

OXFORD IB DIPLOMA PROGRAMME



2ND EDITION

ENGLISH B

COURSE COMPANION

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1 IDENTITIES: FIT FOR LIFE

Chapter summary

Theme

Identities

Topics

Lifestyles, health, wellbeing

Research question for the chapter

What ideas and images do we associate with a healthy lifestyle?

Additional research questions for each text

- A** How can physical exercise contribute to our wellbeing?
- B** How do young adults deal with the stress in their lives?
- C** How do we become healthy adults?

TOK questions

- As readers, how do we know how to identify the audience of a text?
- As writers, how do we know how to address our audience?



Communication skills

Listening skills

- Receptive
- Productive

Oral and interactive skills

Presentations

Written text types

Personal letters and emails

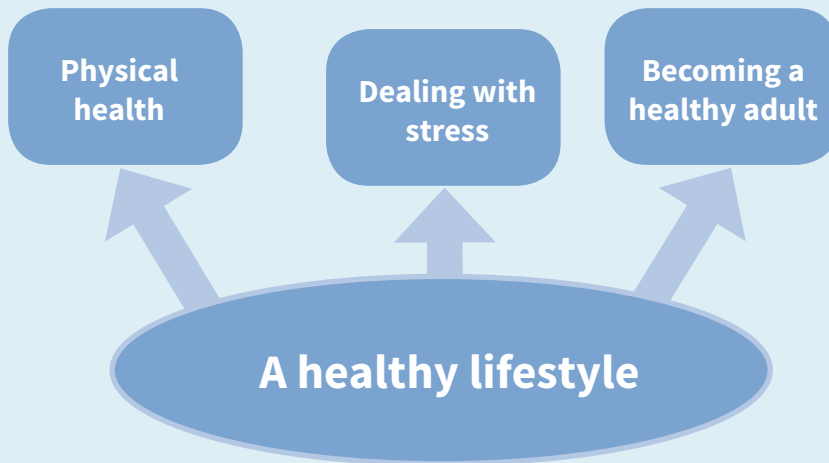


Research question for the chapter:

What ideas and images do we associate with a healthy lifestyle?

1. In class, discuss the research question for the chapter: What ideas and images do we associate with a healthy lifestyle?
2. Study the diagram below. What does it communicate about a healthy lifestyle? What are your thoughts and reactions to the diagram, the poster and the question?
3. In your opinion what role does the media play in promoting healthy (and unhealthy) lifestyles?

What justifications would you give for your answers?

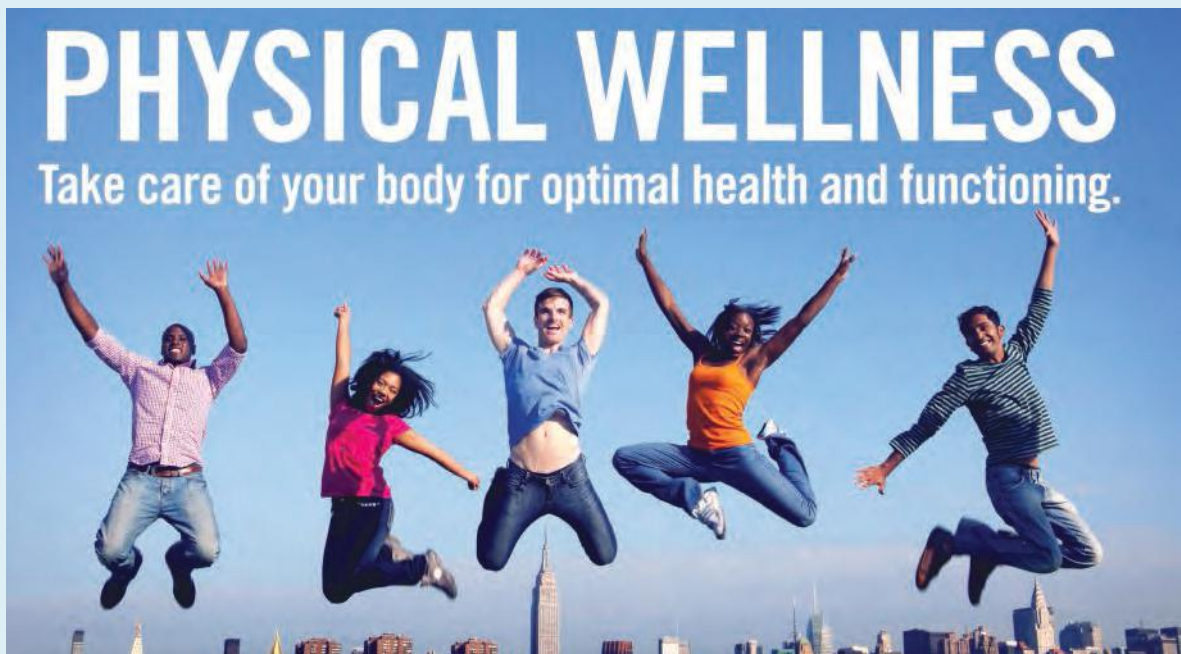


Using the research questions for the chapter

At the start of each chapter you will find a research question to consider and discuss in class. At the end of your discussions, make a note of your initial conclusions. You are encouraged to make a list of any points which might need further research.

At the end of each chapter you will be asked to reflect on your answers to the research question. Think about the question and re-examine your notes.

- To what extent have your views changed?
- To what extent have your views remained the same?
- What new understandings about the topic have you achieved?
- What new questions about the topic do you have?



Section A: Lifestyles

Using the research questions for each section

Each chapter is divided into three sections. Each section starts with its own research question for you to consider and discuss in class. At the end of your discussions, make a note of your initial conclusions. You will be asked to re-examine each research question at the end of each section.

Research question A:

How can physical exercise contribute to our wellbeing?

1. What are your first thoughts and reactions to the question above? Make a list of points.
2. What reasons would you give for your answers?
3. What more would you need to know and what would you need to do before you could come to a definitive conclusion about the question?

Before you read

- Before you start, as a class brainstorm the meaning of the phrase "a healthy teenage lifestyle".
- What ideas and images does the phrase suggest?
- Look at the pictures below. How might they relate to the idea of an unhealthy lifestyle?



Think about the photographs and their meaning.

- a) Describe what is happening in each picture. How does it relate to the research question for this section?
- b) What is the message of each photograph?

Justify your answers.



The article you are going to read lists eight benefits of exercise for teenagers.

In groups, predict the eight most relevant benefits of exercise for teenagers from the list A–P below.

A. A better social life

B. A greater sense of wellbeing

C. A lower heart rate

D. An improved complexion

E. Avoiding injury

F. Better mood control

G. Better sleep patterns

H. Decreased risk of medical problems

I. Greater confidence

J. Greater enjoyment of leisure activities

K. Improved powers of concentration

L. Longer life

M. Lower stress levels

N. Muscle strengthening

O. Potential weight loss

P. Stronger bones

Transfer and social skills ATLS

Working in groups can be difficult, especially when there is disagreement. In this exercise make sure you:

- work collaboratively
- listen to other people's points of view
- manage and resolve conflict
- build consensus
- make fair and equitable decisions.

The 8 biggest benefits of exercise for teenagers

Exercise guidelines for teenagers

The NHS recommends that teenagers need an hour of physical activity every day to help stay healthy. The 60 minutes of exercise should combine moderate-intensity aerobic activity, like walking fast, to vigorous-intensity aerobic activity, including running. On 3 days a week, there should also be muscle-strengthening moves, like push-ups and bone-strengthening exercise, including running. Many sports and activities help towards these targets, including playing football, gymnastics and martial arts training.



1. Weight control

Because exercise helps use oxygen, it causes your body to burn stored fat and helps you maintain a normal weight. For instance, if you walk seven kilometers a day, four times a week, you can burn about 1,600 calories. If you don't change your diet at all and keep walking the same distance over six months, you'll lose 5 kilos.

2. Stronger muscles

Most people know that exercise keeps muscles strong. But did you know that strong muscles also burn more calories? Muscle mass is a metabolically active tissue. In other words, the more muscle mass you have, the more calories you burn even when you're not working out. However, men have more muscle mass, so they burn calories faster and lose weight more easily than girls.

3. Stronger bones

Studies show that regular, moderate resistance and strengthening activities like walking, running, jogging, and dancing also burn weight. Such exercises also boost bone mass and keep muscles strong.

4. Better skin

As exercise boosts oxygen to the skin, it also helps increase the natural production of collagen, the connective tissue that plumps your skin. Your skin colour is also improved after exercise because of the increase in blood flow. Exercise also boosts circulation and the delivery of other nutrients to your skin that remove toxins or poisons.

5. Less stress

Regular exercise reduces the amount of stress hormones in the body, resulting in relaxed blood vessels and lower blood pressure. A slower heart rate after exercise also reduces muscle tension on your face.

