

OXFORD IB PREPARED



ENGLISH B



IB DIPLOMA PROGRAMME

Kevin Morley

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Answers to questions and exam papers in this book can be found on your free support website. Access the support website here:

www.oxfordsecondary.com/ib-prepared-support

INTRODUCTION

ATL Ways to use this book

Research skills

First ask yourself:

- Which aspects of the course would you most like to learn about?
- Which points about the assessments would you most like to learn about?
- Which skills would you most like to improve?

Self-management skills

You can then use this book in a number of ways:

- Discover what you know and do not know about the course and the assessments.
- Assess what skills you need to practise most.
- Set academic targets that are both challenging and achievable.
- Prepare for each of your English B assessments.
- Decide which aspects of English B assessment you need to study the most.

Communication skills

Learn to be a better communicator in English. Decide what you need to know about:

- listening
- speaking
- reading
- writing.

Identify the relevant information and then practise the communication skills you need to improve most.

What is *IB Prepared: English B*?

Welcome to *IB Prepared: English B*. This book will give you useful information, advice and practice for the standard level (SL) and higher level (HL) English B assessments:

- paper 1 – Writing
- paper 2 – Listening
- paper 2 – Reading
- Individual oral assessment



Activities

IB Prepared: English B is packed with research-based activities to improve:

- your understanding of the underlying concepts for English B
- your communicative skills in English
- your understanding of each assessment
- your performance in each assessment.

The structure of the book

Each chapter:

- explains each assessment in detail
- describes all the relevant assessment types and procedures for each assessment
- gives advice on best practice and explains how to avoid common errors
- provides annotated standard level and higher level sample student responses to the productive skill prompts for:
 - paper 1 – Writing
 - Individual oral assessment
- provides annotated standard level and higher level sample student answers to the receptive skill questions for:
 - paper 2 – Listening
 - paper 2 – Reading
- provides detailed examiner feedback on all assessment samples
- explains precisely how marks are gained or lost
- provides additional guided practice for each examination
- explains how to make long-term preparations for each examination.

Examination practice

In the final section of this book, there are complete sets of practice standard level and higher level examination papers to give you further opportunities to assess your receptive and productive skills in English, monitor your progress and boost your confidence.

How is English B assessed?

Assessment	Duration	Description	Standard level and higher level	
			Marks	Weight
Internal Productive skills – Speaking	<ul style="list-style-type: none"> Preparation <ul style="list-style-type: none"> SL: 15 minutes HL: 20 minutes Presentation and discussions <ul style="list-style-type: none"> 12–15 minutes 	<ul style="list-style-type: none"> Individual oral (recorded). <ul style="list-style-type: none"> SL: Presentation on a visual stimulus based on a theme from English B. HL: Presentation based on a literary stimulus. Follow-on discussions with the teacher. 	30	25%
Paper 1 Receptive skills – Writing	<ul style="list-style-type: none"> SL: 1 hour 15 minutes HL: 1 hour 30 minutes 	<ul style="list-style-type: none"> SL and HL students respond to one prompt from three. Prompts are based on three themes from English B. 	30	25%
Paper 2 Productive skills – Listening	<ul style="list-style-type: none"> SL: 45 minutes HL: 1 hour 	<ul style="list-style-type: none"> SL and HL students respond to questions on 3 audio texts. The audio texts are based on 3 different themes from English B. 	25	25%
Paper 2 Productive skills – Reading	<ul style="list-style-type: none"> SL: 1 hour HL: 1 hour 	<ul style="list-style-type: none"> SL and HL students respond to questions on three written texts. The texts are based on three different themes from English B. 	40	25%

The English B internal and external assessment marks are combined to calculate your overall grade, from 1 (lowest) to 7 (highest).

How will each chapter help me?

Each chapter is divided into short, manageable sections that each cover a different aspect of the assessment.

Each section is framed by a research question and concludes with a short questionnaire to test your understanding.

All of the questions, prompts and activities in these chapters will familiarize you with the new IB English B syllabus and examinations.

All examiner's marks and comments will help you to understand and interpret the markschemes and assessment criteria for the new IB English B examinations.

	Contents	Practice
Chapter 1 Approaches to Learning (ATLs)	Approaches to Learning: <ul style="list-style-type: none"> Thinking skills Communication skills Social skills Research skills Self-management skills. 	<ul style="list-style-type: none"> Relating ATLs to English B. Identifying the specific skills you need in order to become a better learner of English B.

Thinking skills

Each chapter in this book is inquiry-led and starts with a research question. Find answers to these questions and in doing so:

- collect and organize relevant information
- interpret information
- evaluate evidence and arguments
- come to reasoned conclusions
- understand general principles.

Use the advice in this book and your creative skills to brainstorm, plan and produce successful oral and written texts.

Social skills

Studying together can be more stimulating than working alone. It allows you to:

- share ideas, which is a great way to learn
- practise your English while working on the exercises and the assessment practice in this book
- test your understanding of ideas and concepts together
- learn by listening to other people's perspectives and answers
- share and test your own ideas
- make more informed decisions.

Work on a chapter or section with a partner or in a small group, and see the difference.



	Contents	Practice
Chapter 2 Paper 1 – Writing (SL and HL)	<ul style="list-style-type: none"> The format and instructions for paper 1 – Writing. Annotated paper 1 – Writing. Assessment criteria for SL and HL. The essential concepts needed for writing in English B. A variety of marked SL and HL student responses with the examiner's comments related to the assessment criteria. 	<ul style="list-style-type: none"> The essential writing skills for the paper 1 examination. Interpreting the paper 1 prompts and planning your written responses. Understanding the assessment criteria for paper 1. Organizing your responses to paper 1 – Writing. Assessing your own responses to paper 1 prompts.
Chapter 3 Paper 2 – Listening (SL and HL)	<ul style="list-style-type: none"> The format and procedures for paper 2 – Listening. The format of audio recordings. A sample of marked student answers for each of the assessment types for paper 2 – Listening. 	<ul style="list-style-type: none"> Developing the essential listening skills for the examination. Understanding the application of the markscheme for paper 2 – Listening. Practise listening and responding to each of the listening assessment types for paper 2 – Listening.
Chapter 4 Paper 2 – Reading (SL and HL)	<ul style="list-style-type: none"> The format and procedures for paper 2 – Reading. A sample of marked student answers for 15 assessment types for paper 2 – Reading. 	<ul style="list-style-type: none"> Developing the essential listening skills for the examination. Understanding the application of the markscheme for paper 2 – Reading. Practise listening and responding to each of the listening assessment types for paper 2 – Reading.
Chapter 5 Individual oral (SL)	<ul style="list-style-type: none"> The format and procedures for the SL Individual oral assessment. A wide variety of visual prompts to practise the SL Individual oral assessment. An annotated markscheme for the listening examination. A broad sample of marked SL student responses with the examiner's comments. 	<ul style="list-style-type: none"> Developing the essential speaking skills for the examination. Understanding the assessment criteria for the SL Individual oral assessment. Interpreting a visual prompt and linking it to the relevant English B theme. Giving a presentation on the visual prompt. Developing interactive skills for Parts 2 and 3 of the SL Individual oral assessment.
Chapter 6 Individual oral (HL)	<ul style="list-style-type: none"> The format and procedures for the HL Individual oral assessment. Sample literary extracts used in the HL Individual oral assessment. An annotated markscheme for HL Individual oral assessment. A broad sample of marked HL student responses with the examiner's comments. 	<ul style="list-style-type: none"> Developing the essential speaking skills for the examination. Understanding the assessment criteria for the HL Individual oral assessment. Developing skills to interpret a literary extract. Interpreting and presenting a sample literary extract. Developing interactive skills for Parts 2 and 3 of the HL Individual oral assessment.
SL: exam practice	Sample paper 1 – Writing Sample paper 2 – Listening Sample paper 2 – Reading	Answers to all practice questions in chapters 3 (listening) and 4 (reading) and examination papers are given online at: www.oxfordsecondary.com/ib-prepared-support
HL: exam practice	Sample paper 1 – Writing Sample paper 2 – Listening Sample paper 2 – Reading	

What are the additional useful features of *IB Prepared: English B*?

- Research-based questions to focus learning.
- Summative activities for each research question.
- Exam tips that demonstrate best practices.
- Exam tips to avoid common errors.
- Opportunities to assess your understanding of all aspects of the assessments.
- ATL activities to strengthen cross-curricular skills.
- Opportunities to transfer your skills to real-life situations.

Reflections on the introduction: What is English B?

- What information have you learned about English B?
- Which aspects of English B would you like to learn about?
- Which new skills for the English B assessments would you like to develop with the help of this book?

1

APPROACHES TO LEARNING (ATLs)

The aims of this chapter

Being able to use cross-curricular Approaches to Learning (ATLs) is an essential part of any English B course. In this chapter you will:

- ✓ familiarize yourself with the five broad Approaches to Learning: Thinking skills, Communication skills, Social skills, Research skills and Self-management skills
- ✓ learn how these ATLs relate to your acquisition of English
- ✓ undertake a series of questionnaires to assess the development of your ATL skills
- ✓ decide which skills you need to develop in order to become a better learner.

HOW CAN I BECOME A BETTER LEARNER IN ENGLISH B?

Some essential questions to start this chapter

- What are the most important skills that you have already developed for language learning?
- What do you already know about Approaches to Learning in English B?
- What other questions do you have about becoming an excellent student in English?

What are these ATL skills?

There are five broad categories of ATL skills you will learn to use in this book:

- Thinking skills
- Communication skills
- Social skills
- Research skills
- Self-management skills.

Why are Approaches to Learning important in English B?

The answer is very simple; they are an essential feature of all IB courses, including English B. *IB Prepared: English B* will help you to develop a variety of learning strategies and these strategies are called Approaches to Learning (ATLs).



How do these ATL skills relate to language learning?

Look at these examples. They illustrate the connections between developing your ATLs and developing your English Language Acquisition skills. As you read this section, make notes on any points that will help you to become a better learner in English B.

Approaches to Learning	Learning English
<p>Thinking skills</p>	<p>All the activities in <i>IB Prepared: English B</i> are designed as concept-based inquiries. As you learn to communicate better in English, you are also investigating important notions, such as Identities and Sharing the Planet. In these books, you will also learn about five essential concepts related to communication: Audience, Context, Meaning, Purpose and Variety.</p> <p>As you examine these abstract ideas, you are also practising thinking skills in English. For instance, when starting a new inquiry, you will ask yourself:</p> <ul style="list-style-type: none"> • What do you know already about this idea? • What else do I need to know about it? <p>These questions will allow you to develop the skills of “gathering and organizing relevant information”. During the subsequent inquiries, you will have many other opportunities to practise thinking skills in English, such as “analysing and evaluating issues and ideas to formulate an argument”.</p> <p>Then, having completed an inquiry, you will reflect on what you have learned:</p> <ul style="list-style-type: none"> • What have I learned about this topic? • What more do I still want to learn? • Where can I find out more information? • What new skills have I acquired in this section? • In what ways have I improved? • What skills do I still need to develop? <p>As you improve your thinking skills, such as “Generating new ideas and questions”, you are also practising and developing your English.</p>
<p>Communication skills</p>	<p>All the skills you develop for English B are focused on communication. For example, during the course, all the communicative tasks you perform require you to think and reflect, either with your peers, your teachers, or even with yourself. As you learn to communicate your new ideas, you improve your fluency in English, too.</p> <p>Moreover, in the assessments, you practise writing in paper 1, you test your listening and reading skills in paper 2 and you use your interactive oral skills for the internal assessment.</p>
<p>Social skills</p>	<p>All your investigations in English B lend themselves to further research. For example, you can find answers to any additional questions generated by an inquiry by doing an internet search on an English language search engine. Additionally, you need to decide whether the information you are looking at is trustworthy. This is the skill of “using collected data to identify solutions and to make informed decisions”. As you gather this new information, you are interacting with English in a very natural manner.</p> <p>In addition, you can use research skills to individualize your learning. As you conduct your inquiry, look up difficult new vocabulary and check language structures and any items of grammar that you are not sure of: “using collected data to identify solutions and to make informed decisions”.</p>
<p>Research skills</p>	<p>Effective group work is one of the most important mechanisms for improving the quality of your English. Simply put, the more you interact with others, the more English you practise and learn. For this reason, all the activities in this book have been designed as potential collaborative, group-learning activities.</p> <p>Group work is also a very useful tool for developing communication skills in English. Cooperative learning provides situations for you to challenge yourself and each other: “listening actively to other perspectives and ideas”.</p> <p>Group work also promotes higher-level thinking skills. For example, in this book you will identify and discuss the key linguistic concepts present in a text. Discussing these concepts in pairs or groups will help you to test the limits of what you understand and can communicate: “revising understanding based on new evidence”. As you discuss and debate these abstract ideas with each other, your language abilities will improve too.</p>
<p>Self-management skills</p>	<p>In this book, you will also have significant opportunities to self-check your work, manage errors and develop strategies for improving the overall standard of your English. This is the skill of “planning strategies and taking action to achieve personal and academic goals”.</p> <p>Moreover, you can use all your ATLs to become a much more efficient student. For instance, you can develop planning strategies for the completion of written tasks and establish routines for submitting completed work on time: “setting personal and academic goals that are challenging and achievable”.</p>

Summing up

The importance of ATLs in English B

Now reflect on what you have read. According to the text above, how do ATLs improve your ability to learn and use English? Think about what you have learned so far, and then add other ideas of your own. Categorize your answers according to the five ATL skills.

ATL Thinking Skills

Metacognition

Metacognition is a very powerful thinking tool. Simply stated, metacognition means thinking about thinking. It is an activity that helps us to reflect on our thinking processes. It can, therefore, help us to assess our performance and behaviour in school and the wider world.

Furthermore, metacognition can play a major role in your language learning. For example, if you can identify and express ideas about your ATL skills in English, you are improving your ability to think about abstract concepts in English too. As a result, your ability to communicate abstract ideas in English will develop as well. This is a huge bonus.

How do my ATLs help me to become a better learner?

Each ATL can be broken down into sets of sub-skills. For example, self-management includes:

- managing your time effectively
- planning short- and long-term assignments
- keeping and using a planner for your assignments and deadlines
- meeting all your intermediate and final deadlines.

These sub-skills can be classified into four levels: **Understanding, Practising, Using** and **Transferring**. The table below expresses each level as a series of “can do” statements.

Level 1: Understanding	Level 2: Practising	Level 3: Using	Level 4: Transferring
I can recognize the skill when others use it and I can copy someone else using it.	I can use the skill in familiar situations, or use it with some help.	I can use the skill whenever I need to and in less familiar situations.	I can use the skill I learned in English B in other subjects and in other areas of my life.
I can ask the right questions when I make mistakes.	I can understand why I make mistakes and can get help to improve.	I can usually correct my own mistakes.	I can teach others how to use the skill.

Therefore, it could be that for “Managing your time effectively” you are at Level 3 while for “Meeting all your intermediate and final deadlines” you are only at Level 1.

The questionnaires below can help you assess which ATL skills you possess. Make notes and give each sub-skill mentioned a rating from 1 to 4, where Level 1 is “Understanding” and Level 4 relates to “Transferring”. Once you have finished the exercise, decide what and how you can improve.

Note: These lists are not meant to be exhaustive. They simply contain those ATL skills which you are most likely to use in the study of English B.



ATL Self-management Skills

Making sure you understand what you are reading

As you read the lists of ATLs, identify any vocabulary you do not understand, and check the meaning of those words or concepts.



ATL Thinking Skills

Connecting elements of the English B course

The English B course has several elements:

- the aims and objectives of the course
- inquiry-based learning
- the related themes and concepts
- approaches to learning (ATLs)
- the assessments for English B.

How do all these elements help you to learn English? You might wish to discuss this question with your teachers.

After you have discussed the question, use the list opposite to see which thinking skills you have used in this exercise.

Questionnaire: Assessing your thinking skills (on a scale of 1–4)

Critical thinking skills

- Collecting and organizing relevant information
- Interpreting information
- Evaluating evidence and arguments
- Coming to reasonable conclusions and understanding general principles
- Testing generalizations and conclusions
- Analysing and evaluating issues and ideas to formulate an argument
- Considering ideas from multiple perspectives
- Using mental models to explore complex systems and issues
- Identifying problems and challenges
- Revising understanding based on new evidence
- Developing contrary or opposing arguments
- Proposing and evaluating a variety of solutions
- Identifying and predicting possibilities and trends

Creative thinking skills

- Generating new ideas and questions
- Applying existing knowledge to generate new ideas
- Brainstorming to generate new ideas
- Practising visible thinking strategies and techniques
- Using visual diagrams to generate new ideas
- Considering new perspectives and alternatives
- Creating new solutions to old problems
- Using existing ideas in new ways
- Generating metaphors to explain an idea
- Making unexpected or unusual connections between objects and/or ideas
- Making good guesses, asking “what if?” questions
- Creating original works and ideas

What have you learned about your critical and creative thinking skills? Study your results and make notes on how you can improve them.

Questionnaire: Assessing your communication skills (on a scale of 1–4)

Communicating through interaction

- Using different techniques to communicate with different audiences
- Using different techniques to communicate for different purposes
- Interpreting and using modes of non-verbal communication
- Negotiating ideas and knowledge with fellow students and teachers
- Using appropriate forms of writing for different purposes and audiences
- Using a variety of media to communicate with a range of audiences
- Sharing ideas with multiple audiences using different digital platforms and media
- Collaborating with peers and experts using a variety of digital platforms and media

Media literacy skills

- Locating, collecting, recording and checking information from a variety of media
- Organizing, analysing, evaluating, information from text-based and digital sources
- Synthesizing and ethically using information from both text-based and digital sources
- Using citations correctly
- Making informed choices about personal viewing and reading experiences
- Understanding the impact of media representations and modes of presentation
- Seeing things from different perspectives and taking information from different sources
- Communicating information and ideas effectively to multiple audiences using a variety of media and text types



ATL Communication Skills

How does non-verbal communication work?

Non-verbal communication is communication without words. Study the picture above and ask yourself:

- What is the purpose of the image?
- What context was it created for?

Then, consider these points:

- What message does the image communicate?
- How does the image communicate its message?
- How efficient is the communication?

What can you learn about communication from this exercise?

What can you learn about becoming a better communicator in English?

What have you learned about your communication and media-literacy skills? Study your results and make notes on how you can improve them.



ATL Research Skills

The importance of research skills

Imagine that you are giving a presentation to your class on some aspect of the English B course, such as “Being a global citizen” or “Having a multilingual identity”. In order to prepare your presentation, which of the research skills opposite will you need to employ? What can you learn about the importance of research skills from this exercise?

Take a moment to think about the subjects you have chosen for further study and your ideal career. Then discuss this question: “Why do we need to acquire research skills now in order to succeed in the future?”

Questionnaire: Assessing your research skills (on a scale of 1–4)

Information literacy skills

- Accessing information from various sources
- Interpreting and evaluating information
- Using critical thinking skills to analyse and interpret information
- Making connections between various sources of information
- Creating new information
- Using collected information to identify solutions and to make decisions based on evidence
- Reporting results of research

Media literacy skills

- Locating, collecting, recording and verifying data from a variety of media
- Organizing, analysing, evaluating, information from different sources and media
- Synthesizing information from a range of sources and media
- Using citations correctly and ethically
- Making reasoned decisions about information you have listened to, read or viewed
- Understanding the impact of media representations and modes of presentation
- Identifying different perspectives from multiple and varied sources
- Communicating information and ideas effectively to multiple audiences using a variety of media and formats

What have you learned about your research skills? Study your results and make notes on how you can improve further.

**Questionnaire: Assessing your social skills
(on a scale of 1–4)**

Collaborative and team-building skills

- Building agreement and consensus
- Listening actively to other perspectives and ideas
- Encouraging others to contribute
- Sharing responsibility for decision-making
- Practising empathy
- Helping others to succeed
- Defending your own rights and needs
- Giving your own ideas and opinions
- Negotiating effectively

What have you learned about your social skills? Study your results and make notes on how you can improve them.

**Questionnaire: Assessing your
self-management skills (on a scale of 1–4)**

Organization skills

- Managing time effectively
- Planning short- and long-term assignments
- Keeping and using a planner for work
- Working towards intermediate and final deadlines
- Creating and following plans to prepare for summative assessments (examinations and performances)
- Setting personal and academic goals that are challenging and achievable
- Planning strategies and taking action to achieve personal and academic goals
- Using appropriate strategies to organize information
- Understanding and using a variety of learning styles

What have you learned about your self-management skills? Study your results and make notes on how you can improve them.



ATL Social Skills

Collaborative learning

English B is an inquiry-based course. Why is group and pair work so relevant to such an approach to language learning? In what ways can you use technology in a collaborative manner to further improve the quality of your English language development?

Make a list of all the collaborative activities that you can undertake inside and outside the classroom to improve the quality of your learning.



ATL Self-management Skills

Prioritizing your needs

Are you an efficient learner of English? When you have completed the self-assessment exercise, decide which ATLs you need to improve most urgently. Make a personal list of skills that you need to improve most and then organize the list to create a plan of action for your revision.

Summing up

Improving ATLs to become a better learner in English B

Now reflect on what you have read. How do ATLs improve your ability to learn and use English? Think about what you have learned so far, and then add other ideas of your own.

How can I practise my ATL skills in *IB Prepared: English B*?

In *IB Prepared: English B*, specific ATL activities that you can practise are signposted at various stages of each chapter. In this chapter, for example, you will have found various ATL boxes like those on the previous page. For each activity, note the skills you are using and become a far more efficient learner.

A final word of advice: in order to be a really effective learner, make a conscious effort to identify each of these skills as you use them. For example, as you prepare to write a text, say to yourself, "I am using the strategy X to organize this information".

Reflections on Chapter 1: How can I become a better learner in English B?

- What new lessons about ATL skills have you learned in this chapter?
- What useful tips about studying in English B have you learned?
- Which study skills in English B can you use in your other subjects and elsewhere?
- What new questions do you still have about becoming a more efficient student?

Use your research skills to find answers to these questions.

ATL Skills: Overview

Study the photograph opposite. Which ATL skills has the speaker used in the preparation and presentation of his ideas?

In groups, debate this question: "In the long-term, the skills we develop in school are far more use to us than the subject-specific knowledge we acquire".



Beyond the classroom

How can I transfer my ATL skills to the world beyond the English B classroom?

ATLs are transferable. You will find that you will be able to apply and refine the same ATL skills to your tertiary studies and, ultimately, they will transfer to the world of work and your future professional career.

2

PAPER 1 PRODUCTIVE SKILLS: WRITING

The aims of this chapter

Paper 1 Productive skills: Writing is an essential part of your Language B assessment. This component tests your productive writing skills.

In this chapter you are going to examine the essential writing skills you need to plan and express your ideas coherently and accurately in English. To accomplish this, you will:

- ✓ examine the specific concepts you need for writing in English B
- ✓ learn how to interpret the paper 1 prompts
- ✓ learn to brainstorm ideas and organize your responses in order to communicate your ideas clearly

- ✓ practise writing and proofreading skills to further improve your writing
- ✓ analyse a number of standard level and higher level student responses and examiner's comments
- ✓ practise assessing your own responses to paper 1 prompts

The chapter will also give advice on how to make long-term preparation for the writing examination.

HOW CAN I SUCCEED IN MY PAPER 1 – WRITING EXAM?

Some essential questions to start this chapter

- What advice do you already follow to write well in English?
- What do you hope to learn in this chapter in order to obtain a high mark in paper 1 – Writing?

What do I need to know about paper 1 Productive skills: Writing?

The key to any writing examination is understanding the nature of the assessment and understanding how to respond to a specific question or prompt.

Overview of paper 1	Comments and notes
<p>The aim of paper 1 is to assess your ability to write fluent, accurate and context-appropriate English. You have to choose one writing prompt from a choice of three.</p> <p>Each prompt has a different audience, context and purpose; each one is based on a different theme from the English B syllabus.</p> <p>There are three text types listed in alphabetical order for each prompt. You choose the most suitable text type for the task.</p> <p>For the task there will always be one text type that is:</p> <ul style="list-style-type: none">• most appropriate• acceptable• least appropriate. <p>The three prompts will cover at least two categories of text (personal, professional or mass media).</p> <p>Five text types will appear in the three prompts.</p> <p>In any paper 1, only three of the five English B themes are covered. Therefore, you will need to be familiar with all the themes and the associated language because you will not be able to predict which themes will feature in paper 1.</p>	<p>You will be tested on your ability to choose the most suitable text type from each list of three.</p> <p>By choosing the correct text type and responding to the prompt, you will show you can:</p> <ul style="list-style-type: none">• use written English appropriately, correctly and fluently• organize your ideas into a reader-friendly text• understand and apply the concepts of audience, context and purpose to your written text.



Assessment tip

Know your examination paper

A successful approach to paper 1 – Writing involves:

- understanding how the examination paper is organized
- knowing how to respond to a specific prompt
- organizing your time to maximize your marks.

Analysis

A: In the sample standard level paper 1, the three themes covered are: Identities, Experiences and Sharing the planet.

Question: Which theme is related to which question?

Justify your answers.

B: At standard level, each prompt requires you to cover two functions.

Question: For questions 1–3, what are the two functions mentioned in each prompt?

C: There are five different text type options featured in each standard level paper.

There are three different text types per prompt.

Question: In each prompt, explain why the examiner graded the text types in the order shown:

{1} = most appropriate;
{2} = acceptable; {3} = least appropriate.

Differences between standard level (SL) and higher level (HL) in paper 1

Assessment details	
Standard level	Higher level
Duration: 1 hour 15 minutes Standard level students write a response of 250–400 words	Duration: 1 hour 30 minutes Higher level students write a more complex response of 450–600 words
Tasks require standard level students to cover two language functions , for example: <ul style="list-style-type: none"> • describe a situation and suggest a solution • narrate what a person did and explain why they did it • describe and compare the advantages and the disadvantages of something/a situation such as a holiday destination. 	Tasks at higher level should require students to cover three language functions and use higher order communication skills, for example: <ul style="list-style-type: none"> • describe a situation, suggest a solution AND explain the importance of using that solution (justifying/persuading) • evaluate a potential solution, make a recommendation and persuade readers to accept it.
In English B standard level , you write texts for a variety of purposes. For instance, you might: <ul style="list-style-type: none"> • write a descriptive text • write personal correspondence • make comparisons between people, places or objects • narrate stories and provide a detailed account of the events • express your thoughts and opinions on a cultural topic. 	In English B higher level , you must use higher-order thinking skills such as analysis, evaluation, synthesis and interpretation. Also, you could write a text for a complex purpose. These might include describing, narrating, comparing, explaining, persuading, justifying and evaluating. For instance, you might: <ul style="list-style-type: none"> • present and develop ideas and justify them • construct and support arguments with explanations and examples • explain a problem, discuss the effects and offer a solution.

Example of a standard level (SL) paper 1

SAMPLE PAPER

Complete one task. Use an appropriate text type from the list below for your chosen task. Write 250 to 400 words.

- Many students in your school buy take-away lunches from local cafés. This has created a major litter problem for the local community around your school. Write a text in which you describe to your fellow students the problems caused by their litter and suggest ways to improve the situation.

Diary (3)

Essay (2)

Speech (1)

- A sports magazine is running a competition for the best campaign to improve awareness of healthy lifestyles among teenagers. Write a text for this competition, in which you describe the ideas for your campaign and explain why they would be really effective.

Blog (2)

Proposal (1)

Speech (3)

- Recently, you underwent a life-changing event that gave you a new way of looking at the world. Write a text in which you share with an audience what happened and explain what you have learned from the experience.

Blog (1)

Essay (2)

Proposal (3)

Note: In the actual paper 1 there are no numbers against the text types.

Test yourself

At standard level, each prompt requires you to cover two functions.

Question: For questions 1–3, what are the two functions mentioned in each prompt?

Example of a higher level (HL) paper 1**SAMPLE PAPER**

Complete one task. Use an appropriate text type from the list below for your chosen task. Write 450 to 600 words.

1. You recently had a life-changing experience that gave you a new insight into the way you look at the world. Write a text in which you share with an audience what happened, explain what you have learned from the experience and persuade your audience that they too can learn from your experience.

Letter to the editor

Pamphlet

Speech

2. Your local newspaper has reported that many people buy take-away lunches from local cafés. This has created a major litter problem for the local community. Write a text in which you describe the problems caused by the litter, suggest ways to improve the situation and explain how your suggestions will benefit the wider community.

Blog

Letter to the editor

Speech

3. A sports magazine recently ran an article to improve awareness of healthy lifestyles among teenagers. You were impressed by what you read and so wrote a text in which you describe the contents of the article, explain in what ways it could help you and evaluate how much it can improve your health.

Blog

Pamphlet

Journal entry

Analysis

A. In the sample higher level paper 1, the three themes covered are: Identities, Experiences and Sharing the Planet.

Question: Which theme is related to which question?

Justify your answers.

B. There are five different text types options featured in each higher level paper.

There are three different text types per prompt.

Question: For each prompt, identify which text type is:

{1} = most appropriate; {2} = acceptable; {3} = least appropriate.

To justify your answers, identify the task, the intended audience and function of each text.

Test yourself

At higher level, each prompt requires you to cover three functions.

Question: For questions 1–3, what are the three functions mentioned in each prompt?

Practice papers

There really is no better way of preparing for paper 1 than by attempting past papers.

You can use the practice papers in this chapter, such as those above. There are also practice papers in the final section of this book.

Summing up**What have you learned about paper 1?**

Now that you have finished reading this section, make a list of the most important information you have learned about paper 1. Make a list of any points you are still unsure about and use your research skills to find answers. You can also use the prompts in this section to practise paper 1 – Writing tasks.

Once, some students asked a famous West African musician what advice he would give them. "I can give you three tips," he said. "My first tip is: Practise. My second tip is: Practise, and my third tip is: Practise."

Style tip

Writing different text types

You write **personal texts** to an audience with whom you have a close, personal relationship: family members, friends or groups with a common interest. In the case of a diary or journal, you can even address a personal text to yourself.

You write **professional texts** to an audience with whom you have a formal relationship and a matter of shared interest. Professional texts are often concerned with the transfer of information and are characterized by a logical organization of such information.

You create **mass media texts** for a large audience of strangers who share a common interest. In principle, there is no way of knowing exactly who will read the message.

What text types might I have to write for paper 1?

The Language B syllabus organizes texts into three broad categories: **personal**, **professional** and **mass media texts**. For the purposes of paper 1 assessment, you will need an understanding of these text types.

Text types for paper 1 – Writing

	Text types	Personal	Professional	Mass media
A.	News report			✓
B.	Article (newspaper, magazine)			✓
C.	Interview		✓	✓
D.	Opinion column/editorial			✓
E.	Review		✓	✓
F.	Brochure/leaflet/pamphlet		✓	✓
G.	Speech/presentation/debate	✓	✓	✓
H.	Blog	✓	✓	✓
I.	Essay	✓	✓	
J.	Proposal		✓	
K.	Set of instructions/guidelines		✓	✓
L.	Official report		✓	
M.	Professional correspondence and letters to the editor		✓	✓
N.	Personal statement/cover letter		✓	
O.	Personal correspondence (email/letter)	✓		
P.	Diary (private)/journal	✓		
Q.	Email/social media posting/online forums	✓	✓	✓

Note: These categories are for your guidance only. Certain text types could fit into other categories of communication, depending on the context in which you are writing.

Text types

Look at the list of text types for paper 1 above. Identify the potential audiences or audiences for each one. (You can find more details about the different audiences below on page 16.)

Use a table with these headings to complete your notes. Two examples have been done for you.

Text types	Personal text	Professional text	Mass media text
Review	X	A limited group with a shared special (minority) interest, for example a classical music performance.	Members of the general public with a shared interest, for example filmgoers.
Brochure/leaflet/pamphlet	X	A limited group with a shared special interest, for example birdwatching.	Members of the general public with a shared interest, for example a health concern.

Summing up

What have I learned about the text types I might write in paper 1?

Now that you have finished this section, make a list of all the important pieces of information you have learned about text types for paper 1.

How is paper 1 assessed?

<p>Paper 1 is assessed according to three assessment criteria:</p> <ul style="list-style-type: none"> • Criterion A: Language (12 marks) How successfully can you use written English? • Criterion B: Message (12 marks) To what extent can you fulfill the task requirements? • Criterion C: Conceptual understanding (6 marks) How much have you taken into consideration the context, audience and purpose of the text? 	<p>Paper 1 at both standard level and higher level is worth 25% of the final mark</p>
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When planning your response, keep in mind that **only these criteria** will be used to mark your work.

Using the assessment criteria, you can see that you must:

communicate your ideas in fluent and accurate English	Criterion A
organize your response in a logical, cohesive manner	Criterion B
<ul style="list-style-type: none"> • understand the prompts and the concepts in them • use the correct text type • adapt your response to the audience, purpose and context of the prompt 	Criterion C

For this reason, you should concentrate on improving those writing techniques which will enable you to achieve a high score in each of these criteria.

Summing up

How is paper 1 assessed?

Now that you have finished reading this section, make a list of the most important information you have learned about paper 1. Make a list of any points you are still unsure about and use your research skills to find answers.

Examination techniques to maximize your marks in paper 1

It is essential that you use the assessment criteria to help you to perform as well as possible.

1. First of all, you need to understand all the concepts contained in the prompt.
2. You also need to clarify your approach to the prompt and use the most appropriate text type.

These two techniques will help you to score well in Criterion C: Conceptual understanding, and will help you to focus on the rest of assessment.

3. Afterwards, you must be able to structure your response by creating a clear and coherent message (Criterion B: Message).
4. Finally, you must write your response in clear, coherent and idiomatic English (Criterion A: Language).

BIG ideas



Assessment tip

Conceptual understanding made simple

Always make sure you know:

- under what circumstances you are writing
- who you are writing to
- why you are writing
- what text type you are using and why.

Exam technique 1: Understanding the prompts in paper 1 (criterion A: Conceptual understanding)

During your English B course you must develop your understanding of certain “big ideas” or concepts. These concepts are the basis of how we use language to communicate. It is for this reason that Conceptual understanding is one of the three criteria for assessing paper 1 – Writing.

According to the assessment criteria, “Conceptual understanding is fully demonstrated” if you can show that:

- your choice of text type is appropriate to the context, purpose and audience;
- the register and tone of your response are appropriate to the context, purpose and audience of the task;
- your response fully incorporates the conventions of your chosen text type.

In this section, you will learn how to achieve these three aims, but first we need to explore the concepts themselves and how they relate to the other assessment criteria in paper 1.

Concept A: Context – Under what circumstances are you writing?

The context is set out in the prompt. The context describes the circumstances under which you are supposed to be writing. These circumstances might include the “when” and even the “where” you are writing a particular text.

In paper 1, you will be directed to respond to one of three prompts such as the following. In each instance, the prompt describes the context in which you are writing. (Note: In an actual paper 1, each prompt will include three suggested text types for you to choose from.)

Higher level paper 1

Look at the sample paper 1 prompts and identify the “circumstances”: the “when” and, if possible, the “where” for each one.

SAMPLE PROMPTS

1. You were recently in a large store and one of the assistants was very rude to you. As a result, you want to express your thoughts and feelings on the matter to the store manager. Write a text describing what happened, explaining why the assistant's behaviour was very impolite and asking for an apology.
2. Many students in your school no longer buy food from the school canteen. As a result, the canteen is facing closure and, if this happens, the staff working there will lose their jobs. Write a text in which you inform your fellow students about the problem, describe the consequences and suggest a solution that can help to save the canteen.
3. A local charity organized a 'fun-run' in order to raise funds for its work in the local community. You volunteered to take part. Write a text to a friend overseas explaining the purpose of the event, describing the event and your own participation and also evaluating the success of the event.

Assessment tip

Extra practice

You can use the examples in this section to practise higher level paper 1.

For the three prompts opposite, the text type choices are: Diary, Formal letter and Proposal.

We can represent the context in each prompt like this.

Prompt	Context	
	Circumstances	When (and where if relevant)
1.	Rude treatment from a shop assistant	After the incident (from home)
2.	Potential closing of the school canteen	Before the problem worsens (at school)
3.	Participation in a recent fundraiser fun-run	After the event

Standard level paper 1

Look at the sample paper 1 prompts and identify the "circumstances": the "when" and, if possible, the "where" for each one.

