I can never remember because three Chinese characters are harder to remember than one English name.

<http://mybeijingsurvivaldiary.wordpress.com>

READING STRATEGY

We usually read with a purpose in mind. If you are looking for information you might quickly glance over the text to find key words (scanning). Similarly, when reading texts for exams or in the classroom, make sure you always know what you are looking for. In other words, *read the question before reading the text*. Keep the following guiding questions in mind as you read Text 1.2.

- What do we know about the author?
- What is she doing in Beijing?
- How long does she plan to live there?

TEXT AND CONTEXT

- The term 'ABC' (paragraph 3) stands for 'American-born Chinese', describing someone born in America to first generation Chinese immigrants.
- This term can be used jokingly (as seen in this text) or in a negative way to describe Chinese-Americans who have given up their parents' traditions and culture.

EXTRA

The author of Text 1.2 is not the first migrant to go back to her roots. Immigrants and their descendants have frequently gone back to their country of origin - a process known as **repatriation**. Try to find other texts about people who have 'gone home' to a place that might no longer feel like home. Prepare a brief presentation on one of your texts and the story that it tells. You may use one or more of the examples below:

- The Back-to-Africa movement and the history of Liberia
- Mexican repatriation in the 1930s
- The Law of Return, giving all Jews the right to return to Israel
- Skilled non-resident Indians (NRIs) returning to India.



Metacognitive strategy training for learner autonomy

Unfamiliar terms explained in Text and Context boxes

Opportunity for oral communication in every unit

Discussion

1.21 Do you agree or disagree with some of these statements made by the author of Text 1.2? Give reasons for your answers.

- a** 'If I make plans for my life, God's going to shake a finger and say, 'Nuh uh! That's not how I see it going down.'
- b** 'The epitome of life in your 20's [is] living in [a] city where the culture doesn't make sense sometimes, but you just go with it.'
- c** 'I love the feeling of not knowing where I'm going to 'settle'.'
- d** 'I don't like the thought of planning out my entire future based around that one location.'

1.22 Edward T. Hall was a famous anthropologist who likened culture to an iceberg in 1976. He claimed that 'external' culture was like the tip of an iceberg that is visible above water. It includes people's 'outward' behaviour, such as their customs and art. Under the water lies people's 'internal' culture, that includes their ways of thinking, values and norms. See the image below for a more detailed understanding. Using this iceberg model of culture, discuss the similarities and differences between two cultures with which you and your classmate(s) are familiar. Present your findings to your classmates.



EXTRA

If you are interested in how cultures work and the iceberg model, you might like to investigate the research of Geert Hofstede on 'cultural dimensions'. The Culture Map by Erin Meyer is a more recent best-seller on this topic. Do more research on Geert Hofstede or read Erin Meyer's book (or parts of it) and tell your classmates more about the 'science' of culture in a presentation.

1

Identities

1.23 The photograph below was taken at the 2016 Olympic Games in Rio de Janeiro. It is accompanied by four headlines from four different newspapers (Captions A-D) 1.7-1.10) and a Tweet from a journalist (Caption E). Answer the following questions after studying Captions A-E, that are below the picture:

- For each of the five captions, what is the author's intention?
- Which one of the first four captions best captures the way you feel about this image? Why would you say this?
- How are these terms different: 'cultural divide', 'cultural contrast', and 'culture clash'? What do they mean and what is the effect of using each term?
- Do you agree with Ben Machell's message in his tweet (Caption E)? Is there really much difference in culture between two teams that compete in the same sport?
- To what extent does the sportswear of these two women reflect their cultural identity?

Caption A

'The cover-ups versus the cover-nots: Egyptian and German beach volleyball players highlight the massive cultural divide between Western and Islamic women's teams'

Daily Mail

Caption B

Rio 2016: How one photo of beach volleyball captured the beauty of diversity at the Olympics

Global News

Caption C

CULTURE SHOCK Rio Olympics 2016: Egypt v Germany beach volleyball clash shows colossal cultural divide between two teams

The Sun

Caption D

Beach volleyball displays cultural contrasts coming together at the Olympics

Report UK

Caption E

Hijab vs bikini thing aside, how much of a 'culture clash' is it really if you are both playing women's beach volleyball at the Olympics?