6. Improved mood

Research shows that regular exercise reduces symptoms of mild to moderate depression and enhances psychological fitness. Exercise can even produce changes in endorphin levels in the body. Endorphins are hormones in the brain associated with happy, positive feelings.

7. Fewer illnesses

Regular exercise appears to help boost the immune system, thus helping to reduce the number of colds, flu, and other infections.

8. More brainpower

Exercise boosts blood flow to the brain and helps it receive oxygen and nutrients. The better shape you're in, the faster you activate brain waves that are responsible for quick thinking. So, for example, if you have a problem, you may find answers during your daily exercises.

But when do I find time to exercise?

The great thing about exercise is you don't have to do it all at one time. After all, not many teenagers have time to walk 7 kilometers after school! But you can do the distance in short bursts throughout your day. Here are two ideas of how to slot some exercise into your day:

- Walk around the school playground during lunchtime instead of sitting or standing around – you can still chat with your friends!
- Take a one-mile walk after school with friends or the family dog.

If you stick to the walking programme, you'll soon see the benefits.

<http://www.webmd.boots.com/fitness-exercise/guide/benefits-of-exercise-teenagers>



Reading comprehension

Read the text carefully and identify whether the statements below are true or false.

Tick [✓] the correct response then justify it with a relevant brief quotation from the text.

		True	False
Example:	Teenagers should exercise about 60 minutes a day.	✓	
Justification:	“teenagers need an hour of physical activity every day to help stay healthy.”		

		True	False
1.	You can lose five kilos a month by walking.		
Justification:			
2.	If you are more muscular, you can lose more weight.		
Justification:			
3.	Dancing is classed as a bone-strengthening exercise.		
Justification:			
4.	Increased collagen will help to remove poison from the skin.		
Justification:			
5.	Exercise cannot decrease the outward signs of stress.		
Justification:			
6.	Physically active people are just as likely to be as unhappy as non-active people.		
Justification:			
7.	Exercise can help you fight off illnesses.		
Justification:			
8.	Thinking is a recognized form of exercise.		
Justification:			

Transfer and communication skills

ATLS

When tackling the reading comprehension exercises in this book, remember to use techniques to improve your reading-for-meaning skills to gather specific information.

- Read each question critically and make sure you understand the task exactly.
- Preview and skim read texts to build understanding.
- Make sure you can summarize the main points and conclusions of the text.
- Locate exact phrases in the text to show understanding of specific questions.

You can also use the reading comprehension techniques you are developing here in your other subjects!

Critical thinking skills

Look at your answers for questions 11 to 14. How do you know your answers are correct?

For each of your responses find a quote in the text to support your answers. Use these thinking skills:

- Recognize unstated ideas and bias.
- Interpret information.
- Gather and organize relevant information to formulate an argument.

Transfer and thinking skills

In this Course Companion you will find numerous ATLs boxes such as this one. “ATLs” stands for “Approaches To Learning”. They are designed to help you become a better learner both in English and in your other subjects.

For example, on this page you are learning presentation skills. You can use these skills in multiple contexts in all your other subjects. Moreover, you are learning for life. You will be able apply these skills in situations beyond the classroom, at college and in the world of work.

Answer the following questions

9. According to the article, what is the biggest single problem facing teenagers who want to walk the recommended daily distance for a healthy lifestyle?
10. What promise do the writers make to readers in their closing remarks?

Multiple-choice questions – conventions

11. What type of text is *The 8 biggest benefits of exercise for teenagers*?

- A. A speech
B. A news report
C. A set of guidelines
D. A medical report

☐

12. The main purpose of the text is to:

- A. narrate a story
B. describe a situation
C. explain a problem
D. give advice.

☐

13. The opinions in the text seem:

- A. very balanced
B. emotional
C. biased
D. logical.

☐

14. The text is addressed to:

- A. parents
B. teachers
C. teenagers
D. everyone.

☐**HL extension****HL**

Now look again at the predictions about the contents of the article you made before reading the text. How many of your predictions were correct? How many were incorrect? Go through the list of other potential benefits of physical exercise again. Choose three additional benefits of exercise for teenagers that are not mentioned in the text, and then write three additional paragraphs for the article. Write between 100 and 150 words.

Presentation skills

The process of presenting a topic to an audience is an important communication skill. Its purpose is to inform the listeners or persuade them of a point of view. During the English B course you may wish to give an oral presentation on a topic you have studied. When you present, it is very important to:

- A. select appropriate material for the presentation
B. organize your ideas and material into a clear structure.



Brainstorming

Think about why you are making your presentation.

- What do you want to achieve?
- What do you want your audience to learn?
- What action do you want your audience to take following your presentation?
- How can you best design your presentation?

To help answer these questions, you can use a chart like this to brainstorm your initial thoughts.

Topic:	Examples and explanations
Introduction: Context and thesis statement	
Supporting idea one	
Supporting idea two	
Supporting idea three	
Conclusion, including a summary and a final thought	

As you fill in the table, ask yourself these questions:

- What are the main points you wish to make?
- Are these points structured in a logical, coherent way?

Oral activity: Presentation

Read the following news report.

Research shows 25% of teenagers think playing computer games is exercise

Nearly a quarter of young people believe that playing a computer game is a form of exercise, according to a government study released today.

The research, published by the Youth Sport Council, raises serious questions about the physical fitness of today's young people. It says that youngsters are at a critical point in terms of ensuring their mental and physical wellness.

The report warns that many young people are not taking part in any physical activity.

However, the study found that 70 per cent of respondents wanted to do more exercise and 75 per cent said they enjoyed sport.



Transfer and self-management skills

You can also use the organizational and communication skills you are using in this exercise to create presentations in your other subjects.

Organization skills

- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Use appropriate strategies for organizing complex information

Communicating through language activities

- Preview and skim texts to build understanding
- Read critically and for comprehension
- Read a variety of sources for information
- Make inferences and draw conclusions
- Paraphrase accurately and concisely
- Take effective notes in class
- Make effective summary notes
- Use organizers for an academic writing task
- Write for different purposes
- Organize information logically
- Structure information into a presentation

Using the news report as a starting point, create a presentation for middle-school students explaining both the benefits of physical exercise and the dangers of a lack of exercise.

The presentation should last for four minutes.

Use the chart and the advice above to brainstorm your initial ideas.

Topic:	Examples and explanations
Introduction: Context and thesis statement	
Supporting idea one	
Supporting idea two	
Supporting idea three	
Conclusion, including a summary and a final thought	

Planning and drafting

Once you have created a first draft of your presentation you can then reflect on how you can improve what you have produced.

Do you think you have done a good job of introducing the topic?

- Have you explained the context of the presentation clearly?
- Is your thesis statement clear and effective?
- Suggest any improvements or rephrasing.

Is your argument effective?

- Will each of the supporting points you make be clear to your audience?
- Is there a clear topic sentence in each of the supporting arguments?
- Does each supporting point relate clearly to your thesis statement?
- Suggest any improvements or rephrasing.

Are there reasons, examples, or different explanations to support the topic sentence?

Is there a clear conclusion?

- Does the conclusion relate to the thesis statement?
- Does the conclusion relate to the supporting points?
- Have you made a final point which relates the conclusion of your presentation to the wider world?
- Suggest any improvements or rephrasing.



Connecting ideas

The final stage is to develop the flow of your presentation. This can be achieved by using linking statements to show clearly how your main points fit together. Common linking statements include:

- “The next point to consider is ...”
- “Another important issue is ...”
- “We can now see that ...”

Addressing the audience

- Who is the audience for the presentation?
- Have you made sure that your language and examples are suitable for your audience?

Communication skills



In this exercise you will have to:

- take effective notes
- make an effective summary
- organize and structure information logically.

Practicing and rehearsing

It is also very useful to practice your presentation at least once before you deliver it to the class. When practicing your presentation, you can use this chart to help each other in your group to improve their performances.

Oral communication skills

	Good	Improvement possible	Needs some improvement	Needs a lot of improvement
Eye contact	Has good eye contact with audience.	Has eye contact with the audience most of the time.	Sometimes has eye contact with the audience.	Does not have eye contact with the audience.
Enthusiasm	Shows great enthusiasm for the topic.	Shows enthusiasm for the topic.	Shows some enthusiasm for the topic.	Shows little enthusiasm for the topic.
Preparation and organization	Very prepared and well organized.	Mostly prepared and well organized.	Somewhat prepared and organized.	Not very prepared or organized.
Clear speech	Speaks very clearly and is very easy to understand.	Speaks clearly most of the time and is fairly easy to understand.	Sometimes speaks clearly and is sometimes easy to understand.	Does not speak clearly and is quite difficult to understand.
Knowledge of topic	Shows excellent understanding of the topic.	Shows good understanding of the topic.	Shows some understanding of the topic.	Shows little understanding of the topic.