SAMPLE PROMPTS

1. You recently had a holiday experience that gave you a new insight into an Anglophone culture. Write an email to a friend in which you describe the experience, and explain what you have learned from it.
2. You read an article about the unhealthy eating habits of some teenagers and you write a text describing the practical steps you can take to improve your own diet and explaining the potential benefits.
3. Your school counsellor wishes to start a campaign to raise awareness about the excessive use of social media by teenagers and you agree to help. Write a text to a wider audience in which you describe what the campaign is about and explain why you think it is necessary.

Use a table with these headings to complete your notes.

Prompt 1, etc.	Context	
	Circumstances	When (and where if relevant)

Assessment tip

Extra practice

You can use the examples in this section to practise standard level paper 1.

For the three prompts opposite, the text type choices are: Blog, Diary and Email.

Conclusion

It is essential that you understand the context in which you are writing so that your language will be appropriate to the situation about which you are communicating. In paper 1, to achieve a high mark you must choose:

- a text type that is appropriate to the context. For example, if the prompt refers to an issue of public concern and asks you to write to a wide audience, you should choose a text type that suits this context, such as a mass-media text. Under these circumstances, it would not be appropriate to write a personal text
- a register and tone are appropriate to the context. If the context in which you are writing is formal, such as a letter of application, it would only be appropriate to write in formal register and a polite and serious tone.

Assessment tip

Two audiences

When you are writing a text in paper 1, you are told who you are writing **to** in the prompt. This is the **“imagined” audience**. The “imagined” audience could be a friend, the local community, a potential employer, a newspaper editor or an online group with special interests.

However, you are also writing **for** your teacher and examiner. The job of this **“critical” audience** is to assess the standard of your written work. So, make sure that your writing meets the standards expected by your assessors.

Do not overuse slang or use bad language. Such varieties of English are never looked on favourably in English B examinations by your critical audience.

Concept B: Audience – To whom are you writing?

The English B syllabus divides audiences into three groups. These three audiences correspond to the three different categories of text type you need to understand and write in English B.

Types of “imagined” audience

	Personal audiences	Mass audiences	Professional audiences
Relationship between writer and audience	A person you know well You are writing to someone you know well.	A community (of strangers) The relationship depends on the context and the purpose of the text. Your relationship can be very formal, semi-formal, informal, or even close.	A person or organization with whom you have a formal relationship You are writing to someone: <ul style="list-style-type: none"> • you do not know well • in a position of authority.
Examples	These could include: <ul style="list-style-type: none"> • a friend • a family member • a group of friends or close family members • yourself (diary/journal) • a subculture with whom you have a close connection and shared interests, e.g. followers of a certain fashion trend, lifestyle or style of music. 	These could include: <ul style="list-style-type: none"> • the general public • a specific audience defined and united by: <ul style="list-style-type: none"> ~ gender and/or age ~ specific interests and lifestyles: tastes, fashions or preferences ~ geographical location (local, regional, national, international) ~ social class ~ a combination of the above. 	These could include: <ul style="list-style-type: none"> • a teacher • a potential employer or college • a member of your school administration • your local, regional or national government (or a specific officer) • a non-governmental organization (NGO) (or a specific officer) • a business • a specific person within a business or a company.
Variation: Register, tone and vocabulary	Your language will usually be informal or close This could include: <ul style="list-style-type: none"> • use of personal language • use of informal or semi-formal language • use of first person “I” and direct address “you”. Language is often based on everyday events. The writer may also choose to share emotions and perceptions.	Your language can be very formal, formal, informal or even close This will depend on audience, context and purpose (informal, formal, personal, etc.). Language often informative and/or persuasive: <ul style="list-style-type: none"> • can be rational or emotional or both • vocabulary is topic-based. 	Your language will always be formal or very formal For example: <ul style="list-style-type: none"> • unemotional, formal, factual • use of logical and reasoned argument. The language is informative and/or persuasive, but always unemotional. Vocabulary is topic-based and can be technical

Note that in each of the instances above, when writing to a specific audience, the writer also plays a **role**, for example a dissatisfied customer, a concerned student or a friend communicating with another friend.

Consider the **target audiences** in the three higher level prompts on pages 14 and 15. We can set out the relationships between your target audience and your role as writer.

	Your target audience	Your role as writer
1.	A customer relations manager	A dissatisfied customer
2.	Readers of a local newspaper	A journalist
3.	A friend overseas	Yourself

Now identify the audience which is most appropriate for each sample standard level prompt above. Also identify the role of the writer in each example.

Conclusion

In order that your language is “appropriate for the task”, it is essential that you understand the exact audience you are writing to. Once you understand your audience, you can decide whether you need to write in a formal, semi-formal or informal register.

Concept C: Purpose – What are your reasons for writing?

A third essential concept of Language Acquisition is **purpose**: your reason for communicating. All written messages have at least one communicative purpose, for example to **describe**, to **persuade** or to **explain**. Texts can have more than one purpose, for example an advertisement can both **inform** an audience about a product, and it can also **persuade** the audience to buy it.

Here is a summary of the audience and purpose of the three higher level paper 1 prompts on pages 14 and 15:

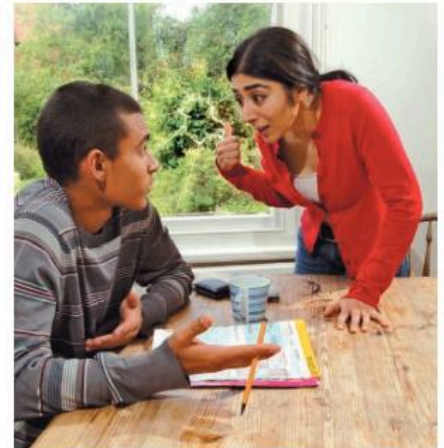
Prompt	Context		
	Circumstances	Audience	Purpose(s)
1.	Rude treatment from a shop assistant	The store manager	Describing what happened, explaining why it was rude and complaining about it
2.	Potential closing of the school canteen	The school community	Informing readers about the situation, explaining the consequences and suggesting a way of helping
3.	Participation in a recent fundraiser fun-run	An English-speaking friend overseas	Describing the event, explaining your role in the events and evaluating the success

When planning a text, always make sure you are absolutely clear about the purpose, or purposes, of the text you are writing. It will make the job of composing your text so much easier.

Here are some of the most common examples of purpose.

Purposes for writing

- apologize
- advise
- comment
- complain
- describe
- explain
- enquire
- instruct
- narrate
- persuade
- request
- suggest



ATL Conceptual Understanding Skills

Purpose

Study the picture of the two siblings arguing above. What is the older sister's purpose in communicating with her brother?

- a) to suggest something
- b) to complain about something
- c) to apologize for something

What is the brother's purpose in communicating with his sister?

- a) to persuade her
- b) to explain to her
- c) to advise her

Writers and speakers have many other purposes and reasons for communicating. When you have finished this exercise, list other purposes, or reasons, for communicating with another person.

Purpose

Identify the purpose or purposes of each the sample standard level and higher level paper 1 prompts on pages 14 and 15. Use a table with these headings to complete your notes.

Purpose (SL prompts)	
	Purpose A
Prompt 1, etc.	

Purpose (HL prompts)		
	Purpose A	Purpose B
Prompt 1, etc.		

Conclusion

It is essential that you understand the purpose for which you are writing so that your response will be appropriate to the task. If the prompt asks you to: “describe an experience, and explain what you have learned ...”, you must “describe” and “explain” in order to score well. If you fail to communicate the purpose outlined in the task, you will not be able to show that your “ideas are relevant to the task” (Criterion B: Message).

Additionally, if you understand the purpose of your response, you can decide what tone you need to use, for example: polite, angry, frustrated, excited, enthusiastic, neutral.

Style tip

Two more concepts: Meaning and Variation

During the English B course, you will also develop an understanding of two more concepts:

- **Meaning:** involves understanding that language is used in a range of ways to communicate a message.
- **Variation:** involves understanding that differences exist within a given language, and that speakers of a given language ought to be able to understand each other.

These understandings will, in turn, help you to become a better writer of English for paper 1.

Exam technique 2: Interpreting the prompts in paper 1 (criterion C: Conceptual understanding)

In English B paper 1 you do not need to prepare answers for specific questions. However, if you start writing your response and then realize you have not understood the prompt, you will waste valuable time. Carefully reading all three prompts will help you to make the right choice when it comes to planning and writing your response.

Assessment tip

Interpreting the prompts

In the paper 1 examination, make sure that you read all three prompts very carefully. Under exam pressure it is easy to make mistakes. For example, examination stress can cause you to misread a prompt or to misunderstand it.

Carefully consider exactly what you are being asked to do. It is essential to pay attention to **each word** of each prompt. Making the correct decisions at this stage can stop you from responding incorrectly to a prompt.

Ask yourself:

What are the concepts embedded in each prompt? In other words:

- What is the precise context?
- Who is the audience, and what is my role as writer?
- What are the specific purposes of the text?
- What is the most appropriate text type for the task?

Only when you can answer all these questions should you decide which prompt to choose.

Student Sample A: Interpreting a paper 1 prompt

Now examine a paper 1 prompt and a student response to it. Then read an examiner's comments on the student's ability to understand and respond. The examiner will assess the text in the light of Criterion C: Conceptual understanding. Finally, summarize what lessons you have learned from this and think about how these lessons can help you to prepare for paper 1.

Example of a standard level (SL) paper 1 prompt

SAMPLE PROMPT

A teen magazine is running a competition for the best suggestions for a healthier diet for teenagers. Write a text to the organizers of this competition in which you describe your ideas and explain why they would be really effective.

Essay

Proposal

Speech

Understanding the sample prompt: Context, audience and purpose

1. Context

Analysing the prompt, we see that the "when" is after having read information about entering a competition. The "circumstances" involve writing personally to the organizers of the competition to explain your ideas for getting teenagers to follow a healthier diet.

2. Audience

The prompt tells students "A teen magazine is running a competition". It also asks you to "describe your ideas for the campaign". Therefore, your audience is the competition organizers – a professional audience.

ATL Self-management Skills

Choosing your prompt

In the paper 1 examination, take enough time to decide which of the three prompts to write about and then which of the three text types will best communicate your message.

Before you choose, make absolutely sure you can identify all the concepts in the prompts.

Reading all three prompts thoroughly will ensure you make the right choice. If you start writing your response and then realize you made the wrong choice of response or text type, you will waste valuable time in the examination.

Always choose the prompt that will show the examiner that you can write an appropriate text in English fluently and accurately.

If you are uncertain about anything in a particular prompt, it is best to avoid it and choose one of the other two. All three prompts are worth exactly the same number of marks.

In this case, your role is a competition entrant.

Notice that you are **not** asked to write a text to persuade a mass audience of teenagers to change their diet.

3. Purpose

According to the prompt, the purpose of the text is to “describe ideas” and “explain why they would be effective”.

Student response A (SL): Conceptual understanding

Now examine this student response and questions 1 to 4. To what extent do you think the student has understood the prompt and successfully completed instructions in it?

Question 1:

Is this the correct context for the task?

Question 2:

Is the student addressing the correct audience for the task?

Question 3:

Is this the correct purpose of the text?

Question 4:

Has the student completed the task successfully?

SAMPLE STUDENT RESPONSE

Being a teenager myself, I can write about the bad eating habits I personally have, in an attempt to fix them by becoming better informed. I hope to completely break my bad habits by totally changing what I eat and my perspective on food. Obesity in students is a big issue. Obesity hasn't been too much of a problem in generations before, but now it's become a really big issue. With more and more teenagers becoming obese every day, it's pretty obvious why it's become such a big deal. I want to show why the nutrition of teenagers now is so poor compared to the generations before us. Teenagers and kids now have the similar problems with adults. Many teenagers now are focusing on exercising and forgetting how big a role junk food plays in overweight. The main problems that cause obesity are a poor nutrition such as a lack of vitamins and not taking enough of exercise. A lot of teenagers everywhere in all countries are now exercising to get more fit, but most the time they are forgetting to improve their diets too. I believe bad habits that start at a young age are harder to break when we're adults, which is why I want to focus on teenagers and their poor eating habits. I think the poor eating habits of teenagers transfer into adult life. They become obese because they are no longer growing but still eating whatever they want. I want to make sure I don't do this. So eat healthy is what I say.

Examiner's comments

The response to the prompt is only partially appropriate. However, the student's overall conceptual understanding is limited.

The choice of text type (essay) is acceptable to the context, purpose or audience. The proposal would have been the most appropriate response. Nonetheless, the essay could be used to convey the message here. However, the response incorporates very few recognizable conventions of a thesis-driven essay.



The informal register and tone are inappropriate to the context, purpose and audience of the task. Therefore, it is not possible to award high marks for this criterion.

1. Context

The student has partially understood that the text should be a response to the organizers of the competition. However, the student focuses on his or her own needs rather than following the prompt and putting forward a set of ideas for teenagers and explaining them to the audience.

2. Audience

The audience is the competition organizers, that is, a professional audience, and the role of the writer is competition entrant. In this instance, we see that the student has attempted to address the organizers by explaining some ideas about healthy lifestyles and diets. However, the writer's register and tone are not consistent with a professional text and there are frequent lapses into informality.

3. Purpose

The stated purposes of the text are to "describe ideas" and "explain why they would be effective". In this text, the student fails to adequately "describe ideas" for "a campaign to improve awareness of a healthy diet among teenagers". The student has not offered any explanation about how the ideas offered would be effective.

Additional marking notes

Criterion A: Language

Command of the language is partially effective, and generally appropriate to the task as outlined in the question. Vocabulary is appropriate to the task. However, the student has not completely understood the context, and so it is not possible to award high marks for this criterion.

Criterion B: Message

The task is only partially fulfilled. Some ideas are relevant to the task. There is some attempt to "describe ideas" for "a campaign to improve awareness of a healthy diet among teenagers". However, these ideas are not developed in a coherent manner nor do they follow a logical structure, making the message difficult to understand. Moreover, the student has not explained why the ideas "would be effective".

As a result, it is only possible to award a low mark for this criterion.

Summing up

What have I learned about interpreting the prompts in paper 1 (criterion C: Conceptual understanding)?

What lessons have you learned about Conceptual understanding that will help you to prepare for paper 1?



ATL Creative Thinking Skills

New perspectives and alternatives

If you think that none of the structures in the table opposite is suitable for your chosen text, you can adapt one of the three structures to meet your needs. Alternatively, you can find another suitable text structure. However, make sure you can explain and justify your choices to yourself.

ATL Creative Thinking Skills

Using brainstorming to clarify “your big idea” and your message

As you organize your thoughts, remember to formulate a thesis, or describe the problem, that will be the focus your response.

- Make all the points you can think of to support your “big idea”.
- Identify which are your main points.
- Use these points as headings in your outline.
- Include space in your plan to include any evidence and examples you can think of.
- Check that your points relate to your thesis statement or explain and solve the problem you raise in your introduction.

Exam technique 3: Organizing your written response [criterion B: Message]

Decide which of the three prompts to write about and then which of the three text types listed will best communicate your message. See example prompts on pages 23, 24 and 25.

According to the top markband of Criterion B: Message, your response should meet these standards:

- 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.

Here are some very useful structures you can use when planning your paper 1 response.

	Narrative-driven structure	Problem-driven structure	Thesis-driven structure	Text types that use other structures
Definition	<ul style="list-style-type: none"> • Describes a context or setting • Follows a series of steps or tells a story • Can state a lesson learned 	<ul style="list-style-type: none"> • Sets out a problem • Explains how to solve the problem • Evaluates the solution 	<ul style="list-style-type: none"> • Suggests an answer to a question • Justifies the answer with evidence • Comes to a conclusion 	<ul style="list-style-type: none"> • News reports: most important to least important information • Interviews: question and answer format

When considering the organization of the message, ask yourself which structure is the most appropriate for the text type and audience. Will you use:

- a narrative-driven structure;
- a problem-driven structure;
- a thesis-driven structure;
- an alternative structure?

Using mental models

A “mental model” is a thinking tool that creates a memorable picture of an idea. Therefore, mental models are very useful when brainstorming and planning your writing. They help you to create a picture of the ideas you want to write about. This “visible thinking” can help you organize the thoughts you have brainstormed.

Look at the simple mental model on the opposite page. Which of these writing tasks does it represent?

- A timeline?
- A definition?
- A comparison?

Topic	Example A	Example B
Point 1		
Point 2		
Point 3, etc.		

By giving shape to your thoughts, mental models allow you to “see” how different ideas within a writing task are related to each other. In the above, the mental model works by putting two examples (A and B) of a topic side by side and using a set of characteristics to show similarities and differences.

Look at the picture opposite. The girl is using a **mental model** to organize her thoughts.

- What idea is she brainstorming?
- How is the mental model helping her to organize her ideas?
- How will this mental model help her to communicate her ideas?



Here are three mental models to represent the three common structures used for organizing information in a logical and coherent manner.

Mental model 1: Narrative-driven texts and processes

Narratives-driven texts, such as stories and “how to” instructions, tend to use a linear structure. They start at the beginning, finish at the end and the middle goes in the middle. Therefore, they can be represented by a timeline or flow chart, such as:



You can use mental model 1 to map out the events you are relating. For instance, this technique could be used for outlining a diary entry in which you recall the events of a specific day.

To plan your response, first put the events into a context (for example: when, where and why), next list the events that you want to write about (events 1–4), and then present a final thought. Use a short list of bullet points. After sketching your outline, you might wish to add descriptive detail and/or comments to all or some of the points.

Prompt A: Experiences

SAMPLE PROMPT

Your national government has decided to shorten annual school holidays by four weeks a year. You attend a recent protest meeting. Write a text to describe the events that took place at the meeting and evaluate the results of the protest.

Email

News report

Personal letter

Using mental model 1 (Narrative-driven texts), brainstorm ideas to prepare one or more responses to the prompt.

Assessment tip

Mental models and structure

The mental models you practise here represent three different ways in which you can structure your response to a paper 1 prompt.

When you are planning your response, it is helpful to think about the potential “shape” of your text.

Ask yourself: What is the main purpose of my text?

A) Is it to narrate and explain a series of events to explain a lesson learned? See mental model 1.

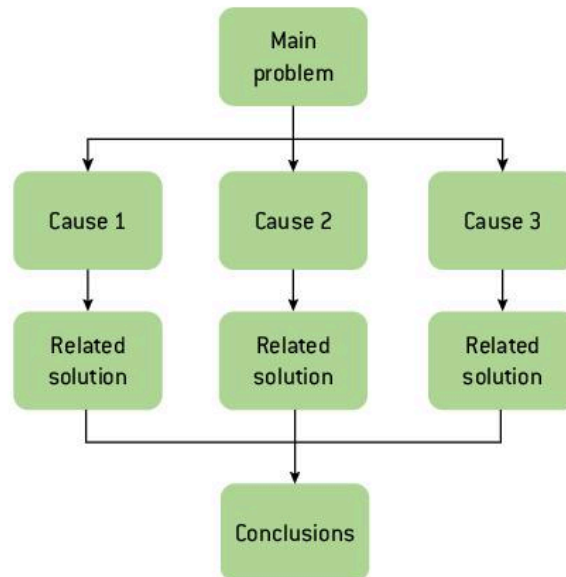
B) Is it to identify a problem and then identify its major causes and solutions? See mental model 2.

C) Is it to defend a big idea and support your argument with evidence? See mental model 3.

Once you have found the correct mental model for your response, you can use it to brainstorm or to plan your outline ideas.

Mental model 2: Problem-driven texts

This is another mental model which describes a central problem and its causes. It puts the most important idea at the top and then subdivides it into different causes and solutions related to each cause.



Prompt B: Social organization

SAMPLE PROMPT

The number of tourists coming to your town is declining. The local tourist board magazine wants ideas to attract new visitors and make use of the town's attractions. You decide to write to the tourist board.

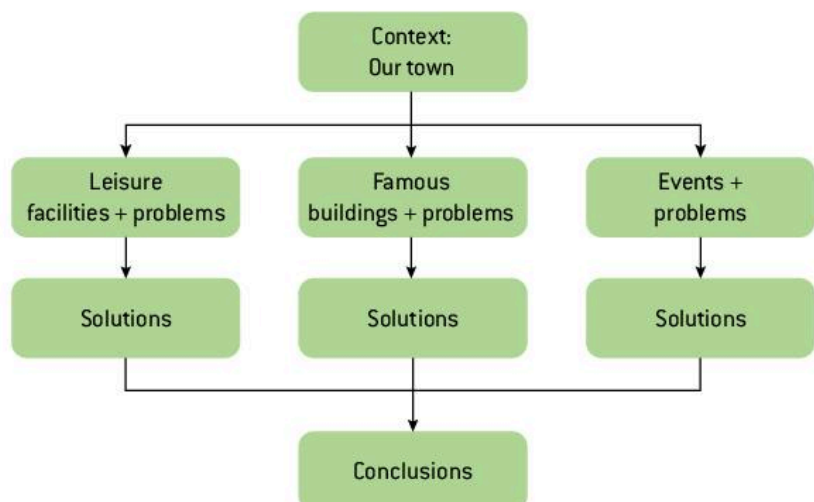
Feature article

Flyer or leaflet

Proposal

Using mental model 2 (Problem-driven texts), brainstorm ideas to prepare one or more of the writing tasks above.

Look at the prompt above and make notes on the main topic: "Our town's tourist attractions and the problems". Add details about the causes of the fall in tourist numbers; these details could be related to three main areas: famous buildings, the leisure facilities and annual events. Make notes on each cause of problems and the potential solutions to each in preparation for writing your response. Your initial mental model might look like the example below. Each problem and its solution could become a paragraph in your text.



Mental model 3: Constructing a thesis-driven argument

Thesis-driven text is a very important type of writing. The strength of any kind of thesis-driven argument rests on the ability to make valid points and defend them. A good writer will support those points with evidence and explanations. Having made a series of valid points, you should rearrange them into logical order. Some complex ideas, such as in an essay or a speech, also need a main idea and a conclusion. If appropriate, for example if you need to construct a balanced point of view, you may wish to add opposing ideas. The mental model for this type of text looks like this:

Topic	
Thesis / Big idea	
Supporting point A	
Evidence / Example for point A	
Explanation for point A	
Supporting point B	
Evidence / Example for point B	
Explanation for point B	
Supporting point C or opposing point A	
Evidence / Example for supporting point C or opposing point A	
Explanation for point C	
Further supporting or opposing point	
Evidence / Example	
Explanation	
Conclusions / Final thoughts	

Prompt C: Human ingenuity

SAMPLE PROMPT

You have just watched the first episode of a new television series. Write a text to the general public in which you summarize the programme, describe its characteristics and give your evaluation of it.

Blog

Essay

Review

Using mental model 3 (Thesis-driven texts), brainstorm ideas to prepare one or more of the writing tasks above.

Assessment tip

Extra practice

You can use the sample prompts in this section to practise your writing skills for standard level paper 1.

In this example, you wish to write a text about the new television series.

To fulfill the requirements of the prompt:

- First **summarize** the programme and offer your overall opinion (thesis).
- Next **describe** some characteristics of the programme. To achieve this, find three supporting points (A, B and C) to support your opinion. For the sake of balance, you might wish to write about both positive and negative aspects. These aspects might refer to items like the plot/the production/the script/the quality of the acting, etc. For each point, find evidence or an example. Show how each piece of evidence proves your overall thesis.
- You can then **evaluate** the programme in your conclusion.

Style tip

Joining your ideas together

You should use connectives to link ideas within your text. Simple examples are “and”, “but” or “if”. If you use the right connectives in the right places, you can make your writing more understandable and effective. This is because connectives maintain the flow and the development of your ideas. As a result, your readers will be able to move easily from one idea to the next within your writing.

Connectives: Joining all the ideas within your response

You must organize your ideas so that they are well-connected. This will create a logical order for your text and can greatly improve the quality of your message and, in doing so, will make your language more understandable, too. This will ensure that you score highly in Criterion B: Message.

Examples	Comparison	Changing topic	Concession	Re-phrasing
for example	compared with	turning to	although	in other words
for instance	in comparison with	by contrast	despite the fact that	that is to say
such as	similarly	with regard to	in spite of	to put it simply
as can be seen	in the same way	concerning	despite this	to clarify
as is shown by	likewise	as far as ... is concerned	however yet still	
take the case of	equally	moving on to	nevertheless	
Listing points	Contrasting	Emphasizing	Summing up	Cause and effect
firstly, secondly, finally	however	mainly	in conclusion	so
in the first place	on the other hand	mostly	in summary	as a result of

Summing up

What have I learned about organizing my written response (criterion B: Message)?

Having read the information above, identify the most useful lessons you have learned about understanding and interpreting Criterion B: Message.

Student response B (SL): Creating a coherent message

You are going to examine a paper 1 prompt and a student response to it. Next you will read an examiner’s comments on the student’s ability to create a clear and organized message. The examiner will assess the text in the light of Criterion B: Message.

Afterwards you will be invited to think about how the exercise can help you prepare for paper 1.

Now examine this student response. To what extent do you think the student has structured the message successfully? Read the student response and the examiner’s comments that follow. While reading the response, ask yourself whether the student has followed any of the advice given in the previous sections.

SAMPLE STUDENT RESPONSE

A national newspaper article has suggested that online gaming is having a negative effect on teenagers’ personal development and should be more tightly controlled. Write a text responding to the article in which you describe your own experiences of online gaming and suggest a possible alternative solution to the issue.

Diary

Letter to the editor

Proposal

Dear sir or madam,

This era of sophisticated versatility, I want to have a discussion whether playing computer games is beneficial and whether

playing games online has caused a big effect. Different people has different perspectives to answer this question. However, I have my own experience of the matter.

Firstly, I would admit that virtual games has trained my reactions speed on the balance between my body and brain. In some games, I have been required to design my own tactics.

Secondly, playing virtual games with peers can actually test that teamwork. I consider that playing computer games is one of the sports. It is no different to basketball or soccer. Online games make us play together as a team and take different roles. It actually helps me to know other players and work together.

Nevertheless, playing games online also has some disadvantages. First of all, nowadays, teenagers always spend huge money on buying the newest computer games. Some of them even steal the money to buy computer games and this is because they have addicted to the games. There are many treatment centres exist in any society just for these kids.

In addition, playing games online will hurt your eyes. Here is my true story. I have a friend named Timothy. He used to be a professional swimmer in Texas and he has really good sight in both eyes. He told me his dream is joining the army but one day he met a game named "Legend". He was free and had nothing else to do, so he tried this game once and never got out of it. He spent whole nights to play this game, which influence his school grade and eyes. Because of his bad eyesight it destroyed his dream of joining the army.

To put in a nutshell, what I want to claim is that everything has both sides, playing online game may help us meet new friend but also influences our daily life negatively. There is one thing I won't deny – playing online game will let you meet some more friends and have true relationship with others because playing online game is in my mind the same as playing sports with friends. You meet difficulties and solve them as a team and this is the main reason that makes online games popular.

thank you.

Question 1:

What structure has the student employed?

Does the introduction make clear to the readers what will follow?

How could the student have made the introduction clearer?

Question 2:

Look at the connectives highlighted in blue.

What is their purpose in the text?

How do the connectives help to structure the student's argument?

Question 3:

Does the student use a clear argument: Point + Example + Explanation?

What improvements could the student make?

Question 4:

How successful is the student's conclusion?

Question 5:

Is the student's choice of text type correct? Explain your answer.

Examiner's comments

The student has correctly chosen the letter to the editor as the most appropriate text type with which to convey the content of the response.



In order to complete the task effectively in this criterion, a student should produce ideas that are:

- relevant to the task;
- fully developed, providing details and relevant examples;
- clearly presented and structured in a logical and coherent manner that supports the delivery of the message.

Relevant?

The student has understood the prompt and has written a text which partially describes “your own experiences” of online gaming. The third paragraph goes somewhat off-topic as it is a reflection about a general, rather than a personal experience. However the student has not been able to “suggest a possible alternative solution to the issue”.

Developed?

There is a clear development of ideas with an attempt to produce thesis-driven text. This is wholly appropriate for presenting a point of view. The student produces two points opposing the idea “that online gaming is having a negative effect on teenagers’ personal development”. The student is also able to balance these arguments with two counter points. The second of these points is rather unfocused (“playing games online will hurt your eyes ... destroyed his dream of joining the army”). Moreover, the conclusion simply restates some of the arguments mentioned in the body, rather than leading to a new perspective that suggests “a possible alternative solution to the issue”.

Presented and structured?

The introduction contains a (weak) attempt to focus the student’s argument. “Different people has different perspectives to answer this question. However, I have my own experience.” Each one of the following three paragraphs makes a specific point and attempts to justify it with an example and evidence. There is a conclusion.

Additional marking notes (standard level)

Criterion A: Language

Command of the language is limited. Vocabulary is sometimes appropriate to the task. It is not possible to award very high marks for this criterion.

Criterion C: Conceptual understanding

Conceptual understanding is (mostly) demonstrated. The choice of text type is generally appropriate to the context, purpose or audience. The register and tone are generally appropriate to the context, purpose and audience of the task. However, the response only incorporates very limited recognizable conventions of the chosen text type: a letter to the editor.

Summing up

What techniques should I use to maximize marks in paper 1 Criterion B: Message?

Having read the student response and the accompanying examiner’s notes, summarize the most useful lessons you have learned about creating and organizing a coherent message. What lessons have you learned that will help you to prepare for, and score well in, paper 1 Criterion B: Message?

Exam technique 4: Improving your English when writing a paper 1 response (criterion A: Language)

Do not panic about not knowing facts. Always remind yourself: What are the assessment descriptors used to mark my use of language?

So, in the paper 1 – Writing examination, concentrate on those techniques that will allow you to fulfill Criterion A: Language.

- Make sure your language is appropriate for the task, the purpose and the audience.
- Use a variety of sentence structures.
- Be accurate in your use of English.

Using the writing process to improve your language

We know writing is not easy, especially under exam conditions. There is a lot that you need to think about quickly in order to communicate your exact message and to write it as clearly, fluently and accurately as possible. However, remember the proverb: ‘Slow and steady wins the race’. If you have already planned **what** you want to say, you can concentrate on the meaning you wish to communicate.

Brainstorming and planning

We have seen that maximizing your score under Criterion A: Language involves brainstorming and drafting.

Brainstorming and planning are essential creative-thinking tools to help you prepare your paper 1 response. The planning process will help you to understand the precise nature of the prompt you are writing about. You already also know how audience, context and purpose will affect your choice of English to communicate your message. Planning the coherent organization of your response is another important element in the creation of an excellent response to paper 1.

Writing

If you have done all the necessary organizing and planning, you should know exactly what you want to say before you start writing. Therefore, while you write your response you can concentrate on varying your word choice and using sentence structures that are not only correct but that also “sound” appropriate to the context, audience and purpose. As a result, you will be thinking about grammar and not wondering what you want to say at the same time.

Proofreading

Never hand in your work without checking what you have written.

Sadly, some students believe that rereading and rewriting their responses are a waste of time and effort. Remember to leave time to proofread your response. Language accuracy is essential to success in paper 1.

Proofread your response to correct any grammar and spelling mistakes. Cut out, or rewrite, weak or awkward passages of your text. At the same time, make sure that your handwriting is legible. You never know, clarifying the illegible words could help you move up into a higher markband for Language.



Assessment tip

Time management

This is where you need to be disciplined. Set rough time limits for each stage of the process:

- understanding the prompts and deciding on the text type;
- brainstorming and planning;
- writing your response;
- checking your work.

These time limits will depend on how quickly you can write your response.

Review your response thoroughly.

When you have finished writing, do not just put your pen down and relax. Check your work. Review what you have written and check for spelling and grammar mistakes.

These techniques could help you to gain valuable marks.



Assessment tip

“Reading aloud in your head”

Reading aloud in your head, or **subvocalization**, is the technique of pronouncing the sound of the words as you read. This is a natural process and can help you to comprehend and check the accuracy of your English. Reading your text like this forces you to listen to yourself. If you pay attention to each sentence, you will “hear” when either your grammar or your vocabulary “sounds wrong”. If something in your text does not “sound right”, fix it.

“I’m not a very good writer, but I’m an excellent rewriter.”
James A. Michener

Check that your paragraphs are in the best order. If you notice at the last minute that a paragraph is misplaced, you can always use arrows, asterisks and a note to the examiner to indicate clearly a better paragraph order on your script.

Check that your sentences are well-connected. Even if you are under pressure of time, give yourself time to tackle a phrase that “sounds wrong”. Even a short time spent on a troublesome sentence can improve it.

Be prepared to add, change or remove a connective word to make your ideas transition smoothly from one to the next. These techniques can help you score higher in Criterion B: Message.

The examiner will always read everything you have written. It’s always better to cross out a badly-written passage, put an asterisk or an arrow and a note “See below”, and rewrite the passage or paragraph at the end of your response. Indicate that this is the missing passage with another asterisk or arrow.

Avoid common errors

Here are some of the most common student errors made in paper 1. By the time you take paper 1, you should know the kinds of mistake you tend to make. Use the “reading aloud in your head” technique and strategies for recognizing and correcting potential mistakes.

Common errors	Strategies
Wrong tenses I <u>have been</u> to Manchester last summer. (= went) We <u>help</u> at the festival last week. (= helped)	Ask: “Have I written the correct verb and the correct tense?” Examples: Should the form be simple, continuous or perfect? Should the verb be in the past or present?
Wrong prepositions What happened <u>with</u> you last weekend? (= to) I was looking forward <u>for</u> seeing you. (= to) She has lived here <u>since</u> 10 years. (= for) He was staying <u>to</u> my house. (= at)	Ask: “Have I written the correct preposition for this sentence?”
Omitting articles My mother bought <u>↑</u> new car yesterday. Yesterday was <u>↑</u> greatest day of my life.	Check to see if a word is missing, for example, “a” or “the” or “some”.
Wrong subject-verb agreement People <u>is</u> sharing their opinions. Their ideas <u>was</u> very clear.	Check to see if the subject of a sentence is singular or plural. Then check your verb.
Run-on sentences (two sentences that are wrongly combined into one) My family enjoys traveling <u>↑</u> they dislike staying at home during the holidays.	Use the appropriate connective, such as: for, and, but, because, as, or, yet, so. Alternatively, create two sentences: My family enjoys traveling. They dislike staying at home during the holidays.
Missing apostrophes <u>Its</u> been a long time. (= it’s) <u>Shes</u> got a very bad cold. (= she’s) <u>Mikes</u> cat is much better now. (= Mike’s)	Check any shortened forms of verbs and the use of a name and a possessive “s”.
Wrong register Dear admissions office It’s so great that you are gonna look at my university application.	Check your language is appropriate for your context, audience and purpose. Professional texts require formal language. Conversely, personal texts often require you to adopt less formal language.

Having completed the proofreading process, you should have a final text that you can be proud of and will score the best possible marks.

Summing up

Language: What techniques should I use to maximize marks in paper 1 Criterion A: Language?

Having read the information above, summarize the most useful information you have learned about checking your language to score well in paper 1 Criterion A: Language.

Student response C: Using language effectively and appropriately

You are going to examine a paper 1 prompt and a student response to it. Next you will read an examiner's comments on the student's ability to use English effectively. The examiner will assess the text in the light of Criterion A: Language.

Afterwards you will be invited to summarize what lessons you have learned from this and to think about how you can best prepare for paper 1.

Student response C (higher level)

Now examine this student response. To what extent do you think the student has communicated the ideas in the prompt in clear and fluent English? Read the student response and the examiner's comments that follow.

When reading the sample response below, ask yourself whether the student seems to have followed any of the advice given in this section.

SAMPLE STUDENT RESPONSE

You recently participated in a festival by organizing an event within the community. Write a text to someone you know in which you explain your contribution to the festival, describe the resulting events and evaluate the success, or otherwise, of the outcome

Email

Interview

News report

To Lewis@xmail.com

From meechan@xmail.com

Date: 22/12

Subject Halloween treasure hunt

Hi Lewis

How are you doing? I really missed you since last time we met in the National library. Sorry for not being able to go to the Halloween party at your house last week! I know you guys probably had the best time ever but I also enjoyed a fun and meaningful Halloween and I can't wait to share my experience with you in this email.