Tweet by Ben Machell (The Times and the Evening Standard)



Ethical issues are explored

More captioned images than before to support SL learners preparing for the Individual Oral

Writing

1.24 Do an online search, using the headlines (captions A-E) from Activity 1.23. Read one of the articles that follows one of these headlines. Write a letter to the editor in response to their reporting of the Egypt versus Germany women's volleyball match from the 2016 Olympics. Voice your opinion, that you expressed in the discussion from Activity 1.23. For more information on how to write a letter to the editor, see Unit 6.1.

1.25 Texts 1.1 and 1.2 are both blogs about living abroad. While there are many different types of blogs, these texts are like public diaries or journals, open to friends, family and anyone who is interested in the writer's personal experiences. Try writing your own blog entry about an experience that you have had while traveling or even living abroad. Try using terms from the word bank in this unit. For more information on blog writing see Unit 6.3.

Extend Essay

If you would like to write an extended essay for English B, you can do so in one of three categories:

- 1 A specific analysis of the language (its use and structure), normally related to its cultural context or a specific text.
- 2 a A socio-cultural analysis of the impact of a particular issue on the form or use of the language based on an examination of language use.
b An essay of a general cultural nature based on specific cultural artefacts.
- 3 An analysis of a literary type, based on a specific work or works of literature exclusively from the target language.

Talk to your supervisor about the IB's specifications. You can write about how language reflects culture and how culture shapes identity, which is in the spirit of this unit. Be sure to focus on a particular Anglophone culture and a particular set of language, as expressed in various texts or 'cultural artefacts', that can be anything concrete such as newspapers, magazines, articles, books, cartoons, advertisements, websites, policies or speeches.

Higher level extension

1.26 We started this unit by studying the opening lines from IB's mission statement. The final lines of this statement read:

'These [IB] programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.'

NEW: Reflection section encourages learners to review their learning in each unit (not shown in this sample)

NEW: Literature extension sections at the end of each Unit support HL students preparing for the Individual Oral (not shown in this sample)

1

Identities

In order to think about the phrase ‘other people, with their differences, can also be right,’ study the list of famous individuals below. Research them online and answer the following questions:

- Who were these individuals?
- How were they different?
- How were they right?

- a** Marie Curie
- b** Mahatma Gandhi
- c** Alan Turing
- d** Rosa Parks
- e** Dick Fosbury
- f** Steve Jobs



Rosa Parks in 1955



Dick Fosbury at the Olympic games in 1968

1.27 Have you ever experienced situations when travelling or living abroad, where people did things differently?

- What did they do differently?
- Could you consider these differences ‘right’ or ‘wrong’?
- Discuss your experiences and opinions with your classmates.

1.28 The following words have been removed from Text 1.3. Study the list before reading Text 1.3 and look up the meaning of any words that you do not know. Then read Text 1.3 and insert the missing words from the list below.

- | | |
|------------------------|---------------------------|
| a mundane | b reexamine |
| c ulterior | d rubs |
| e blunt | f sense |
| g reconfigure | h apology |
| i funny | j self-development |
| k deception | l niceties |
| m abundance | n superficially |
| o outspokenness | p repercussion |

Text 1.3

In 2011 I travelled to Saint Petersburg, Russia. The food sucked. The weather sucked. My apartment sucked. Nothing worked. Everything was overpriced. The people were rude and smelled ...1.... Nobody smiled and everyone drank too much. Yet, I loved it. It was one of my favorite trips.

There's a bluntness to Russian culture that generally ...2.... Westerners the wrong way. Gone are the fake ...3... and verbal webs of politeness. You don't smile at strangers or pretend to like anything you don't. In Russia, if something is stupid, you say it's stupid. If you really like someone and are having a great time, you tell her that you like her and are having a great time. It doesn't matter if this person is your friend, a stranger, or someone you met five minutes ago on the street.

The first week I found all of this really uncomfortable. I went on a coffee date with a Russian girl, and within three minutes of sitting down she looked at me funny and told me that what I'd just said was stupid. I nearly choked on my drink. There was nothing combative about the way she said it; it was spoken as if it were some ...4... fact – like the quality of the weather that day, or her shoe size – but I was still shocked. After all in the West such ...5... is seen as highly offensive, especially from someone you just met. But it went on like this with everyone. Everyone came across as rude all the time, and as a result my Western-coddled mind felt attacked on all sides. Nagging insecurities began to surface in situations where they hadn't existed in years.