Once you are ready, deliver your presentation. Your listeners may use the table above to give you feedback.

Internal assessment (SL)

Look at the visual stimulus below. The image relates to the theme of “identities”.



Brainstorming

- What is the main idea in the photograph? How does it relate to the title of this section, “Lifestyles”?
- What do you see in the background of the photograph? What does this tell you about the location and context of the photograph?
- Look at the foreground of the photograph. Describe the person or people you can see.
- What is happening in the picture? How does the action relate to the title of this chapter, “Fit for Life”?

Preparation and presentation

Based on your answers to the questions above, prepare a four-minute presentation on the photograph.

Remember that the presentation should not only include a description of the photograph, but should also connect it to the topics of *Identities*, *health and lifestyles*. It should also highlight the connection between the photograph and an Anglophone culture. Present your photograph and topic to your classmates. Remember that in the actual examination you will have 15 minutes to prepare your presentation.

Peer assessment

Assess the presentations given by your classmates. Use the following criteria to guide your assessment:

	Internal assessment (SL and HL)
Criterion A	Language
Criterion B	1. Message: visual stimulus (SL) 1. Message: literary extract (HL) 2. Message: Conversation
Criterion C	Interactive skills—communication

Suggest ways in which your classmates can improve their presentation techniques.

Research and self-management skills

ATLS

You will find detailed information about all the SL and HL assessments for this course in *The Language B guide for first examinations 2020* (IBO).

Make sure you are familiar with the assessment criteria for all the assessment components.

If you understand the marking criteria, it is much easier to see the areas in which you need to improve in order to achieve the next level of proficiency in each of the assessment activities.

Internal assessment (HL)

Read the following passage. Then answer the questions that follow.

The training of Mu Lan –the woman warrior

“White Tigers” is Maxine Hong Kingston’s childhood fantasy of living the life of Fa Mu Lan, the woman warrior. This section is written in the first person– that is, from the young Mu Lan’s point of view. In the fantasy, having been attracted by a distant bird she follows it up into the mountains until she comes to the magical hut of a mysterious old couple. The old man and the old woman receive Mu Lan and say they want to train her to become a great warrior and help her family take revenge on the local baron who has been exploiting and oppressing them.

‘What do you want to do?’ the old man asked. ‘You can go back right now if you like. You can go pull sweet potatoes, or you can stay with us and learn how to fight barbarians and bandits.’

‘You can avenge your village,’ said the old woman. ‘You can recapture the harvests the thieves have taken. You can be remembered by the Han people for your dutifulness.’

‘I will stay with you,’ I said.

...

‘The first thing you have to learn,’ the old woman told me, ‘is how to be quiet.’ They left me by streams to watch for animals. ‘If you are noisy, you’ll make the deer go without water.’

When I could kneel all day without my legs cramping and my breathing became even, the squirrels would bury their hoardings at the hem of my shirt and then bend their heads in a celebration dance. At night, the mice and toads looked at me, their eyes quick stars and slow stars. Not once did I see a three-legged toad, though; you need strings of cash to bait them.

The two old people led me in exercises that began at dawn and ended at sunset so that I could watch our shadows grow and shrink and grow again, rooted in the earth. I learned to move my fingers, hands, feet, head, and entire body in circles. I walked putting heel down first, toes pointing outward thirty to forty degrees, making the ideograph ‘eight,’ making the ideograph ‘human.’ Knees bent, I would swing into the slow, measured ‘square step,’ the powerful walk into battle.

After five years my body became so strong that I could control even the directions of the pupils inside my irises. I could copy owls and bats, the words for ‘bat’ and ‘blessing’ homonyms. After six years the deer let me run beside them. I could jump twenty feet into the air from a standstill, leaping like a monkey over the hut. Every creature has a hiding skill and a fighting skill a warrior can use. When the birds alighted on my palm, I could yield my muscles under their feet and give them no base from which to fly away.

But I could not fly like a bird that led me here, except in large, free dreams.

An extract from the chapter “White Tigers” from *The Woman Warrior*, by Maxine Hong Kingston



Note

In your internal assessment, the literary extract will not exceed 300 words. You will be shown two, one from each of the works of literature studied in class.

Brainstorming

In small groups, discuss the following questions then summarize your discussion in point form.

- What motivates the old man and woman to train Fa Mu Lan to become the Woman Warrior?
- Describe and explain the different stages of Mu Lan's training.
- How does the old couple use nature to teach Mu Lan about fighting?
- On the evidence of the text, how does the physical training contribute to Mu Lan's wellbeing and sense of purpose?
- How would you react if you had to undergo such a rigorous training programme? Explain and justify your answer.

Classmates listening to the presentation should prepare individual questions about the text. They can put these questions to you at the end of your presentation.

Peer assessment

Assess the presentations given by your classmates. Use the following criteria to guide your assessment:

	Internal assessment (HL)
Criterion A	Language
Criterion B	1. Message: literary extract 2. Message: Conversation
Criterion C	Interactive skills: communication

Suggest ways in which your classmates can improve their presentation techniques.



Listening comprehension

Click the icon to practice the listening section of Paper 2. After you have listened to an audio track you will complete a set of accompanying activities.



Paper 1: Personal letter writing

We write personal letters to people we know well, such as friends or members of our family. These days we still tend to write letters on special occasions: to invite, to thank someone, to express sympathy or congratulations. Other personal letters are written to maintain a friendship or personal relationship. Writing a letter shows that you care about your reader, and that you are willing to spend time writing to them. We should also remember that people tend to keep personal letters and will re-read them, sometimes long after they have been received.

The writers of personal letters will want to make sure that their words express their exact thoughts and their feelings towards their audience, the reader. You do not want your reader to misunderstand your meaning, so the personal letter has to hit the right note, and have the exact effect intended. This means that the language must be chosen carefully.

This is a very difficult task. The choice of a single wrong word or bad grammar can change the meaning or tone of a letter, so you will have to be selective and proofread extremely carefully.

In *English B* Paper 1, you may wish to write a personal letter in response to a set prompt. Such a personal letter may require you undertake several things within one letter:

- narrate an event
- describe a person or object
- describe your feelings or reactions
- explain your thoughts and ideas
- give advice or instructions
- explain a situation you find yourself in.

You should adopt an informal, personal tone and register suitable to the subject matter and audience. You can use moderate amounts of slang, abbreviations and colloquial expressions in informal letters. When in doubt, remember this task is an assessment of how well, not how badly, you can write English.

Structure

You may wish to start with your address and a date. Keep in mind that you will also need to be able to open and close the letter correctly with an informal salutation and ending. The most frequent salutation is 'Dear', followed by the reader's first name. In personal letters, you could use 'Love', 'Best wishes', 'Cheers', to close the letter. Your signature (i.e., your first name) goes below the close.

Writing activity: Personal letters

Here are three opportunities to practice writing personal letters.

Exam tip

At **Standard Level** you should write between 250 and 400 words.

At **Higher Level** you should write between 450 and 600 words.

Plan, draft, revise and redraft:

1. Re-read: *The 8 biggest benefits of exercise for teenagers*. Do you agree or disagree with the content and message of the guidelines? Write a letter to a friend describing your reactions to the text.
2. Imagine you are Mu Lan in the literary extract you read earlier. Write a personal letter to your family describing your life on the mountain with the old couple and your training programme.
3. You are worried about an older relative who has gone through some serious life changes recently and seems to have become very inactive. Read this poster and use some of the information to write to a friend or another family member describing the relative and suggesting a plan of action.

Physical activity and mental health

Being physically active:



1. Improves self-esteem and cognitive function in young people
2. Reduces the symptoms of post natal depression
3. Decreases depression in older adults



Is as effective as medication for mild to moderate anxiety and depression



Protects against mental health problems



People who participate in sport clubs and organised recreational activity enjoy better mental health



Playing sport reduces psychological stress by

↓ 34%
1-3 times a week

↓ 47%
4+ times a week

Source: Government of Western Australia, Department of Sport and Recreation

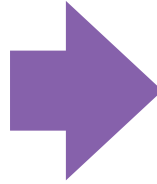


Brainstorming

During the first stage write down as many ideas as you can about the content of your letter.

1. Reflect

- Reflect on everything you have learned in this section.
- Choose your focal point and your point of view. What information would you like to emphasise?



2. Generate

- Generate ideas to be used in your letter.
- Research additional material or relevant facts to support your opinion.

Planning

Use the chart below to help you decide what content to include. Give specific details as much as possible.

Choosing possible content	
Explain a situation you find yourself in	
Narrate an event	
Describe a person or object	
Describe your feelings or reactions	
Explain your thoughts and ideas	
Give advice or instructions	

Conceptual understanding: Audience

Audience is a very important concept in the study of language. Authors create texts for a person or a group of people who will read, listen or view it.