Our neighbourhood committee organized a Halloween party for the children in our neighbourhood. Being a volunteer of the committee, I helped at the party. We prepared food gifts and many fun games and send invitations to every family with kids.

Question 1:

Is the student's choice of text type correct? Explain your answer.

Question 2:

Look at all the passages highlighted in blue. What structure has the student used? How effectively has the student structured the paragraphs?

Question 3:

How varied is the student's choice of vocabulary and sentence structures?

Our publicity prove to be successful. Guess who made the posters and invitation cards? Over 30 kids came to our party all dressed up in fancy costumes ranging from wizards to cats and pumpkin monsters. We set up a buffet at the playground at our neighbourhood and decorated the place and organized games for them to play. Besides helping with publicity and administration I was also given an important task: to design a final game that the children can collect prizes. Get ready to marvel at my ingenious idea!

I turned the entire neighbourhood into the game area and prepared the ultimate Halloween treasure hunt for them! I gave each kid a clue about where the treasure is and told them to ask the residents all cooperate with other kids to get more hints the eventual goal of this game is to find out the treasure cards that I'm prepared and collect prizes from me.

The little kids were all very excited about the big game. They ran in the neighbourhood talking to every person they saw bubbling with enthusiasm I was really glad to see these children could you be brave and passionate enough to interact with adults in the neighbourhood. I even saw a timid young girl asking the old man whether she could sing a song for him in exchange of the clue for that treasure. The old man smiled warmly and said, "Sure".

I think my aim of designing this game was achieved to promote friendly interaction among residents of our neighbourhood and to offer an opportunity for the kids to improve their interpersonal skills.

In the end the first prize - a brand-new bicycle - was taken by two girls who worked together to collect clues and search for treasure. The young girl I mentioned who sang that song got the second prize which was an illustrated storybook and you seem to like it very much. The third prize was a bag of candy is given to everyone else to thank them for participation.

I am sure that the kids enjoyed the party and the treasure hunt. The smiles on their faces in our group photo proved it. I also learned something: happiness is amplified when you share it with many people.

Anyway, next time we organize a party would you come to help? I promise you it will be a fun and meaningful experience. Hi also uploaded the photos of our party. They are in the attachment.

Question 4:

How carefully has the student proofread the text?

What improvements could you suggest?

The kids in costumes were really cute. And of course I am as beautiful as always (just kidding!!) Remember to send me photos of your party too.

Waiting for your reply
Very Best regards.

Examiner's comments

The student has correctly chosen the email as the most appropriate text type with which to convey the content of the response. Moreover, the student has completely understood the concepts in the task. This, in turn, has ensured the effectiveness of the student's response.

Criterion A: Language (higher level)

	Student answer	Examiner's comment
Vocabulary	"I know you guys probably had the best time ever but I also enjoyed a fun and meaningful Halloween" "They ran in the neighbourhood talking to every person they saw bubbling with enthusiasm."	The vocabulary in this response is appropriate to the task. The student uses semi-formal and informal language English to communicate the message to a friend. The vocabulary is nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions.
Grammatical structures	"Besides helping with publicity and administration I was also given an important task ..." "I was really glad to see these children could be brave and passionate enough to interact with the adults in the neighbourhood."	A variety of basic and more complex grammatical structures is used selectively in order to enhance communication.
Language	"Besides helping with publicity and administration I was also given an important task: to design a final game that the children can collect prizes."	The language is mainly accurate. There are errors in spelling and more complex grammatical structures but they do not interfere with communication too much. Some complex sentences have been used but some do not communicate their message clearly.

Additional marking notes (higher level)

Criterion B: Message

The task is fulfilled. All ideas are relevant to the task. The ideas are developed in a logical and coherent chronological order, allowing the reader to understand the context, the events and their conclusion. This structure makes the message easy to understand. As a result, it is possible to award high marks for this criterion.

Criterion C: Conceptual understanding

Conceptual understanding is fully demonstrated. The choice of text type (email) is appropriate to:

- the context (writing about a personal contribution to a festival)
- the purpose (explain, describe and evaluate)
- the audience (someone you know).

The register and tone are also highly appropriate to the context, purpose and audience of the task. The response incorporates all the necessary conventions of the chosen text type (email). Therefore, it is possible to award very high marks for this criterion.

Assessment tip

Be accurate

In paper 1 you need to show that your command of English is accurate and effective. You should be able to use:

- vocabulary appropriate to the task
- the exact phrases (idioms) to communicate your message accurately
- other idiomatic expressions
- basic and more complex grammatical structures to enhance communication.

Also, make sure that any minor errors you make attempting complex grammatical structures do not interfere with the communication of your meaning.

Summing up

What techniques should I use to maximize marks in paper 1 Criterion A: Language?

Having read the information above, summarize the most useful information you have learned about writing in English to score well in paper 1 Criterion A: Language.



Assessment tip

Using the reading time

You will be given a few minutes to read through the paper. Use this time to:

- decide which prompt to respond to
- identify the context, audience and purpose of your text
- decide which is the most appropriate text type to write
- plan the most appropriate way to organize the text type that you have chosen.

Managing your time efficiently in the paper 1 – Writing exam

One key to success in a written examination such as paper 1 is understanding how to organize your time and how to use it to maximize your marks. This is where you need to really use your self-management skills.

Decide how to spend your time.

- Ask yourself: How much of the time available (standard level = 75 minutes; higher level = 90 minutes) do you need for planning? Always take the first few minutes to organize your response.
- How much time do you need for writing? Remember: The better and clearer your plan, the less time you need for the actual writing.
- How much time do you need for checking and proofreading? Make sure that you leave time.

Once you have assigned a time limit for each part of the writing process, make sure that you keep track of the time you spend for each part of the writing process. Try to keep to the limit you have set yourself.

Do not panic if you start running out of time. Look at how many paragraphs you have left to write and then work out how much time you have got left to bring your text to a conclusion. You will probably gain the most marks if you “round off” your text. Practise doing past papers in exam conditions, especially if you know that you write slowly.

Some other commonsense tips for paper 1

A writing examination such as paper 1 can be very stressful. You may go blank or run out of ideas. You may run out of time, or find that you have forgotten an important point in your response. This is where good time management can help. Here are some things to keep in mind as you write your response.

Avoid the “anything and everything” approach

Having too many ideas in your response is not useful. Some students simply write down everything they know about a particular topic without relating it to the information in the prompt. Everything you write should help you to respond to the prompt. It is better to write a shorter, well-focused response than an over-long and rambling response.

Do not waffle

Having too few ideas in your response can lose marks too. Examiners can easily spot when a student simply repeats the same idea using different words. Such “waffling” negatively affects the clarity of your essay. It is difficult for the examiner to give marks if you make only one valid point and you may lose marks for both “Language” and “Message”.

Do not leave it up to your examiner to work out what you mean

Make sure your ideas connect. You need to use language and connecting devices to show how your ideas are relevant to the purpose of the response. (See page 26 above for a list of possible connectives.)

Remember to write the minimum number of words

Paper 1 tasks have a minimum word count: 250 for standard level and 450 for higher level. Pay attention to the word count and make sure you use at least the appropriate number of words. Not writing enough will affect your mark.

Note: Try not to exceed the maximum number of words. You will not be penalized for this. Nevertheless, you may do better by writing a slightly shorter response and spending more time reviewing and revising your answer.

All these problems can be avoided – if you plan your response before you start writing!



Assessment tip

A final check

If you still have time at the end of the paper 1 examination, ask yourself these questions:

- Have I responded to all aspects of the prompt?
- Do I have the minimum number of words?
- Have I used connectives and paragraphing to organize and connect my ideas and opinions?
- Have I proofread the text really carefully? Does my response contain any awful spelling mistakes or grammatical errors?
- Have I used the correct punctuation (capital letters, full stops, commas, apostrophes)?
- Is my handwriting always easy to read?

Assessing paper 1 responses: Understanding and applying the marking criteria

What are the assessment criteria and how do they measure my performance in paper 1?

We have seen that the paper 1 assessment criteria are:

A: Language

B: Message

C: Conceptual understanding

In the case of writing, you will see that within each criterion there are a number of different markbands which also describe the level of performance you must achieve to score within each markband.

For example, these are the markbands for standard level and higher level Criterion C:

Marks	Markband
0	The work does not reach a standard described by the descriptors below.
1–2	Conceptual understanding is limited.
3–4	Conceptual understanding is mostly demonstrated.
5–6	Conceptual understanding is fully demonstrated.

Assessment tip

How can I avoid going “blank” during paper 1?

Going blank during an exam is a horrible feeling. This is why it is so important to plan your response before you write it.

Make sure you plan your writing so that you have at least three or four points related to the prompt to write about. This information will help you to understand the direction of your thoughts before you start writing. Then, if you do go blank, you can re-examine your plan and your notes. They will remind you about your message.

If this does not work, leave a gap and carry on with the next paragraph. Do not spend too long worrying about a lost thought. You can always come back to a missing idea later. There is a good chance that you will remember the idea while you are writing the rest of your response.

Assessment tip

Knowing the criteria for paper 1

It is essential that you familiarize with the paper 1 criteria so that you will understand exactly what aspects of your writing the examiner is assessing. An understanding of the markbands will also help you to understand why and how marks are awarded.



Assessment tip

Why is Criterion A important?

“Language” is one of the three descriptors for the assessment of your writing in English B. It is worth **up to 12 marks out of a total of 30**.

The markbands describe three different aspects of “Language”. All of these are important if you are to score highly.

Make sure that your vocabulary is:

- appropriate to the task
- varied
- idiomatic.

You should use effectively a variety of basic and more complex grammatical sentence structures.

Make sure the English you write:

- is mostly accurate
- is free from major errors
- helps to communicate your message.

Note that the criteria for standard level and higher level are very similar and assess the same points: vocabulary, sentence structure and effectiveness. The higher markbands require you to produce English of a slightly greater degree of sophistication.

We see that the top markband requires that “**Conceptual understanding is fully demonstrated**”. To achieve this:

- your choice of text type has to be appropriate to the context, purpose and audience
- the register and tone of your response have to be appropriate to the context, purpose and audience of the task
- your response must fully incorporate the conventions of the chosen text type.

Criterion A: Language

How successfully does the candidate command written language?

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

Standard level

Marks	Markband
0	The work does not reach a standard described by the descriptors below.
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.
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.
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.
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.

Higher level

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
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.
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.

Marks	Level descriptor
7–9	<p>Command of the language is effective and mostly accurate.</p> <p>Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p>
10–12	<p>Command of the language is mostly accurate and very effective.</p> <p>Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used selectively in order to enhance communication.</p> <p>Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.</p>

“Language”, unsurprisingly, is one of the three marking criteria for paper 1. You **must** spend time thinking about how to express your ideas in your response. In paper 1 you need to show that your command of English is accurate and effective.

Criterion B: Message

To what extent does the candidate fulfill the task?

- How relevant are the ideas to the task?
- To what extent are ideas developed?
- To what extent do the clarity and organization of ideas contribute to the successful delivery of the message?

Standard level and higher level

Marks	Markband
0	The work does not reach a standard described by the descriptors below.
1–3	<p>The task is partially fulfilled.</p> <p>Few ideas are relevant to the task.</p> <p>Ideas are stated, but with no development.</p> <p>Ideas are not clearly presented and do not follow a logical structure, making the message difficult to determine.</p>
4–6	<p>The task is generally fulfilled.</p> <p>Some ideas are relevant to the task.</p> <p>Ideas are outlined, but are not fully developed.</p> <p>Ideas are generally clearly presented and the response is generally structured in a logical manner, leading to a mostly successful delivery of the message.</p>
7–9	<p>The task is fulfilled.</p> <p>Most ideas are relevant to the task.</p> <p>Ideas are developed well, with some detail and examples.</p> <p>Ideas are clearly presented and the response is structured in a logical manner, supporting the delivery of the message.</p>
10–12	<p>The task is fulfilled effectively.</p> <p>Ideas are relevant to the task.</p> <p>Ideas are fully developed, providing details and relevant examples.</p> <p>Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.</p>

Remember that factual knowledge of the topic you are writing about is not tested in paper 1. However, “Message” is one of the three marking criteria and you **must** spend time thinking about how to organize the ideas in your response. Drafting and planning your message will help you to present your response in a very clear and logical order that your examiner will easily understand.

Assessment tip

Why is Criterion B important?

“Message” is worth **up to 12 marks out of a total of 30**.

A good structure will help you communicate a clear message.

- You should write between 250 and 400 words at standard level.
- You should write between 450 and 600 words at higher level.

Always make sure that you have completed the task effectively. Check that:

- your ideas are completely relevant to the task
- your ideas are fully developed and that you have provided supporting details and relevant examples
- your ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.

To score well on Criterion B, make sure that your message to your reader is really clear. Ask yourself:

- What is my message?
- How should I organize my message?

When deciding what you want to say, think about the organization of your text. A clear structure will communicate your message clearly and effectively.



Assessment tip

Why is Criterion C important?

“Conceptual understanding” measures your ability to use concepts to formulate a paper 1 response. Therefore, you must make sure that you have:

- chosen an appropriate text type for the context, purpose and audience
- chosen an appropriate register and tone for the task
- incorporated all the important features of your chosen text type.

A very good grasp of abstract concepts will also improve your higher-order critical thinking skills. If you understand the relevant concepts, it will be much easier to communicate your ideas.

Criterion C: Conceptual understanding

To what extent does the candidate demonstrate conceptual understanding?

- To what extent is the choice of text type appropriate to the task?
- To what extent are register and tone appropriate to the context, purpose and audience of the task?
- To what extent does the response incorporate the conventions of the chosen text type?

Standard level and higher level

Marks	Markband
0	The work does not reach a standard described by the descriptors below.
1–2	<p>Conceptual understanding is limited.</p> <p>The choice of text type is generally inappropriate to the context, purpose or audience.</p> <p>The register and tone are inappropriate to the context, purpose and audience of the task.</p> <p>The response incorporates limited recognizable conventions of the chosen text type.</p>
3–4	<p>Conceptual understanding is mostly demonstrated.</p> <p>The choice of text type is generally appropriate to the context, purpose and audience.</p> <p>The register and tone, while occasionally appropriate to the context, purpose and audience of the task, fluctuate throughout the response.</p> <p>The response incorporates some conventions of the chosen text type.</p>
5–6	<p>Conceptual understanding is fully demonstrated.</p> <p>The choice of text type is appropriate to the context, purpose and audience.</p> <p>The register and tone are appropriate to the context, purpose and audience of the task.</p> <p>The response fully incorporates the conventions of the chosen text type.</p>

As part of the paper 1 assessment, you must show that you are able to adjust your language according to the audience, the situation in which you are communicating (context) and your purpose or reason for communicating.

Student samples and examiners’ comments – standard level

In this section, you are going to read three student texts written in response to the sample standard level paper 1 below. Each sample is accompanied by a set of examiner’s notes indicating the marks allocated for criteria A, B and C and justifying the use of a particular markband to assess the student’s performance.

Sample paper 1 – Writing (standard level)

SAMPLE PAPER

Time allowed: 1 hour and 15 minutes

Complete one task. Use an appropriate text type from the list below your chosen task. Write 250 to 400 words.

1. Many students in your school buy take-away lunches. This has created a major litter problem for the local community. Write a text in which you inform your fellow students of the problems caused by their litter and suggest ways they can improve the situation.

Essay

Set of instructions

Speech

←

2. A sports magazine is running a competition for the best campaign to promote healthy lifestyles among teenagers. Write a text for this competition in which you describe the ideas for your campaign and explain why they would be really effective.

Letter Proposal Set of instructions

3. You recently underwent a life-changing event that gave you a new way of looking at the world. Write a text to a friend in which you describe what happened, and explain what you have learned from the experience.

Essay Letter Proposal

Analysis

A: In the sample standard level paper 1, the three themes covered are: Identities, Experiences and Sharing the planet.

Question: Which theme is related to which question?

Justify your answers.

B: There are five different text types options featured in each standard level paper.

There are three different text types per prompt.

Question: In each prompt, explain which text type is:

{1} = most appropriate; {2} = acceptable; {3} = least suitable.

» **Assessment tip**

How accurate would you be as an examiner in English B?

You will now read three standard level student responses. Each one has been marked and commented on by an examiner. As a result, you will learn how marks are gained (and lost) in paper 1 – Writing.

As you read, give each response a mark out of 30 using the criteria A (Language): 12 marks; B (Message): 12 marks; C (Conceptual understanding): 6 marks. See pages 36 to 38 for details.

Compare your marks with those of the examiner. What useful lessons can you learn from this exercise?

Student response A (standard level)

SAMPLE STUDENT RESPONSE

3. You recently underwent a life-changing event that gave you a new way of looking at the world. Write a text to a friend in which you describe what happened, and explain what you have learned from the experience.

Essay Letter Proposal

Dear Marc,

You are not going to believe what happened to me last month! I lived an experience that I will never forget, this has changed my life. As you know, I have been talking for weeks and weeks about making a trip with some of my hometown friends, which I did not see them for five years, when I moved to London. All this trip started by a message from my friend Marcos. So with this trip we would see the eight of the group from always until I moved to United Kingdom, two others moved to the Philippines and the others were they distanced.

This trip started last month on Monday 21th of February and ended on Sunday 27th. It was crazy the first moment that I saw them on the airport, all of them were completely changed. I was so happy to see them again. Once we arrived, we planed what to do

▼ Criterion A: Student makes a number of grammatical errors. Some interfere with the student's communication of the message.

▼ Criterion B: This section is mainly irrelevant to the task.

▼ Criterion A: Student's language is generally appropriate and understandable but the writing contains a variety of errors.

every single day of the week to make those days unforgettable. The first three days, the weather was beautiful, snowing but also with sun.

The day that changed the trip was on Friday. We planned to make an excursion by the mountain. During the excursion we saw a big kind of farm which seemed to be abandoned so we went inside to see it. When we were inside, we saw an amount of dead cows and pigs, there we realized that it was a meat slaughterhouse, I will never forget that image. After seeing that we were all traumatized about what we saw inside that place.

This made me think about how many lives the world is ending day to day to give people food. Every time that I saw meat on a restaurant during the week, the image of the dead animals came to my mind. Every time that I heard someone talking about meat, I felt ill. Since that day, Friday 25th of February 2019, I have not tried the meat, in fact I have tried to avoid it as much as possible.

See you soon,

Kind regards, Max

Examiner's comments

Sample	Criteria	Markband	Examiner's comments
A) Personal letter	A: Language	4–6 (out of 12)	<p>Command of the language is partially effective.</p> <p>Vocabulary is appropriate to the task (a personal letter to a friend).</p> <p>Some basic grammatical structures are used, with some attempts to use more complex structures.</p> <p>Language is generally accurate for basic structures, but errors quite frequently occur in more complex structures.</p> <p>Errors at times interfere with communication ["So with this trip we would see the eight of the group from always ..."].</p>
	B: Message	4–6 (out of 12)	<p>The task is generally fulfilled.</p> <p>Ideas are mainly relevant to the task ("describe what happened, and explain what you have learned").</p> <p>Key ideas are outlined, and are developed in some detail. The first two paragraphs, however, do not focus on the main purpose.</p> <p>Ideas are organized in an appropriate narrative-driven manner and describe the student's reflections on the experience.</p>

Sample	Criteria	Markband	Examiner's comments
	C: Conceptual understanding	5–6 (out of 6)	<p>Conceptual understanding is mostly demonstrated.</p> <p>The student has used the standard features of a letter (salutation and close). These features contribute to the effectiveness of the message.</p> <p>The choice of text type (letter) is appropriate to the context, purpose and audience. The response incorporates some recognizable conventions of the chosen text type.</p> <p>The informal register and conversational tone are generally appropriate to the context, purpose and audience of the task.</p>

Student response B (standard level)

SAMPLE STUDENT RESPONSE

2. A sports magazine is running a competition for the best campaign to promote healthy lifestyles among teenagers. Write a text for this competition in which you describe the ideas for your campaign and explain why they would be really effective.

Letter

Proposal

Set of instructions

March 4, 2019

Dear sirs

A few days ago, I read your very interesting article that talked about the unhealthy habits of most teenagers today. This article really did make a strong impression on me, mostly because of how much of what it talked about I knew was true for myself and many other teenagers I know, and made me see that these habits have consequences that I would rather have avoid.

The article's main focus was mostly on fitness and taking care of one's own body, and listed many of the factors that are causing this decrease of physical health or just causing teenagers to ignore it in its entirety. Laziness, unhealthy eating habits, unorganized sleeping hours, etc. Now, I think I'm finally motivated to change my lifestyle for the better of my own physical health, and try to encourage other teenagers like myself to do it as well for their own good. The article had already talked about a few ways in which I can accomplish this, and I also have a few ideas of my own.

The article always emphasizing the importance of a healthy consumption of food in improving one's physical and even mental health. I should regularly eat my vegetables since they really help out in keeping the body in shape and healthy.

It also goes without saying that exercise is crucial to keep body healthy. It doesn't even have to be something to big like regularly

▼ Criterion C: Student does not clarify the identity of the recipient.

▼ Criterion B: Student does not mention second purpose "explain why they would be really effective".

▼ Criterion B: The paragraph mainly summarizes the article but does not "describe the ideas for your campaign" in detail.

▼ Criterion B: Student concentrates on own needs rather than general advice/guidelines for the public.

▲ Criterion A: Language is generally varied and accurate throughout.

▼ Criterion C: No close or final salutation.

participating in sport competitions. Jogging and lifting small weights can do big things at your body, but you do it in a healthy schedule. In fact, the article warns you pushing your body past the own limits causes your physique to decline not increase.

So far, this is as far ahead as I've planned to get rid of all of my previous unhealthy habits, and replace them with new healthy ones. But many of my friends have been asking me why I decided to do this. And honestly, the only real question is why not? Why wouldn't I want to keep body healthy to stay strong and avoid getting sick? The only thing you lose from this is your laziness, and that's exactly what I want to get rid of.

Examiner's comments

Sample	Criteria	Markband	Examiner's comments
B) Formal letter	A: Language	7–9 (out of 12)	<p>Command of the language is effective and mostly accurate.</p> <p>Although the student has chosen a text type which is not completely appropriate to the task, the vocabulary used is appropriate to a professional audience. It is also varied, and includes the use of idiomatic expressions ["It also goes without saying that exercise is crucial to keep the body healthy."].</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p>
	B: Message	4–6 (out of 12)	<p>The task is generally fulfilled.</p> <p>Some ideas are relevant to the task.</p> <p>Ideas are outlined, but they are not fully developed and lack a thesis that is relevant to the stated purpose of the task.</p> <p>Ideas are presented and the response is generally structured in a fairly logical manner making a series of points. As a result, the delivery of the message is only partially successful.</p>
	C: Conceptual understanding	3–4 (out of 6)	<p>Conceptual understanding is limited.</p> <p>The choice of text type is adequate to the context, purpose or audience. Nonetheless, a letter in the form of a proposal should display some structural elements of a proposal, e.g. headings and focused paragraphing, and use formal language associated with professional communication.</p> <p>A proposal would be a more appropriate text type.</p> <p>Therefore, the semi-formal tone and personal register are not completely appropriate to the context, purpose and audience of the task.</p> <p>The response incorporates only limited recognizable conventions of the chosen text type [a formal letter].</p>

Student response C (standard level)

SAMPLE STUDENT RESPONSE

1. Many students in your school buy take-away lunches. This has created a major litter problem for the local community. Write a text in which you inform your fellow students of the problems caused by their litter and suggest ways they can improve the situation.

Essay

Set of instructions

Speech

Good morning honorable guests,

In the age where "time is money", many of us, adults and children are becoming too lazy to pack our own lunches, and instead are buying take-away lunches. By buying take-away lunches, it saves us time and gives us a variety of food that we can choose from. However, this convenient take-away lunches by schoolchildren has had unintended consequences. It's that we have created a serious litter problem.

Everywhere I go, I see plastic forks, napkins and plastic bags near parks and schools. This is a problem as our community is unique, because of the parks filled with wildlife. However, if these animals eat something plastic, it could potentially kill them which we can all agree is something we would not want to happen. In order to prevent this from happening, I would like to suggest some ways to improve the situation.

Firstly, we could ask schools to ban students below Grade 10 from getting take-away food in the first place. This would encourage students to bring their own food in their own containers, which could hugely decrease the amount of litter. This in effect, this will decrease the amount of litter in the neighbourhood while allowing students to have some freedom. Secondly, people could organize groups where they regularly clean up the litter in the neighbourhood. This could help people recognize the amount of trash there is as well as to do something good for the environment. Although, this does not solve the root of the problem, it prevents the amount of litter from increasing.

Another thing the schools could do is to raise awareness about the consequences of littering the environment. Since the schoolchildren who buy take-away lunches have created this litter problem, it is important for them to know the consequences of their action. This solution is probably the most effective as it goes to the root of the problem which will make sure that these schoolchildren will think twice about their actions.

▼ Criterion C: The student makes an attempt to address the audience but this opening is not appropriate to the target audience: "your fellow students".

▼ Criterion B: A rather unfocused introduction. The student partially explains one key idea: "inform your fellow students of the problems caused by their litter". However, the student does not address the second purpose of the prompt, "suggest ways they can improve the situation".

▼ Criterion B: Student could engage the audience better – "We"?

▲ Criterion A: Vocabulary is appropriate to the task, helps to convey the message and includes good use of idiomatic expressions. Basic and more complex grammatical structures are used.

▲ Criterion B: Strong thesis-driven body with arguments clearly stated, examples given and explanations and justifications offered.

▲ Criterion C: This paragraph addresses the second purpose of the task: "suggest ways they can improve the situation".

In conclusion, the proposed solutions to the litter problem in the speech are only a handful of solutions to this problem. However, we have to start somewhere and urge you to go to your local councils, schools and neighbours to ask what they can do to solve the litter problem rather than waiting for others to solve it for you. Thank you.

Examiner's comments

Sample	Criteria	Markband	Examiner's comments
C) Speech	A: Language	10–12 (out of 12)	<p>Command of the language is mostly accurate and very effective.</p> <p>Vocabulary is generally appropriate to the task, and varied, including the use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate.</p> <p>Minor errors in more complex grammatical structures do not interfere with communication.</p>
	B: Message	10–12 (out of 12)	<p>The task is fulfilled effectively.</p> <p>Ideas are relevant to the task.</p> <p>Ideas are mostly well-developed, providing details and relevant examples.</p> <p>Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.</p>
	C: Conceptual understanding	3–4 (out of 6)	<p>Conceptual understanding is mostly demonstrated.</p> <p>The choice of text type is generally appropriate to the context and purpose. The student does not address the audience of peers in a wholly convincing manner.</p> <p>The formal register and serious tone are appropriate to the context and purpose. However, the student could address the target audience in a more appropriate manner.</p> <p>The response incorporates some conventions of the chosen text type.</p>

Summing up

What have I learned from assessing standard level responses to paper 1?

Now that you have finished reading this section, summarize all the important pieces of information you have learned about assessing paper 1 (standard level).

Student samples and examiners' comments – higher level

In this section, you are going to read three student texts written in response to the sample higher level paper 1 below. Each sample is accompanied by a set of examiner's notes indicating the marks allocated for criteria A, B and C and justifying the use of a particular markband to assess the student's performance.

Sample paper 1 – Writing (higher level)

SAMPLE PAPER

Time allowed: 1 hour and 30 minutes

Complete one task. Use an appropriate text type from the list below your chosen task. Write 450 to 600 words.

1. You recently had a life-changing experience that gave you a new insight into the way you look at the world. Write a text in which you share with an audience what happened, explain what you have learned from the experience and persuade your audience that they too can learn from it.

Diary

Report

Speech

2. Your local newspaper reported that many school children are now buying take-away lunches and this has created a serious litter problem. Write a text addressed to the community in which you describe the problems, suggest ways to improve the situation and explain how your suggestions will benefit the neighbourhood.

Interview

Letter to the editor

Speech

3. You read an article about the unhealthy habits of some teenagers. The article made a strong impression on you and you write a text resolving to improve your own fitness, suggesting ways in which you can do so, and describing the potential benefits of this course of action.

Diary

Interview

Report

Analysis

A: In the sample higher level paper 1, the three themes covered are: Identities, Experiences and Sharing the planet.

Question: Which theme is related to which question?

Justify your answers.

B: There are five different text types options featured in each higher level paper.

There are three different text types per prompt.

Question: In each prompt, explain which text type is:

{1} = most appropriate; {2} = acceptable; {3} = least suitable.

Student response A (higher level)

SAMPLE STUDENT RESPONSE

2. Your local newspaper reported that many school children are now buying take-away lunches and this has created a serious litter problem. Write a text addressed to the community in which you describe the problems, suggest ways to improve the situation and explain how your suggestions will benefit the neighbourhood.

Interview

Letter to the editor

Speech

Takeaway lunches, garbage and an angry neighbourhood

These days, many photograph reports show that there are many schoolchildren are now buying takeaway lunches in the Tomason Town. From the newspaper, we found there is a serious litter problem by the takeaway lunches. I visited that town, the view in my eye is terribly messy. The one time plastic boxes and food use tin foil appeared on both sides of roads. I feel so shocked by these views. I wanted to interview some citizens who live there.

I interviewed one teacher, three neighbours and five students, who are living in this town. The first question I ask them if they used to buy takeaway lunches. The result is 6 of them used

» Assessment tip

How accurate would you be as an examiner in English B?

You will now read three higher level student responses. Each one has been marked and commented on by an examiner. As a result, you will learn how marks are gained (and lost) in paper 1 – Writing.

Compare your marks with those of the examiner. What useful lessons can you learn from this exercise?

ATL Research Skills

Using the assessment criteria

As you read higher level student response A, consider what marks you as an examiner would give the student. Study the higher level assessment criteria A, B and C on pages 36 to 38. To what extent does the student meet the requirements of each grade band?

Consider the criteria and the grade boundaries for each.

Criterion A: Is the language:

- appropriate to the task
- varied and idiomatic
- effective in its use of grammatical structures
- accurate
- free of errors that interfere with communication?

Criterion B: Are the ideas in the message:

- relevant to the task
- fully developed, providing details and relevant examples
- clearly presented
- structured in a logical and coherent manner
- helping to communicate the message?

Criterion C: Conceptual awareness

- Is the choice of text type appropriate to the context, purpose and audience?
- Are the register and tone appropriate to the context, purpose and audience?
- Does the response fully incorporate the conventions of the chosen text type?

Compare your scores with those of the examiner below. You can also use the paper 1 assessment table on pages 52–53 to help you to complete the task.

to buy takeaway lunches and they said 70% of people who go to school or work would like to buy takeaway lunches. It is a big number. It shows that most citizens used to buy takeaway lunches, it was above the average percentage of buying takeaway lunches. It must be some reason.

When I asked them why they used to buy takeaway lunches, I got some different answers to my surprise. The most common answer to working peoples was it was very convenient and can save time. It avoids people to waste time in walking out and buy lunch in traffic. But another answer to schoolchildren is they felt the food by schools is tasted horrible. "The takeaway lunches are much better than the school foods", one student from the only school in this town, St. George School. "The school food is really not so good", she added.

However, there was another strange point that on both sides of the road, there are rubbish bins arranged along the road. But there was still litter on the pathway and even the main road. I asked them about why they do not use the government rubbish bins, their answers were they didn't realize this problem or the gap between the two rubbish bins was too long. When I asked them how do they felt of this problem, some of them admitted it left the community look messy. Then I explained that plastic litter was non-degradable by nature and most of the takeaway food was not as healthy as school food. They were shocked, embarrassed and felt guilty.

I asked if they had some suggestion because they were all living there. They wanted the government to set more rubbish bins. they themselves wanted to change their habits and joined into the group against one time plastic boxes. In addition, they wanted to make activities about reducing takeaway foods.

In another point, I interview the restaurant which did most of the takeaway lunches business in this town, Mr Jonson's Fast Food. They were the popular takeaway lunches store in this town. I ordered one classic fried chicken hamburger meal in the store. It tasted nice. But the healthy quantity of takeaway food cannot be promised. It was better to eat more school food for school children because the school food is more health than takeaway food usually. So I suggested to those school children that eat more school food. If usually want to eat takeaway lunches, please

throw the litter into bins.

Also after this interview, I also want to suggest everyone buy takeaway limitedly. What else, we need to treat with the plastic litter properly and reduce using the onetime food boxes.

By

28 February, 20XX

Examiner's comments

Sample	Criteria	Markband	Examiner's comments
A) Interview	A: Language	4–6 (out of 12)	<p>Command of the language is partially effective.</p> <p>Vocabulary is generally appropriate to the task and varied.</p> <p>A variety of basic and some more complex grammatical structures is used.</p> <p>Language is mostly accurate for basic structures.</p> <p>Some errors occur in more complex structures but these do not interfere with communication.</p>
	B: Message	4–6 (out of 12)	<p>The task is (generally) fulfilled.</p> <p>However, the student has failed to use the usual features of an interview (question and answer) and this limits the effectiveness of the message.</p> <p>Some ideas are relevant to the task.</p> <p>Ideas are outlined, but are not fully developed.</p> <p>Ideas are generally clearly presented but the response is not structured in a logical or appropriate manner.</p>
	C: Conceptual understanding	1–2 (out of 6)	<p>Conceptual understanding is limited.</p> <p>The choice of text type is generally appropriate to the context, purpose or audience. However, the response incorporates very limited recognizable conventions of the chosen text type (interview).</p> <p>Consequently, the register and tone are not appropriate to the context, purpose and audience of the task.</p>

Student response B (higher level)

SAMPLE STUDENT RESPONSE

- You recently had a life-changing experience that gave you a new insight into the way you look at the world. Write a text in which you share with an audience what happened, explain what you have learned from the experience and persuade your audience that they too can learn from it.

Diary

Report

Speech

ATL Research Skills

Using the assessment criteria

As you read higher level student response B, consider what marks you as an examiner would give the student. Study the higher level assessment criteria A, B and C on pages 36 to 38. To what extent does the student meet the requirements of each grade band?

Consider the criteria and the grade boundaries for each.

Criterion A: Is the language:

- appropriate to the task
- varied and idiomatic
- effective in its use of grammatical structures
- accurate
- free of errors that interfere with communication?

Criterion B: Are the ideas in the message:

- relevant to the task
- fully developed, providing details and relevant examples
- clearly presented
- structured in a logical and coherent manner
- helping to communicate the message?

Criterion C: Conceptual awareness

- Is the choice of text type appropriate to the context, purpose and audience?
- Are the register and tone appropriate to the context, purpose and audience?
- Does the response fully incorporate the conventions of the chosen text type?

Compare your scores with those of the examiner below. You can also use the paper 1 assessment table on pages 52–53 to help you to complete the task.

One of the most frequently asked questions when you come home from kindergarten and sit around with your family in the living room is, "What do you want to be when you grow up?" It's an anticipated question that turns into a dreadful one as we grow older.

Children would have all the creativity in the world saying:

"I want to be an astronaut"

"I want to be an actor or actress"

"I want to be a professional football player"

"I want to be a doctor"

All of these wonderful careers, that are excellent choices but why is it that the majority of these aspiring "astronauts and doctors" turn into simply just "engineers and nurses" which is not at all a problem. But we lose effort and will to aim as high as we can; either that or our we gain interest in other things.

"So, what course do you want to take in college?"

Teens would say

"Mom, Dad, I want to be a lawyer"

"I want to be an engineer"

Simply, "I don't know"

Or "I want to do art"

That's what I told my parents. "I want to do film" and keep in mind, they're Asian parents.

Throughout my whole life, my parents pushed me into medicine. If I was still 3 feet tall and 7 years younger, there would be no reason for me to say no.

In school we are taught all the subjects we need to have knowledge of before the time comes to make a decision; and biology, chemistry and physics were the lowest in my report card. I didn't find any interest or motivation in any of the sciences.

When highschool came, I was introduced to DigiArt, Film, and Photography; all of which I found a passion for.

Going back to the question.

My parents go silent.

After awhile, my mom says, "That's something you can do as a hobby. But also have a real job".

A "real" job is one that gets you money, you're seen as professional, and it's consistent.

Since I was young, I always looked up to them and they told me to follow my dreams.

But they hid me from reality.

Anger. Fury. Confusion.

My passion was pierced by their words, and the word passion lost its purpose.

I wanted to ask why; I wanted to say it's my choice. I wanted to protest against my parents.