But as the weeks wore on, I got used to the Russian frankness, much as I did the midnight sunsets and the vodka that went down like ice water. And then I started appreciating it for what it really was: unadulterated expression. Honesty in the truest ...6... of the word. **Communication** with no conditions, no strings attached, no ...7... motive, no sales job, no desperate attempt to be liked.

Somehow, after years of travel, it was in perhaps the most un-American of places where I first experienced a particular flavour of freedom: the ability to say whatever I thought or felt, without fear of ...8.... It was a strange form of liberation *through* accepting rejection. And as someone who had been starved of this kind of ...9... expression most of his life – I got drunk on it like, well, like it was the finest vodka I'd ever had. The month I spent in Saint Petersburg went by in a blur, and by the end I didn't want to leave.



Travel is a fantastic ...10... tool, because it extricates you from the values of your culture and shows you that another society can live with entirely different values and still function and not hate themselves. This exposure to different cultural values and metrics then forces you to ...11... what seems obvious in your own life and to consider that perhaps it's not necessarily the best way to live. In this case, Russia had me re-examining the fake-nice communication that is so common in Anglo culture, and asking myself if this wasn't somehow making us more insecure around each other and worse at intimacy.

I remember discussing this dynamic with my Russian teacher one day, and he had an interesting theory. Having lived under communism for so many generations, with little to no economic opportunity and caged by a culture of fear, Russian society found the most valuable currency to be trust. And to build trust you have to be honest. That means when things suck, you say so openly and without ...12.... People's displays of unpleasant honesty were rewarded for the simple fact that they were necessary for survival – you had to know whom you could rely on and whom you couldn't, and you needed to know quickly.

But, in the 'free' West, my Russian teacher continued, there existed an ...13... of economic opportunity – so much economic opportunity that it became far more valuable to present yourself in a certain way, even if it was false, than to actually *be* that way. Trust lost value. **Appearances** and salesmanship became more advantageous forms of expression. Knowing a lot of people ...14... was more beneficial than knowing a few people closely.

This is why it became the norm in Western cultures to smile and say polite things even when you don't feel

1

Identities

like it, to tell little white lies and agree with someone whom you don't actually agree with. This is why people learn to pretend to be friends with people they don't actually like, to buy things they don't actually want. The economic system promotes such ...15....

The downside of this is that you never know, in the

West, if you can completely trust the person you're talking to. Sometimes this is the case even among good friends or family members. There is such pressure in the West to be likeable that people often ...16... their entire personality depending on the person they're dealing with.

By Mark Manson

CONCEPTS

Purpose

So far, you have read three accounts from people living abroad (Texts 1.1-1.3). Discuss your answers to these questions with your classmates.

- a Why do the authors of these texts feel a need to share their experiences with others?
- b What is their intention or *purpose*?
- c Why have they chosen these text types to achieve their *purpose*?
- d Have you ever felt the need to write about your experiences abroad? How have you shared these with others?

1.29 Answer the following questions, using complete sentences and making reference to Text 1.3.

- a Despite bad weather and terrible food, why does Mark Manson say that his trip to Russia was one of his favourite trips?
- b What, according to Mark Manson, is the main cultural and behavioural difference between Americans and people in the West?
- c What do Russians think of this behaviour of people in the West? And how do people in the West, like Mark Manson, usually respond to this Russian behaviour?
- d Why, according to Mark's Russian teacher's historical reasons, do these cultures behave differently?

1.30 To what degree has your identity been shaped by experiences that you've had with people who were 'different'? Discuss how 'other people' have influenced who you are today.

Literature

1.31 In the spirit of this chapter's theme, identity, you will read a passage from Richard Wright's novel, *Black Boy* (Text 1.4). Before you read the text, discuss your answers to the following questions:

- a To what degree does the colour of your skin determine your sense of identity?
- b Do you live in a society that is racially diverse or homogeneous (meaning all the same)? How does this affect your view on people from other cultures?
- c Do you think racism is a problem in the place where you live? How does this problem express itself in day-to-day relationships?