Defining an audience

When an author plans a text, one of the most important questions to consider is “Who is the audience I am trying to reach?” Authors need to consider a number of factors to define their audience. These include:

- social status
- income
- age group
- gender
- cultural background
- physical location
- special interests.

For example, using the list above, can you define the audience for the textbook you are holding?

Writing to a specific audience

- Having written down the content of your letter, always visualize the person you are writing to.
- While you are writing, keep in mind how you normally talk to the person you are writing to.
- Use a tone of voice and vocabulary in your letter as though you were talking to your correspondent in person.

Re-read the completed draft of your written text and revise where necessary.

Remember you will be assessed on three criteria: Criterion A: Language, Criterion B: Message, Criterion C: Conceptual understanding (including audience, context and purpose).

A TOK moment: As readers, how do we know how to identify the audience of a text?

The Theory of Knowledge recognises the following ways of knowing: sense perception, reason, emotion, faith, imagination, intuition, memory, and language.

Which of these ways of knowing are most helpful when you want to identify the audience for a text?

Re-examine the text in this section: *The 8 biggest benefits of exercise for teenagers*.

Using the following criteria, identify the specific audience for the text.

- social status
- income
- age group
- gender
- cultural background
- physical location
- special interests

What ways of knowing did you use to reach your answers?

Further research

Find a variety of texts that promote a healthy lifestyle. Using the criteria above and appropriate ways of knowing, identify the audience for each text. Look carefully for clues in the text.

Conclusion to research question A

Now that you have completed the section, consider research question A,

“How can physical exercise contribute to our wellbeing?”

Look at the notes you took at the beginning of this section. To what extent have your opinions on the subject changed since the beginning of the chapter? To what extent have your opinions remained the same?

What ideas have you learned in this section?





Section B: Mental health

Research question B:

How do young adults deal with the stress in their lives?

1. What are your first thoughts and reactions to the question above? Make a list of points.
2. What reasons would you give for your answers?
3. What more would you need to know and what would you need to do before you could come to a definitive conclusion about the statement?



Before you read

Discussion

In groups put the following causes of stress into levels from 1 to 5. You could also use the information here to conduct a questionnaire about stress in your class or year group.

What are the biggest causes of stress in young adults?



The dangers of long-term stress

The following text is taken from a manual for teenagers, Fighting Invisible Tigers. The book's author, Earl Hipp, uses the metaphor of the 'tiger' to stand for the stress that we can feel in our day-to-day lives.

What happens when you live with stress constantly? When your life is full of tigers that never go away? You gradually adapt to higher and higher stress levels, and you may never find the time to calm down, rest, and recuperate. Soon you're living with an *unhealthy* amount of stress and calling it normal. Long-term stress can be dangerous because you may not be aware of the physical and emotional toll it is taking on you.

- 5 Why is long-term stress such a problem for so many people? We aren't taught about stress, so we don't recognize it even when we are up to our eyeballs in it. We all have stress factors in our lives that we're powerless to do anything about (parental decisions, school rules, homework, problems with friends, feeling unsafe). We face so many challenges that it isn't practical or possible to rest after each one.

- We're the products of a driven culture. We're taught from an early age that it's good to compete, win, stay
10 busy, and always be productive. Most of us don't know how to relax. Relaxation skills aren't valued by our culture. It's more common (and accepted) to hurry and always do too much than it is to relax and be quiet for a period of time.

Even our attempts at play can be filled with competition and pressures to be great at everything we do. Recreation is supposed to be re-creation – a chance to renew ourselves. Instead, it turns into *wreckreation*.

- 15 We end up feeling more strung out and wrung out than when we started. We all do our best to live in our world full of tigers. We try to be responsible and handle everything that comes our way.

Here are some of the things young people do in an effort to keep it all together: skipping meals, sleeping less, spending excessive time with friends and family, never talking about feelings and toughing it out by pretending to cope independently. When you try harder to keep up as the stress in your life increases,

- 20 you may forget to take time for rest and recuperation. Without realizing it, you gradually lose your energy, positive attitude, and performance edge.

Here are some of the symptoms young people have reported: more trouble with teachers, needing a lot of sleep or not sleeping well, wanting to eat all the time or never eating, headaches, stomach aches, colds, infections, sore muscles, escapist behaviour -- overdoing one thing (TV, music, studying, sleeping) and

- 25 ignoring other things, withdrawing from friends and family ("Just leave me alone!"), crying for no apparent reason, feeling like an idiot, restlessness, anxiety, worrying all the time, feeling like everything is out of control ("like I'm out of control"), depression, sadness, and irritability.

You may be too busy adapting and coping with your stress factors to notice how you are changing. Unconsciously, you keep modifying your definition of what constitutes an acceptable level of stress.

- 30 Suddenly the symptoms of overload seem to come out of nowhere. One minute you think you're fine, and the next you find yourself doubling over with cramps, tossing and turning at night, yelling at your mom, having two-day headaches, biting your nails, or gobbling whole crates of chips.

From Invisible Tigers (p10 to 12 with material from an earlier edition)



Reading comprehension

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

1. The text is:

A. an article about dealing with stress B. an extract from a self-help book	C. a blog on teenage mental health D. a news story about teenagers.
---	---
2. The target audience for the text is probably:

A. social workers and administrators B. young people and their parents	C. mental health professionals D. the general public.
--	---
3. The writer seems to be:

A. a concerned parent B. a newspaper journalist	C. a guidance counsellor D. a humanities teacher.
---	---
4. According to the text, living with high stress levels means:

A. we learn to relax despite high stress levels B. we can forget how much stress we have	C. we become dangerous to others D. we can make very bad decisions.
--	---
5. Which word from between lines 1 and 7 is nearest in meaning to the phrase “extent of damage”?
6. According to the text, why is long-term stress such a problem?

A. We do not know it exists. B. We are not educated enough about it.	C. We lack the strength to deal with it. D. We forget how to relax.
--	---
7. The writer defines the term “a driven culture” (line 15) as a society that:

A. is demanding and full of tension B. leaves no room for individual expression	C. is very progressive and positive D. values self-reflection and relaxation.
---	---
8. The writer creates the term “*wreckreation*” to define leisure activities that:

A. are frequently violent and destructive B. lack any sort of purpose or direction	C. have no creative or artistic element D. create even more stress and tension.
--	---

Social skills

ATLs

In the English Language Acquisition Course Companion you are encouraged to use your collaborative skills to tackle some of the reading comprehension exercises as pairwork.

You might try to answer questions in pairs, or small groups, and discuss the various possible alternative responses.

9. When the writer says young people are trying “to keep it all together”, he means they are trying to:

- A. understand what they are doing
 B. work towards achieving excellence
 C. cope with the pressure they are under
 D. be positive and creative in their outlook.

☐

10. The writer concludes by saying:

- A. stress can cause bad habits such as overeating
 B. stress might cause irrational behaviour
 C. we find it hard to measure the stress in our lives
 D. we fail to notice the effect stress has on us.

☐

Vocabulary in context

Define the following phrases in your own words.

11. “up to our eyeballs” (line 10) Answer:
 12. “strung out and wrung out” (line 21) Answer:
 13. “performance edge” (line 27) Answer:

Transfer and research skills

ATLS

Use these information literacy skills to complete your HL extension task:

- Collect and classify data
- Access information to be informed and inform others
- Create new information
- Present information in a new format
- Collect and analyse data to identify solutions

HL extension

HL

Throughout the text the writer gives examples of the effects of long-term stress on teenagers.

Identify the effects and then categorize them in the following chart. One example of each has been done for you.

Physical symptoms of stress	Mental symptoms of stress	Behavioral symptoms of stress
Headaches	Forgetting to rest	Skiping meals

When you have completed the extension task, write a paragraph of approximately 100 words to explain to other IB students the dangers of stress, and the benefits of relaxation.



Oral activity: Presentation

Here are some random tips created for university students dealing with general exam stress. First put the sentences in a more logical sequence so that they make better sense. Once you have sequenced the sentences, you are going to use the information and apply it to a different audience.

In groups assess and then choose the most important points to create a five-minute presentation for your fellow IB students. The purpose of the task is to create a presentation to your fellow students giving tips about how to handle their English B or another DP examination.