I don't want to be doing something I don't enjoy.

I don't want to do something that will eventually waste my time because of being uninterested.

I don't want to be a doctor.

I want you to support what I want.

What I want will help me in the future. I told them this is what I want to do; it's something that makes me happy.

But, will what I want be beneficial for not just me.

I always go back to that day when I realized, my parents weren't wrong.

Passion can't dominate your career choice, it is merely a factor along with many others.

This is why you should think about what the benefits of your career will give beyond yourself. Communicate with your loved ones; and don't be afraid to express your voice.

In the very end, it's still a personal decision you alone will need to make.

Support always comes around. Find the right balance, between passion and impact; and be aware of the imperfections, uncertainties and mistakes.

Thank you.

Examiner's comments

Sample	Criteria	Markband	Examiner's comments
B) Speech	A: Language	7–9 (out of 12)	<p>Command of the language is effective and mostly accurate.</p> <p>Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p>

Sample	Criteria	Markband	Examiner's comments
	B: Message	4–6 (out of 12)	<p>The task is generally fulfilled.</p> <p>Most ideas are relevant to the task. Ideas are developed with some detail and examples.</p> <p>However, ideas are not always presented in a logical manner. Although the student presents a powerful emotional argument, the message remains unclear. The thesis is not clearly stated, and the conclusion seems at odds with the supporting arguments.</p>
	C: Conceptual understanding	3–4 (out of 6)	<p>Conceptual understanding is mostly demonstrated.</p> <p>The choice of text type (speech) is generally appropriate to the context, purpose and audience.</p> <p>The register and tone are generally appropriate to the context, purpose and audience of the task; however, they fluctuate throughout the response. The candidate does not acknowledge the audience at the beginning, address or engage them during the speech, or thank them at the end.</p> <p>The response incorporates some conventions of the speech: lists of three, repetitions, rhetorical questions, but is not totally convincing.</p>

Student response C (higher level)

SAMPLE STUDENT RESPONSE

3. You read an article about the unhealthy habits of some teenagers. The article made a strong impression on you and you write a text resolving to improve your own fitness, suggesting ways in which you can do so, and describing the potential benefits of this course of action.

Diary

Interview

Report

Tuesday the 26th of February

Hello again.

As you know, I read a very interesting article a few weeks back about the unhealthy habits of some teenagers. It talked about how we do not sleep as much as we should, we eat unhealthy food, we are more likely to get heart disease and how we just sit down the whole day. Therefore, I thought I should try to avoid these things as much as possible and find out how it affected my life, so that is what I have been up to and I hope that it can inspire others.

I normally do not work out, so the start was rough. I had to get myself out of bed, into sports clothing, shoes on and then walk out the door. It sounds a lot easier than it was. The article said starting with running on the treadmill would be a great



Idea to train cardio. I just did not want to be inside in a closed room and starrer into the wall, so I decided to just run outside. I went on google maps and found a route that was around 2 kilometers, so I could start easy. I could always find another route when I got better. After the first times I went out I could feel that I got more energy from it and got to figure out some things that had been annoying me. It was a great way to reflect and find solutions to problems. I will maybe get a fitness membership later so that I can extend my training to improve muscle strength as well.

Some of the benefits that I read about in the article with working out is that it reduces the risk of getting chronical diseases, like heart disease. I think most people would like to avoid that if I should be honest. Another benefit is that get more energy, and as I said, I can actually feel that. And the last one I read about was that it would increase brain health, so that my memory will be better. I do not know if I should believe this as it sounds a bit strange. If the scientists say it, then it is properly true. One of the benefits I found was that when I exercise I set goals every time, and I do what I can to achieve them. This is a good skill, because I can use it in school.

Overall, I think that more young people should eat healthier and start exercise. It has many benefits. Going school gets easier because you have more energy, the day will not feel as long and painful. Everyday tasks also get easier since you have more muscle strength and you have been running so that you do not loose breath your breath fast.

I think that was it for this time, bye.

Examiner's comments

Sample	Criteria	Markband	Examiner's comments
C) Diary	A: Language:	10–12 (out of 12)	<p>Command of the language is mostly accurate and very effective.</p> <p>Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used selectively in order to enhance communication.</p> <p>Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.</p>

ATL

Research Skills

Using the assessment criteria

As you read higher level student response C, consider what marks you as an examiner would give the student. Study the higher level assessment criteria A, B and C on pages 36 to 38. To what extent does the student meet the requirements of each grade band?

Consider the criteria and the grade boundaries for each.

Criterion A: Is the language:

- appropriate to the task
- varied and idiomatic
- effective in its use of grammatical structures
- accurate
- free of errors that interfere with communication?

Criterion B: Are the ideas in the message:

- relevant to the task
- fully developed, providing details and relevant examples
- clearly presented
- structured in a logical and coherent manner
- helping to communicate the message?

Criterion C: Conceptual awareness

- Is the choice of text type appropriate to the context, purpose and audience?
- Are the register and tone appropriate to the context, purpose and audience?
- Does the response fully incorporate the conventions of the chosen text type?

Compare your scores with those of the examiner. You can also use the paper 1 assessment table on pages 52–53 to help you to complete the task.





Sample	Criteria	Markband	Examiner's comments
	B: Message	10–12 (out of 12)	<p>The task is fulfilled effectively.</p> <p>Ideas are mainly relevant to the task. Some of the points made tend to be about teenagers in general. The diary form should lend itself more to self-reflection and produce a more personal text.</p> <p>Nonetheless the ideas are fully developed, providing details and relevant examples.</p> <p>Ideas are clearly presented and the response is structured in a logical and coherent manner that supports the delivery of the message.</p>
	C: Conceptual understanding	5–6 (out of 6)	<p>Conceptual understanding is fully demonstrated.</p> <p>The choice of text type (diary) is appropriate to the context, purpose and audience.</p> <p>The register and tone are appropriate to the context, purpose and audience of the task.</p> <p>The response incorporates most of the conventions of the chosen text type (diary).</p>

Summing up

What have I learned from assessing higher level responses to paper 1?

Now that you have finished reading this section, make a list of all the important lessons you have learned about assessing higher level paper 1.

Practising and self-assessing paper 1 – Writing

You can use any of the individual prompts and sample paper 1 papers in this chapter to practise writing your own responses. Here are two tables to help you assess your work.

The first questionnaire will help you to check your plan to make sure that you have correctly understood the concepts in the task.

Answer all the questions about the text you have written. Revise your text as necessary.

Questionnaire: Conceptual understanding of your writing plan

Self-assessment
<p>Purpose</p> <p>What is the overall purpose of your text?</p>
<p>Purpose: topic</p> <p>What is the topic/subject matter of your text?</p>
<p>Purpose: big idea</p> <p>What is your thesis/problem to solve/point you wish to make?</p>
<p>Context</p> <p>In what circumstances are you supposed to be writing the response?</p>
<p>Audience</p> <p>Who is the target audience for your text?</p> <p>What kind of audience are you addressing: mass-media? professional? personal?</p> <p>What is your role as writer?</p>
<p>Meaning: structure</p> <p>Does your text have a thesis-driven, a narrative-driven or a problem-driven structure?</p> <p>Have you used an alternative structure? If so, what is it?</p>

Self-assessment
Meaning: introduction How do you introduce the topic? How do you attract your readers' attention? How do you motivate the readers to read further?
Meaning: development In what order have you organized your sections or paragraphs or points? How does the ordering of your sections or paragraphs or points help your readers to understand your text and your message?
Meaning: conclusion or ending How have you made sure the conclusion to the text is clearly stated? If there is no need for a conclusion, how have you ended your text?
Variety: register What register have you used to consider the topic, context and audience: formal, informal or personal or another?
Variety: tone What tone for your text have you used to consider the topic, context and audience: serious or humorous or another?

Assessing your first draft using paper 1 – Writing assessment criteria

The following tables set out the criteria for paper 1 and allow you to assess your level of skill within each markband used in a criterion. You can also use them to assess the first complete draft of your writing.



Language	Inadequate	Adequate	Satisfactory	Good	Very good
Appropriate to task					
Varied and idiomatic					
Effective use of grammatical structures					
Accurate					
Errors do not interfere with communication					
Language self-assessment	/12 marks				

Message	Inadequate	Adequate	Satisfactory	Good	Very good
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					
Ideas support the delivery of the message					
Content self-assessment	/12 marks				

Conceptual understanding	Inadequate	Adequate	Satisfactory	Good	Very good
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					
Conceptual understanding self-assessment	/6 marks				

Style tip

Using assessment criteria

Use the markscheme opposite to assess the final draft of your text. Always check and revise your text one last time before you hand it in. Use the self-assessment columns to reflect on and improve aspects of your text. The assessment criteria can help you see what you have achieved and where and how you can develop your writing further.

ATL Self-management Skills

Setting targets

Use these tables to set yourself specific targets for the second draft of your written response. Study the self assessment of your first draft and ask yourself how you can score better in each of these criteria:

- Language
- Message
- Conceptual understanding.

Using markbands for formative self-assessment

Make sure you are familiar with both the criteria and the markbands. They can help you to develop a stronger understanding of your own strengths and weaknesses. The markbands within a criterion can help you to identify your current level of competence and understand what you need to do to reach the next level. For example, here are two markbands from paper 1 Criterion A: Language (higher level).

4–6	<p>Command of the language is partially effective.</p> <p>Vocabulary is generally appropriate to the task and varied.</p> <p>A variety of basic and some more complex grammatical structures is used.</p> <p>Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.</p>
7–9	<p>Command of the language is effective and mostly accurate.</p> <p>Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p>

By highlighting the differences within the two markbands you can see what improvements to your performance you need to make in order to achieve higher marks in this criterion.

You can also use the markbands to make an “impression judgment”. This can happen if you think a response is on the borderline between two markbands such as those above for Criterion A: Language. In such cases, you must balance all the different aspects of one criterion (for example, vocabulary, sentence structure and accuracy) and make a judgment about the overall quality response: “Overall, is it worth 6 or 7?”

Summing up

What have I learned about assessing my own responses to paper 1?

Now that you have finished reading this section, make a list of all the important lessons you have learned about assessing your paper 1 responses.

Long-term preparation techniques for paper 1

There is no point in waiting until the final few months of the English B course to start preparing for paper 1. To a large extent, your preparation begins the day that the course starts. Here are a number of practical things you can do.

Analyse existing paper 1 prompts. Look at the prompts from any other English B paper 1 practice or actual examination material. How have the prompts been worded? What are the concepts that focus the student response? Ask yourself:

- What is the precise context?
- Who is the audience and what is the role of the writer?
- What are the specific purposes of the text?
- What is the most appropriate text-type for the task?

Memorize the key themes of English B. In English B there are five themes and each theme contains a number of sub-topics. Make sure you are familiar with the themes and sub-topics as the prompts will be based on them.

Create a folder of all your writing in English B. Categorize your marked work by text types, or by audience: personal, professional and mass-media texts. Look at what you have done well and try to pinpoint where you need to do better. Use the criteria (Language, Message and Conceptual understanding) to help you analyse your strengths and weaknesses in writing for paper 1.

Understand the specific text types. Write summaries of the key features of each text type you may have to write. Focus on learning the characteristics of each text type and understanding the similarities and differences between them.

Practise writing reasoned arguments. For many prompts you will be expected to support an argument with examples and explanations. Make sure you can write a thesis-driven text which argues a point of view, supports this with specific supporting points and examples, and comes to a clear conclusion.

Assessment tip

Extensive reading

Reading can improve your English and help you prepare for the examinations. The more you read in English B, the better you will be able to write. Reading in English will improve all areas of your ability to understand and use the language. It is an excellent way to develop your capacity to use English and will improve your ability to deal with the reading, writing and speaking assessments for English B. Make reading in English a daily habit: it has so many benefits and will certainly help you to prepare for all your English B exams. Reading will familiarize you with more advanced and complex levels of the English Language and, as your comprehension develops, so your vocabulary will increase and your spelling and grammar will improve.

There are so many ways to read in English so do it as often as you can. Read for fun and knowledge. Try reading some of the many excellent young adult books in English. Make a habit of reading English language newspapers and magazines, and other relevant online materials. They will help you to better understand Anglophone cultures and give you a better understanding of the English B themes.



Reflections on Chapter 2: How can I become a better writer in English B?

- What new lessons about writing have you learned in this chapter?
- What useful tips about preparing for English B paper 1 – Writing have you learned?
- Which writing skills in English B can you use in your other subjects and elsewhere?
- What new questions do you still have about becoming an even more efficient writer?

Use your research skills to find answers to these questions.

Beyond the classroom

Practise what you have learned about writing

Now use your new skills to create texts that are both well-written and fun to read.

For instance, imagine you want to write a text to accompany the poster.

- Invent a context (where, when and why) in which it might be published.
- What would be the purpose of your text?
- What text type would you choose to write?
- How would you make your text relevant to your target audience?
- What register and tone would you use to address your imagined audience?
- How would you structure your text?
- How would you make sure that the final version is well-written and error-proof?

Practise what you have learned about writing a specific text type

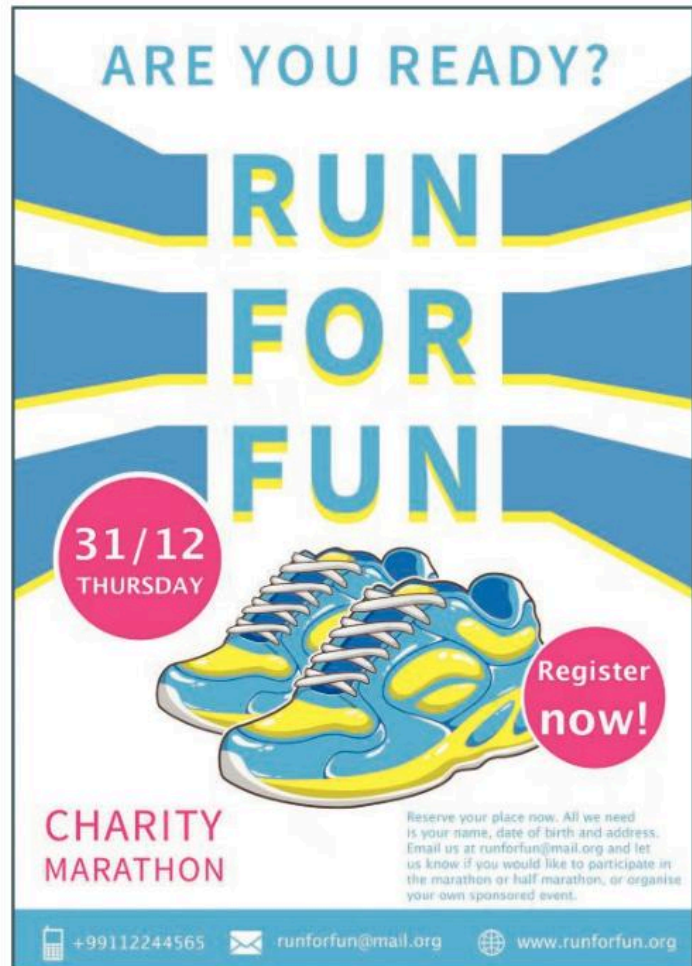
- Use the writing techniques and knowledge of text types you have learned here and transfer them to your other subjects where you have to produce similar texts.
- Write mass media and professional texts in English as part of your involvement in social service.
- Write texts in English for a mass audience at school or in your community.
- Write a diary or a blog in English.

There are many possible relevant topics related to English B for you to write about. For example:

Identities	Experiences	Social organization	Human ingenuity	Sharing the planet
<ul style="list-style-type: none"> • Lifestyles • Health and well-being • Beliefs and values • Sub-cultures • Language and identity 	<ul style="list-style-type: none"> • Leisure activities • Holidays and travel • Life stories • Rites of passage • Customs and traditions • Migration 	<ul style="list-style-type: none"> • Social relationships • Community • Social engagement • Education • The working world • Law and order 	<ul style="list-style-type: none"> • Entertainment • Artistic expressions • Communication and media • Technology • Scientific innovation 	<ul style="list-style-type: none"> • The environment • Human rights • Peace and conflict • Equality • Globalization • Ethics • Urban and rural environments

Transfer what you have learned about writing to your other subjects

The writing skills that you are learning in English B will help you to succeed in other areas of your life, too. Use what you have learned about writing in this chapter in your other IB subjects. By improving your writing, you can develop communication skills and become a better all-round student.



3

PAPER 2 RECEPTIVE SKILLS: LISTENING

The aims of this chapter

The paper 2 Receptive skills: Listening is an essential part of your Language B course. This component assesses receptive listening skills. In it, you listen to three audio texts and answer questions on them. This chapter will explain how the examination is conducted. It will then show you how to:

- ✓ develop the essential listening skills for the examination
- ✓ understand the procedures in paper 2 Receptive skills: Listening

- ✓ understand the variety of audio recordings
- ✓ familiarize yourself with the five listening assessment types
- ✓ practise listening and responding to each of the listening assessment types
- ✓ evaluate your responses to the listening samples.

The chapter will also give advice on how to prepare from an early stage for the listening examination.

HOW CAN I SUCCEED IN MY PAPER 2 – LISTENING EXAMINATION?

Some essential questions to start this chapter

- What do you already know in general about paper 2 Receptive skills?
- What do you already know specifically about the listening section of paper 2?
- What useful tips have you previously learned about listening to spoken English?
- What specific questions do you have about the listening section of paper 2?

What is in paper 2 Receptive skills: Listening and Reading?

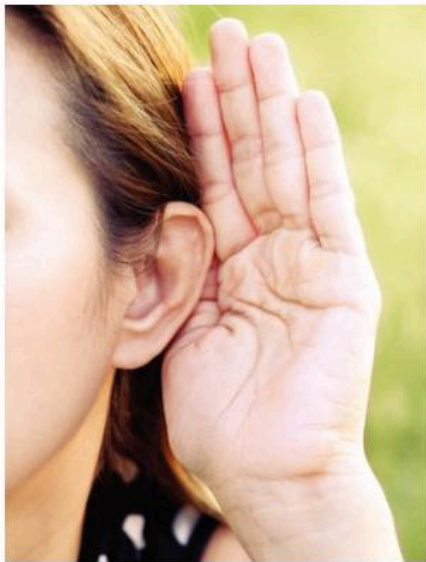
At both standard level (SL) and higher level (HL) paper 2 is divided into two separate sections: Listening and Reading. In the two sections, you will listen to and read about topics from all five themes of English B: **Identities, Experiences, Human ingenuity, Social organization** and **Sharing the planet**. Here is a summary of the paper 2 assessment.

	SL paper 2	HL paper 2
Listening comprehension (three audio passages)	45 minutes	1 hour
Reading comprehension (three written texts)	1 hour	1 hour
Total length	1 hour 45 minutes	2 hours
Total marks for listening = 25	Text A = 5 marks Text B = 10 marks Text C = 10 marks	Text A = 5 marks Text B = 10 marks Text C = 10 marks
Weighting = 25% of total score		
Total marks for reading = 40		
Weighting = 25% of total score		



Reminder: paper 2 is worth 50% of your total mark. Despite the difference in the number of questions and marks, listening and reading are each worth 25% of your total score. This chapter will deal with

the listening section of paper 2. Chapter 6 will deal with the reading section of paper 2.



» Assessment tip

How to listen

We often take our ability to listen for granted, even though it plays a major role in good communication. It is one of our most important skills and it is also one of the most overlooked. Remember that you only have two opportunities to hear each of the three recordings. **It is absolutely essential that you concentrate fully during each playing of the audio recording.**

- Always listen to **everything** the speakers are saying.
- Do not get distracted after a sentence or two. Listen to the entire audio recording.
- Do not daydream or think about other things during the playing of the audio recording.

How is the listening section of paper 2 organized?

Here are some notes on the recording:

- Each standard level and higher level recording consists of three short audio texts: A, B and C.
- First, you will hear a recording containing all the instructions for the examination.
- You will have the opportunity to listen to each audio text twice before proceeding to the next.
- Each audio text will be introduced and you will have four minutes to read the questions for that audio text.
- Between the playing of each audio text there will be a pause to allow you to complete and check your answers.
- Between the second playing of each audio text there will be another pause to allow you to complete and check your answers.
- There will be a mix of “easy” and “difficult” questions on each of the three texts.
- Standard level text C and higher level text A will use the same audio recording.
- Higher level texts B and C will be longer and more complex than those for standard level.

For the standard level and higher level Listening you will receive a **question and answer booklet** in which to record your answers to the questions set on the three audio recordings that you will hear during the listening section of the examination.

Summing up

Understanding the organization of the standard level and higher level listening assessment

Depending on whether you are taking standard level or higher level, make a list of the most important pieces of information about the listening section of paper 2 you have learned here. This will consolidate your learning.

What kinds of audio texts might you have to listen to in paper 2?

The purpose of the listening assessment is to test whether you can understand native speakers of English in a variety of real-life contexts. To achieve this, you need to be able to understand:

- a range of audio texts in English
- spoken English used to express and respond to a range of ideas and concepts
- spoken English appropriate to a range of interpersonal and/or intercultural contexts and audiences.

The following list will give you an idea of the range of audio text types that you could have to listen to as part of the examination. In some audio texts, such as speeches and news reports, you will hear a single speaker. Others, such as interviews and conversations, may involve two or three people.

A sample of audio text types in paper 2

- Lectures / Speeches
- Monologues
- Podcasts
- Casual chats / Discussions
- Face-to-face interactions
- Telephone conversations
- Radio and TV presentations
- Radio and TV advertisements
- Loudspeaker announcements
- Radio and TV news
- Media interviews
- Recounts of events / Anecdotes
- Negotiations / Debates
- Instructions / Directions

ATL Research Skills

Audio text types

What do you know about each of these audio text types?

- What is their purpose?
- Do they have certain rules or conventions?
- How many speakers are involved?
- What varieties of English are used?

The more you know about each, the easier it will be to understand them.

Conduct research into the characteristics of any of the audio text types you are uncertain about.

What varieties of English might I hear in the recordings?

- All recordings are linked to an Anglophone culture; therefore, you will only hear native speakers of English in the recordings.
- Recordings will reflect regional and cultural diversity; therefore, you will hear different English accents from around the world.
- In an English B listening paper you will not necessarily hear examples of British or American English. Voices could also come from, for example, South Africa, Australia, Canada, Singapore or the Anglophone Caribbean.
- All the speakers in the audio recordings will pronounce all their words clearly, but at a pace natural to native speakers.



What about the number of speakers on the recordings?

- There should be no more than three speakers on any one recording.
- There should be at least one audio text involving one speaker and one audio text involving multiple speakers. You choose from three possible alternative answers.
- There is one correct answer and there are two distractors.

Summing up

Understanding the kinds of audio texts in paper 2

Having read this section, make a list of the most important pieces of information you have learned here.

What are the procedures and objectives in the English B listening examination?

Procedures and objectives

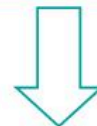
ATL Self-management Skills

The listening assessment

How much do you know about the listening assessment? Test yourself.

1. What information will you receive in the introduction to the listening assessment?
2. How many audio texts do you have to listen to?
3. How many marks are available?
4. How much time do you have to record your answers?
5. What is the length of the pauses between audio texts?
6. What is the approximate length of the pause after the second playing of text C while you check all your answers?
7. What do you do if you are not sure about an answer?
8. Where and how do you record your answers?

Firstly, the recorded voice will inform you that you have four minutes to read the questions for audio text A.	
At the start of audio text A, you will hear a speaker setting the context. For example: "You will now hear a conversation between two colleagues discussing their working conditions".	You may answer questions at any time. However, make sure you are not distracted from listening.
You will then hear a beep followed by audio text A. At the end of audio text A you will hear another single beep. There will be a two-minute pause for you to answer the questions on audio text A.	During this time you can: <ul style="list-style-type: none"> • make notes, if you are not sure of the answer • answer questions • note possible answers.
You will then hear audio text A for a second time. There will be another two-minute pause for you to continue with your answers to the questions on audio text A.	During this time you can: <ul style="list-style-type: none"> • write notes to yourself, if you are not sure of the answer • check answers • attempt all unanswered questions.



This process is then repeated for audio texts B and C.	During this time you can continue to: <ul style="list-style-type: none"> • write notes to yourself, if you are not sure of the answer • note possible answers • check answers • attempt all unanswered questions.
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<p>When the second playing of audio text C has finished, you can use all the remaining time to check all your answers.</p> <p>For SL, this will be approximately between 10 and 15 minutes.</p> <p>For HL, this will be approximately between 15 to 20 minutes.</p>	<p>During this time you can:</p> <ul style="list-style-type: none"> • check all your answers • answer all unanswered questions • write your answers clearly and neatly in the boxes.
<p>Reminder</p> <p>The total time for the SL listening examination is 45 minutes.</p> <p>The total time for the HL listening examination is 60 minutes.</p>	<p>At the end of the examination you will hear a double beep.</p> <p>There will be no other recorded instructions.</p>

Assessment tip

Knowing what to do

Read the instructions carefully and make sure you know how to respond to each assessment type on the paper.

Focus precisely on what you are asked to do in each assessment type.

It is really important that you read each question carefully **before** the listening begins.

Summing up

Understanding the procedures and objectives of the listening assessment in paper 2

Make a list of the most important pieces of information about the procedures and objectives of the listening section of paper 2.

Objectives for listening: listening and conceptual understanding

When listening to an audio text, use your conceptual understanding to improve your critical listening. The more you understand about the context and who is speaking and why, the easier it will be to understand what they are saying. Use the table and the questions to help you to develop your critical listening skills while you listen to an English B audio text.

Critical listening and Conceptual understanding

Concepts for English B	Concepts in listening	Useful questions to ask yourself
Context	<ul style="list-style-type: none"> • The context is the "where and when" of the listening text. • On what occasion? 	<ul style="list-style-type: none"> • Where are the speakers? • Does the background noise give you any extra information?
Audience	<ul style="list-style-type: none"> • What kind of audio text is it? • Who is talking to whom? 	<ul style="list-style-type: none"> • Is it, for example, a presentation, speech, conversation, radio show or podcast? • Can you identify the speaker(s) and the audience?
Purpose	<ul style="list-style-type: none"> • Why is the person/group of up to three people talking? 	<ul style="list-style-type: none"> • Is the purpose of the audio to instruct, describe, narrate, persuade or explain, or a combination of these?
Variety	<ul style="list-style-type: none"> • How formal is the language being used by the speaker(s)? 	<ul style="list-style-type: none"> • If the language is informal, be aware of words that use contracted or short forms. • A lot of contractions are used in informal spoken English. Listen carefully for such contractions, for example: I'd, she's, we'll, they've.
Meaning	<ul style="list-style-type: none"> • Big picture • Individual meaning 	<ul style="list-style-type: none"> • Once you understand the general meaning of the text, it will be easier to understand the finer detail.

What specific listening skills do you need?

Most people believe they are good listeners without considering the important differences between hearing and listening. Hearing is a physical process. It happens automatically when sound enters your ears. However, listening, like reading, is a skill; it is the ability to receive and interpret spoken messages accurately. The ability to listen is a skill that must be developed and practised.

In paper 2, listening means paying attention and making a conscious effort to process what you hear. In this context, here are two types of listening you will need: informational and critical listening.

Informational listening

Whenever you listen in order to understand or to learn something you are engaged in informational listening. So when a friend tells you something you need to know, or when someone explains a technical problem with a computer, or when you listen to the news to understand what is happening, you are using informational listening skills. You are also using informational listening skills in each of your lessons in school.

In English B, the listening section of paper 2 tests informational listening skills. You need to demonstrate you can understand:

- the factual meaning of the spoken messages
- the factual details of what the speakers say
- the ideas being discussed or presented
- the examples and explanations given.

In what ways can I improve my informational listening skills for the examination?

- The more English vocabulary you know, the more you can understand. Therefore, increasing mastery of vocabulary in and outside your English B classes can help you to become a better informational listener.
- In order to concentrate, you need to focus and stay disciplined in the face of distractions. Informational listening requires immense concentration. This needs practice.
- You only have two opportunities to hear each audio text. Practise concentrating and avoid being distracted or daydreaming during the playing of the recording.
- Read each question carefully. Try and predict what kinds of words (e.g. nouns, verbs, adjectives, etc.) or phrases you will be listening for.

Critical listening

Critical listening is about analysing opinions and making judgments. Therefore, it involves problem-solving and decision-making.

In English B, you will use critical listening when you answer questions such as, "What is the speaker's message?" or "What is the speaker's main argument?"

Consequently, you use critical listening skills to listen to:

- the overall meaning of the spoken message
- the details of what the speakers say
- the ideas being discussed or presented
- the arguments the speakers are making
- the speakers' use of language.

Another example of critical listening is selecting the correct option from a number of possible responses. You can use your conceptual understanding of an audio text to improve your critical listening skills.

Summing up

Listening skills needed for paper 2

Having read this section, make a list of the most important points you need to remember about informational and critical listening for paper 2.

ATL Research and Self-management Skills

Using radio to improve your listening skills

Listen to English language radio regularly Start with the goal of listening to the news for five minutes every day. A short time commitment will make it easy at the beginning.

Listen to radio talk-shows Radio talk-shows span many different topics, from sports to science, so choose something that interests you or is related to the topics you are studying in English B.

Listen to radio talk-show stations such as the BBC World Service. You will also learn English intonation through the natural conversations on radio talk-shows.

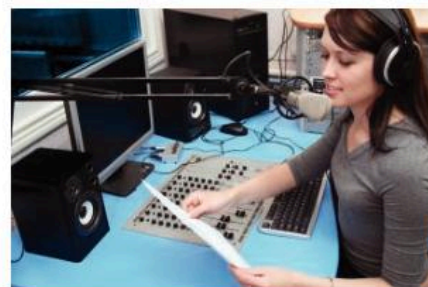
Try different radio stations Try out a few different online English radio stations until you find the one that you like learning with the most. You can use a search engine to find a whole variety of Anglophone radio stations.

Use radio station websites for background information and context Radio stations have their own websites. They list shows as podcasts and often have background information about a particular programme.

Listen to podcasts You can listen to podcasts any time you want. In addition, there are endless topics to listen to.

Listen to interviews Interviews generally follow a question-and-answer structure making them easier to understand.

Re-listen to learn Re-listening is very important when you are learning English. By listening repeatedly, you will understand the English language programmes better each time you listen to them.



Exam technique 1: Dealing with distractors in paper 2 – Listening

In any assessment, a distractor is an incorrect option that is similar to the correct option but will differ in some detail. Distractors are used to see if students can tell the difference between a correct and an incorrect option. Distractors can be found in the question or prompt, such as in multiple-choice questions. Example:

1. The speaker states that ...
 - A. Linda's mother originally came from France.
 - B. Linda's grandmother came from France.
 - C. Linda had come from France with her mother.

To answer the question, you need to listen to this segment of the audio text:

“Linda's mother had emigrated from France a few weeks before Linda was born. Linda never knew her grandmother.”

On a first hearing, you might note the phrase “emigrated from France” and the words “Linda”, “mother” and “grandmother”. However, if you also recognize the phrases: “before Linda was born” and “Linda never knew her grandmother” you can work out that **the only correct answer is option A**: “Linda's mother originally came from France”. Therefore, **options B and C are the distractors**.

In addition, the distractor may appear in the audio text where two or more words or phrases that you hear appear to fit a question. For instance, some short-answer questions test your ability to select the correct information from some potentially confusing detail. Example:

2. Which group allowed the ambulances to pass through Main Street?

To answer the question, you need to listen to this segment of the audio text:

“This afternoon a demonstration by about 150 people blocking cars on Main Street passed peacefully with no arrests, as protest organizers stayed in constant contact with police and allowed ambulances to pass whenever they were requested to do so.”

On a first hearing, you might note the words “protest organizers” and “police” as possible answers. However, if you also recognize the phrase: “whenever they were requested to do so”, you can work out that the “police” asked the “protest organizers” to allow ambulances to pass. So, **“protest organizers” is the correct answer and “police” is the distractor**.

In paper 2, distractors can be found in these exercises:

- identifying true statements
- MCQs
- matching exercises
- gap-fill exercises.

You will now look at different listening assessment types to see how the distractors are used in each of them. You will also learn strategies for coping with the distractors in each assessment type.

Dealing with distractors in identifying true statement exercises

In this exercise there will be between three and five true statements. There will be an equal number of distractors.

While reading the options you should try and identify pairs of statements or pairs of vocabulary items, one which is will be correct and one of which will be incorrect. In this instance, the pairs are A and C; D and F; and B and E.



- A. As a youth, he first played football for Clapham.
- B. Before the war Walter was already a famous player.
- C. He earned £4 a week in his first season.
- D. His father had emigrated from Barbados.
- E. Walter only became famous long after his death.
- F. Walter's grandfather had been a carpenter.

In the examination, once you have identified the pairs of similar statements, you can listen in a more focused manner for which of the two statements is correct. For example, you hear:

“He was born in Folkestone in England in 1888, the son of a carpenter from the Caribbean island of Barbados, the grandson of a slave. Tull was orphaned by the time he was 10 years old.”

This pair of statements relates to this extract from the audio text.

Which of the pair of sentences is correct? Which is the distractor?

- D. His father had emigrated from Barbados.
- F. Walter's grandfather had been a carpenter.

Option	Answer	Explanation/proof
D.	Correct	“from the Caribbean island of Barbados”
F.	Distractor	The father, not the grandfather, had been a carpenter

Dealing with distractors in multiple-choice questions (MCQs)

- There is a short stem. This can be a question or an unfinished sentence.
- You choose from three possible alternative options to answer the question or complete the sentence.
- There is one only correct answer and there are two distractors.

While reading the questions, make sure you understand the difference in meaning between the possible answers. Here is an extract from an audio text:

“... many women around the world spend hours every day frequently walking great distances to collect water ...”

Now read the question:

1. The podcaster says:
 - A. Few people still have to carry water home.
 - B. Fetching water home is women's work.
 - C. The water supply is rarely very far from the home.

Assessment tip

Take-away lesson

When dealing with identifying true statements, work out the pairs of sentences and listen carefully for the precise information in the text to decide which prompt is correct.

Assessment tip

Take-away lesson

When dealing with MCQs, examine the options closely and listen carefully for the precise information in the text to decide which prompt contains all and only the correct information. A prompt that is only partially true must be a distractor.

Each option contains the idea of “carrying/fetching water home”. However:

- option A contains the idea “few people”
- option B contains the idea “women’s work”
- option C contains the idea “rarely very far”.

Therefore, **only B is correct**.

Answer	Distractor	Explanation
Option A	“few people”	The audio text states “many women around the world”, so “few people” is incorrect and therefore a distractor.
Option B	Correct	The text includes both the key ideas in the stem: “many women around the world” and “collect water”.
Option C	“rarely very far”	The audio text states “walking great distances” so “rarely very far” is incorrect and therefore a distractor.



Dealing with distractors in matching exercises

In one kind of matching exercise, you have to read a number of prompts in the form of statements that have been made by one or more of the speakers. You must identify who says what. In each case, one of the answer options may be “both”.

Distractors in such matching exercises are sometimes found when there are multiple speakers, where one speaker says something and the other says something similar. This means you hear slightly different variations of the same piece of information. For example, here is an extract from an audio text:

Paula: “I talk to both my parents in French but I feel very comfortable speaking English with them too. Sometimes for a laugh I use a mix of English and French ...”

Michael: “I was born in Britain but both my parents are Italian. When we visit Italy, I speak Italian ... but sometimes I have to use an English expression in Italian. Sometimes I say things to my Italian cousins ... and they just give me a funny look as if I’m insane.”

The prompts in a matching exercise appear in a table like the one opposite, which also contains student answers.