1.32 The words in the vocabulary box below are used in Text 1.4. For each sentence that follows, decide which of these words is being referred to.

nuisance	trivial	tardiness	circulated	naïvely	paternal	kin	stoutly	brooded
----------	---------	-----------	------------	---------	----------	-----	---------	---------

- a** This word is used to describe how news travelled through Richard's community about a white man who beat a black boy.
- b** Richard uses this word to describe the right that he thought that fathers had to beat their children.
- c** Richard uses this word to describe how annoying he once was for asking too many questions as a child.
- d** This word describes how Richard says, in a very firm and resolute way, that he would not let anyone beat him.
- e** This word is used to describe how Richard thought for a long time about the relationships between whites and blacks.
- f** This word is used to describe a family relative. Richard is surprised to learn that the black boy was not beaten by a member of his own family.
- g** In this way, Richard assumed that a 'black' boy could be beaten by a 'white' father, meaning that he was quite inexperienced and immature.
- h** Richard uses this word to describe how he was rather slow or late in his understanding of racial relationships in the South in the 1920s.
- i** This word describes the small and seemingly insignificant news and happenings of Richard's neighbourhood.

TEXT AND CONTEXT

- *Black Boy* is a memoir by Richard Wright, published in 1945.
- It is about Richard, growing up in the 1920s in the South of the USA.

Text 1.4

From *Black Boy* by Richard Wright, 1945

I soon made myself a nuisance by asking far too many questions of everybody. Every happening in the neighborhood, no matter how trivial, became my business. It was in this manner that I first stumbled upon the relations between whites and blacks, and what I learned frightened me. Though I had long known that there were people called 'white' people, it had never meant anything to me emotionally. I had seen white men and women upon the streets a thousand times, but they had never looked particularly 'white.' To me they were merely people like other people, yet somehow strangely different because I had never come in close touch with any of them. For the most part I never thought of them; they simply existed somewhere in the background of the city as a whole. It might have been that my tardiness in learning to sense white people as 'white' people came from the fact that many of my relatives were 'white'-looking people. My grandmother, who was white as any 'white' person, had never looked 'white' to me. And when word circulated among the black people of the neighborhood that a 'black' boy had been severely beaten by a 'white' man, I felt that the 'white' man had had a right to beat the 'black' boy, for I

naïvely assumed that the 'white' man must have been the 'black' boy's father. And did not all fathers, like my father, have the right to beat their children? A paternal right was the only right, to my understanding, that a man had to beat a child. But when my mother told me that the 'white' man was not the father of the 'black' boy, was no kin to him at all, I was puzzled.

'Then why did the 'white' man whip the 'black' boy?' I asked my mother.

'The 'white' man did not *whip* the 'black' boy,' my mother told me. 'He *beat* the 'black' boy.

'But why?'

'You're too young to understand.'

'I'm not going to let anyone beat me,' I said stoutly.

'Then stop running wild in the streets,' my mother said.

I brooded for a long time about the seemingly causeless beating of the 'black' boy by the 'white' man and the more questions I asked the more bewildering it all became. Whenever I saw 'white' people now I stared at them, wondering what they were really like.

LEARNER PROFILE

Would Richard Wright have been a good IB learner? What IB learner traits apply to Richard, as the main character of this passage? Give evidence from the text for each trait that applies to him:

- | | |
|--------------|-----------------|
| • Inquirers | • Knowledgeable |
| • Thinkers | • Communicators |
| • Principled | • Open-minded |
| • Caring | • Risk-takers |
| • Balanced | • Reflective |

1.33 Here are several questions about Text 1.4 and the context in which it was written. Discuss your answers with classmates.

- a** How is Richard's understanding of 'black' and 'white' different from other people's understanding of 'black' and 'white' in the American South in the 1920s?
- b** How are people's views on racial differences in the American South in the 1920s similar or different from modern-day views on racial differences where you live?
- c** Besides race, what other values are different, when comparing your world to Richard's world of the 1920s?

REFLECT

This unit has explored the topic of identity in light of globalisation. Discuss your answers to the following questions to reflect on what you've learned.

- a** The texts, quotations, audio file and video were mainly stories. Could you relate to the experiences that these authors described? Describe how you have had similar or different experiences when travelling or living abroad.
- b** The title of this unit is 'Citizens of the world'. What does this phrase mean to you?
- c** Do you consider yourself a 'citizen of the world'? Why or why not?



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