15 stress tips for the day of an exam

1. After the exam do not spend endless time criticising yourself about where you think you went wrong. Often our own self-assessment is far too harsh.
2. Always write a plan for essays and other written tasks. Brainstorm ideas then put them in order.
3. Congratulate yourself for the things you did right and learn from the questions in which you know you could have done better, and then move on.
4. Don't bottle things up. If you are worried about how you did, talk it through with someone, such as a friend, a parent or a teacher.
5. Get up in good time so you're not rushing and you have time to eat breakfast.
6. If you are making notes for an essay, plan the conclusion first and work backwards from there.
7. If you still can't remember the information then move on to another question and return to the problem question later.
8. If your essay plan is not adequate, add more points before writing again.
9. If your mind goes blank, don't panic! Help the thinking part of your brain by taking slow, deep breaths for about one minute.
10. Look at all the questions before you decide which questions to answer. Pick questions you are confident writing about.
11. Remember to bring everything you need, like extra pens and pencils.
12. Stay calm. Getting excessively anxious is counter-productive, as you will not be able to think as clearly.
13. Take a deep breath before you start to read the paper. Breathing in this way calms your whole nervous system.
14. The quickest and most effective way of eliminating feelings of stress and panic is to close your eyes and take several long, slow deep breaths.
15. Work out the time allowance for each question, and stick to it.

Thinking skills

ATLs

In this exercise, and others in this book, you will need to use critical thinking skills. In these tasks there is no "right answer". As you conduct the task you will have to come to your own conclusions about what is the right answer by using reasoned arguments.

Use these critical thinking skills to help you to find answers.

- Analyse and evaluate the issues and ideas.
- Gather and organize relevant information to formulate a sensible argument.
- Interpret the data available.
- Evaluate evidence.
- Draw reasonable conclusions and generalizations.
- Test your generalizations and conclusions.
- Revise your understanding based on any new information.

Brainstorming

Select the ideas you wish to use and adapt. Choose the most important points to create a five-minute presentation for your fellow DP students. If necessary, alter your points so they are relevant to English B students. You may wish to add specific information of your own to help your audience handle specific exam papers.

Use this table again to plan and redraft your presentation.

Topic:	Examples and explanations
Introduction: Context and thesis statement	
Supporting idea 1	
Supporting idea 2	
Supporting idea 3	
Conclusion, including a summary and a final thought	

Use the advice you received to help you to structure your presentation.

Have you made sure that your language and examples are suitable for your audience?

Always rehearse and practice before giving your final presentation.

Note: You may wish to record the discussion and/or the presentation. You may want to use the recording as a prompt for one of the practice writing exercises later in the chapter.

Peer assessment

In small groups, assess the discussion or the presentation given by your classmates. You may use the oral communication skills on page 11 as a basis for your comments.



Listening comprehension

Click the icon to practice the listening section of Paper 2. After you have listened to an audio track you will complete a set of accompanying activities.

Internal assessment (SL)

Take a look at the visual stimulus below. The image relates to the theme of “Identities”.



Brainstorming

In pairs, choose one of the photographs, then discuss and answer the following questions.

- What do you see in background of your chosen picture? What does the background tell you about the location and context of the picture?
- Look at the foreground of the picture. Describe the object(s) you can see.
- What is the main idea in the picture? How does it relate to the theme of the chapter: “Fit for Life”?

Presenting

Based on your answers to the questions above, prepare a four-minute presentation on the photograph.

Remember that the presentation should not only include a description of the visual stimulus, but should also connect it to the topic of celebrity and an Anglophone culture. Present your photograph and topic to your classmates. Remember that in the actual examination you will have 15 minutes to prepare your presentation.

Peer assessment

In small groups, assess the presentations given by your classmates. You may use the IA assessment criteria in the Language B guide as a basis for your comments.

Exam tip

Internal assessment (SL)

You will have a choice of two photographs both related to one of the five syllabus themes.

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

You will have 15 minutes to prepare.

The recorded internal assessment (SL) will consist of three parts:

Part 1: Presentation

You will begin by making a presentation for up to four minutes about the content and ideas communicated in your image. You should relate your ideas to the theme chosen by your teacher.

Part 2: Follow-up questions and discussion of the photograph related to the theme of the photograph.

Part 3: General discussion

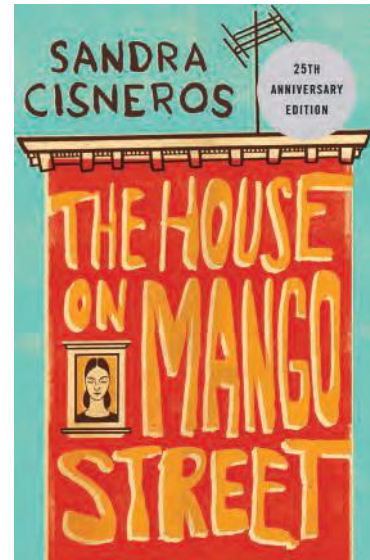
The last section is a general conversation with your teacher about another of the five syllabus themes.

Internal assessment (HL)

Read the short episode “The First Job”, taken from The House on Mango Street by Sandra Cisneros, and then answer the questions that follow.

The first job

The narrator, Esperanza, is a young Mexican-American teenager whose name means ‘hope’ in Spanish. The book, The House on Mango Street, follows her life in a poor Latino neighbourhood of Chicago as she makes a difficult and at times traumatic transition from childhood to adulthood. The book is told in a series of short episodes. In this one, ‘The First Job’, Esperanza and her family are under pressure for her to find a job, as her school is expensive and they need money.



It wasn't as if I didn't want to work. I did. I had even gone to the social security office the month before to get my social security number. I needed money. The Catholic high school cost a lot, and Papa said nobody went to public school unless you wanted to turn out bad.

I thought I'd find an easy job, the kind other kids had, working in the dime store or maybe a hotdog stand. And though I hadn't started looking yet, I thought I might the week after next. But when I came home that afternoon, all wet because Tito had pushed me into the open water hydrant—only I had sort of let him—Mama called me in the kitchen before I could even go and change, and Aunt Lala was sitting there drinking her coffee with a spoon. Aunt Lala said she had found a job for me at the Peter Pan Photo Finishers on North Broadway where she worked, and how old was I, and to show up tomorrow saying I was one year older, and that was that.

So the next morning I put on the navy blue dress that made me look older and borrowed money for lunch and bus fare because Aunt Lala said I wouldn't get paid 'til the next Friday, and I went in and saw the boss of the Peter Pan Photo Finishers on North Broadway where Aunt Lala worked and lied about my age like she told me to and sure enough, I started that same day.

In my job I had to wear white gloves. I was supposed to match negatives with their prints, just look at the picture and look for the same one on the negative strip, put it in the envelope, and do the next one. That's all. I didn't know where these envelopes were coming from or where they were going. I just did what I was told.

It was real easy, and I guess I wouldn't have minded it except that you got tired after a while and I didn't know if I could sit down or not, and then I started sitting down only when the two ladies next to me did. After a while they started to laugh and came up to me and said I could sit down when I wanted, and I said I knew.

When lunchtime came, I was scared to eat alone in the company lunchroom with all those men and ladies looking, so I ate real fast standing in one of the washroom stalls and had lots of time left over, so I went back to work early. But then break time came, and not knowing where else to go, I went to the coatroom because there was a bench there.

I guess it was the time for the night shift or middle shift to arrive because a few people came in and punched the time clock, and an older Oriental man said hello and we talked for a while about my just starting, and he said that we could be friends and next time to go in the lunch room and sit with him, and I felt better. He has nice eyes and I didn't feel so nervous anymore. Then he asked if I knew what day it was, and when I said I didn't, he said it was his birthday and would I please give him a birthday kiss. I thought I would because he was so old and just as I was about to put my lips on his cheek, he grabs my face with both hands and kisses me a hard on the mouth and doesn't let go.



Brainstorming

In small groups, discuss the following questions then summarize your discussion in point form.

1. Describe in detail the circumstances surrounding the job the narrator gets at Peter Pan Photo Finishers.
2. How do we know that the narrator lacks self-confidence and is shy?
3. Identify the different sources of stress the narrator is dealing with throughout the passage.
4. How does the narrator deal with the stress she is under?
5. What do you imagine might have happened after the final scene in the story?

Note

In your internal assessment, the literary extract will not exceed 300 words. You will be shown two, one from each of the works of literature studied in class.

Exam tip

In your internal assessment at Higher Level you will be given a choice of two extracts chosen by your teacher, one from each of the literary works you have studied in class. You will have 20 minutes to prepare your thoughts on the extract.

The internal assessment will consist of three parts:

Part 1: Presentation

You will begin by making a presentation for up to four minutes about what you understand from the extract, discussing the events, ideas and messages in the extract itself.

Part 2: Follow-up questions

A discussion of the literary extract follows in which your teacher will ask you to expand on your observations of the extract.

Part 3: General discussion

The last section is a general conversation with your teacher using one of the syllabus' five general themes as a starting point.

These themes are:

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

Presenting

Based on your answers to the questions above, prepare a four-minute presentation on the contents of the extract.

Remember that the presentation should include answers to the questions above and focus, as much as possible, on the extract alone. Make your presentation to your classmates. Remember that in the actual examination you will have 20 minutes to prepare your presentation.

Students listening to the presentation should prepare individual questions about the presentation. They can put these questions to you at the end of your presentation.