SAMPLE MATCHING EXERCISE

Who said ... ?	Paula	Michael	Both
A. They are not as strong in one of their languages.			✓
B. They use a mix of languages for a comic effect.			✓

ANALYSIS

Answer	Mark	Distractor	Explanation
A. Both	0	"I use a mix of English and French"	<p>This phrase does not suggest that Paula is stronger or weaker in one of her languages.</p> <p>This information is a distractor.</p> <p>However, Michael says, "sometimes I have to use an English expression in Italian".</p> <p>The phrase "have to" suggests that English is his stronger language. "Michael" is therefore the correct answer.</p>
B. Both	0	"they just give me a funny look"	<p>This phrase does not suggest that Michael's cousins find his language comical – only strange.</p> <p>Paula, on the other hand, says that she mixes languages "for a laugh" suggesting she is being deliberately comical. "Paula" is therefore the correct answer.</p>

Alternatively, you may hear a variation on the same piece of information and you must distinguish between the speaker's words and the statement in the question. So, while reading the prompts, make sure you understand the exact meaning of the statement and listen carefully for those specific ideas in the audio text. For example, look at this audio extract:

"Sydney gives a tough competition to its rival, Melbourne, when it comes to studying in Australia and has excellent universities. But actually, in terms of student satisfaction surveys, it appears Melbourne beats Sydney even though the weather there can be bad at times."

Assessment tip

Take-away lesson

When dealing with matching exercises, make sure you understand the exact meaning of the prompts. Then, while listening carefully, decide which option corresponds exactly to the precise information required by the prompt.

SAMPLE MATCHING EXERCISE

Which city ...	Melbourne	Sydney
A. has a better climate?		✓
B. is more popular with students?		✓

ANALYSIS

Answer	Mark	Distractor	Explanation
A. Sydney	1	"even though the weather there"	Grammatically, the phrase "the weather there " refers to Melbourne, not Sydney, because Melbourne is the subject of the sentence.
B. Sydney	0	"has excellent universities"	This is not a measure of "student popularity" which is the focus of the question.

Dealing with distractors in gap-fill exercises

- You are presented with a very short piece of text with several gaps in it.
- You find suitable words from the recording to fill the gaps.
- You should be able complete the gaps using one to three words.

Therefore, in a gap-fill exercise, you have to summarize the key ideas. As you read the short text, work out whether the blank space requires, for example:

- a noun or noun phrase
- a verb or verb phrase
- an adjective or adjectival phrase.

In this way, you should be able to predict the specific words that are needed to fill the gaps. The distractors will consist of other words or phrases of the same type. For example:

"Noise pollution affects the understanding and hearing of all animals and humans. It includes the sound of vehicles, loud speakers, airplanes, train horns etc. Researchers have discovered that students in universities that suffer from a lot of noise pollution from the sound of vehicles, loud speakers, airplanes, train horns etc. tend to lose concentration much more quickly than those who can study in quiet environments."

In the example opposite, what kind of word(s) goes into the gaps 1 and 2? Look at the responses in which the student has chosen the distractor.

SAMPLE GAP-FILL EXERCISE

We now know that your mental health can [-1-] from noise pollution. University [-2-] have discovered some alarming statistics.

1.	affects
2.	students

ANALYSIS

Answer	Mark	Distractors	Explanation
1. affects	0	affects discovered	The gap requires a verb phrase. The meaning of student's response "affects" does not match the subject "mental health". The verb "discovered" makes no sense (and is also the wrong form of the verb). The gap "can [-1-]" also requires a verb without an "-s" ending. Therefore, the correct answer from the text has to be " suffer ".
2. students	0	students	The gap requires a noun phrase. "Students" are the subject of the study. They are not the people that " [-2-] have discovered". Therefore, the correct answer from the text is " researchers ".

Assessment tip

Take-away lesson

Examine the gaps closely and decide what kind of word or words go in the gap. Then, while listening carefully, decide which words could fit the gap. Decide which word(s) make the best sense in the short text. All other words will be distractors.

Summing up

Exam technique 1: Dealing with distractors in paper 2

Having read this section, make a list of the most important tips you have learned about dealing with distractors in paper 2 – Listening. This will consolidate your learning.

Exam technique 2: Writing short answers in listening exercises

What are short answer questions?

- The questions will direct you to listen for specific information from the audio text.
- You have to find short answers of no more than 3–4 words.
- You should be able to answer each question by quoting a few words from the audio recording.

For example, you hear this audio text and answer these questions.

"Attending dance classes is good for you. It is a great stress-reliever. You'll also pick up some fantastic new moves that you can show off next time you're on the dance floor, and this can really boost your confidence. Depending on the intensity of the class, it can also be a great way to get your heart pumping."

Look at these student answers to these questions.

STUDENT SAMPLE ANSWER

1. What is the subject of the talk?

dance

2. According to the speaker, what can a person learn to improve confidence?

being on the dance floor

3. What health benefit does the speaker mention?

it can also be a great way to get your heart pumping

ANALYSIS

Answer	Problem	Explanation	Correct answer
1.	The answer is too short.	“dance” is not the subject of the talk (nor would “dance classes” answer the question in sufficient detail). The word “attending” must be included in the answer phrase as it is the actual subject of the talk.	Attending dance classes
2.	The answer is factually wrong.	The “dance floor” is a place but it is not the means by which someone can become more confident. The response “you can show off” would not answer the question, neither would “what can a person learn”.	fantastic new moves
3.	The answer is too long.	The rubric states that you should only use up to 3–4 words in your answer. To gain a mark you must write only the exact words required.	get your heart pumping

» Assessment tip

Does grammatical accuracy matter?

You will not lose marks if your grammar is incorrect, as long as the examiner can understand your meaning. So, if you wrote “got heart pumping” in place of “get your heart pumping” (question 3), you would not lose the mark.

However, if your grammar significantly altered the meaning, for example “attended class to dance” (question 1), you would lose the mark.

Assessment tip

Does spelling matter?

As long as the examiner can **easily** understand your meaning, you will not lose marks if you misspell a word or words in a correct answer, for example “**fantastique** new moves” (question 2).

Note: Gap-filling exercises can also require short answers; the same marking rules as for short-answer questions apply.

Summing up

Exam technique 2: Writing short answers in paper 2

Having read this section, make a list of the most important tips you have learned about writing short answers in paper 2. This will consolidate your learning.

Practising the specific listening question types (standard level and higher level)

To familiarize yourself with each assessment type, you will now listen to five short audio texts.

Each audio text is linked to a specific oral assessment type. You must listen to each recording and complete the accompanying listening exercises.

Summary: Practice Individual assessment activities

	Assessment type	Audio text type	Theme	Topic
Audio text A	Identifying true statements	Radio report	Experiences	A pioneering individual
Audio text B	Multiple choice questions (MCQs)	Live podcast	Sharing the planet	Water shortages
Audio text C	Matching statements with items	Discussion	Identities	Multilingualism
Audio text D	Short-answer questions	Speech	Human ingenuity	The future of writing
Audio text E	Gap-filling exercises	Presentation	Social organization	Speaking to persuade an audience

The five short audio texts also provide examples of different audio text types and include examples of audio texts with both single and multiple speakers. If you use these exercises as listening practice, write your answers on paper. You can then compare your responses with the student samples and the examiner’s comments.

At the end of each exercise, you can check your answers and reflect on what you have learned about each listening assessment type. The markschemes for these exercises can also be accessed at www.oxfordsecondary.com/ib-prepared-support.

There are also sample higher level and standard level listening exams in the final section of this book for further practice of the listening examination.

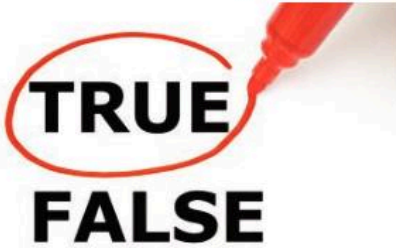


ATL Self-management Skills

Not a day for a daydream

Look at the student in the photo above.

- Is she likely to do well in her listening examination?
- What is she doing wrong?
- What advice would you give her to improve her listening skills and exam techniques?



Practising standard level and higher level listening question types

A Identifying true statements

How do I identify true statements?

- There will be between three and five true statements in a single assessment.
- There will be an equal number of distractors.
- All statements are based on the audio text.

Sample audio text A (identifying true statements)



Listen to audio sample 1.

Identify the 3 true statements.

Write your answers on paper.

Compare your answers to the sample student answers.

Then, look at the examiner's comments below and answer the questions.

You can find a transcript of the recording on the support website (www.oxfordsecondary.com/ib-prepared-support).

Assessment tip

Identifying true statements

- Read the statements and make sure you understand exactly what each one means.
- You will hear the true statements in the order they appear in the recording.

When identifying true statements, remember:

- Work out the pairs of sentences before you start listening.
- Then listen carefully for the precise information in the text which concerns the information you are examining.
- While listening, decide which prompt of the pair is correct.
- Check your answer on the second listening.

SAMPLE STUDENT ANSWER

You will hear an extract from a radio report about the early career of a footballer.

Choose the five true statements.

[5 marks]



A. Walter Tull was the first black footballer to be born in England.

B. Walter belonged to the first generation of black British footballers.

C. Walter Tull first played football for Clapham.

B

D. He earned £4 a week in his first season.

E. He first played professional football for Tottenham.

C

F. He was playing for Tottenham at the beginning of the First World War.

G. Tull was respected by his superiors for his leadership in battle.

E

H. Tull was the first black soldier to become a sergeant in the British army.

H

I. A century after his death, Tull's achievements were finally recognized.

H

J. Tull's troops found his body on the border of France or Belgium.

J

Examiner's comments and student activities

Student response	Mark	Comments and activities
B	1	<p>The radio journalist says, "Walter Tull was one of the very first black footballers to play in the English First Division.</p> <p>If you have identified the pairs of similar or related statements, you will see that option A and option B are connected by the topic of "the first black footballers in Britain".</p> <p>You should now be able to listen in a more focused manner for which of the two statements is correct. The audio text states that Walter Tull was "one of the first black football players in England". Option B: "Walter belonged to the first generation of black British footballers" is the correct answer – Tull was one of several black players at that time. The distractor, option A: "the first black player...", is therefore incorrect.</p>
C	1	<p>What information from the text makes option C the correct answer?</p> <p>In what factual detail, if any, does the distractor C differ from the correct answer D?</p> <p>In what ways, if any, does the distractor C sound similar to the correct answer D?</p>
E	1	<p>What information from the text confirms that option E is the correct answer?</p> <p>In what factual detail, if any, does the distractor F differ from the correct answer E?</p> <p>In what ways, if any, does the distractor F sound similar to the correct answer E?</p>
H	0	<p>In what factual detail, if any, does the distractor H differ from the correct answer G?</p> <p>In what ways, if any, does the distractor H sound similar to the correct answer G?</p> <p>What mistake[s] did the student make?</p>
J	0	<p>In what factual detail, if any, did the distractor J differ from the correct answer I?</p> <p>In what ways, if any, did the distractor sound similar to the correct answer I?</p> <p>What mistake[s] did the student make?</p>

Note: In this example, the correct sentences and their distractors were paired: A and B; C and D; E and F; G and H; I and J. In the actual exam papers the correct and incorrect answers will be more mixed up.

Summing up

Understanding identifying true statements

At the end of each exercise, you can check your own answers. How well did you perform in this listening exercise? Now, reflect on each listening experience to assess what you have learned:

- Why did you get certain answers right?
- Why did you get certain answers wrong?
- What can you do to improve identifying true statements?

Having completed this section, make a list of the most important points you have learned about identifying true statements.

Assessment tip

Writing clear answers

If you write two or more answers, one inside the answer box and one or more outside, only the answer given inside the box will be marked.

Do not write two answers inside the answer box.

Make sure that the letter you write is legible. If the examiner cannot read your answer, a mark cannot be given.

See Chapter 4 pages 92, 100, 108 and 111 for more examples of correct and incorrect responses to questions requiring letters as answers.

B Multiple-choice questions

How do I answer multiple-choice questions?

- You choose from three possible alternative answers.
- There is one correct answer and there are two distractors.
- The distractors may distract by meaning or by sound.
- You must write the correct answer in the box provided.

Sample audio text B (MCQs)

Listen to audio sample 2.

Answer these five multiple-choice questions.

Write down your answers.

Compare your answers to the sample student answers.

Then, look at the examiner's comments box below and answer the questions.

You can find a transcript of the recording on the support website (www.oxfordsecondary.com/ib-prepared-support).



Assessment tip

Answering MCQs

Answering multiple-choice questions correctly is not as easy as it seems. The three options are always close in meaning. When dealing with MCQs, remember:

- Examine the options carefully.
- Listen carefully for the precise information in the text to decide which prompt contains all and only the correct information.
- A prompt that is only partially true must be a distractor.
- While listening, cross out the statements that you are sure are wrong or only half-true.

SAMPLE STUDENT ANSWER

You will hear an extract from radio report on a young girl's efforts to bring water to her home.

Choose the correct answers.

[5 marks]



- The speaker wants listeners to understand ...
 - the reasons why women must carry water.
 - the difficulties involved in carrying water.
 - the distances women have to carry water.
- Tarika's parents have ...
 - 3 children.
 - 4 daughters.
 - 4 children.
- Tarika's attitude to school can be described as ...
 - enthusiastic.
 - optimistic.
 - indifferent.
- The speaker says he asked to go with Tarika because he wanted to ...
 - help Tarika's parents.
 - visit the river.
 - do something new.
- The speaker's reason for going to collect water is to ...
 - help Tarika's family to bring water back home.
 - have a personal experience of collecting water.
 - bring additional water supplies to the village.

Examiner's comments and student activities

Student response	Mark	Comments and activities
1. C	0	<p>The podcaster says, "We know that women around the world spend hours every day walking long distances to collect water. I know that too. But now you are going to see how tough it is to have to carry water up a mountain every day ...".</p> <p>Question 1 asks: "The speaker wants listeners to understand ...". Each option contains the idea of "carrying water". However:</p> <ul style="list-style-type: none"> option A contains the prompt "reasons" option B contains the prompt "difficulties" option C contains the prompt "distances". <p>The key quote is: "But now you are going to see how tough it is ...". "You" refers to the listeners. The phrase "how tough" implies the idea of "difficulties". Therefore, only option B contains all the correct information and is therefore the correct answer. A and C must be distractors.</p>
2. B	1	<p>The key quote here is: "Tarika is 12 years old ... living with her mother, father, three sisters and brother".</p> <p>In what factual detail, if any, do the distractors A and C differ from the correct answer B?</p> <p>In what ways, if any, do the distractors A and C sound similar to the correct answer B?</p>
3. A	1	<p>What information from the text confirms that option B is the correct answer?</p> <p>In what ways do the distractors B and C try to lead you away from the correct answer?</p>
4. A	0	<p>In what factual detail, if any, did the distractors A and B differ from the correct answer C?</p> <p>In what ways, if any, did the distractors A and B sound similar to the correct answer C?</p> <p>What mistake(s) did the student make?</p>
5. B	1	<p>What information from the text confirms that option B is the correct answer?</p> <p>In what ways do the distractors A and C try to lead you away from the correct answer?</p>

Assessment tip

Clear handwriting

Clear handwriting is essential when answering MCQs and other assessments, where you need to write a single letter in an answer box. Make sure that your examiner can read the letters you write. If the examiner cannot tell whether your answer is A or B, for example, your answer will be marked as wrong. If you cross out your first answer in the box, make sure the examiner can read your new answer clearly.

For more information on this topic, see Chapter 4 pages 92, 100, 108 and 111.

Summing up

Understanding multiple choice listening questions (MCQs)

At the end of each exercise, you can check your own answers. How well did you perform in this listening exercise? Now, reflect on each listening experience to assess what you have learned:

- Why did you get certain answers right?
- Why did you get certain answers wrong?
- How can you improve when answering MCQs?

Having completed this section, make a list of the most important points you have learned about listening to an audio text and answering MCQs.

C Matching statements with people/things

How do I match statements with people/things?

- You will read a number of statements that have been said by one or more of the speakers.
- You must identify who said what. One of the answer options may be "both".

- There will be at least three statements.
- On the other hand, you may hear one or more statements about, for example, two or three different places, activities or items. See page 78 for the alternative format below.
- In this case, you may have to identify different, for example, people, places or things referred to by the speaker(s).
- The statements will be introduced by a short simple question, such as “Who said this?”, “Whose opinion is this?” or “Which place has ... ?”.

Sample audio text C (matching statements with people/things)



Listen to audio sample 3.

Find who said what.

Write down your answers.

Compare your answers to the sample student answers.

Then, look at the examiner’s comments below and answer the questions.

You can find a transcript of the recording on the support website (www.oxfordsecondary.com/ib-prepared-support).

Assessment tip

Matching exercises

The statements will be in the order they occur in the text. This allows you to answer each question in turn while you are listening to the recording. When dealing with matching exercises, remember:

- Check that you understand the exact meaning of the prompts.
- While listening carefully, decide which option corresponds exactly to the precise information required by the prompt.
- An option that only partially corresponds to the prompt must be a distractor.
- Check your answers on the second listening.

SAMPLE STUDENT ANSWER

You will hear a conversation between two people about being bilingual.

Tick one correct option for each of the following statements.

[5 marks]



Who said ... ?	Karla	Daniel	Both
1. They clearly prefer to use one language more than the other.			✗
2. They get confused about using certain expressions.			✗
3. The people they talk to can be uncomprehending in certain situations.		✗	
4. They sometimes act like non-speakers of their own language.	✗		
5. Sometimes they feel they are disadvantaged.			✗

Examiner’s comments and student activities

Student response	Mark	Comments and activities
1. Both	0	<p>The prompt asks you to listen for information about the language preferences of the two speakers. Karla says, “German is my first language” and later “I don’t mind speaking English with her [the mother] at all”.</p> <p>The phrase “I don’t mind speaking English” means that she has no strong preference which language she speaks. Therefore, this phrase is a distractor.</p> <p>On the other hand Daniel says, “My problem is I’m never totally comfortable in Italian even though we speak it at home”.</p> <p>The phrase “I’m never totally comfortable in Italian” means that he does have a clear preference which language he speaks. Therefore, what is the correct answer?</p>





2. Both	0	The prompt asks you to listen for information about the speaker's confusion of two languages. In what ways is this statement by Karla a distractor? "I sometimes talk to her in German and she acts as if she doesn't understand." What statement by Daniel shows that at certain times he confuses English and Italian? In this example, what mistake(s) do you think the student made?
3. Daniel	1	Why is this answer correct? What information in the audio text might be a distractor to the listeners?
4. Karla	1	The prompt asks you to find who sometimes acts like a non-speaker of their own language. In what ways is this statement by Daniel a distractor? "... my cousins sometimes do not understand me." Which part of Karla's statement provides you with the necessary information to answer the question?
5. Both	1	The prompt asks you to listen for information about feeling disadvantaged. Which statement by Karla supports this idea? Which statement by Daniel supports this idea?

Summing up

Understanding matching exercises

At the end of each exercise, you can check your own answers. How well did you perform in this listening exercise? Now, reflect on each listening experience to assess what you have learned:

- Why did you get certain answers right?
- Why did you get certain answers wrong?
- How can you improve when completing a matching exercise?

Having completed this section, make a list of the most important points you have learned about listening to an audio text and matching statements with people or things.

Alternative format for a matching exercise

You might have a table like the following one if you have to listen to one or more statements about two or three different places/activities/entities.

SAMPLE PROMPT: MATCHING EXERCISE

Tick one correct option for each of the following statements. [5 marks]

Which city ... ?	London	Sydney	New York
1. Public transport has become more expensive lately.			
2. There has been a lot of interest in using water transport.			
3. There are major plans to reduce the number of cars.			
4. They have developed new cycle paths on old railway lines.			
5. They hope to double the use of public transport by 2040.			



D Short-answer questions

What are short-answer questions?

- The questions will direct you to find short answers of no more than 3–4 words.
 - You should be able to answer each question by quoting a few words from the audio recording.
 - If you write different words **with exactly the same meaning** as the target answer, your answer will be correct.
- If a question needs two answers, there are two marks available: one for (a), one for (b). Each answer should be written on its own line.

Sample audio text D (short-answer questions)



Listen to audio sample 4.

Answer the questions.

Write your answers.

Compare your answers to the sample student answers.

Then, look at the examiner's comments below and answer the questions.

You can find a transcript of the recording on the support website (www.oxfordsecondary.com/ib-prepared-support).

SAMPLE STUDENT ANSWER

You will hear a short speech about the importance of writing.

Answer these questions:

[5 marks]



1. According to the speaker, in which part of our lives will we all need our writing skills?

Long-term

2. What is causing teenagers to write more?

the most common form of writing among our youth is texting

3. According to experts, what quantity of writing will we be doing in the near future?

Ten thousand key strokes daily

4. According to the speaker, which two areas of professional activity need strong literacy skills?

a) *science*

b) *arts and humanities*

Examiner's comments and student activities

Student response	Mark	Comments and activities
1. long-term	0	<p>The question asks you to state in which part of our lives we will all need our writing skills [according to the speaker]?</p> <p>She says, "many parents and teachers are increasingly worried about this generation's long-term ability to communicate using the written word and not just while they are in education. Quite rightly, we adults see the ability to communicate in writing as a skill they need for an entire lifetime".</p> <p>In the extract, there are three pieces of information related to time:</p> <ul style="list-style-type: none"> • "Parents are worried about long-term ability ..." • "... not just while they are in education" • "a skill needed for an entire lifetime". <p>In this instance, the student might have written the first time-related phrase they heard, without having read the question carefully or understood it. The third phrase "an entire lifetime" is the correct answer.</p>
2. the most common form of writing among our youth is texting	0	<p>The question asks you to identify a cause. So, why is this answer wrong? Is it because:</p> <ul style="list-style-type: none"> • the answer is too short • the answer is too long • the student has misunderstood the question • the student's grammar is too poor • the student's spelling is too poor <p>What should the correct answer be? Justify your answer.</p>
3. Ten thousand key strokes daily	1	<p>Why has this answer been awarded a mark in spite of having three spelling mistakes? [The correctly spelled answer is "Ten thousand key strokes daily".]</p>
4. a) science	0	<p>The question asks you to identify a "professional activity". Why is this student's answer wrong? Is it because ...</p> <ul style="list-style-type: none"> • the response is too short? • the answer is too long? • the student has misunderstood the question? • the student's grammar is too poor? • the student's spelling is too poor? • a combination of the above? <p>Justify your answer.</p>
4. b) arts and humanities	1	<p>Why has this answer been awarded a mark, while the answer to 4. a) was wrong?</p>

Assessment tip

Short-answer questions

When dealing with short answer questions, remember:

- If you write different words **with the same meaning** as the target answer, your answer will be correct, but only if your answer is short and to the point.
- You will lose the mark for a too-long answer or a too-long quote that does not answer the question exactly.

Summing up

Understanding short-answer questions

At the end of each exercise, you can check your own answers. How well did you perform in this listening exercise? Now, reflect on each listening experience to assess what you have learned.

- Why did you get certain answers right?
- Why did you get certain answers wrong?
- How can you improve when answering short-answer questions?

Having completed this section, make a list of the most important points you have learned about listening to an audio text and answering short-answer questions.

E Gap-filling exercises

How do I complete a gap-filling exercise?

- You are presented with a very short piece of text with several gaps in it.
- You find suitable words from the recording to fill the gaps.

- You should be able complete the gaps using one to three words.
- However, other words with the same meaning will be accepted.
- The text could be in one of many written text formats, for example: an application form, a flyer, an invitation, a page from a presentation, a short diary entry.

Sample audio text E (gap-filling exercises)



Listen to audio sample 5.

Choose the correct word or phrase.

Write your answers on paper.

Compare your answers to the sample student answers.

Then, look at the examiner's comments box below and answer the questions.

You can find a transcript of the recording on the support website (www.oxfordsecondary.com/ib-prepared-support).



Assessment tip

Gap-filling

- The words to complete the gaps will be spoken in the texts.
- Read the short text "Improving your presentation skills" carefully and decide what kind of word, for example noun, verb or adjective, fits the gap in the short text.
- Do not write a word or phrase that you do not hear in the recording, even if it seems to make sense.

SAMPLE STUDENT ANSWER

You will hear a presentation to a community group about the art of public speaking.

Complete the following gaps using no more than three words. [5 marks]



Improving your presentation skills

What can you do to give a 1. successful presentation?

- First decide the 2. points of your talk.
- Know what goal you want to 3. speaking
- But remember that unless your audience is 4. completely involved, they will stop listening.
- Use an energetic approach to 5. participate a discussion.

Examiner's comments and student activities

Student response	Mark	Comments and activities
1. successful	1	<p>The gap requires a word or words to go before "presentation": "What can you do to give a <u>1.</u> presentation?"</p> <p>Use your preparation time to identify the kind of word or phrase needed. In this case, you will see that an adjective or adjectival phrase is missing. Only two are mentioned in the first segment of the audio text: "successful" and "critical".</p> <p>By choosing "successful" as the correct answer, the student has successfully recognized:</p> <ul style="list-style-type: none"> • what kind of word is required • which word makes sense and which one is the distractor.
2. points	0	<p>What kind of word or phrase is required to fill the gap: "First decide the <u>2.</u> of your talk"? Is it an adjective, a noun or a verb?</p> <p>Has the student chosen the correct kind of word or phrase?</p> <p>Which words from this segment of the audio text belong to the same grammatical classification?</p> <p>Why is "topic" the correct word or phrase?</p> <p>Why is the student's choice incorrect?</p>

3. speaking	0	<p>What kind of word or phrase is required to fill the gap: "Know what goal you want to _3._"? Is it an adjective, a noun or a verb?</p> <p>In this case, the student has chosen the correct kind of word or phrase, a verb "speaking" but it is in the wrong grammatical form.</p> <p>Which other word or words from this segment of the audio text has/have the same grammatical function and the correct form?</p> <p>Why is "achieve" the correct word or phrase?</p> <p>Why are the other options incorrect?</p>
4. completely involved	1	<p>What kind of word or phrase is required to fill the gap: "unless your audience is _4._, they will stop listening"? Is it an adjective, a noun, a verb or a phrase?</p> <p>Has the student chosen the correct kind of word or phrase?</p> <p>Which other word(s) from this segment of the audio text has (or have) the same grammatical function?</p> <p>Note: The examiner would also accept "involved" as the correct answer.</p>
5. participate	0	<p>What kind of word or phrase is required to fill the gap: "Use an energetic approach to _5._ a discussion"? Is it an adjective, a noun or a verb?</p> <p>Has the student chosen the correct kind of word or phrase?</p> <p>Which other word(s) from this segment of the audio text has/have the same grammatical function?</p> <p>Why is "stimulate" the correct word or phrase?</p> <p>Why are the other options incorrect?</p>

Summing up

Understanding gap-filling exercises

At the end of each exercise, you can check your own answers. How well did you perform in this listening exercise? Now, reflect on each listening experience to assess what you have learned.

- Why did you get certain answers right?
- Why did you get certain answers wrong?
- How can you improve when completing a gap-filling exercise?

Having completed this section, make a list of the most important lessons you have learned about listening to an audio text and completing a gap-filling exercise.

ATL Self-management Skills

The listening assessments

Now that you have completed all five listening exercises, what are the most important points you have learned from the process? You might like to think about these aspects of the assessment:

- understanding the instructions and procedures for the listening examination
- understanding the question types
- important exam techniques and the listening skills you need
- other lessons you have learned.

Assessment tip

“Golden rules”

Here are some additional guidelines.

Stay calm

Do not panic. If there are some words, phrases or entire passages that you cannot understand, just remember that you will hear each audio **twice**.

Do not stop listening

- If you do not understand something, just continue listening to the next part. This is a very important listening skill.
- Do not think about any single word or phrase for too long.

Learn to move on

- Listen to the rest of the text. That way, you will not miss any more important information.
- Similarly, if you do not know the answer to a question, attempt it but do not waste time; move quickly on to the next one.

Intelligent guessing

If you still cannot answer a question after the second listening, make an intelligent guess. Ask yourself: What would be the most likely commonsense answer?

Further advice for your listening assessments

While listening to the audio texts

- Listen for the specific information you want.
- If necessary, first write your answers on paper or in the margins of your question and answer booklet.
- After completing all that section’s answers, it is more important to look ahead to the next section and read the questions than to worry about any unanswered questions. This will help you to stay calm and positive. You can go back to those unanswered questions at the end, when you have more time to do so.
- For all MCQs, matching exercises and identifying true statement exercises, where you have to choose answers from a number of options, cross out any answers that you are certain are wrong. This will make it easier for you to find the right answer.

After listening to the audio texts

- Before the end of the assessment, you will have between 10 and 15 minutes (standard level) and 15 to 20 minutes (higher level) to check your answers. The exact time will depend on the length of the audio texts.
- Check the spelling and grammar of all your answers to short-answer questions and gap-filling exercises. Remember to keep your answers short and to the point.
- Answer all questions; there are no penalties for incorrect answers.
- Write answers carefully. Every year, students lose marks because examiners cannot read their answers clearly.
- If you change your mind about an answer, cross it out neatly and write the new answer inside the appropriate answer box. If this is no longer possible, indicate your final answer clearly in the answer booklet.

Summing up

Further listening tips for paper 2

Having read this section, make a list of the most important listening tips you have learned about the listening skills you will need for paper 2. This will consolidate your learning.

Reflections on Chapter 3: How can I succeed in my paper 2 – Listening examination?

- What new information have you learned about the listening section of paper 2?
- What new listening skills have you acquired in this chapter?
- What specific questions do you still have about the listening section of paper 2?

Use your research skills to find answers to your remaining questions about paper 2.

Beyond the classroom

Listening as a life skill



In real life, listening is not just an exercise, it is an essential interpersonal skill. When someone is speaking English, how well are you able to understand their message? Listening to people is one thing; understanding what they are saying is something entirely different.

In life, you need to be able to listen properly. If you cannot listen, you cannot understand what is being said or respond appropriately. Imagine being in your first job and not listening to your supervisor's instructions!

Are you the type of person who in conversation lets information in through one ear and out the other? Or are you a sensitive, actively-engaged listener? When someone is speaking, how much do you actually listen to what that person is saying? From time to time, we all stop listening to what people are saying to us.

Look at the students in the picture. Do you think either of them is really listening to what their teacher is saying? Do you think they are learning much?

There are probably several occasions during your lessons when you have stopped listening to what the teacher is saying. Nevertheless, you need to know how to concentrate while you are listening, even when you might not want to. Spend some time thinking about and developing your concentration skills; they are the building blocks of success and can help you achieve higher grades at school and better marks in your examinations. Having good listening skills also can have benefits in your personal life. Focused listeners find it easier to cultivate social and interpersonal skills and establish deeper and more meaningful friendships.

4

PAPER 2 RECEPTIVE SKILLS: READING

The aims of this chapter

The paper 2 Receptive skills: Reading is an essential part of your Language B course. This component assesses receptive reading skills. Within it, you read three texts and answer questions on them. This chapter will explain how the examination is conducted. It will then show you how to:

- ✓ develop the essential reading skills for the examination
- ✓ understand the variety of text types used in the examination

- ✓ familiarize yourself with the 13 reading assessment types
- ✓ practise reading and responding to each of the reading assessment types
- ✓ evaluate your responses to the reading samples.

The chapter will also give advice on how to make long-term preparations for the reading examination.

HOW CAN I SUCCEED IN MY PAPER 2 – READING EXAMINATION?

Some essential questions to start this chapter

- What do you already know about paper 2 Receptive skills: Reading?
- What useful reading techniques for paper 2 in English B do you already know?
- What specific questions do you have about the reading section of paper 2?



Paper 2 Receptive skills: Listening and Reading

What are the main features of SL and HL in paper 2?

Paper 2 at standard level and higher level is divided into two separate sections: listening and reading.

The reading paper covers a variety of topics drawn from all five themes of English B: **Identities**, **Experiences**, **Human ingenuity**, **Social organization** and **Sharing the planet**. At higher level, text B or C will be a short literary text.

Overview of paper 2

	SL paper 2	HL paper 2
Listening comprehension (three audio passages)	45 minutes	1 hour
Reading comprehension (three written texts)	1 hour	1 hour
Total length	1 hour 45 minutes	2 hours
Total marks for listening = 25	Text A = 5 marks Text B = 10 marks Text C = 10 marks	Text A = 5 marks Text B = 10 marks Text C = 10 marks
Weighting = 25% of total score		
Total marks for reading = 40		
Weighting = 25% of total score		

Reminder: paper 2 is worth 50% of your total mark. Despite the difference in the number of marks, listening and reading are each worth 25% of your total score.

For the reading examination you will receive both a **text booklet containing three texts** and a **question and answer booklet** in which to record your answers to the questions.

Summing up

The reading section of paper 2

Having read the introduction to the chapter and studied the summary charts above, list the most important pieces of newly-learned information about the paper 2 reading assessment you have acquired so far.

What is assessed in the reading section of paper 2?

The purpose of the test is to assess whether you are able to read a variety of English texts.

You need to be able to understand:

- a range of written texts and text types in English
- language used to express a range of ideas and concepts in English
- language appropriate to a range of interpersonal and/or intercultural contexts and audiences in English.



What kinds of text types might I have to read in paper 2?

The following list will give you an idea of text types you may have to read as part of your examination.

	Potential text types for use in paper 2 – Reading	Personal	Professional	Mass media
A	News report			✓
B	Article (newspaper, magazine)			✓
C	Interview		✓	✓
D	Opinion column/editorial			✓
E	Review		✓	✓
F	Flyer/leaflet/pamphlet		✓	✓
G	Speech/presentation/debate	✓	✓	✓
H	Blog	✓	✓	✓
I	Essay	✓	✓	
J	Proposal		✓	
K	Set of instructions/guidelines		✓	✓
L	Official report		✓	
M	Professional correspondence and letters to the editor		✓	✓
N	Personal statement/cover letter		✓	
O	Personal correspondence (email/letter)	✓		
P	Diary (private)/journal	✓		
Q	Email/social media posting/online forums	✓	✓	✓

For more information about personal, professional and mass-media text types see Chapter 2 (pages 12 to 16).

What is the structure of the reading section of paper 2?

- In the reading section of paper 2, you will read three written texts: A, B and C.
- The three texts will cover suitable topics from three different themes of the English B syllabus: Identities, Experiences, Human ingenuity, Social organization and Sharing the planet.
- You must complete a number of comprehension exercises on each written text.
- In total, there are 40 marks for the reading section of the paper.
- These 40 marks are worth 25% of your total score for English B.
- Note: Text C (standard level) and Text A (higher level) are identical. However, different questions are set at standard level and higher level.
- For examples of the paper 2 – Reading examination paper, see pages 185 to 192 and 197 to 204.

What varieties of English might I have to read?

- All the written texts will be linked to an Anglophone culture.
- The texts will be chosen to reflect regional and cultural diversity, so you will read texts from any part of the Anglophone world.
- There should be at least two different text types in each examination.
- Although there is no word count requirement for each text, there should not be great differences in their lengths.
- The texts presented at higher level will be longer and more complex than those for standard level.
- At higher level, one of the written texts (text B or C) will be a literary text.

Summing up

What is assessed in the reading section of paper 2?

Having read this section of the chapter and studied the summary charts above, summarize the most important pieces of newly-learned information about the paper 2 reading assessment you have acquired so far.

What reading skills are useful for paper 2?

In paper 2 you may find some that some reading passages are rather complex. This is deliberate. The assessment is designed to test your ability to read 'real world' texts related to the five themes of the course. Here are two information-gathering strategies to help you prepare for the exam and also to make you a more effective reader. Each time you read a text in English B, practise skimming and scanning.

Getting the general idea: Skimming

Skimming allows you to gain **general information about a whole text**. In effect, like a stone jumping over water, you "skim over the surface" of the text and get a broad picture of the main content or key points.

Skimming will greatly assist you in locating the appropriate information you are looking for to understand the "gist" or overall meaning and message.



During the first reading of a text, do not try to understand every word or detail of the text. At the start, avoid the temptation to read the entire text word for word. Go for the big ideas. Ask yourself:

- What is the text type?
- What is the purpose of the text?
- Who is the audience?
- What is the message?

Suggested strategies for skimming

- Go through the reading text quickly.
- Find out how it is organized.
- Look for key ideas.

For example, if you want to understand the main points of a news report, you might skim through the text to find out the information that interests you.

Getting specific details: Scanning

Once you have skimmed through a text, you will be more confident about the overall meaning of the text. You can then decide what parts of the text you need to read for the answers to specific questions.

Having skimmed the text to get an idea of the overall meaning of the text, you can then scan the sections where you expect to find the required answers. Scanning is used when you answer a question that requires **specific pieces of information** and the words or phrases that relate to it. Suggested strategies for scanning:

- First, locate the particular piece of information you need.
- Then, read the specific sentence or passage very intensely.
- Find the very specific piece of information to answer the question.