Communication skills

ATLS

In this Course Guide you will find lots of practical advice about how to become a better speaker, reader and writer of English. However, you will learn better if you take a proactive interest in your own learning. Here are some tips:

- Preview and skim read texts to build understanding.
- Read critically and for comprehension.
- Highlight new information and clarify what you do not understand.
- Take your own notes to remember key points.
- Make effective summary notes for studying.
- Organize your notes in a logical manner.

Exam tip

At Standard Level you should write between 250 and 400 words.

At Higher Level you should write between 450 and 600 words.

Paper 1: Emails

Some would argue that email is replacing letter writing. Certainly more and more personal correspondence is done via the Internet. We have also seen the rising use of texting and emoticons.

Some basic rules

- When sending messages to people who you know put their addresses in the **To:** field.
- When sending messages to many people who don't know each other, put their addresses in the **Bcc:** field. ('Bcc' stands for 'Blind carbon copy', and using this field means that you're not sharing the addresses with everyone on the email list.)
- Think before you send. Once you send an email message, you cannot take it back or make it disappear.
- Be calm. Don't send angry messages (known as 'flaming').
- Use upper and lowercase letters properly. Using all uppercase letters gives the sense that I AM SHOUTING AT YOU! See?
- You can use emoji, but do so sparingly.

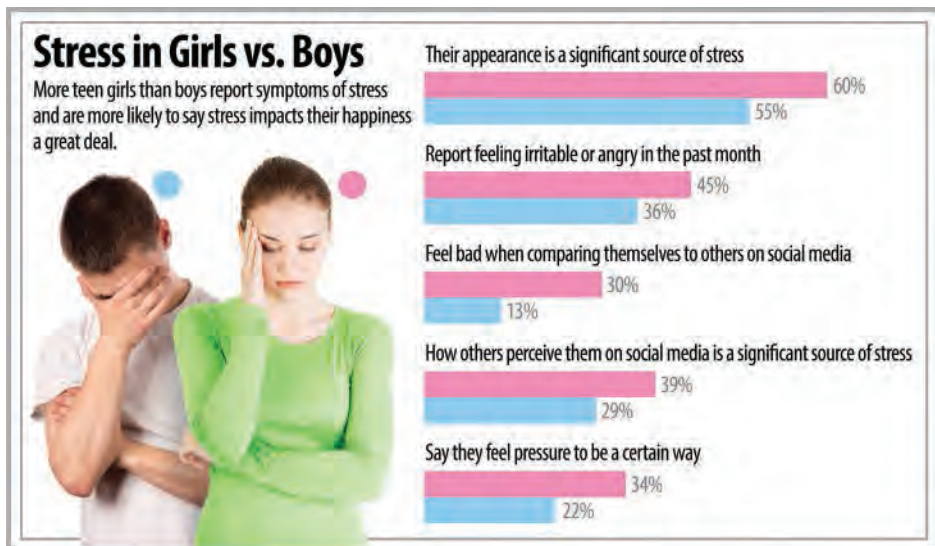
Writing activity: Emails

Here are three opportunities to practice writing personal emails.

Plan, draft, revise and redraft one of these stimuli.

1. Your best friend abroad is suffering from stress in the face of their upcoming IB written exams. Use the information from your presentation, and elsewhere in this section, to write an email to your friend offering understanding and practical advice.

2. Imagine you are Esperanza from 'A first job'. Write an email to a very close friend recounting what happened to you, and your reactions.
3. Examine the poster. Write an email to a friend expressing your reactions to the ideas contained in the poster. Give examples from your own personal experience to support your point of view.





Brainstorming

1. Reflect

- Reflect on everything you have learned in this section.
- Choose your focal point and your point of view. What information would you like to emphasise?



2. Generate

- Generate ideas to be used in your text.
- Research additional material or relevant facts to support your opinion.

Planning

- You may wish to use the chart here to help you plan your email. Decide what the **purpose** of the email is.
- Think about what measures you will take to make sure your text is well written and effective.
- Use the chart below to help you decide what content you wish to include. It helps to give specific details.

Choosing possible content	To be used? Yes/ No	Your notes on possible content
Explain a situation you find yourself in		
Narrate an event		
Describe a person or object		
Describe your feelings or reactions		
Explain your thoughts and ideas		
Give advice or instructions		

Writing to a specific audience

- Having written down all that you want to talk about in your email, always visualize the person you are writing to.
- While you are writing, keep in mind how you normally talk to that person.
- Use a similar tone of voice and vocabulary in your email, as if you were talking to your correspondent in person.

Drafting

Write a draft of the body of your text.

Make sure to use all the conventions and formatting associated with an email.

Re-read the completed draft of your review and revise where necessary.

Remember you will be assessed on three criteria: Criterion A: Language, Criterion B: Message, Criterion C: Conceptual understanding (including audience, context and purpose).

Conclusion to research question B

How do young adults deal with the stress in their lives?

1. Now that you have completed this section, what are your thoughts and reactions to the question above?
2. What justifications would you give for your answers?
3. What big ideas have you learned about the nature of stress and how to deal with it?

Conceptual understanding: Audience

As you may have seen in the writing exercise above, finding the right level of language for your **audience** is really important. One secret of successful communicators is that they always write and speak in the style that suits their purpose and their audience. For instance, your friends on the Internet may expect you to write informally or to use slang in your email. If you were writing an article for a school magazine, you would probably use a more formal register. When you send an email to a college of higher education enquiring about entry to a particular course would you write in a very informal manner? Why not? What register would you use?

A TOK moment: As writers, how do we know how to address our audience?


In the English B syllabus the text types are organized into three categories: Personal, Mass media and Professional texts.

Written text types

	Personal Communication	Mass Communication	Professional Communication
Author	The author of text writes as “self”.	Writer has a specific social or professional role (journalist advertiser) and a persona (expert/ advisor/blogger)	Writer has a specific relationship to the audience; customer, job applicant, college applicant
Audience	Specific. Sometimes reader is addressed directly or text is directed to implied audience e.g. beloved	Community of strangers united by a common interest	A specific individual or small group with specific organizational or professional role
Relationship between Writer & Audience	The reader is specific. Diaries, letters, some poems. May be addressed to an implied audience.	Will depend on the purpose of the text. For example advertisements and flyers will target very different audiences according to their content and purpose.	Formal relationship
Register	Depends on text type & purpose and suggested relationship in the text between writer and audience (informal, formal, personal etc.)	Depends on text type & purpose and suggested relationship in the text between writer and audience (informal, formal, personal etc.)	Unemotional, formal language using reasoned arguments

Study the text type chart above and then identify the potential audience in each of these scenarios.

1. You are a blogger writing on teenage lifestyle issues.
2. You are a journalist writing for a local newspaper article about a factory fire.
3. You are a storyteller writing a fable with a moral featuring farmyard animals.
4. You are a student journalist for the school magazine writing up an interview with a doctor on eating disorders among secondary school students.
5. You are a student writing an essay on an issue of human rights for an international competition.

6. You are selling unwanted sports equipment over the Internet.

Analyse each text.

- A. Define the audience of each text.
- B. Identify the register (level of formality) you would use for each text.
- C. Explain your choices.

What ways of knowing have you used to guide you in finding answers to the questions above: sense perception, reason, emotion, faith, imagination, intuition, memory, language?

Which ways of knowing were the most important in this instance?

Section C: Lifestyles

Research question C:

How do we become healthy adults?

1. What are your first thoughts and reactions to the question?
2. What justifications would you give for your answers?
3. How do the the title chapter, “Fit for life”, and the contents you have examined so far relate to this research question?

Before you listen

Young adults (aged approximately 16–26) are at a pivotal time of life. During this time they may go into higher education, launch their working career, and develop serious personal relationships. However, the transition to adulthood can also be a time of increased vulnerability and risk.

At this time many will be moving out of the homes, schools and communities that have supported them as children and adolescents.

As a result some young adults lose their way; they become unemployed or homeless or engage in antisocial activities. Globally, many young people lack access to health care, or develop mental health conditions. Some young people engage in excesses including alcohol abuse, illicit drug use, or other reckless behaviour.

So how do you find the correct balance between the desires for independence and experimentation and the need for security and good health?

Debate this point in class before undertaking the listening activity that follows.



Exam tip

Paper 2

Remember that listening is part of Paper 2
This paper assesses receptive skills (reading and listening)

At Standard Level this paper is 1 hour 45 minutes in total.

The listening comprehension is 45 minutes and is worth 25 marks.
There will be comprehension exercises on three audio passages.
The reading comprehension is 1 hour and is worth 40 marks.
There will be comprehension exercises on three reading texts.

Both the listening recordings and the reading texts are drawn from the five themes given in the Language B guide.

At Higher Level this paper is 2 hours in total.

The listening comprehension is 1 hour and is worth 25 marks.

There will be comprehension exercises on three audio passages.

The reading comprehension is 1 hour and is worth 40 marks.

There will be comprehension exercises on three reading texts.

Both the listening recordings and reading texts are drawn from the five themes given in the Language B guide. One of the HL reading text is literary.

Listening comprehension



Life balance – advice for young adults

Listen to a lifestyle counselor talking about how to get the best out of life and then answer the questions that follow.

Answer the following questions.

1. According to the speaker what is the main benefit of finding life balance?
2. According to the speaker how would you ensure that a social event contributes to your life balance?
3. Which two activities may cause young people to avoid thinking about any difficulties they might have?
4. What does the speaker suggest young people create in order to be more productive?
5. **Choose the five statements made by the speaker in the broadcast.**

☐

A. The speaker believes some people try to take on too many responsibilities.

☐

B. At work it is important to focus on the tasks you really enjoy.

☐

C. Physical exercise can be a way of avoiding problems.

☐

D. Laughter can be a great medicine.

☐

E. We should avoid making mistakes if we want to avoid stress.

☐

F. A 10-minute break can be a great stress buster.

G. The speaker believes we should not take on too many social commitments.

H. Taking a short break can help us to find new solutions to a difficulty.

I. Being bored is a sign of an unbalanced lifestyle.

J. The speaker is a great believer in multitasking.

Complete the sentences below with phrases from the recording.

6. If things become too much for you ...
7. If you are a student you can always ...
8. You can find a life balance and happiness if ...
9. All individuals have different needs so ...
10. The speaker thinks the advice will help young people...

HL extension

HL

Listen to the recording again. This time find 6 individual guidelines or pieces of advice given by the speaker. Write your answers in column A. Then listen to the recording and find any examples mentioned by the speaker. Note: Not all the guidelines have examples.

	(A) Guidelines/ advice	(B) Examples		(A) Guidelines/ advice	(B) Examples
1			4		
2			5		
3			6		



Oral activity: Presentation

You have been asked to deliver a presentation to the graduating year group of your school. The title is “Five lessons for life after high school”.

Here are 16 lifestyle tips from an article written for Elite magazine. Choose the five most important points to create a five-minute presentation for your fellow IB students. Once you have selected the most relevant ideas to use, apply them to this new context and audience: how to handle their lives as adults.

How To Live The Good Life

Living the good life can mean something different for everyone. However, there is still a general understanding as to what this idea entails to most human beings living in the modern world. The good life, in its most simple form, is a series of never ending satisfaction that only grows more powerful as time goes on.

Here are several simple ways to live the good life.

1. Slow Down

Urgency and haste instantly diminish accuracy, awareness and happiness. There is a big difference between getting things done and getting things done effectively.

2. Appreciate Life's Simple Pleasures

The best things in life truly are free. From a quiet ocean sunset to sleeping in on a rainy day, life's greatest simple pleasures can only be appreciated if you notice them.

3. Foster and Nurture Relationships

Appreciate relationships and treat your friends as you would like to be treated.

4. Learn About Different Things

Every day is a chance to learn something new about the life you wish to attain or the person you wish to become. Keep inquiring and exploring.

5. Concentrate on Your Passions

Your passion is what you love to do every day because it gives you a sense

of worth and fulfilment. Use your passion in the most productive and universal way possible.

6. Travel to Distant Places

Humanity has been blessed with a beautiful place to live. Experience all the natural and cultural wonders it has to offer.

7. Talk to Strangers

Meet new people who are like you and different from you in every way you could have imagined. Understanding these people will increase your knowledge of how the world works and the people in it.

8. Assist Others

What goes around comes around. You have no idea what type of fulfilment and security you will attain for yourself after you help other people more and more.

9. Be Clear on Your Goals

You will never get where you want to go if you don't know what you want and don't think you have what it takes to get it.

10. Practice General Time Management

Trying to achieve your goals without doing a little time planning is like sailing the open ocean without a compass and map. Sure it's fun but at the end of the day you need to remember why you are out there in the first place.

11. Be Spontaneous

Be spontaneous and step outside of your comfort zone at any chance you get. Experience new things that you may have been afraid of but always wanted to try for your own personal satisfaction.

12. Keep Your Promises

Stay true to your word as that is what your character is based off of and how you will always be remembered.

13. Work Hard

Being lazy and doing the bare minimum only guarantees dissatisfaction. Work hard to get closer and closer towards your goal every day.

14. Sleep Well

A tired mind is inefficient and unhappy. No one can perform to the best of their ability without rest.

15. Laugh

Stop taking life so seriously and realize that everything that makes you nervous or uncomfortable may really just be there to make you laugh.

16. Be Here Now

Right now is the time that you can use however you want to. Right now is life. Don't miss it. It is an entire world waiting to be shaped by your own desires.

Preston Waters | Elite.

<http://elitedaily.com/life/motivation/live-good-life/>

Brainstorming

Select the five ideas you wish to use and adapt. Choose the most important points to create a five-minute presentation for your fellow IB students. If necessary, alter the points so they are relevant to graduating high school students. Expand each point with examples and explanations relevant to your audience. It may be useful to think of role models past and present who exemplify the points you are making.

Social skills



In group-work exercises like this you can learn to work effectively with others.

- Delegate and share responsibility for decision-making.
- Manage and resolve conflict, and work collaboratively in teams.
- Listen actively to other perspectives and ideas.
- Negotiate effectively.
- Build consensus and come to agreed conclusions.

Planning

Use this table again to plan and redraft your presentation.

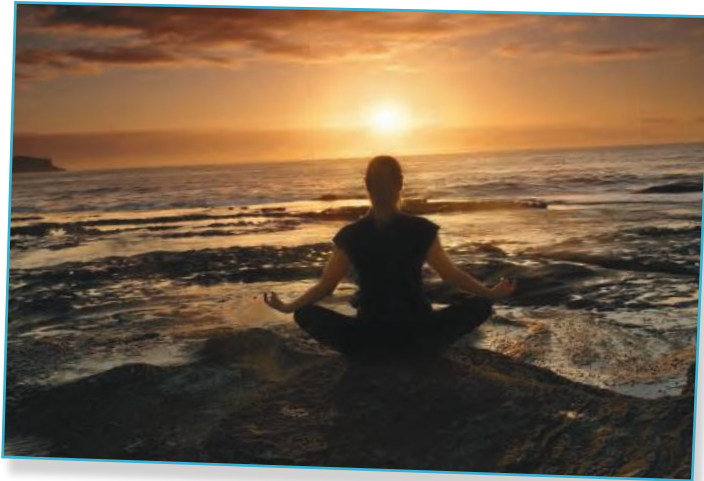
Topic:	Examples and explanations
Introduction: Context and thesis statement	
Supporting idea 1	
Supporting idea 2	
Supporting idea 3	
Supporting idea 4	
Supporting idea 5	
Conclusion including a summary and a final thought	

Always rehearse and practice before giving your final presentation.



Internal assessment (SL)

Take a look at the visual stimulus below. The image relates to the theme of “Identities”.



Brainstorming

In pairs, discuss and answer the following questions.

- What is the main idea in the photograph?
How does it relate to the title of this section of the chapter: Lifestyles?
- What do you see in the photograph? What does this tell you about the location and context of the photograph?
- Look at the foreground of the photograph. Describe the person or people you can see.
- What is happening in the picture? How does the action relate to the title of this chapter: Fit for life?

Presenting

Based on your answers to the questions above, prepare a four-minute presentation on the photograph.

Remember that the presentation should not only include a description of the photograph, but should also connect it to the topic of celebrity and an Anglophone culture. Present your photograph and topic to your classmates. Remember that in the actual examination you will have 15 minutes to prepare your presentation.

Exam tip: Internal assessment (SL)

In these examples you have been given these bullet points to help you structure your ideas. In the actual Internal assessment you will only receive a visual stimulus with a heading. The heading will be one of the five themes of the Language B course:

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

Peer assessment

Assess the presentations given by your classmates. Use the following criteria (available in the Language B guide) to guide your assessment:

	Internal assessment (SL)
Criterion A	Language
Criterion B	1. Message: visual stimulus 2. Message: Conversation
Criterion C	Interactive skills: communication

Suggest ways in which your classmates can improve their presentation techniques.

Internal assessment (HL)

Wear Sunscreen

Mary Theresa Schmich is an American journalist and columnist for the Chicago Tribune. She won the Pulitzer Prize in 2012. Her column, “Advice, like youth, probably just wasted on the young”, was published in the Chicago Tribune on June 1, 1997. In the column’s introduction, Schmich presented the essay as the graduation speech she would have given if she had been asked to give one. In the speech she recommends the wearing of sunscreen, and gives other information to help young people avoid the common pitfalls of adulthood. Baz Luhrmann later popularized the monologue by setting it to music.