Summing up

General reading skills for paper 2

Having read this section of the chapter and studied the summary charts above, make a list of the most important pieces of newly-learned information about the paper 2 reading assessment you have acquired so far.

ATL Creative Thinking Skills

Reading strategies

Study the photograph opposite.

Here you can see a group of students revising for an English examination. Imagine you were in their place. What reading strategies do you think the students are using to understand and learn the material that they are reading and revising? Would they be skimming or scanning for information?

What specific reading skills are tested in paper 2?

At standard level and higher level these reading skills are tested:

- Understanding of overall meaning.
- Finding particular details in the text.
- Understanding structural features (such as cross-references within the text).
- Understanding vocabulary in words and phrases from context.
- Understanding grammar in context.
- Understanding the way language is used in a literary context (higher level only). However, you will not be tested on literary terms such as “metaphor” or “symbol”.

Assessment tip

Reading assessment types

You will find **most** of the assessment types listed here in any given paper 2. Therefore, you need to practise answering all of these assessment types. In the second half of this chapter, you will have the opportunity to examine and practise each of the assessments listed.

What are the rubrics/assessment types?

- Multiple-choice questions (MCQs)
- Identifying true sentences
- True or false questions with justifications
- Vocabulary exercises – matching words
- Finding words in the text
- Complete sentences using phrases from the text
- Connect two halves of one sentence
- Matching questions to answers
- Matching paragraph headings
- Matching person with statement
- Gap-filling exercises (in summary)
- Short-answer questions
- Identifying to whom or what a word refers (structural features)

Dealing with distractors

As we have seen in Chapter 3 (Listening), a distractor is an incorrect answer that is similar to the correct answer. Distractors are similar to the correct answer but will differ in some detail. Distractors in the reading assessment are used to see if students can tell the difference between two or three options.

Distractors in questions with multiple possible answers

As in listening, the distractors can be found in the question or prompt. However, in the case of assessment activities with more than one potential answer, such as multiple-choice questions, there will be four options. For example:

Professor McDuff's article suggests how to become more . . .

- | | |
|-----------------|--------------|
| A. self-assured | C. respected |
| B. trustworthy | D. competent |

So you read this section.

In a recent article in *The New York Times*, Professor Victor McDuff explores how to feel more confident.

The other answers distract; they offer meanings that are vaguely related to “confident” but do not have the exact same meaning.

Distractors in questions requiring short answers

Other distractors may appear in the reading text where two or more words or phrases that you read appear to fit a question. For example:

According to the writer what is the primary reason for a potential reduction in the population in the centre of Australia?

To answer the question, you need to scan this passage carefully.

As a result of higher temperatures, there is increasing demand in central Australia for very limited water supplies. Environmentalists fear that more and more such settlements will be drastically reduced in size because of global warming.

In paper 2 – Reading, distractors can be found in almost all the assessment types. You will now look at different assessment types to see how the distractors are deployed in each one. You will also learn strategies for coping with the distractors in each assessment type.

Analysis

You must read the question and scan the text carefully to discover the exact passage that contains the answer. In this instance you need to recognize that option A. “self-assured” is closest in meaning to “confident”.

Analysis

At first sight, you might think the words “higher temperatures”, “very limited water supplies” and “global warming”, are all possible answers. However, when you read the question carefully, you will notice that the question asks for “the primary reason” for a reduction in populations.

In this case, you will see in the last sentence that “global warming” is the primary cause. You will then see that the first sentence actually concerns the effects of global warming: “higher temperatures” and “very limited water supplies”.

ATL Social and Critical Thinking Skills

Collaborative reading

Reading is often a solitary activity. However, collaborative ‘reading in pairs’ can be really productive – especially when you are reading intensively for specific information from a complex text. Here are some reading activities you can do together.

Pre-reading activities

Pre-reading activities can help you to understand what you are about to read. Approaches you can use include:

- guessing the content of the text from its title
- skimming the first paragraph of the text and predicting the rest of the text.

While-reading activities

- Answer the questions in pairs or small groups.
- Find and interpret the relevant information you need.
- Discuss any different responses to ensure you have the correct answer to each question.

This process can also help you to understand the requirements of each assessment type.

Practising reading assessment types

Practising the specific reading assessment types (standard level and higher level)

To familiarize yourself with each assessment type, you will now read 13 reading passages. Each passage is linked to a specific written assessment type.

Reading assessment type

- Multiple-choice questions
- Identifying true statements
- True or false questions with justifications
- Vocabulary exercises – matching words
- Finding words in the text
- Complete sentences using phrases from the text
- Connecting two halves of one sentence
- Matching questions to answers
- Matching paragraph headings
- Matching statements with people
- Gap-filling exercises (in summary)
- Short-answer questions
- Identifying to whom or what a word refers

Text

- How to speak English fluently 1
- How to speak English fluently 2
- Why climate change matters 1
- Why climate change matters 2
- Why climate change matters 3
- The friendly faces of Auckland 1
- The friendly faces of Auckland 2
- The friendly faces of Auckland 3
- Five reasons robots won't take over the world 1
- Five reasons robots won't take over the world 2
- Five reasons robots won't take over the world 3
- Why I write 1
- Why I write 2

» Assessment tip

Reading practice

Use these exercises as reading practice:

- Write your answers on paper;
- Compare your answers with the examiner's answers and comments;
- Write the lessons you learned about tackling each assessment type.

There are also sample higher level and standard level reading exams in the final section of this book for further practice of the reading examination.

For each assessment type you will find:

- an explanation of each assessment type
- exam tips to tackle the assessment type
- a short reading passage (see the list above: Practising reading assessment types)
- a rubric using the same instructions you will find in paper 2 – Reading

- a number of questions to practise each assessment type using the layout you will find in paper 2 – Reading
- student answers to the questions
- examiner’s explanations to help you understand the reasoning for the award of the marks
- exercises to help you understand the examiner’s reasoning for the marks given.

At the end of each exercise, you can check your answers and reflect on what you have learned about each reading assessment type.

The markschemes for all these exercises can also be accessed at www.oxfordsecondary.com/ib-prepared-support.

Reading assessments for paper 2

A Multiple-choice questions (MCQs): A, B, C or D?

Explanations

- You choose from four possible alternative answers.
- There is one correct answer and there are three distractors.
- The distractors will be close in meaning to the correct answer.
- You write the correct answer in the box provided.
- There is one mark available for each correct answer.

Assessment tip

Multiple-choice questions

Answering multiple-choice questions correctly is not as easy as it seems. The four answers are always close in meaning. Always re-read the precise section of the text and then mentally cross out the statements that are wrong or only half-true.

- **Read the entire question.**
Read the whole multiple-choice question, both the stem and the four options, carefully. Some students think they know the answer without checking all the possibilities. This is a big mistake.
- **Eliminate wrong answers.**
Eliminate answer options which are incorrect before selecting the correct answer. This can help you to make the correct choice.
- **Pay attention to the words.**
Pay particularly close attention to any words that can alter the meaning of a sentence. These include words such as “not”, “sometimes”, “always”, and “never”.

Sample reading assessment A

Read text “How to Speak English Fluently (Part 1)”.

Answer the 4 multiple-choice questions.

Write your answers in the boxes provided.



Assessment tip

Clarify your final answer

Cross out clearly all answers you think are incorrect.



How to Speak English Fluently (Part 1)

- The most frequent question I get from my friends in Vietnam is by what means I came to speak English so fluently and correctly. I realize that it is a challenging question that not just my friends, but also learners of this language around the world are trying to answer. In my case, even though I was taught English from the beginning of middle school in Vietnam, the things I learned then were barely adequate for me carry on a conversation, or even write a simple letter using correct grammar.
- 15 In 9th grade, I decided to focus on learning English intensively on my own. This, I am sure, helped me land a scholarship to study in America through an exchange program – a thrilling turn of events.
- Obviously, to be in a native-speaking environment in the USA was a golden opportunity for me, but above all, I still put in the effort to study and practise English. As a result, by the end of high school, I was very confident of my English skills. All of my determination has paid off, because I am now at St. John's College, where classes are discussion-based, so there are even more opportunities to talk.



Handwritten text in Vietnamese, likely a student's response to the reading passage. The text is written in cursive and is mostly illegible due to the handwriting style.

Assessment tip

Handwriting

Clear handwriting is essential when you need to write a single letter in an answer box. You have to write the appropriate letters and make sure that your examiner can read the letters you write. Look at the answer to Question 3. If the examiner cannot tell whether your answer is crossed out, your answer will be marked as incorrect.

SAMPLE STUDENT ANSWER

Choose the correct answers.

[4 marks]

- The writer's Vietnamese friends wonder ...
 - whether she could speak English fluently.
 - how she learned to speak English fluently. A
 - why she wanted to speak fluent English.
 - when she started to speak English fluently.
- The writer says her first English lessons were ...
 - focused on spoken English.
 - focused on English grammar. B
 - of very little practical use.
 - useful for learning English.
- The writer believes she won a scholarship to the USA because she had ...
 - taken some additional English classes.
 - practised studying English in 9th grade. D
 - concentrated on her English lessons.
 - started studying English independently.

4. The writer believes the most important reason for her success in high school was ...
- A. going to school in the USA.
 - B. being with English speakers.
 - C. a lot of practise and hard work.
 - D. learning to be self-confident.

A

Examiner's comments and student activities

Student response	Mark	Comments and activities
1. A.	0	<p>The incomplete stem of this question is: "The writer's Vietnamese friends wonder ...".</p> <p>The key connecting phrase in the passage is: "The most frequent question I get from my friends in Vietnam is by what means I came to speak English".</p> <p>Option B. contains the word "how" which has the same meaning as "by what means" and so it is the correct answer.</p> <p>All the other options ask different information and are distractors.</p> <p>Option A. asks about "whether" (suggesting the probability of being able to learn English).</p> <p>Option C. asks about "why" (suggesting the reason for learning English).</p> <p>Option D. asks about "when" (suggesting the period of time in which learning English).</p>
2. B.	0	<p>The stem of this question is: "The writer says her first English lessons were ...".</p> <p>Option C. is the correct answer. The passage states "the things I learned then were barely adequate".</p> <p>The word "then" refers to her middle school; in other words it references her previous education.</p> <p>Examine the three distractors. In what detail do the options A., B. and D. differ from the correct answer? What mistake(s) do you think the student made by choosing option B.?</p> <p>Using this example, what mistake(s) should you avoid?</p>
3. D.	1	<p>The incomplete stem of this question is: "The writer believes she won a scholarship to the USA because she had ...".</p> <p>Option D. is the correct answer but notice that you need to look to two sentences to find the correct answer: "learning English intensively on my own" and "This, I am sure, helped me land a scholarship to study in America".</p> <p>"This" refers to the previous sentence: "learning English intensively on my own".</p> <p>Now, examine the three distractors. In what detail do the options A., B. and C. differ from the correct answer?</p>
4. A.	0	<p>The incomplete stem of this question is: "The writer believes the most important reason for her success in high school was ...".</p> <p>Why is option C. the correct answer?</p> <p>Examine the three distractors. In what detail do the options A., B. and D. differ from the correct answer?</p> <p>What mistake(s) do you think the student made by choosing option A.?</p> <p>Using this example, what mistake(s) should you avoid?</p>

Summing up

MCQs

At the end of each exercise, you can check your own answers. How well did you perform in this reading exercise? Now, reflect on each reading experience to assess what you have learned.

- Why did you get certain answers right?
- Why did you get certain answers wrong?
- How can you improve your responses to an MCQ exercise?

Having completed this section, make a list of the most important points you have learned about reading a text and completing an MCQ exercise.

B Identifying true statements: True or false?

Explanations

- An even number of statements based on the text are listed.
- Half the statements are true; half are false.
- The true and false statements are mixed up.
- You can write your correct answers in any order.
- You must identify the statements which are true.
- The more statements there are, the more difficult the assessment activity becomes.
- There is one mark available for each correct answer.



Sample reading assessment B

Read text "How to speak English fluently (Part 2)".

Identify the four true statements.

Write your answers in the boxes provided.

How to speak English fluently (Part 2)

Here are some of the things that worked for me when I was learning English. Since not everyone has the same learning style, what worked for me won't necessarily be best for you, but hopefully my story may at least help you along in some way.

As I recall, the pronunciation I was taught in middle school in Vietnam was mostly incorrect. This was the major obstacle for me because it was not at all straightforward. There is nothing like the difficulty in trying to pronounce some of English's most difficult words. For me, the toughest words to master were words like "weird," "judge," and "noodle".



40 What helped was listening to native English speakers as much as possible, either through music, movies, or most prominently, internet videos. I'm not exaggerating in saying that American movies and music were my principal teachers at the start of high school. I would buy CDs of Westlife and

45 Britney Spears, download the lyrics and sing along to the songs. And once in a while, my sister would bring me DVDs of American movies from Hanoi and I would watch my favourites over and over, and practise reading the subtitles. Even today, I can recite word-by-word the whole script of

50 *Mean Girls*.



» Assessment tip

Identifying true statements

Only choose statements that are totally true. Never pick sentences that are half-correct – they are wrong.

Never use your general knowledge to answer a question – context is vital. Always base your choice on the information as you find it in the text.

When identifying true statements, remember:

- Work out the pairs of sentences in the assessment.
- The exercise requires one true sentence to be paired with a related sentence that is only nearly or partially identical.
- Before you start to answer, work out which two sentences are paired together.
- Read the passage from the text carefully for the precise information to decide which of the two prompts is correct.

Pay particularly close attention to any words that can alter the meaning of a sentence. Qualifying words like “sometimes”, “often”, “frequently”, “ordinarily”, “generally” can make statements vague or inaccurate. Look at the exercise opposite. Which sentences are paired together?

SAMPLE STUDENT ANSWER

5. Choose the four true statements. [4 marks]
- A. The writer first learned English by talking with native speakers of English. A
- B. The writer learned to understand English by watching films with her sister. B
- C. The writer thinks other learners of English should concentrate on learning pronunciation. C
- D. The writer's greatest challenge was learning English pronunciation. D
- E. The writer started learning English mainly by viewing and listening. E
- F. The writer learned English by watching the same film again and again. F
- G. The writer thinks that people have different ways of acquiring new ideas. G
- H. The writer knows the dialogue from a favourite English language film by heart. H

Examiner's comments and student activities

Student response	Mark	Comments and activities
A.	0	<p>Notice that option A. and option B. are vaguely connected by the topic of “learning new things”.</p> <p>The writer states: “Since not everyone has the same learning style, what worked for me won't necessarily be best for you”. In this context, “ways of acquiring new ideas” is a synonym for “learning style”. Therefore, option B. is the correct answer.</p> <p>Option A. is a distractor because “when I was learning English” makes no mention of learning from native speakers.</p>
C.	0	<p>If you have correctly identified the pairs of similar or related statements, you may see that option C. and option D. are related to the topic of “pronunciation”.</p> <p>Now, you should be able to read the relevant passage in a more focused manner in order to find which of the two statements is correct.</p> <p>What information from the text makes option D. the correct answer?</p> <p>In what factual detail does the distractor, option C., differ from the correct answer?</p>



E.	1	The correct prompt is "The writer started learning English mainly by viewing and listening". What information from the text makes option E. the correct answer ? In what factual detail does the distractor, option F., differ from the correct answer?
H.	1	The correct prompt is "The writer knows the dialogue from a favourite English language film by heart". What information from the text makes option H. the correct answer ? In what factual detail does the distractor, option G., differ from the correct answer?

Summing up

Identifying true statements exercises

At the end of each exercise, you can check your own answers. How well did you perform in this reading exercise? Now, reflect on each reading experience to assess what you have learned.

- Why did you get certain answers right?
- Why did you get certain answers wrong?
- How can you improve when completing a true statements exercise?

Having completed this section, note the most important points you have learned about reading a text and completing a true statements exercise.

C True or false questions with justifications: Can you prove it?



Explanations

- You must decide whether a statement is true or false according to the information in the text.
- You then have to justify your answer with evidence.
- This can be a phrase or a short sentence copied from the text.
- This exercise is quite difficult because to score one mark, you must have both the correct answer and the correct justification.
- There is one mark available for each correct and justified answer.

Sample reading assessment C

Read text "Why climate change matters (Part 1)".

State whether the statements are true or false.

Use a phrase from the text to justify your answers.

Tick the correct box and write your justification in the spaces provided.

Why climate change matters (Part 1)

Climate change is already having an impact across Canada and around the world. Here are just a few of the factors that make climate change the challenge of our lifetimes.

5



Even though developed countries pump most of the world's carbon dioxide into the atmosphere, climate change is having a disproportionate impact on developing countries.

- Without fast, effective action, Canada and other affluent countries' inaction over climate change are putting the world's most vulnerable people in greater jeopardy. Drought, flooding and conflict over increasingly scarce resources may follow a rise in global temperature. Some "experts" who deny climate change argue that global warming can help increase farm production. However, the staple food of more than one third of the world's population is rice. The rice yield has declined by 10% with every 1° C increase.

- Unless we act now, our children may have to pay the price. Otherwise, they'll inherit a world of extreme weather and rising sea levels, disease pandemics and species extinctions.

www.climateactionnetwork.ca



Assessment tip

True or false questions with justifications

Read each statement very carefully first to check if the sentence is true or false. Then check the exact information needed for the justification.

When writing the justification, be precise and concise:

- If the justification requires a specific phrase, do not copy entire sentences, only the relevant part – your quote from the text must be only the **exact words** needed to justify the statement.
- If you write too much, your examiner cannot know which exact words you are using to prove whether you think the statement is true or false.
- The justifications must be quotations taken directly from the text; paraphrasing will be marked as incorrect.

SAMPLE STUDENT ANSWER

The following statements are either true or false. Tick the correct option then justify it using words as they appear in the text. Both parts are required for 1 mark. [4 marks]

1. The countries least responsible for climate change may escape its worst consequences.

True False

Justification

Even though developed countries pump most of the world's carbon dioxide into the atmosphere, climate change is having a disproportionate impact on developing countries

2. Climate change could eventually lead to war.

True False

Justification

conflicts over increasingly scarce resources may follow

3. Increased temperatures could combat global food shortages.

True False

Justification

The rice yield has declined by 10% with every 1 degree C increase.

4. Climate change has become inevitable.

True False

Justification

unless we act now, our children may have to pay the price.

Assessment tip

Using ellipses (...)

Sometimes you may want to use a longer quotation in your answer and you use ellipses (...) to mark the words missing in your answer.

In such cases, both the beginning and the end of the quotation must be correct. For instance, in question 2 opposite, it would be acceptable to write:

conflicts (...) may follow.

Examiner's comments and student activities

Student response	Justification	Mark	Comments and activities
1. False	Even though developed countries pump most of the world's carbon dioxide into the atmosphere, climate change is having a disproportionate impact on developing countries.	0	In question 1 the prompt states, "The countries least responsible for climate change may escape its worst consequences". To gain the mark, both the true/false answer and the justification must be correct. The student has chosen the correct answer ; however, the justification requires a specific phrase from the text. In this instance, the student has copied an entire sentence, not just the relevant part. The relevant phrase would be the words "climate change is having a disproportionate impact on developing countries". What lesson can you learn from this?
2. True	conflicts over increasingly scarce resources may follow	0	In question 2 the prompt states, "Climate change could eventually lead to war". The statement is true, so the student has chosen the correct answer . However, the student's answer doesn't include the idea of "climate change". Which words would need to be added to the student's answer to gain the mark? What lesson can you learn from this?
3. False	The rice yield has declined by 10% with every 1° C increase.	1	In question 3 the prompt states, "Increased temperatures could combat global food shortages". The statement is false, so the student has chosen the correct answer . In addition, the student has managed to find the exact quote, "The rice yield has declined by 10% with every 1° C increase". How does the answer show that the prompt is false? What lesson can you learn from this?
4. True	Unless we act now, our children will have to pay the price.	0	In question 4 the prompt states, "Climate change has become inevitable". The statement is false, so the student has chosen the incorrect answer , even though the choice of quotation is correct. How does the phrase: "Unless we act now" change the meaning of the prompt? What mistake has the student made? What lesson can you learn from this?

Summing up

True/false with justification exercises

At the end of each exercise, you can check your own answers. How well did you perform in this reading exercise? Now, reflect on each reading experience to assess what you have learned.

- Why did you get certain answers right?
- Why did you get certain answers wrong?
- How can you improve your technique when completing a true/false with justification exercise?

Having completed this section, list the most important points you have learned about reading a text and completing a true/false with justification exercise.

D Vocabulary exercises: Matching words

Explanations

- This exercise tests your ability to find the meaning of words from their context.
- You have to match words from the text with synonyms or definitions.
- There will also be one distractor for each correct answer in this kind of exercise.
- The words in the left-hand column will appear in their order in the text while the synonyms or definitions in the list of options will be in random order.
- There is one mark available for each correct answer.



Assessment tip

Matching words

This exercise tests your understanding of specific items of vocabulary.

- For each item there is a line reference. You need to skim the whole text to locate the item, then focus on the potential meaning from its context in the paragraph and the specific sentence.
- Clear handwriting is essential. You have to write the appropriate letters in boxes; therefore, you will need to make sure that your examiner can read the letters you write. If the examiner cannot tell whether your answer is a C or a G, your answer will be marked wrong.
- If you have changed your mind after writing one letter, cross out the box and create a new one beside it and write the definitive answer in it. Be sure to have clearly crossed out the box with your previous answer.

When matching words, remember:

- The exercise requires one correct word to be paired with an incorrect one.
- Before you start to answer, work out which two words could be paired together.
- Read the passage from the text carefully for the precise information to decide which of the two words is correct.

When dealing with distractors, you must demonstrate your understanding of words and their synonyms in the text as well as your understanding of the listed words and phrases in context. All the correct answers are synonyms within the context of the text whereas distractors never have the same meaning in this particular context. Pay particularly close attention to any words that significantly alter the meaning of the original sentence in the text – they will be distractors. Look at the exercise opposite. Which words are paired together?



Sample reading assessment D

Read text “Why climate change matters (Part 2)”.

Find the words in the list that match the words from the text (see line numbers).

Put the correct letter in the appropriate box.

Why climate change matters (Part 2)

- Everyone, regardless of age, gender, nationality or income, will feel the impact of climate change. The longer we delay action,
- 25 the greater the chance that our communities will be compelled to relocate because of rising sea levels; a family farm may be closed by prolonged drought or a loved one will die in a
- 30 heat wave.



- Unchecked climate change will have catastrophic impacts on species and ecosystems. Scientists say many thousands of the world's species will become extinct if climate change continues to warm the atmosphere.
- 35 The Golden Toad was one of the first species to be lost to climate change. It was last spotted in the Costa Rican rainforest in 1989.

www.climateactionnetwork.ca

Assessment tip

Writing clear answers

Look at the student's answer for question 8. If you need to change your answer, make sure that your original answer is clearly crossed out and that your new answer is clear to the examiner.

SAMPLE STUDENT ANSWER

What do the following words mean in the text? Choose the appropriate words from the list. [4 marks]

5. compelled (line 26)
6. prolonged (line 29)
7. unchecked (line 31)
8. spotted (line 36)

G

E

D

~~X~~ A

- A. observed
- B. abandoned
- C. marked
- D. strained
- E. stretched
- F. extended
- G. forced
- H. uncontrolled

Examiner's comments and student activities

Student response	Mark	Comments and activities
5. G.	1	The word from the text is "compelled" and the key passage is "communities will be compelled to relocate because of rising sea levels". Therefore, the target answer requires a word that is a synonym for "compelled", such as "ordered" or "commanded". The student has chosen option G, which is the correct answer . The distractor is option D., "strained". Why cannot the distractor fit in this context?

6. E.	0	<p>The word from the text is "prolonged".</p> <p>Where is the relevant passage in the text?</p> <p>Which two words could be paired together as potential answers in this context? Has the student chosen from the correct pair of words?</p> <p>Which word from the list A–H would be a better choice as a synonym for "prolonged"?</p> <p>Give a reason for your choice of word. What is wrong with the student's choice of word?</p>
7. D.	0	<p>The word from the text is "unchecked".</p> <p>Where is the relevant passage in the text?</p> <p>Which two words could be paired together as potential answers in this context?</p> <p>Has the student chosen from the correct pair of words?</p> <p>Which word from the list A – H would be a better choice as a synonym for "unchecked"?</p> <p>Give a reason for your choice of word. What is wrong with the student's choice of word?</p>
8. A.	1	<p>The word from the text is "spotted". This is the correct answer.</p> <p>Where is the relevant passage in the text?</p> <p>Which word might be the distractor in this context?</p> <p>Why cannot it fit in this context?</p>

Summing up

Matching words exercises

At the end of each exercise, you can check your own answers. How well did you perform in this reading exercise? Now, reflect on each reading experience to assess what you have learned.

- Why did you get certain answers right?
- Why did you get certain answers wrong?
- How can you improve when completing a matching words exercise?

Having completed this section, make a list of the most important points you have learned about reading a text and completing a "matching words" exercise.

E Finding words in the text

Explanations

- This exercise tests your ability to find or deduce word(s) in the text with the same meaning as those in the question.
- Unlike exercise D (vocabulary matching) above, you may need to find words from different grammatical categories.
- The words to be matched will be in the same grammatical form.
- To help you, there are line numbers to give you the area of the text you need to look at closely.
- There is one mark available for each correct answer.



Sample reading assessment E

Read text "Why climate change matters (Part 3)".

Find the words in the text that mean the same as the words provided.

Write your answers in the spaces provided.



Assessment tip

Finding words in a text

All the questions relate to one section or paragraph of the text (in lines 43–52). Scan this section carefully to find your answers. For this exercise, look at the words and ask yourself what kind of words they are: adjectives, adverbs, nouns or verbs?

Not only do vocabulary questions test your understanding of words and their synonyms, but they also require you to show understanding of those words and phrases **in context**. Like the previous matching words exercise, this finding words exercise can also test your knowledge of collocations and idiomatic English. For instance, if a writer says "drivers seem chained to their cars", this suggests that the drivers have a lack of choice. This is because chains are a symbol of oppression and a lack of freedom.

Why climate change matters (Part 3)

There's still time to avert the worst effects of climate change if we take
40 action now – but if we don't, our children and grandchildren (and theirs) will bear the consequences.



Canada is among the 10 countries in the world that emitted the most greenhouse gases from 2018 to 2019, and has the
45 second-highest level of greenhouse gas emissions per capita. At the 2015 United Nations climate summit in Paris, Canada committed to effective action on climate change. We are calling for governments at all levels to undertake a rapid transition from fossil fuels to a green energy economy, and for the federal
50 government to pay its fair share to help the most vulnerable developing countries adapt to climate change impacts they're already seeing.

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SAMPLE STUDENT ANSWER

Find the words or phrases in lines 43–52 which mean the following:
[4 marks]

9. suffer

take action

10. released

emissions

11. quick

rapid

12. reasonable

vulnerable

Examiner's comments and student activities

Student response	Mark	Comments and activities
9. take action	0	<p>You are looking for a synonym for "suffer". What type of word is it: an adjective, an adverb, a noun or a verb?</p> <p>The words you are looking for are in the order in which they appear in the text. So the word is going to be in the first portion of the text.</p> <p>How many appropriate words can you find in the first portion of the text?</p> <p>The student has chosen "take action". This is the incorrect answer. However, the student has noticed correctly that the missing word or phrase is a verb.</p> <p>Which other, more appropriate, word or phrase can replace "suffer"?</p>

10. emissions	0	<p>You are looking for a synonym for “released”. What type of word is it: an adjective, an adverb, a noun or a verb?</p> <p>The words you are looking for are in the order in which they appear in the text. So the word is going to be in the middle portion of the text.</p> <p>The student has chosen “emissions”. This is the incorrect answer. Is this the correct kind of word to replace “released”? How many appropriate words can you find in the middle portion of the text?</p> <p>Which other, more appropriate, word or phrase can replace “released”?</p>
11. rapid	1	<p>You are looking for a synonym for “quick”. What type of word is it: an adjective, an adverb, a noun or a verb?</p> <p>The words you are looking for are in the order in which they appear in the text. So the word is going to be in the middle portion of the text.</p> <p>The student has chosen the adjective “rapid”. This is the correct answer.</p> <p>There are two adjectives in this portion of the text: the first one is “effective” which comes in the phrase “Canada committed to effective action on climate change”. “Effective” is related to the word “effect”, so it probably means “having an effect” rather than “quick” in this context.</p> <p>The second adjective is “rapid” and appears in the phrase “a rapid transition from fossil fuels to a green energy economy”. As there are no other adjectives in the passage we can deduce that “a rapid transition” is a “quick” one.</p> <p>What lessons can you learn from this example?</p>
12. vulnerable	0	<p>You are looking for a synonym for “reasonable”. What kind of word is it: an adjective, an adverb, a noun or a verb?</p> <p>The words you are looking for are the order in which they appear in the text. So the word is going to be in the final portion of the text.</p> <p>The student has chosen “vulnerable”. This is the incorrect answer. However, the student has noticed correctly that the missing word is an adjective. How many appropriate words can you find in the final portion of the text?</p> <p>Which other, more appropriate, word or phrase can replace “reasonable”?</p>

Assessment tip

Tackling unknown vocabulary

When reading the texts in paper 2, you may find words you have never seen before. Some of these words may be essential when answering a question.

Understanding the type of word

First decide the function of the word. Is the word or phrase an adjective, an adverb, a noun, a verb or something else? Once you know the function of the word(s), it will make it much easier to understand its meaning.

Prefixes and suffixes

A prefix is a letter or a group of letters that appears at the beginning of a word and changes the word’s original meaning. Unfamiliar words with prefixes are sometimes versions of words you might know.

For example, prefixes such as “un-” or “in-” create a negative meaning. Here is a short list of some of the most common prefixes you may find in paper 2.



anti-	against, opposing	antibiotic, antidepressant, antidote
co-	with	co-worker, co-pilot, co-operation
de-	off, down, away from	devalue, defrost, derail, demotivate
dis-	opposite of, not	disagree, disappear, disintegrate, disapprove
em-, en-	cause to, put into	embarrass, encode, embed, enclose
im-, il-, ir-, in-	not	impossible, illegal, irresponsible, indefinite
mis-	wrongly	misinterpret, misfire, mistake, misunderstand
non-	not, without	nonsense, nonentity, nondescript
re-	again	return, rediscover, repaint, reunite
un-	not	undone, unfinished, unfriendly, unknown

A suffix is a letter or a group of letters that appears at the end of a word. A suffix can change the function of a word. However, notice that a suffix can also alter the root of the word too. Here are some examples.

adjective to noun	heaviness, privacy, inactivity
adjective to verb	strengthen, regulate, socialize
verb to noun	punishment, protector, maintenance, abbreviation
noun to verb	exemplify
noun to adjective	emotional, snobbish, lawless, merciful, cavemous
adjective to adverb	moderately

This is only a sample. There are many more prefixes and suffixes in English, and it is worth familiarizing yourself with them during the English B course. By doing so you will be better prepared to tackle unknown vocabulary that occurs in paper 2.

Word parts

Though a word may be unfamiliar, you can often recognize parts of a word: its prefix, its core and its suffix. This may help you guess the meaning of the new word. For example:

Although the school's performance was better than expected, the high costs put it in a disadvantageous position.

You can understand "disadvantageous" in this way:

- it is probably negative, because it begins with a negative prefix **dis-**;
- its meaning is probably opposite to the root of the word, **advantage**;
- it is probably an adjective, because it ends in **-ous**, which is a common suffix for adjectives.

Connecting to wider context

Sometimes you can work out the exact meaning from context. Look at the sentences that come immediately before the word you do not know and see if you can best guess the meaning of the unknown word.

Summing up

Finding words in the text

At the end of each exercise, you can check your own answers. How well did you perform in this reading exercise? Now, reflect on each reading experience to assess what you have learned.

- Why did you get certain answers right? Why did you get certain answers wrong?
- How can you improve when completing a finding words exercise?

Having completed this section, make a list of the most important points you have learned about reading a text and completing a finding words exercise.

F Complete sentences using phrases from the text

Explanations

- You are given a series of stem sentences.
- The stem sentences are paraphrases of words from the text.
- You must find the exact phrase in the text to complete the stem sentence.
- The phrase you choose to write must also make complete grammatical sense with the stem.
- There is one mark available for each correct answer.

Sample reading assessment F

Read text "The friendly faces of Auckland are what she loves (Part 1)".

Complete the sentences using short phrases from the text.



Assessment tip

Complete the sentence

Taken together with the first part of the sentence, the second half of the sentence that you choose from the text must make complete grammatical sense.

However, when you match the stem with an ending, remember that the phrase you have chosen must make contextual sense too. Look at the student's answer to question 1 on page 106. Does it make good grammatical sense?

You must copy the **exact** phrase as it appears in the text. If you do not, you will lose the mark!

The friendly faces of Auckland are what she loves (Part 1)



SAMANTHA SMITH

Faces of Auckland is a series talking to those who have left all corners of the world to make their home here; it reminds us why Auckland is so good.

Auckland is one of the most multicultural cities in the world with more than a third of its citizens born overseas and boasting more than 200 nationalities.

Moving to New Zealand from a small island with no electricity felt like moving into the future for Taabeta Tebau.

She, her husband Amuera and their six children emigrated to New Zealand from the Republic of Kiribati in 1997.

The 48-year-old knew her family needed to move if they wanted a chance for a higher quality of living and a better education for their kids.

Life in Kiribati was "awesome and stress-free as



there weren't a lot of bills," Taabeta says. "We lived on our own lands, in our own house not paying rent."

Kiribati is made up of 32 atolls and one raised coral island. Taabeta is originally from the small atoll of Nikunau, which is home to just 2,000 people.

"There is no power and we consumed the local diet of fish, breadfruit and pandanus fruit," she says.

Taabeta ran a small shop and her husband Amuera was a chef on a German ship. They both worked day and night saving up their children's airfares to New Zealand, she says.

SAMPLE STUDENT ANSWER

Find the words that complete the following sentences. Answer using the words as they appear in the text. [3 marks]

1. The article explains ...

it reminds us why Auckland is so good.

2. Taabeta and Amuera wanted to provide ...

a better education.

3. In order to afford the move, the couple ...

worked day and night.

Examiner's comments and student activities

Student response	Mark	Comments and activities
1. it reminds us why Auckland is so good	0	<p>The stem of the sentence is "The article explains ...". It follows that the article wants to explain "something".</p> <p>Has the student answered the question by supplying the "something"?</p> <p>Does the student's answer make complete grammatical sense with the first half of the sentence?</p> <p>Does the completed sentence make grammatical sense?</p> <p>The second paragraph states: "Auckland is one of the most multicultural cities in the world with more than a third of its citizens born overseas and boasting more than 200 nationalities".</p> <p>Is there any phrase in this quote which will allow you to complete the stem of sentence?</p> <p>Given that this is the first question, the answer will appear in the first part of the passage. In this case, what is the "something" that the article explains?</p>
2. a better education	0	<p>The stem of the sentence is "Taabeta and Amuera wanted to provide ...". It follows that the parents wanted to provide "something".</p> <p>The student has answered the question by supplying a "something". However, the student has completed the sentence with the phrase "a better education".</p> <p>Unlike the question above, this answer makes grammatical sense, but in the context of the completed sentence we must ask, "Who is going to have a better education?"</p> <p>In this case, what is missing from the student answer?</p>
3. worked day and night	1	<p>The stem of the sentence is "In order to afford the move, the couple ...".</p> <p>This sentence is different from the previous two as this time we are looking for some kind of action, something that the couple want to do.</p> <p>The final section of the text states, "Taabeta ran a small shop and her husband Amuera was a chef on a German ship. They both worked day and night saving up their children's airfares to New Zealand, she says".</p> <p>At first glance, the three quotes below would seem to make sense:</p> <ul style="list-style-type: none"> • "ran a small shop" • "was a chef on a German ship" • "worked day and night". <p>But how many of them make a complete grammatical sentence?</p> <p>Moreover, how many of these phrases are about the couple? Given this information, explain why the examiner has awarded the mark.</p>

Summing up

Completing sentences

At the end of each exercise, you can check your own answers. How well did you perform in this reading exercise? Now, reflect on each reading experience to assess what you have learned.

- Why did you get certain answers right?
- Why did you get certain answers wrong?
- How can you improve when completing sentences?