Ladies and gentlemen of the class of ‘97: Wear sunscreen:

If I could offer you only one tip for the future, sunscreen would be it. The long-term benefits of sunscreen have been proved by scientists, whereas the rest of my advice has no basis more reliable than my own meandering experience. I will dispense this advice now.

Enjoy the power and beauty of your youth. Oh, never mind. You will not understand the power and beauty of your youth until they’ve faded. But trust me, in 20 years, you’ll look back at photos of yourself and recall in a way you can’t grasp now how much possibility lay before you and how fabulous you really looked.

You are not as fat as you imagine.

Don’t worry about the future. Or worry, but know that worrying is as effective as trying to solve an algebra equation by chewing bubble gum.

The real troubles in your life are apt to be things that never crossed your worried mind, the kind that blind side you at 4 pm on some idle Tuesday.

Do one thing every day that scares you.

Sing.

Don’t be reckless with other people’s hearts. Don’t put up with people who are reckless with yours.

Floss.

Don’t waste your time on jealousy. Sometimes you’re ahead, sometimes you’re behind. The race is long and, in the end, it’s only with yourself.

Remember compliments you receive. Forget the insults. If you succeed in doing this, tell me how.

Keep your old love letters. Throw away your old bank statements.

Stretch.

Don’t feel guilty if you don’t know what you want to do with your life. The most interesting people I know didn’t know at 22 what they wanted to do with their lives. Some of the most interesting 40 year olds I know still don’t know.

Get plenty of calcium. Be kind to your knees. You’ll miss them when they’re gone.

Maybe you’ll marry, maybe you won’t. Maybe you’ll have children, maybe you won’t. Maybe you’ll divorce at 40, maybe you’ll dance the funky chicken on your 75th anniversary. Whatever you do, don’t congratulate yourself too much, or berate yourself either. Your choices are half chance. So are everybody else’s.



Enjoy your body. Use it every way you can. Don't be afraid of it or of what other people think of it. It's the greatest instrument you'll ever own.

Dance, even if you have nowhere to do it but your living room.

Read the directions, even if you don't follow them.

Do not read beauty magazines. They will only make you feel ugly.

Get to know your parents. You never know when they'll be gone for good.

Be nice to your siblings. They're your best link to your past and the people most likely to stick with you in the future.

Understand that friends come and go, but with a precious few you should hold on.

Work hard to bridge the gaps in geography and lifestyle, because the older you get, the more you need the people who knew you when you were young.

Live in New York City once, but leave before it makes you hard.

Live in Northern California once, but leave before it makes you soft.

Travel.

Accept certain inalienable truths: Prices will rise. Politicians will philander. You, too, will get old.

And when you do, you'll fantasize that when you were young, prices were reasonable, politicians were noble, and children respected their elders. Respect your elders. Don't expect anyone else to support you. Maybe you have a trust fund. Maybe you'll have a wealthy spouse. But you never know when either one might run out.

Don't mess too much with your hair or by the time you're 40 it will look 85.

Be careful whose advice you buy, but be patient with those who supply it. Advice is a form of nostalgia. Dispensing it is a way of fishing the past from the disposal, wiping it off, painting over the ugly parts and recycling it for more than it's worth.

But trust me on the sunscreen.

Mary Theresa Schmich

Note

In your internal assessment, the literary extract will not exceed 300 words. You will be shown two, one from each of the works of literature studied in class.

Brainstorming

In small groups, discuss the following questions then summarize your discussion in point form.

- What is the context, and audience for the speech?
- What is the speaker's purpose in giving the speech?
- What aspects of adulthood does the speaker discuss? Give examples.
- Is this speech effective? Identify two of the ideas used by the speaker to convince you. Use quotes to support your ideas.
- Which of the speaker's pieces of advice can you most learn from? Justify and explain your answers.

Presenting

Based on your answers to the questions above, prepare a four-minute presentation on the extract.

Remember that the presentation should not only include answers to questions, but should also focus, as much as possible, only on the extract lifestyle. Make your presentation to your classmates. Remember that in the actual examination you will have 20 minutes to prepare your presentation.

Students listening to the presentation should prepare individual questions about the text. They can put these questions to you at the end of your presentation.

Peer assessment

Assess the presentations given by your classmates. Use the following criteria from the Language B guide to guide your assessment:

	Internal assessment (HL)
Criterion A	Language
Criterion B	1. Message: literary extract 2. Message: Conversation
Criterion C	Interactive skills: communication

Suggest ways in which your classmates can improve their presentation techniques.



Paper 1 (HL/SL) practice

Choose one of the tasks below and write between 250 and 400 words (SL)/ 450 and 600 words (HL).

Here are three opportunities to practice writing for Paper 1.

Once you have planned your text, write a first draft.

1. You are worried about the lifestyle and wellbeing of a friend from another school. The friend seems to spend far too much time on the Internet and does not seem to be getting any exercise. Choose one of the text types below to show your concern and offer some practical advice.

a) Email b) A set of instructions c) A personal letter

2. It is exam time at your school and you are feeling suitably nervous about the upcoming tests. You decide that you need to speak to a good friend about the anxiety that you are feeling. This friend is known for being both sensible and empathetic. Choose one of these three text types to communicate your thoughts and feelings.

a) A personal letter b) Email c) Blog

3. In your English class you recently had a debate whose theme was “In the adult world money is the only true measure of happiness and fulfillment”. The debate came to some interesting conclusions. Write to a friend describing the debate, its conclusions and your reactions to them. Choose one of these three text types to express your point of view on this matter.

a) Interview b) A personal letter c) Email

Conclusion to research question C

How do we become healthy and fulfilled adults?

1. Now that you have completed the section, what do you now think is the answer?
2. To what extent have your opinions on the subject changed since the beginning of this chapter? To what extent have your opinions remained the same?
3. What conclusions have you come to in this section?

Conclusion to the chapter

What ideas and images do we associate with a healthy lifestyle?

When we began the chapter, you debated this research question. Look back at your notes. Now that you have completed the chapter, answer the following questions.

1. Now that you have completed the chapter, what are your conclusions about the research question?
2. To what extent have your opinions on the subject changed since the beginning of this chapter?

Justify your answers.

Note

The practice tasks on the left represent what you should expect in Paper 1. As you can see, you have to choose a text type from a list of three given for each task. To choose your text type:

1. determine the purpose of the task
2. identify your audience
3. understand the context of the task.

Then choose a text type that helps you address those three: purpose, audience, and context. Failing to do so may result in losing marks in Criterion C: Conceptual understanding.

Self-management skills



Remember your written work will be assessed against three criteria:

- Criterion A: language
- Criterion B: message
- Criterion C: conceptual understanding

(including audience, context and purpose).

How well do you understand these criteria?

Make sure you have a copy of the relevant assessment criteria for either SL or HL writing (Paper 1).

Assess your writing against these criteria. In this way you can see what you have achieved and what you need to do next to move to the next band of achievement

For example, you score a “6” in criterion B: message. Examine the criterion and ask yourself, “What must I do to reach band 7/8?” .

Beyond the classroom

CAS

CAS

Experience 1 Creativity and activity: Using text types: informal letters, emails and presentations

In your everyday lives you will have plenty of chances for practising writing informal emails and, maybe, letters. You can, however, use the information in this chapter to help you to create personal correspondence that is both fun to read and accurate.

That chapter has also given you advice on creating presentations. In the course of your DP studies you will probably have to make presentations in many of your other DP subjects. Use the techniques you have learned here and transfer them to your other subjects. You may also need to do presentations as part of your involvement in social service curricular subjects. This way the skills that you have learnt in English B will help you to succeed in other areas of your life.

Experience 2 Ideas for service

Conduct a survey in your class to see which problems are the most common among young people.

Common teenage problems

A relationship break-up	Having an argument	Working while attending school
Alcohol or drug use	Health problems in the family	Chronic allergies
Arrival of a new family member	Outstanding personal achievement	Confusion of sexual identity
Change in responsibilities at home	Parents' unemployment	Dating someone new
Change of residence	Personal injury or illness	Death of a loved one
Changes due to puberty	Sleeping less than eight hours per night	Divorce of parents
Changing a course of study	Trouble with grades	Excessive studying
Changing school	Visitors in the home	Financial worries
		Getting pregnant or causing pregnancy

Present your findings to your class. Think about measures that might help students to deal with these issues. You might like to discuss your findings and conclusions with your student counsellors and see if there are any additional measures the school can take to help students facing some of the most common problems.

Suggested reading

The Woman Warrior by Maxine Hong Kingston

The Catcher in the Rye by J D Salinger

Wintergirls by Laurie Halse Anderson

It's a funny kind of story by Ned Vizzini

The Curious Incident of the Dog in the Nighttime by Mark Haddon

The Fault in Our Stars by John Green

The Running Dream by Wendelin Van Draanen