Having completed this section, make a list of the most important points you have learned about reading a text and completing sentences.

G Connecting two halves of one sentence

Explanations

- You must match the beginning halves of sentences with their correct endings.
- There are twice as many endings as beginnings.
- There will be at least three sentence beginnings and six endings in each such exercise.
- The marching halves form a complete and true sentence in the context of the text.
- The beginnings of the sentences appear in the order of the text; the endings appear in random order.
- There is one mark available for each correct answer.



Assessment tip

Connecting two halves of a sentence

The difficulty level of the exercise is proportional to the number of sentences you have to match.

In order to succeed in this activity, you need to match the sentence which has an (almost) identical meaning to the appropriate phrase in the text.

In all exercises that ask you to choose from various options, there will be as many distractors as there are right answers. So, before you answer the questions, find the pairs of sentences that go together. If one of these two options is only vaguely connected to the stem of the sentence, it is certainly a distractor.

However, always double-check that you have made the right pairings. If you are unable to pair the sentences together, look at the stem and go through the options one by one to see if it makes sense in the context of the passage you are reading.



Sample reading assessment G

Read text “The friendly faces of Auckland are what she loves (Part 2)”.

Connect the first half of each sentence with the correct phrase from the answer box.

Put the correct letter in the appropriate box.

The friendly faces of Auckland are what she loves (Part 2)

50 Acclimatizing to Kiwi life was a lot easier than feared. The first month, the family stayed with one of the Tebau's cousins who lent them a helping hand until they could find their own house to rent and were lucky enough to find

55 jobs effortlessly.

They now live in Puhoi and Taabeta works as a cheese operator at the Puhoi Valley Cheese Factory.

60 The culture here is "fantastic," she says.

"There are a lot of cultures and mostly the Pacific culture, where it is a bit similar to ours, so it was easy to adapt to straight away.

65 "Moving to New Zealand was moving into a place where



everything was unlike home."

70 There are no escalators, skyscrapers or traffic lights in Kiribati but Taabeta says it is similar to New Zealand in other ways.

75 "The people here have been so friendly and it helped us to move on easily, as they were always supportive when we needed help.

"That is what I love about 80 New Zealand, just like back home."

Assessment tip

Writing clear answers

Look at the student's answer to question 6. If you write two or more answers, one inside the answer box and one or more outside (even if it's in your own box), only the answer given inside the original box will be marked.

If you need to change your answer, make sure that your original answer is clearly crossed out.

SAMPLE STUDENT ANSWER

Choose an appropriate ending from the list that completes each sentence. [3 marks]

4. Taabeta ...

B

5. Their cousin ...

F

6. New Zealanders ...

E

D

A. gave them lots of good practical advice.

B. found it quite simple to adapt to a new life.

C. made sure their arrival went smoothly.

D. gave help whenever and wherever needed.

E. thought Auckland was a very confusing place.

F. found employment in Auckland for the parents.

Examiner's comments and student activities

Student response	Mark	Comments and activities
4. B.	1	<p>The stem of the sentence is "Taabeta". Given the content of the passage, which two sentences are most likely to be related to Taabeta? Key phrase: "Acclimatizing to Kiwi life was a lot easier than feared".</p> <p>Here are the options:</p> <ul style="list-style-type: none"> A. gave them lots of good practical advice. B. found it quite simple to adapt to a new life. C. made sure their arrival went smoothly. D. gave help whenever and wherever needed. E. thought Auckland was a very confusing place. F. found employment in Auckland for the parents. <p>The student has chosen option B, which is the correct answer. How does the quote "Acclimatizing to Kiwi life was a lot easier than feared" support the choice of B as the correct answer?</p> <p>Which of the above sentences is the distractor for this question, and why?</p> <p>Why is option B incorrect?</p>
5. F.	0	<p>The stem of the sentence is "Their cousins". Given the content of the passage, which two sentences are most likely to be related to the cousins? Key phrase: "who lent them a helping hand".</p> <p>Here are the options:</p> <ul style="list-style-type: none"> A. gave them lots of good practical advice. B. found it quite simple to adapt to a new life. C. made sure their arrival went smoothly. D. gave help whenever and wherever needed. E. thought Auckland was a very confusing place. F. found employment in Auckland for the parents. <p>The student has chosen option F, which is an incorrect answer. Which two sentences could relate to "Their cousins"?</p> <p>What is the significance of the phrase "who lent them a helping hand"?</p> <p>Why is option F incorrect?</p>
6. E.	0	<p>The stem of the sentence is "New Zealanders". Given the content of the passage, which two sentences are most likely to be related to New Zealanders? Key phrase: "they were always supportive".</p> <p>Here are the options:</p> <ul style="list-style-type: none"> A. gave them lots of good practical advice. B. found it quite simple to adapt to a new life. C. made sure their arrival went smoothly. D. gave help whenever and wherever needed. E. thought Auckland was a very confusing place. F. found employment in Auckland for the parents. <p>The student has chosen option E, which is an incorrect answer. Which two sentences relate to "New Zealanders"?</p> <p>Which of the above sentences is the distractor for this question, and why?</p> <p>Why is option E incorrect? Why is option D the correct answer?</p>

Assessment tip

Spotting distractors

In order to succeed in this exercise, you need to match the sentence which has an (almost) identical meaning to the appropriate phrase in the text. If the option is only vaguely connected to the idea in the text it is certainly a distractor.

Summing up

Connecting two halves of a sentence

At the end of each exercise, you can check your own answers. How well did you perform in this reading exercise? Now, reflect on each reading experience to assess what you have learned.

- Why did you get certain answers right?
- Why did you get certain answers wrong?
- How can you improve when connecting two halves of a sentence?

Having completed this section, make a list of the most important points you have learned about reading a text and connecting two halves of a sentence.



H. Matching questions to answers: What's the question?

Explanations

- You have to match a series of questions with gaps in the text.
- The questions must match the answers or paragraphs that follow in the text.
- There will be twice as many questions as gaps to fill.
- The list of questions will appear in random order; they do not need to follow the order of the text.
- There will be at least three correct questions in an exercise.
- There is one mark available for each correct answer.

Sample reading assessment H

Read text "The friendly faces of Auckland are what she loves (Part 3)".

Complete the question matching exercise that follows.

Put the correct letter in the appropriate box.



Assessment tip

Matching questions and answers

Matching interview questions to answers is another skimming exercise. It is designed to test your overall comprehension of the text. You need to read the paragraph or the answer and understand its overall message before you decide on the appropriate question.

The exercise also uses distractors, so you can apply very similar techniques to those you use for "Connecting two halves of a sentence". If the question is only partially connected to the ideas in the answer, it is certainly a distractor.

The friendly faces of Auckland are what she loves (Part 3)

[-1-]

85 I am pleased to say that at Mahurangi College where my kids go, teachers and students promote our Kiribati culture in many ways. We feel our culture is respected here.



90 [-2-]

As soon as we arrived, we saw that the city was big, with more opportunities in everything and it's very multi-racial which makes it interesting to live here.

[-3-]

Watching the New Zealand rugby team, the All Blacks. These days I feel accepted socially so I have a real interest in supporting them.

95

SAMPLE STUDENT ANSWER

Choose an appropriate question from the list that completes each gap in the text. [3 marks]

7. [-1-]

E

8. [-2-]

A

9. [-3-]

~~A~~ C

- A. What is best about becoming an Aucklander?
- B. Do your children feel at home here?
- C. What sports do you watch?
- D. How do you express yourselves as New Zealanders?
- E. Do you feel accepted here?
- F. How did you feel when you first moved here?

Examiner's comments and student activities

Student response	Mark	Comments and activities
7. E.	1	The student has chosen option E, which is the correct answer . What justifications are there for awarding a mark here? When choosing the correct option, what is significant about the phrase "We feel our culture is respected, here"? Which of the remaining questions would be the distractor and why?

Assessment tip

Writing clear answers

Look at the student's answer for question 9. If you write two letters inside the answer box, cross out the wrong one very clearly so it is clear which letter is your final answer.

In this example, the student's answer is acceptable.



8. A.	1	<p>The student has chosen option A, which is the correct answer. Which phrases in the passage justify the choice of option A, as the correct answer?</p> <p>When choosing the correct option, what is significant about the phrases “more opportunities in everything” and “interesting to live here”?</p> <p>Which of the remaining questions would be the distractor and why?</p>
9. C.	0	<p>The student has chosen option C, which is an incorrect answer. Notice that the text requires a question about identifying with the nation, not just its sport. When choosing the correct option, what is significant about the phrase “I feel accepted socially so I have a real interest in supporting them”?</p> <p>Which other question is the correct option?</p> <p>Which of the remaining questions would be the distractor and why?</p>

Summing up

Matching questions to answers

At the end of each exercise, you can check your own answers. How well did you perform in this reading exercise? Now, reflect on each reading experience to assess what you have learned.

- Why did you get certain answers right?
- Why did you get certain answers wrong?
- How can you improve when matching questions and answers?

Having completed this section, make a list of the most important points you have learned about reading a text and matching questions and answers.



I Matching paragraph headings: What is this paragraph about?

Explanations

- You have to match a series of headings with gaps in the text.
- The headings must match the paragraphs that follow in the text.
- There will be twice as many headings as gaps to fill.
- The list of headings will appear in random order; they do not need to follow the order of the text.
- There will be at least three correct headings (six options) in an exercise.
- There is one mark available for each correct answer.

Sample reading assessment I

Read text “Five reasons robots won’t take over the world (Part 1)”.

Match the correct headings to their correct paragraphs.

Put the correct letter in the appropriate box.

Five reasons robots won't take over the world (Part 1)

5 Scientists are known for making dramatic predictions about the future – and sinister robots are once again in the spotlight now that artificial intelligence has become a marketing tool for all sorts of different brands. However, there is still a long way to go before robots will be able to match a number of fundamental human skills. Here are three reasons why robots aren't about to take over the world.



20 [-1-] Scientists are far from replicating the complexity of human hands. The hands of robots that are used today in real applications are clumsy. Even the most sophisticated robotic hands developed in labs are not robust enough and lack the dexterity of their human equivalents.

25 [-2-] There is no technical match for the magnificent human and

animal skin that encompasses a variety of touch sensors. The software that processes the input from the sensors in robots is nowhere near as sophisticated as the human brain when it comes to interpretation and reaction to the messages received from the touch sensors. 30 35

40 [-3-] Even if we had artificial hands comparable to dexterous human hands with sophisticated and super-sensitive artificial skin, we would still need to be able to design a way to control them to handle objects in a human-like way. Human children take years to do this. 45 50



Assessment tip

Matching paragraph headings

Matching headings to paragraphs is another skimming exercise. You need to read the paragraph or the answer and understand its overall message before you decide on the appropriate heading.

Clear handwriting is essential – you will need to make sure that your examiner can read the letters you write. If the examiner cannot tell whether the letter is a B or a D, the answer will be marked wrong.

SAMPLE STUDENT ANSWER

Choose an appropriate heading from the list that completes each gap in the text. [3 marks]

1. [-1-]

B

2. [-2-]

A

3. [-3-]

F

- A. Touch and perception
- B. Ultrasensitive fingers
- C. Unique characteristics
- D. Taught to control
- E. Touch sensitive
- F. Learning to manipulate

← Examiner's comments and student activities

Student response	Mark	Comments and activities
1. B.	0	The student has chosen the heading B. to summarize the paragraph, which is an incorrect answer . Re-read the paragraph. What is its main subject matter? Is it "fingers" or "hands"? In what ways is the heading "Ultrasensitive fingers" a poor summary of the paragraph? Which other heading in the list covers this topic? In what ways does it summarize the paragraph correctly?
2. A.	1	The student has chosen the heading A. to summarize the paragraph, which is the correct answer . Re-read the paragraph. What is its main subject matter? What evidence is there that option A. is the key focus of the paragraph? Which of the remaining options would be the distractor? In what ways does it not summarize the paragraph correctly?
3. F.	1	The student has chosen the heading F. to summarize the paragraph, which is the correct answer . Re-read the paragraph. What is its main subject matter? What evidence is there that option F. is the key focus of the paragraph? Which of the remaining options would be the distractor? In what ways does it not summarize the paragraph correctly?

Summing up

Matching paragraph headings

At the end of each exercise, you can check your own answers. How well did you perform in this reading exercise? Now, reflect on each reading experience to assess what you have learned.

- Why did you get certain answers right?
- Why did you get certain answers wrong?
- How can you improve when matching paragraphs with headings?

Having completed this section, make a list of the most important points you have learned about reading a text and matching paragraphs with headings.



J Matching statements with people: Who said what?

Explanations

- You will read a number of statements.
- You will have list of speakers.
- You must identify who said what.
- There will be twice the number of statements as speakers.
- You will find the answers in the order in which they appear in the text.
- There is one mark available for each correct answer.

Sample reading assessment J

Read text "Five reasons robots won't take over the world (Part 2)".

Identify who made which statement.

Put the correct letter A–F in the appropriate box.

Five reasons robots won't take over the world (Part 2)

55 Nonetheless, pessimists predict that robots will jeopardize jobs across the globe, and not only in industrial production. They claim that robot journalists, robot doctors and robot lawyers will replace human experts. This will lead to a collapse of the middle

60 classes. As a consequence, there could be mass poverty and some social resentment. Furthermore, they predict a world where all human

65 relationships could be replaced by easily interchangeable robot partners, which will fulfill our basic needs and deepest desires.



70 The other side counters these gloomy thoughts. They suggest that "compulsory paid work" will become an obsolete concept and people

75 will only use robots for their own personal satisfaction. Moreover, there will be a reduction in mass poverty and increased social leisure.

80 The pessimists, however, can relax and the optimists need to cool their boots. As experts in the field of robotics, we believe that robots will be much more visible in the

85 future, but – at least over the next two decades – they will be clearly recognizable as machines. In our own research project, we are

90 designing robots that we hope will operate in elderly care institutions in the near future. Even these sophisticated

95 robots can only be used to solve repetitive tasks such as transporting laundry and waste, offering water to people or guiding them to the

100 breakfast table.



Assessment tip

Matching statements with people

Read the passage carefully, determine who the speakers are and very carefully examine what they say. Not all the information you seek will be in a conversation; the idea or comment made by the speaker could be mentioned indirectly by the writer.

Always look for evidence in the text to support each correct statement. Check your answers on subsequent intensive readings of the specific passage.

When matching statements, also remember:

- Make sure you understand the exact meaning of the prompts.
- Always try to pair the prompts by meaning or topic – if you have paired the prompts correctly, one option will be correct and one option will be a distractor.
- If the statement is only partially connected to the ideas in the text, or not mentioned directly, it is certainly a distractor.

SAMPLE STUDENT ANSWER

Choose the appropriate statement from the list for each group of people. [3 marks]

4. Pessimists

B

5. Optimists

A

6. The writer

C

- Robots will make the concept of work outdated.
- Robots will cause public protests.
- Robots will only be able to carry out low-level tasks.
- Robots will start to physically resemble humans.
- Robots will reduce opportunities for skilled professionals.
- Robots will allow humans to work for pleasure.

Examiner's comments and student activities

Student response	Mark	Comments and activities
4. B.	0	The student has chosen option B. which is an incorrect answer. The student may have thought that the statement from the text "there could be mass poverty and some social resentment" means the same as "Robots will stir up public anger". Why is this idea incorrect? Which other sentence from the list could have been spoken by a pessimist? Why is this option correct?
5. A.	1	The student has chosen option A. which is the correct answer. What evidence in the text supports this answer? Which other sentence could have been spoken by an optimist and why is this the distractor? Note also that the word "optimist" does not appear in the text. In paper 2, you may sometimes need to deduce a word, a phrase or an idea from the context. In this case, the first paragraph talks about pessimists while the second mentions "The other side" that "counters these gloomy thoughts". You need to see that the group being referred to here are the optimists mentioned in the exercise.
6. C.	1	Before answering a question like this, in which the person's ideas are not obvious, ask yourself: "What is the person's attitude to the subject matter/topic?" In this case, what is the writer's attitude to robots? The student has chosen option C. which is the correct answer. What evidence in the text supports this answer? Which sentence is the distractor here? Why?

Summing up

Matching statements with people

At the end of each exercise, you can check your own answers. How well did you perform in this reading exercise? Now, reflect on each reading experience to assess what you have learned.

- Why did you get certain answers right?
- Why did you get certain answers wrong?
- How can you improve when matching statements with people?

Having completed this section, make a list of the most important points you have learned about reading a text and matching statements with people.



K Gap-filling exercise: What's the word I'm looking for?

Explanations

- In the answer booklet, you will find an additional paragraph or short text that will summarize some of the ideas in original text.
- The passage will have at least three gaps in it.
- You must fill the gaps with the exact information that is true according to the text.
- The options are listed alphabetically. See the example below.
- There is one mark available for each correct answer.

Sample reading assessment K

Read text "Five reasons robots won't take over the world (Part 3)".

Choose the correct word from the list below that makes complete sense in each gap.

Write your answers in the spaces provided.



Five reasons robots won't take over the world (Part 3)

105 It was necessary to simplify the robots as well as to carefully select the tasks they perform to ensure that they can be commercially viable products within four years.

110 Our approach wasn't to solve the three problems of human-like hands, tactile perception and control of manipulation, but to avoid those robotic roadblocks.

115 It was necessary to simplify the robots as well as to carefully select the tasks they perform to ensure that they can be commercially viable products within four years.

120 Robots are a reality today in industry and they will



appear in public spaces in more complex shapes than robot vacuum cleaners. But in the next two decades, robots will not be human-like, even if they might look like humans. Instead they will remain sophisticated machines.

125 So, you can stand down from any fear of a robot uprising in the near future. 130

Assessment tip

Gap-filling exercises

Before looking for the missing words, you need to understand both the gist of the text and its specific content. So always ask yourself: What message is the writer trying to communicate to the audience? This will help you to focus on the missing words. Then, you need to determine what part of speech best fits the gap, for example verb, noun or adjective.

When dealing with a gap-filling exercise, remember:

- Each of the options listed will fit grammatically into the same gap as the correct answer, which is why this exercise is harder than most exercises that use distractors.
- As always, context is everything.
- Read each sentence and try each option.
- Only one option will make complete sense.
- Systematically eliminate the wrong answers for that gap.

Assessment tip

Connectives

In this gap-filling exercise, you can see from the accompanying list of options that all the words are connectives of one sort or another. These connectives have different functions:

- | | |
|-------------------------------------|--------------|
| • connecting an effect with a cause | BECAUSE |
| • emphasizing an idea | FOR INSTANCE |
| • contrasting two or more ideas | FURTHERMORE |
| • introducing an example | MAINLY |
| • summing up | THEREFORE |
| • making an additional point | WHILE |

Look at the list of options to supply connectives for the gaps in the text. Match each one with one of the functions listed. When you complete such a gap-filling exercise, work out the function of the missing connections in the gaps.

SAMPLE STUDENT ANSWER

Choose an appropriate word from the list that completes each gap in the following text. [3 marks]

The writer believes that we will be able to mass-produce robots in a few years' time. These robots will not have human-like hands [-1-] the technology to achieve this is too advanced. [-2-] they may become a common sight carrying out relatively simple tasks, they will perform only simple jobs. [-3-], we have nothing to fear from robots – at the moment.

BECAUSE MAINLY FOR INSTANCE
THEREFORE FURTHERMORE WHILE

7. [-1-] ----- *because* -----
8. [-2-] ----- *For instance* -----
9. [-3-] ----- *Furthermore* -----

Examiner's comments and student activities

Student response	Mark	Comments and activities
7. because	1	<p>The student has chosen "because" which is the correct answer. The student has recognized that the gap requires a connective linking effect ("These robots will not have human-like hands") and cause ("the technology to achieve this is too advanced").</p> <p>In this exercise there is no need to make wild guesses. As a test for the right answer, put each option into the gap and read the resulting sentences, for instance:</p> <p>"These robots will not have human-like hands mainly/while/furthermore/... the technology to achieve this is too advanced."</p> <p>Only one sentence should "sound" correct.</p>
8. For instance	0	<p>The student has chosen "For instance" which is an incorrect answer. It is incorrect because the student believes that gap [-2-] requires a connective that is introducing an example. However, "For instance" cannot join the two halves of the sentence and make sense.</p> <p>Look at the sentence "[-2-] they may become a common sight carrying out relatively simple tasks, they will perform only simple jobs". What is the relationship between these two ideas: "(Robots) may become a common sight" and "they will perform only simple jobs"? Is it contrasting two or more ideas? Emphasizing an idea? Summing up?</p> <p>Therefore, what is the correct option?</p>
9. Furthermore	0	<p>The student has chosen "Furthermore" which is an incorrect answer. It is incorrect because the student believes that gap [-3-] requires a connective that is making an additional point or supplying additional information. However, "Furthermore" cannot add information from the previous sentence ("(Robots) will perform only simple jobs") to the next sentence ("we have nothing to fear from robots") and still make sense.</p> <p>What is the relationship between these two sentences?</p> <p>Is it contrasting two or more ideas? Emphasizing an idea? Summing up?</p> <p>What is the correct option?</p>

Summing up

Gap-filling exercises

At the end of each exercise, you can check your own answers. How well did you perform in this reading exercise? Now, reflect on each reading experience to assess what you have learned.

- Why did you get certain answers right?
- Why did you get certain answers wrong?
- How can you improve when completing a gap-filling exercise?

Having completed this section, make a list of the most important points you have learned about reading a text and completing a gap-filling exercise.

L Short answer questions: Finding the right piece of information

Explanations

- The questions will direct you to find short answers.
- Your answers must be short and to the point.
- You should be able to answer the questions by quoting a few words from the text.
- If you write different words with the same meaning as the target answer, your answer will be correct.
- When there is more than one possible answer to a short question, this will be made clear in the question, for example: "Give one of the examples of ...".
- Where a question has a two- or three-tiered answer, this will be clearly stated in the question, for example: "Give two reasons ...", "Mention three ...".
- If a question needs two, or more, separate answers, that is one for (a), one for (b), there will be two marks available. Example:

What are the two problems associated with solar power mentioned by the writer? [2 marks]

a)

b)

Sample reading assessment L

Read text "Why I write (Part 1)".

Answer the questions in the spaces provided.

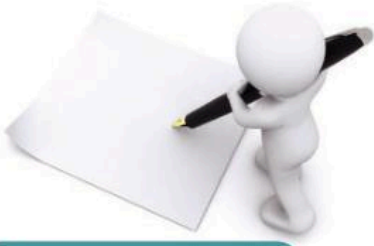
Assessment tip

Other gap-filling exercises

The example gap-filling exercise here uses connectives.

In the paper 2 – Reading examination, a similar exercise might require you to fill the gaps using other grammatical items, such as verbs or nouns.





Assessment tip

Short-answer questions

Sometimes you are asked to find evidence in the text that supports a certain interpretation. For you to justify an interpretation by locating evidence or key phrases, you have to read the question carefully, understand it, and scan the text to find the part that corresponds with the claim or interpretation specified in the question.

When writing short answers, remember:

- If you write different words with the same meaning as the target answer, your answer will be correct if it is short and to the point.
- You will lose the mark for an over-long answer or a too-long quote that does not answer the question precisely.
- You will lose the mark for an answer that is too short and does not give all the necessary information to answer the question.

Line numbers are there to help you! A question like “What phrase between lines 10–15 describes/means/explains ...”, tells you exactly in which part of a text to look for the answer. Do not waste time looking elsewhere in the text.

Why I write (Part 1)

There was no great epiphany, no precise moment when I swapped the spoken word for the written word. I had been acting for twenty-three years and had always written, but mainly in script form, as most actors do. About six years ago, life set me a challenge and change felt imminent. Amongst other things, I felt disillusioned with acting and the profession, and my creative life needed a shot of joy. I felt the desire to create something without the weight of expectation, without the weight of earning a living. I enrolled in an adult education centre called City Lit and took a course called “Exploring Fiction”. It was a basic literature course rather than a creative writing one, but it captured my enthusiasm and imagination, and by the second term I was halfway through a novel. Although ultimately this novel wasn’t published, it secured a relationship with a wonderful literary agent and the whole experience was affirming.



SAMPLE STUDENT ANSWER

Answer the following questions.

[7 marks]

1. What phrase between lines 1 and 3 describes the writer’s transition from acting to writing?
no great epiphany, no precise moment
2. Which two phrases suggest the writer came to a crisis in her first career?
a *I felt disillusioned with acting*
b *needed a shot of joy*
3. Which word between lines 10 and 12 means “pressure”?
earning a living
4. What event motivated the narrator to start writing a novel?
I enrolled in an adult education centre called City Lit and took a course called “Exploring Fiction”
5. What phrase shows that the writer was inspired by her literature studies?
it captured my enthusiasm and imagination
6. Which word between lines 17 and 19 means “encouraging”?
wonderful

Examiner’s comments and student activities

Student response	Mark	Comments and activities
1. no great epiphany, no precise moment	0	This question asks you to find a phrase which describes the writer’s move from acting to writing. In the extract, we see that there are two pieces of information related to change. The student has chosen one of the options and answered “no great epiphany, no precise moment” without mentioning acting or writing. So, can this be the correct answer?

		<p>In this instance, the student might have written the first phrase they saw in the passage without having read the question carefully or without having understood it. Alternatively, they might have wrongly guessed the meaning of “epiphany”.</p> <p>Therefore, what other piece of information in the extract could relate to a change of career?</p> <p>Which answer would be grammatically correct?</p> <p>A. “... when I swapped the spoken word for the written word”</p> <p>B. “... I swapped the spoken word for the written word”</p> <p>Justify your choice.</p> <p>Remember, however, that it is essential to write the exact phrase required to answer the question. So what is the correct answer?</p>
2. a) I felt disillusioned with acting	1	<p>This question asks you to find two phrases to describe the crisis in the writer’s “first career”. Note that each answer is worth one mark. The student’s answer for a) is perfectly acceptable.</p> <p>Look at the question and rehearse a full sentence answer. (You don’t have to write it; just think it.) In this case you could say to yourself: “[The crisis was] I felt disillusioned with acting”.</p> <ul style="list-style-type: none"> • Is the answer meaningful? • Does the answer make grammatical sense? • Is the answer based on the relevant information in the text? <p>If you can answer “Yes” to all three questions, then the answer is likely to be correct.</p> <p>Note also that spelling and grammar mistakes in a correct answer will not lose you the mark, as long as your answer to the question is correct.</p> <p>So, in this instance, would the answer “I felt disillusioned with acting” be marked correct? Try this example.</p> <p>Take the stem “The crisis was ...”.</p> <p>Add the response “disillusioned acting”.</p> <ul style="list-style-type: none"> • Is this answer comprehensible? • Does it make grammatical sense? • So, can this response be correct? Give reasons for your answer.
2. b) needed a shot of joy	0	<p>The student’s answer is incorrect.</p> <p>In the comments about the student’s answer to question 2. a), we established that your response to a short-answer question should be both relevant and make reasonable grammatical sense.</p> <p>Question 2. asks, “Which two phrases suggest the writer came to a crisis in her first career?” For answer 2. b), the candidate has written “needed a shot of joy”.</p> <p>Is this answer based on the relevant information in the text? If so, does the candidate’s answer make grammatical sense? If not, then the student’s answer is likely to be incorrect.</p> <p>What would be the relevant and grammatically correct answer?</p> <p>Note: paper 2 tests receptive skills. Grammatically incorrect answers will only gain a mark if they answer the question with the precise information required.</p>
3. eaming a living	0	<p>This question asks you to find a word that is a synonym for “pressure”.</p> <p>The student’s answer is incorrect for two reasons.</p> <p>Firstly, look at the instructions. How many words should you give in response to the question? Why is the student’s answer wrong?</p> <p>Secondly, this answer is wrong for one of the following reasons; which is it?</p> <ul style="list-style-type: none"> • The student’s spelling is too poor. • The student’s grammar is too poor. • The student has misunderstood the question. • The answer is too long. <p>Study the relevant sentence, “I felt the desire to create something without the weight of expectation, without the weight of earning a living”.</p> <p>What is the correct answer to this question? Justify your answer.</p>

Assessment tip

Two answers: two lines

A question with two (or more) answers requires two answers on two separate lines. If you write both correct answers on one space, the examiner will award only one mark.

Assessment tip

Overlong answers

An overlong and unfocused answer suggests that the student does not know the exact answer but hopes that the examiner will be generous. This strategy will not gain you the mark: examiners are looking for clear, succinct answers that show you understand exactly what is being asked in the question.

Assessment tip

Using ellipses (...)

Sometimes you may want to use a longer quotation in your answer and you use ellipses (...) to mark the words missing in your response.

In such cases, both the beginning and the end of the quotation must be correct. For instance, in question 5 opposite (and on page 120), it would be acceptable to write: *it captured my (...) imagination.*

However, you are strongly advised to write out your answer in full.



4. I enrolled in an adult education centre called City Lit and took a course called "Exploring Fiction"	0	<p>This question asks you to find the event that motivated the narrator to start writing a novel.</p> <p>The student's answer is incorrect. What evidence suggests the student has misread the question?</p> <p>In addition, the student has given a long answer which contains the correct answer and also a distractor: "I enrolled in an adult education centre called City Lit and took a course called 'Exploring Fiction'".</p> <p>Remember this golden rule: When you answer a question, make sure you only include words and phrases that are really necessary.</p> <p>Which phrase is essential to the correct response, "I enrolled in an adult education centre called City Lit" or "... took a course called 'Exploring Fiction' "?</p>
5. it captured my enthusiasm and imagination	1	<p>This question asks you to find the phrase that shows that the writer was inspired by her literature studies. The student's answer is correct.</p> <p>Explain what is wrong with each of these answers:</p> <ul style="list-style-type: none"> • "captured my enthusiasm and imagination" • "it captured my enthusiasm" • "enthusiasm and imagination". <p>The answer contains a reference to another piece of information in the text. For instance here, the correct answer to the question is "it captured my enthusiasm and imagination". What does "it" refer to in the answer? If you can answer this question, you can test whether the answer is correct.</p>
6. wonderful	0	<p>This question asks you to find a word that is a synonym for "encouraging".</p> <p>Study the relevant sentence again: "Although ultimately this novel wasn't published, it secured a relationship with a wonderful literary agent and the whole experience was affirming". What kind of word should you be looking for: an adjective, an adverb, a noun or a verb?</p> <p>In this instance, the words of the same type in the passage are "wonderful" and "affirming" – which of them means the same as "encouraging"? If you can eliminate any of the words, you can make a much more logical guess.</p>

Summing up

Short-answer questions

At the end of each exercise, you can check your own answers. How well did you perform in this reading exercise?

Now, reflect on each reading experience to assess what you have learned.

- Why did you get certain answers right?
- Why did you get certain answers wrong?
- How can you improve when responding to short-answer questions?

Having completed this section, make a list of the most important points you have learned about reading a text and responding to short-answer questions.



M Identifying to whom or to what a phrase refers

Explanations

- You are given a phrase taken from the text and a line reference.
- You must identify to whom or to what the phrase refers.
- You should use a phrase or a name **exactly** as it appears in the text.

- This exercise is often used with:
 - pronouns (for example, “them”, “us”, “which”)
 - possessive adjectives (for example, “their”, “her”, “its”)
 - possessive pronouns (for example, “mine”, “ours”, “yours”).
- There is one mark available for each answer.
- Alternatively, you must explain what a specific short phrase refers to (for example, “the exercise”, “that incident”, “those days”).

Assessment tip

Identifying to whom or to what a word refers

This exercise really tests your understanding of grammar and how certain words refer to other people, places, things, ideas or times.

It is essential you read the sentences around (before and after) the prompt, and only then decide who, what, where or when a word or phrase refers to. Ask yourself: What is the most logical connection between the word(s) underlined in the prompt and the idea, action, person or place or time in the text?

Make sure your answer is as short and as precise as possible.

If there are two possible answers, write the answer which directly comes before the quote.

For instance:

1. The prompt asks you to identify the word underlined in “She was holding a banner”.
2. You have identified that the answer is to be found in this part of the text:
“The girl he had seen a few days earlier at the protest meeting outside the town hall was called Miss Griffiths. She was holding a banner ...”.
3. You should write the shortest full answer.
4. Therefore, the correct answer here is “Miss Griffiths”.
5. Do not write “The girl he had seen a few days earlier (at the protest meeting outside the town hall)”.

Two types of referencing in language

Look at these sentences:

A) While she was walking her dog in the park, Lucy noticed that a tree had fallen.

In this case, the words “she” and “her” refer forwards to “Lucy” (who we have not yet met by name). You may occasionally find such referencing in a paper 2 reading text but it is relatively rare.

B) While Lucy was walking her dog in the park, she noticed that a tree had fallen.

In this case, the words “she” and “her” refer backwards to “Lucy”. This is the most common form of referencing in a paper 2 reading text.



Sample reading assessment M

Read text "Why I write (Part 2)".

Identify the word or phrase in the text to which the underlined words refer.

Line numbers are given.

Write your answers in the spaces provided.

20 Why I write (Part 2)

I write usually from 10–10.30 in the morning until 6.00 in the evening. I write on a computer. I snack mid-morning and mid-afternoon – usually black tea with a couple of chunks of dark chocolate, or Victoria sponge cake. I will stop for a quick lunch. Lunch is my least favourite meal of the day. The aim of a day's writing is 1,000 words, simply because I know that at the end of 70–80 days I will have a first draft. This tends to be the bare minimum. If I am blessed by the muse and writing is effortless on a particular day, then of course I shall continue to write until night closes in. The first draft is the first draft, then comes the layering, the clothing, locating the heartbeat. Rewriting is the most important part of the process. Years ago, I used to groan at the thought. Now, I know it holds the key to success and failure. I have known the endings to both my books. I have known some characters before I start, others join along the way. The characters take me on a journey, walk me through the map. I do believe the process is a form of artistic alchemy, merging the reality of what we know with what wishes to be revealed. When this process truly works, writing becomes a transcendent moment, effortless. As I munch on my cake and devour my third tea of the day, this is what I am aiming for. I know that my writing style is my fingerprint. It can develop and become more proficient. But it will not fundamentally change. It is who I am. It is a waste of time trying to write like someone else.

**SAMPLE STUDENT ANSWER**

To whom or to what do the underlined words refer? Answer using words as they appear in the text. [4 marks]

7. This tends to be the bare minimum ... (lines 30–31)

1,000 words

8. it holds the key ... (line 36)

the thought

9. this is what I am aiming for (line 44)

I munch on my cake

10. It is who I am ... (line 47)

my fingerprint

Examiner's comments and student activities

Student response	Mark	Comments and activities
7. 1,000 words	1	<p>What is the "This" referred to in the prompt?</p> <p>Study the passage: "The aim of a day's writing is 1,000 words, simply because I know that at the end of 70–80 days I will have a first draft. <u>This</u> tends to be the bare minimum".</p> <p>The student's answer is correct. Explain why it is correct, and why these potential answers are incorrect:</p> <ul style="list-style-type: none"> • "70–80 days" • "a first draft". <p>Note that "This" in the question refers back to "the bare minimum". What is the main idea of the previous sentence?</p>
8. the thought	0	<p>What is the "it" referred to in the prompt?</p> <p>Study the passage: "Rewriting is the most important part of the process. Years ago, I used to groan at the thought. Now, I know <u>it</u> holds the key to success and failure."</p> <p>The student's answer is incorrect. Explain why it is incorrect, and which of these potential answers is correct:</p> <ul style="list-style-type: none"> • "rewriting" • "the most important part of the process". <p>Note that "it" in the question refers forwards to "the key", in other words, something very important. The student has made the mistake of thinking that the word(s) referred to must come immediately before the reference "it". What is the main idea in the two previous sentences? Which information in the sentences is less important? Do you think "it" refers to the main idea or a secondary idea in the passage?</p> <p>Logically, what is the correct answer?</p>
9. a form of artistic alchemy	0	<p>What is "this" referred to in the prompt?</p> <p>Study the passage: "When this process truly works, writing becomes a transcendent moment, effortless. As I munch on my cake and devour my third tea of the day, this is what I am aiming for."</p> <p>The student's answer is incorrect. Explain why it is incorrect, and which of these potential answers is correct:</p> <ul style="list-style-type: none"> • "this process truly works" • "writing becomes a transcendent moment" • "effortless" <p>Note that "this" must refer to something mentioned earlier in the text. To make sense of the passage, which phrase is the better description of "this"?</p>
10. my fingerprint	0	<p>What is the "it" referred to in the prompt?</p> <p>Study the passage: "I know that my writing style is my fingerprint. It can develop and become more proficient. But it will not fundamentally change. It is who I am."</p> <p>The student's answer is incorrect. Explain why it is incorrect, and which of these potential answers is correct:</p> <ul style="list-style-type: none"> • "my writing style" • "my fingerprint". <p>The preceding sentences both have "it" as the focus: "It can develop" and "But it will not fundamentally change". What is the main idea of these preceding sentences? Which phrase makes most sense as a response to the prompt: "It is who I am"?</p>

Summing up

Identifying to whom or to what a phrase refers

At the end of each exercise, you can check your own answers. How well did you perform in this reading exercise? Now, reflect on each reading experience to assess what you have learned.

- Why did you get certain answers right?
- Why did you get certain answers wrong?
- How can you improve when identifying to whom or to what a phrase refers?

Having completed this section, make a list of the most important points you have learned about reading a text and identifying to whom or to what a phrase refers.

Reflections on Chapter 4: How can I succeed in my paper 2 – Reading examination?

- What new information have you learned about paper 2 Receptive skills: Reading?
- What new reading skills have you acquired in this chapter?
- What specific questions do you still have about the reading section of paper 2?

Use your research skills to find answers to your remaining questions about paper 2.

Beyond the classroom

Why reading is good for you



Reading is a private, individual activity. You can do it anywhere, at any time of day. You can start and stop whenever you want and read at the speed you are comfortable with.

Reading and learning English

Here is an interesting point. Research suggests that the most successful language learners are also great readers. Reading extensively seems to benefit all your communication skills.

As you read, you will encounter new words and phrases. By encountering the same new words, you may deduce their meaning from context. However, if there is a word whose meaning is still not clear, take the time to look it up.

As you are exposed to a much wider vocabulary, you will find it easier to understand both spoken and written English. Subconsciously, you will absorb both the new language and the sentence patterns of formal English. In this way, extensive reading in English will also help you to improve your spoken and written language.

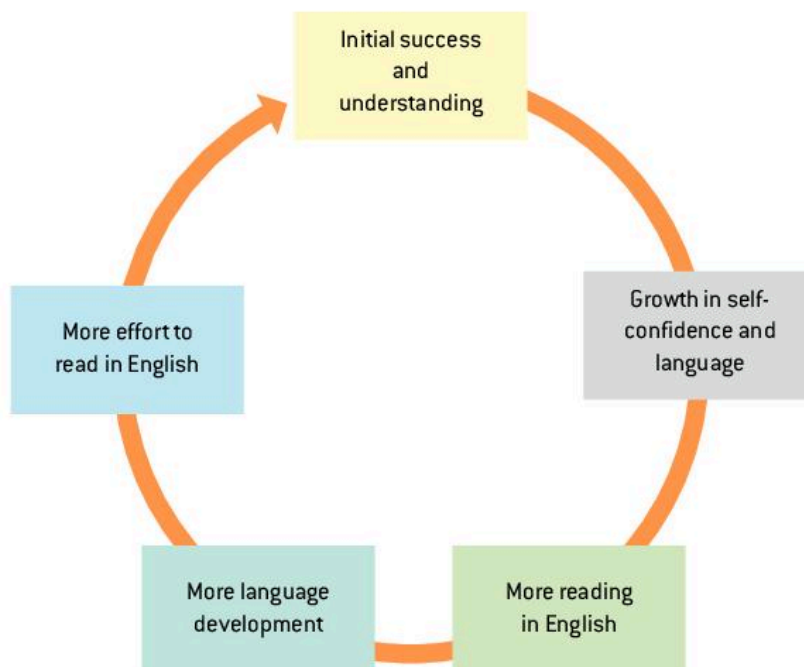
Reading and intercultural understanding

Reading books from different cultures and societies can open new windows and you can see the world through different eyes.

Reading helps improve your self-confidence and makes you a better learner

Common sense would suggest that the more we read, the more we know. However, success in reading in English can also motivate you to read more.

Look at this diagram. This is a **virtuous circle**, with success leading to greater success. If we are able to complete one reading task in English, this may motivate us to read more. This gives us greater confidence. This then leads to greater language development and, the more we understand, the easier it becomes to read new material.



General advice about reading

Read a lot and read often.

Read a wide variety of text types and topics.

Also read for pleasure. Find topics and books in English that interest you.

Read for information and to improve your general understanding.

5

STANDARD LEVEL INTERNAL ASSESSMENT (INDIVIDUAL ORAL)

The aims of this chapter

The standard level internal assessment (Individual oral) is an integral part of the Language B standard level (SL) course. This component assesses receptive, productive and interactive skills in English. It allows you to present and discuss one of the themes of the English B course. You will also discuss at least one more theme and its relevance to Anglophone cultures.

This chapter will explain how the Individual oral assessment is conducted. It will then show you how to:

- ✓ interpret a visual stimulus effectively and link it to the relevant syllabus theme
- ✓ organize your ideas and plan your presentation on the visual stimulus
- ✓ prepare the two discussion segments of the oral assessment.

The chapter will also give advice on how to make long-term preparations for the Individual oral assessment.

HOW CAN I SUCCEED IN MY STANDARD LEVEL INTERNAL ASSESSMENT (INDIVIDUAL ORAL)?

Some essential questions to start this chapter

- What do you already know about the standard level Individual oral assessment?
- What useful tips have you already learned about presenting a picture in an assessment situation?
- What do you hope to learn about making further improvements to your fluency and accuracy in spoken English?



What is the standard level internal assessment (Individual oral)?

The aim of this assessment is to measure your ability to:

- understand and produce communication in spoken English
- understand and produce spoken English in successful interactions.

The Individual oral assesses your ability to:

- communicate clearly and effectively in a range of contexts and for a variety of purposes
- understand and use language that is appropriate to intercultural and interpersonal contexts and audiences
- understand and use language to express and respond to a range of ideas with fluency and accuracy
- identify, organize and present ideas on a range of topics
- understand, analyse and reflect within the context of your presentation and the conversation with your teacher.

The first part of the Individual oral assessment is based on a visual stimulus from an Anglophone culture. This may be a photo, poster, illustration or advertisement.

Other points

- Under no circumstances can the recording be stopped or modified in any way.
- Your teacher will mark your internal assessment and later it may be externally moderated by IB examiners at the end of the course.

» Assessment tip

Quick facts on the internal assessment (standard level)

The Individual oral assessment is based on the course themes: Identities, Experiences, Human ingenuity, Social organization and Sharing the planet. It takes place during the final year of the course.

The oral is conducted by your teacher who will give you two visual stimuli, each one on a different theme. You choose one and have 15 minutes to prepare.

The Individual oral assessment is in three parts.

1. You present the visual stimulus.
2. You discuss the theme related to the visual stimulus.
3. You have a more general discussion related to at least one other course theme.

The examination lasts 12–15 minutes. This is in addition to your 15 minutes of preparation. The Individual oral is recorded and assessed by your teacher but it may be externally moderated at the end of the course.

The Individual oral assessment is marked out of 30. The criteria are:

• Criterion A: Language	12
• Criterion B1: Message – visual stimulus	6
• Criterion B2: Message – conversation	6
• Criterion C: Interactive skills – communication	6
Total:	30

The weighting of the oral is worth 25% of your total mark in English B.

Summing up

Understanding the standard level internal assessment

Now that you have finished reading this section, what important pieces of information have you learned about the standard level internal assessment? Make a list of any points you are still unsure about and find answers.

ATL Self-management Skills

Making long-term preparations for the standard level oral assessment

The internal assessment is worth 25% of the final assessment in the standard level course. Logically, you should spend 25% of your time in English B developing the knowledge, skills and understanding required to carry out speaking tasks.

You should use every opportunity to develop your oral communication skills in the English B classroom. It is essential that you become comfortable and confident when communicating in English with your peers and teacher:

- Make sure you understand the requirements of the internal assessment (research skills).
- Take part in as many one-to-one and group interactions as possible (social and communication skills).
- Review and monitor your own progress. Find the areas where you need to improve and take the appropriate action (self-management skills).

What do I have to talk about in my standard level Individual oral assessment?

The visual stimulus is based on one of the five themes of the English B course:

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

Each visual stimulus will be labelled with the theme to which the image relates. The title always refers to one of the five themes of the course. Having identified the theme, then you can decide which topic the visual refers to. Here are some related topics which you may have to talk about.

Title of visual = Theme	Possible general topics for each theme	
Identities	<ul style="list-style-type: none"> • Lifestyles • Health and well-being • Beliefs and values 	<ul style="list-style-type: none"> • Sub-cultures • Language and identity
Experiences	<ul style="list-style-type: none"> • Leisure activities • Holidays and travel • Life stories 	<ul style="list-style-type: none"> • Rites of passage • Customs and traditions • Migration
Social organization	<ul style="list-style-type: none"> • Social relationships • Community • Social engagement 	<ul style="list-style-type: none"> • Education • The working world • Law and order
Human ingenuity	<ul style="list-style-type: none"> • Entertainment • Artistic expressions • Communication and media 	<ul style="list-style-type: none"> • Technology • Scientific innovation
Sharing the planet	<ul style="list-style-type: none"> • The environment • Human rights • Peace and conflict • Equality 	<ul style="list-style-type: none"> • Globalization • Ethics • Urban and rural environments

Note: Each general topic can be divided into any number of sub-topics. For instance, the general topic of "Leisure activities" (Experiences) could be divided into, for example, "Sports", "Hobbies", "Reading", "Computer games" and "Social Media".

Assessment tip

Working out the topic and sub-topic

Look at the photograph opposite. The theme is **Human ingenuity** but what might be the topic of this visual stimulus? Entertainment? Artistic expressions? Communication and media? Technology? Scientific innovation?

What might be the sub-topic of this visual stimulus? The answer to this question will depend on your own interpretation of the visual. In this instance, it could be: women in science, innovation in the life sciences, genetic engineering or any other related sub-topic you have enough ideas to talk about.

Having identified the topic, you can then prepare your detailed presentation. In the actual examination, you should spend most of your preparation time interpreting the information in the visual and deciding what it means.



What do I have to do in the Individual oral assessment?

The internal assessment has the following sections.

Supervised preparation time	Action	Notes
15 minutes	<ul style="list-style-type: none"> Your teacher will give you two visual stimuli. Each visual stimulus is labelled with a different theme from the course. You choose one of the visual stimuli and prepare a relevant presentation. Think carefully before you decide which one to present and talk about. Always pick the stimulus you have the most to talk about. You will be given a blank sheet of paper and can make up to 10 points in bullet-point form. Use these points to structure your presentation. 	<ul style="list-style-type: none"> You will not know in advance which visual stimulus or which theme you will have to present. During the preparation time, you will be supervised. During the preparation time you may not use any other course materials, notes, dictionaries (in any form), computers, mobile phones, etc. Never simply read aloud your 10 bullet-points as a prepared speech.
Part 1: Presentation	Action	Notes
3–4 minutes	<ul style="list-style-type: none"> You should describe the visual stimulus and relate it to the relevant theme and Anglophone culture(s). You should express your opinions on the ideas implied in the visual stimulus. You should come to a conclusion about the contents of the visual stimulus. 	<ul style="list-style-type: none"> In this part, the teacher will assess your presentation skills. At four minutes, if you have not finished your presentation, your teacher will ask you to move on to the next part.



ATL Research Skills

The Individual oral assessment

Study the photograph above. Do you think it is a good example of how a teacher should conduct an English B standard level oral assessment?

Spot the mistakes. What improvements would you suggest to both the teacher and the student?

Assessment tip

Time management

Ideally, your preparation should end with a final conclusion. If you see that you are running out of time, you should round off your presentation. It's a good idea to have one or two bullet points that you can eliminate. These extra bullet points can also be used to expand your presentation, should you see that you have time.

However, it is not essential that your oral assessment lasts the whole 15-minute limit, so do not worry if it lasts a minute or two less. The most important thing is to demonstrate the full range of your language skills in the time you use.

Part 2: Follow-up discussion	Action	Notes
4–5 minutes	<ul style="list-style-type: none"> Your teacher will discuss with you the theme you have presented in Part 1. In this part, you can demonstrate your ability to discuss the theme and topic in relation to Anglophone culture(s). Your teacher might also ask you to clarify or expand on points from your presentation or other ideas related to the visual stimulus. Your teacher might also ask you about your own cultural experiences. Your teacher will encourage you to engage in authentic conversation to the best of your ability. 	<ul style="list-style-type: none"> In this part, the teacher will assess your interactive and communication skills. The teacher should let you show your understanding of Anglophone culture(s). You need to answer each question as fully as possible. Always be prepared to give examples or explanations of your ideas. At the end of this part, your teacher will use a phrase such as "Let's move on to the final section of the examination" to indicate that the general discussion will now begin.
Part 3: General discussion	Action	Notes
5–6 minutes	<ul style="list-style-type: none"> You will have a general discussion on one or two additional themes from English B. Your teacher might also ask you about some ideas from the discussion in Part 2. Your teacher might ask you about your own relevant cultural experiences. Your teacher might give you more opportunities to demonstrate your understanding and appreciation of Anglophone culture(s). 	<ul style="list-style-type: none"> In this part, the teacher will also assess your interactive and communication skills. At the end, your teacher may use a phrase such as "Thank you and this is the end of the recording". At the end of the examination, your teacher will take back the visual stimulus and any notes that you have made.

Summing up

Understanding what I have to talk about and do in the standard level internal assessment

Now that you have finished reading the section above, make a list of all the important information you have learned about the subject matter and conduct of the standard level internal assessment in this section.

What techniques can I use to prepare for my standard level Individual oral presentation?

How do I find the meaning of a visual stimulus?

In the examination, it is essential to show your examiner that you can present a visual stimulus that is "consistently relevant to the stimulus and draws on explicit and implicit details" (Criterion B1: Message – visual stimulus). In this section, we shall look at how to present both the explicit (visible) and the implicit (invisible) content of the pictures you might encounter in the standard level oral assessment.

At standard level you will examine a visual stimulus with a title identifying one of the five themes of the course. Here is an example.

Human ingenuity



Such images communicate **layers of meaning** to the viewer.

- The “visual text” is what you see. This is the **explicit** content. Ask yourself: What is in the picture? How does it relate to the theme?
- The **implicit** content consists of a context and subtext.
 - The **context** is the “where and when”. Ask yourself:
 - Where and when was the picture taken? How could it relate to some aspect of Anglophone society?
 - The **subtext** is the message or meaning of the stimulus. Ask yourself:
 - What message(s) does the stimulus communicate? What does the picture tell me about the theme and the more specific topic (Space exploration/Future technologies)?

We can also unlock each layer of meaning using the ideas in the chart below. Look at the photo of the man being interviewed; it is an image for the theme of Experiences. Use the stimulus and the Assessment tip below it to explore the questions in the table below.

Text, context and subtext

Layer of meaning	Where is it found?	Key question
The explicit visual text is the information you can see in the picture in the message.	<ul style="list-style-type: none"> • In the foreground • In the people, places and objects • In the actions of the people in the image • The possible relationships between people and/or objects in the picture 	What can I see?
The context explains the situation that the image describes.	<ul style="list-style-type: none"> • In the theme (Experiences) and topic • In the background detail found in a picture • Your “background story” to the picture • The relationship of the picture to an Anglophone culture and the theme 	When and where are the events in the image [supposed to be] happening?
The subtext is the meaning underneath the surface of the text.	<ul style="list-style-type: none"> • Your personal interpretation of the visual stimulus • The message of the stimulus • The symbolic meaning of the stimulus 	What is the message?



ATL Critical Thinking Skills

Layers of meaning

Look at the picture of the iceberg in the sea above. It is a metaphor for the three layers of meaning you can find in a picture. Fill in each blank with one of these missing words: **text**, **subtext**, **context**.

The visible part of the iceberg is the _____.

The part of the iceberg below the waterline is the _____.

The sea in which the iceberg exists is the _____.

How does the metaphor of the iceberg help us to understand the concepts of text, subtext and context?

Summing up

Preparing my standard level internal assessment – finding explicit and implicit meaning in a visual stimulus

Now that you have read the section above, make a list of all the important pieces of information you have learned about preparing your standard level internal assessment in this section. Make a list of any points you are still unsure about and find answers.



How do I generate enough ideas to talk about?

A picture can symbolize an idea or a concept. For instance, study the photo of the standing businessman reaching out to the businessman on the floor. What ideas or values does the photo symbolize? Is it helpfulness? Is it sympathy? Is it bad luck?

Now, study the picture of the five members of a sports team on the opposite page. Maybe they have just won a very important game. We know that the theme of the visual is **Identities**. So, in this context, what ideas or values might the picture of the five young men symbolize? Is it friendship? Is it teamwork and cooperation? Is it success or happiness?

Remember that all visuals in the standard level oral should symbolize some idea or message about an Anglophone culture. Bearing this in mind, study the picture of the doctor and patient on the opposite page. We know that the theme of the visual is **Experiences**. So, in this context, what aspects of Anglophone culture might the picture symbolize? Is it growing old? Is it loneliness? Is it professional dedication?

The people in the visuals can also symbolize certain types of people: the young men in the first picture could symbolize “athletes” while the two women in the second picture can symbolize “doctor” and “patient”. As a result, you can use the visual to make general comments about such types, for example:

The picture seems to be saying that sports are a great way to make friends.

The picture suggests that the doctor is very concerned for the welfare of her patient.

There are no single “right answers” – as long as you can justify your point of view with evidence from the photo you are presenting. Once you are aware of the possibility of symbols in pictures, it becomes much easier to find ideas to talk about.

You may want to practise understanding symbols by repeating the exercise for the other three pictures in this section. Try to come to a clear idea about what each picture symbolizes. If you can develop this skill, you will then find it much easier to organize your presentation.

How can I practise generating ideas from a visual stimulus?

One of the most challenging features of the standard level Individual oral assessment is finding enough to say about a given visual stimulus for your 3- to 4-minute presentation.

To score a high mark for your presentation, you must ensure that:

- your presentation describes the explicit and implicit aspects of stimulus
- your presentation is clearly linked to Anglophone culture(s).

» Assessment tip

Interpreting an image for text, context and subtext

What does the background to the picture above tell you about where and when the picture was taken (context)?

What does the foreground to the picture tell you about what is happening (text)?

How can analysing the foreground (text) and background (context) of the picture help you to:

- understand the concepts of “text” and “context”
- create a good oral presentation
- suggest a subtext for the stimulus?

There are a number of techniques you can use to achieve this.

1. Summarize what you know about the theme and topic

Identities

Taking the example of the picture opposite, one sensible way to start your presentation is by:

- stating the theme of the stimulus:
The theme is Identities ...
- suggesting a general topic and, if possible, a specific sub-topic related to the theme:
... and the photograph deals with the themes of sub-cultures and friendship ...
- explaining the possible link to an Anglophone culture:
They might be American or Canadian ...
- suggesting a symbolic message in the visual. Your thesis could also show your examiner that you can clearly relate the picture to the wider English B course. Therefore, this message could be the thesis of your presentation:

The picture shows four members of an American basketball team. It seems to suggest that Americans build friendship through sports.

2. Describe the basic details of the visual

Experiences

Next, give a general description of the visible text – the explicit details you can see in the picture. It may be useful to imagine that your examiner cannot see the picture you are describing. This technique can help you to identify and describe all the basic details in the picture in order to begin your presentation. Consider what the examiner needs to know and understand about the picture to be able to visualize it. Taking the example of the picture opposite, you could:

- use one or two sentences to talk about the location of people and objects:
In the foreground on the left of the picture, there's a woman with brown hair. On the right, we can see an old woman in a wheelchair. She is wearing ...
- add some descriptive detail to help your listener imagine the scene and identify the most important aspects of the picture:
The woman on the left is wearing a white coat and has some kind of instrument around her neck and so she is probably a doctor of some kind ...

The patient in the wheelchair is wearing ...

In the background, there is a white wall, so the scene might be taking place in a hospital or a medical clinic ... Maybe they are talking about the patient's past. Maybe the old woman emigrated many years ago ...



▲ Identities



▲ Experiences

3. Add very specific details about the visual text



▲ Human ingenuity

Human ingenuity

To score a really good mark, it is essential that you describe every relevant detail of the visible text. Taking the example of the picture opposite, these could include:

- the important objects you can see:
The woman is seated in a driverless car. There is information appearing on the window screen, a computer on the dashboard and a "hands-free" steering wheel ...
- what the important objects in the picture are "doing":
The steering wheel seems to be directing the car by itself ... the computer screen is showing the woman the route that they are taking ...
- the relevant descriptive details about the person in the picture:
The driver seems really surprised and excited about what is happening ...
- what the person is doing/where the person is going:
The woman seems to be test driving the car ...

4. Speculate about the implicit content of the visual stimulus



▲ Social organization

Social organization

If your presentation contains a degree of speculative detail, it should score a higher mark than if you only describe the basic visible details in the picture.

To achieve this, it is essential to discuss the various possibilities suggested by the stimulus. By speculating on the content, you can produce a much more detailed presentation. Ask yourself: What will my examiner want to know about the implicit content of the picture? Taking the example of the picture opposite, suggest answers to questions like these:

- What kind of environment is represented in the stimulus?
- What might be the purpose of the building(s)?
- What might be happening in the picture?
- What might the people be thinking/saying/feeling?
- What might be the backstory to the picture? (See the ATL box called **Every picture tells a story.**)

Questions like these will help you describe the context in detail and give you much more to talk about in your presentation.

5. Speculate about the context of the visual stimulus

Sharing the planet

The implicit details of your visual stimulus are also in the subtext, or message.

Taking the example of the picture opposite, speculate about what you **cannot** see by answering the following questions:

- Where and when might the picture have been taken?
- Who might have taken the picture?
- Why was the photographer in that place at that time?
- What might have happened/might have been happening before the picture was taken?
- What might happen next?
- How does the stimulus relate to Anglophone cultures?



▲ Sharing the planet

6. Conclude by restating the subtext of the visual stimulus

Think again about the theme of the visual, the general topic and the specific sub-topic.

Look at the five sample visuals above and ask yourself:

- What is the message/subtext of the visual?
- What specifically is the message/subtext telling us about Anglophone culture?

Putting all these points together will help you to conclude your presentation in a clear and focused manner.

However, you must remember that each visual stimulus is different and each one will contain different kinds of information. Consequently, you do not have to find answers to all the questions above. The most important thing is to use the six techniques to find enough material to create a 3- to 4-minute presentation.

Summing up

What have I learned about generating ideas?

Now that you have finished reading this section, make a list of all the important lessons you have learned about generating ideas for your standard level internal assessment. If there are any points about which you are still uncertain, use your research skills to find answers.

How do I organize my ideas for my presentation based on the visual stimulus?

Now that you have generated enough ideas, you can plan or map your presentation in the same way that you organize your ideas when planning a written text. You can use the information and tips given in Chapter 2 to construct an argument and present your ideas clearly (see pages 22 to 26). Start by writing down your “thesis statement” (stance/viewpoint). Then, list your main supporting points and provide examples/justifications for each point. Note also your conclusion or final thought.



ATL Creative Thinking Skills

Every picture tells a story

Another useful skill for your standard level internal assessment presentation is to think about the story your picture might be telling.

If you use your creative thinking skills, any visual can become a source of inspiration for your presentation, even a picture with very limited information.

Think about the girl in the picture below and the context in which the photograph was taken. Ask yourself:

- Who is this girl?
- What is she doing with her life?
- What happened just before the picture was taken?
- What is going to happen to her next?
- Why is the picture an important moment in her life?

The more that you can speculate about the story suggested by the photograph, the more ideas you will have to talk about in your presentation.

Look at the other photos in this section and speculate what might be the story in each one.

Assessment tip

Putting it all together

On pages 135 to 137 you analysed five visual stimuli on the themes of:

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

Choose one stimulus and plan a presentation using the mental model opposite and the ideas you have already brainstormed.

When you have completed your plan, practise giving your presentation. Record yourself and measure your performance by using the assessment criteria A (language) and B1 (visual stimulus) on pages 143 to 144.

Pay attention to the timing(s) of your practice presentation(s).

Repeat the process using another of the stimuli. Practise until you are perfect.

Assessment tip

Intercultural understanding

Your Individual oral presentation offers opportunities for you to demonstrate intercultural understanding, therefore, during the oral assessment, you may want to mention relevant aspects of your own culture. However, do remember that this is an English B examination and you are expected to mainly use examples from **English-speaking cultures** when discussing the theme and topic of your presentation. Also note that one of the marking criteria, B1 Message – visual stimulus, specifically states: “The presentation makes clear links to the target culture(s)”.

Planning your presentation: a thesis-driven model

A Introduce your presentation

State clearly the English B theme, the topic and any sub-topic.

State the **context** (the “where” and “when”) in which the picture was taken.

Give one or two basic details to describe the explicit contents of the picture.

C Develop your main ideas

State each of your **supporting points** for your thesis. These should contain explicit and implicit evidence from the visible text to create:

Point 1 + evidence + explanation

Point 2 + evidence + explanation

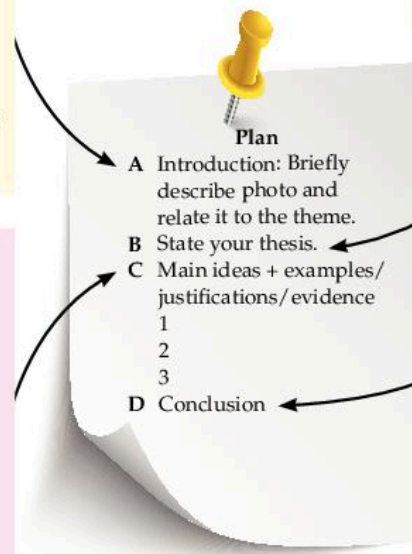
Point 3 + evidence + explanation, etc.

B State your thesis

What is the **subtext** (the unwritten message) of the picture?

D Conclusion

Repeat your thesis (**subtext**) and state any final thoughts and lessons learned from the visual stimulus.



Now use this mental model for a thesis-driven presentation to organize your ideas more clearly. For more information on mental models, see Chapter 2 pages 22 to 26.

Introduction	Context Thesis statement (subtext)
Development (points and evidence from the visual stimulus)	Supporting idea 1 Evidence/Justification
	Supporting idea 2 Evidence/Justification
	Supporting idea 3 Evidence/Justification
Conclusion	Conclusion (subtext) State your final thoughts/lessons learned

Summing up

What have I learned about organizing my standard level oral presentation?

Now that you have finished reading this section, summarize all the important information you have learned about organizing your standard level internal assessment. Make a list of any points you are still unsure about and find answers using your research skills.

How can I practise for my Individual oral assessment and develop the skills I need?

Now, we will look at three more examples of the kind of visual stimulus you might get in the examination. Study each stimulus and read the accompanying assessment tip.

Example 1: Human ingenuity



What is the context?

- What can we see in the background detail?
- What kind of place is this?

How might this image relate to issues in an Anglophone culture and/or the theme of Human ingenuity?

Example 2: Social organization

What is the context?

- What is the topic?
- What can we see in the background detail?
- Where, when and why might the events be happening?
- How might this image relate to issues in an Anglophone culture and/or the theme?



Assessment tip

A. Introducing the presentation and stating your thesis

First, identify the specific topic of the visual. Give a few **explicit details** of the stimulus: what visible text can you see? For example:

In the foreground, there is an image of a hooded person who may be entering data into a laptop computer. He or she – we cannot see the face – is maybe a computer hacker. There are also the words written in a stream of data in the background of the visual stimulus.

Next, think about why this image was created. What is the message? This thought can be your **thesis or big idea**, e.g:

- hackers are a danger to society
- hacking is a new form of human ingenuity
- hackers are anonymous heroes in a world where we have no control over data
- another thesis of your own choosing.

Finally, link the stimulus to some aspect of Anglophone society:

Much of the activity on the internet is in English and, as a result, so is much of the hacking that occurs ...

Assessment tip

B. Supporting ideas

Study example 2 (Social organization) and example 3 (Sharing the planet). Think about why each image was created. Examine in detail the background and foreground of each image.

Then, use the explicit (visible) and implicit (suggested) information in the picture to find evidence for your thesis. In each case, use the most relevant available information in the stimulus to support your thesis.

Link your thesis to an Anglophone culture.

Find three or four points to support your thesis. Remember to provide evidence and explanations for each supporting point. Using the information in each of the three practice stimuli, decide what would be your supporting points for each stimulus. Use the information on page 138 to plan your presentation.

Assessment tip

C. Your final thought

You want to end your presentation with a strong final thought which will have a thought-provoking effect on the listener. To do this you can:

- restate your thesis
- link the image to the wider topic and/or the theme and/or a global issue
- give a "final thought" by explaining what lesson we can learn from the picture
- use a phrase to introduce your final thought like "in conclusion", "to conclude", "in summary", or "to sum up".

Using the information in the three practise stimuli, decide what would be your final thought for each stimulus.

Example 3: Sharing the planet



What is the context?

- What is the topic?
- What can we see in the background detail?
- What kind of image is this: real or imaginary?
- How might this image relate to issues in an Anglophone culture and/or the theme?

Summing up

What have I learned about presenting a visual from these practice samples?

Now that you have finished reading this section, prepare and conduct the three practice presentations. Then, list all the important lessons you have learned about presenting your standard level internal assessment. If there are any points you are still uncertain about, use your research skills to find answers.

Preparing the follow-up and general discussions

How do I prepare for the two discussion parts of the Individual oral assessment?

In this part, your teacher will ask you follow-up questions that will allow you to express ideas and opinions on the theme of the visual. Your teacher will also ask you about an additional theme from English B. Your job is to show further understanding of the topic discussed and reflect on its connection to English-speaking cultures.

- Part 2 lasts between 4 and 5 minutes. The discussion focuses on the visual stimulus and the theme connected to it.
- Part 3 lasts between 5 and 6 minutes. The discussion focuses on another theme related to the English B syllabus.

In both conversations in the standard level oral assessment, you need to fully participate in all aspects of the discussions.

Answer your teacher's questions properly

- Listen to your teacher's questions carefully and take an active part in the conversation.
- Give relevant and full answers. Do not be afraid to give long answers. You want to demonstrate that you can give responses in English that are thoughtful and well explained.
- Never answer with only "yes" or "no", even if the question seems to ask for that. Always give a justification for your answer:
The reason I say this is because ...
- Use an "answer + explanation + example" technique to make sure that you respond as fully as possible:
 - You can use ideas and examples that you have learned about during your English B course.
 - Show that you understand the implicit meanings in your visual by discussing the "story" behind the picture or its symbolic meaning.
 - Alternately, use examples from your own personal experiences.
- If your teacher does not ask open-ended questions, do not be afraid to take the lead in the conversation.

Relate your answers and responses to Anglophone culture(s)

Show that you understand something about Anglophone cultures in your responses:

- Give examples from your general knowledge:
In Australia, there is a big debate about coal mining ...
- Create a backstory about the picture or discuss its symbolic meaning:
The picture could be set in South Africa because ...
- Use examples from your own personal experiences:
When I was in the USA, something similar happened to me ...
- Take examples from English books you have read or films you have seen:
Last year I saw the film XXX which dealt with a similar issue ...

Engage positively with your teacher

- You can score marks for your ability to interact with your teacher during the conversations following your presentation. You can do this in a number of ways, for example:
 - You can make a comment about the teacher's questions:
I'm glad you asked me that ...; Well ... thinking on my feet I'd say that ...; That's a good question ...
 - If you are uncertain about a question, ask for clarification:
Sorry, could you explain that again?
 - Politely disagree:
Sorry but I don't think that is quite right ...; Actually, I see things differently ...

Assessment tip**Participating – things not to do**

- Remember you are being tested on fluency and how well you are able to take part in **spontaneous** conversation.
- Do not over-think and take too much time wondering about each question.

- Ask permission to direct the conversation towards ideas you feel comfortable talking about:

Can I tell you about something I read/learned/that happened to me?

- If you have something to say, do not wait to be asked. Say it! For example, describe a relevant personal experience or use your general knowledge to make a point.
- Always be polite. Say things like “please” and “thank you”, and let your teacher finish asking question/speaking before you start talking.
- Maintain eye contact with your teacher. This will help you to understand the questions you are being asked.
- Smile. Remember that your teacher may be nervous too – conducting an oral assessment is a big responsibility after all. Being friendly makes it easier for the teacher to interact with you too.

What if ...

- | | |
|--|--|
| I do not understand a question? | → Ask the teacher to repeat or re-phrase. |
| I hesitate or get mixed up while speaking? | → This is normal; we all do that. Just make sure you are fluent for the rest of the assessment. |
| My teacher asks a knowledge-based question that I cannot answer? | → Answer: <i>Well, I do not know about that. But I know this ... or As far as I know ...</i>
Use your own personal experience to support your response: <i>As far as I know, X is the biggest city ...</i> or find evidence on the visual stimulus or the themes you have been discussing: <i>Well, when we look at the picture we can see that ...</i> |
| I make a grammatical mistake? | → Just correct yourself. You are not expected to speak perfect English. |
| I forget what I want to say? | → Improvise. Start the answer all over again, or say something like: <i>Sorry. Can you repeat that please?</i> |
| I forget a key word or cannot express my ideas clearly? | → Try and find another way of saying the same idea. It is better to keep talking than say nothing. |
| I stop making sense? | → Stop and say: <i>Sorry. Can I start that again?</i> |
| The teacher challenges my ideas with a strong counter-opinion? | → Support your own viewpoint, using examples or explanations. However, always be calm and respectful. (See the ATL box called Defend your own ideas .) Most importantly, don't panic! |

ATL Social Skills

Defend your own ideas

Your reading of the visual stimulus might differ from your teacher's interpretation. In such cases, you need to be able to argue that your point of view is valid.

Always keep your presentation bullet points in sight so that you can remind yourself of your ideas and keep your argument well focused. You may also need to justify any ideas that oppose your own. It is a good idea to practise defending your own ideas. This may involve:

- giving your own ideas and opinions
- defending your own point of view
- negotiating effectively
- building consensus.

Remember, however, that the discussions assess receptive, productive and interactive skills. It is not a test of knowledge. Therefore, as long as your ideas are relevant, well-developed and justified, you can still score well, even when you disagree with your teacher.

Summing up

What have I learned about the discussions with my teacher and making long-term preparations for the standard level Individual oral assessment?

Now that you have finished reading this section, summarize all the important pieces of information you have learned about preparing for the discussion parts of the internal assessment. Then make a list of all of the important information you have learned about making long-term preparations for the internal assessment. If there are any points you are still uncertain about, use your research skills to find answers.

How is the standard level Individual oral assessed?

Criterion A: Language

How successfully does the candidate command spoken language?

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	<p>Command of the language is limited.</p> <p>Vocabulary is sometimes appropriate to the task.</p> <p>Basic grammatical structures are used.</p> <p>Language contains errors in basic structures. Errors interfere with communication.</p> <p>Pronunciation and intonation are influenced by other language(s).</p> <p>Mispronunciations are recurrent and interfere with communication.</p>
4–6	<p>Command of the language is partially effective.</p> <p>Vocabulary is appropriate to the task.</p> <p>Some basic grammatical structures are used, with some attempts to use more complex structures.</p> <p>Language is mostly accurate in basic structures, but errors occur in more complex structures. Errors at times interfere with communication.</p> <p>Pronunciation and intonation are influenced by other language(s), but mispronunciations do not often interfere with communication.</p>
7–9	<p>Command of the language is effective and mostly accurate.</p> <p>Vocabulary is appropriate to the task, and varied.</p> <p>A variety of basic and more complex grammatical structures is used.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p> <p>Pronunciation and intonation are easy to understand.</p>
10–12	<p>Command of the language is mostly accurate and very effective.</p> <p>Vocabulary is appropriate to the task, and varied, including the use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.</p> <p>Pronunciation and intonation are easy to understand and help to convey meaning.</p>

Assessment tip

Avoiding exam day panic

You must be able to interpret the visual and make effective bullet points as efficiently as possible during the 15-minute preparation time of the Individual oral assessment. During the two years of the course you need to practise these skills very frequently. The more you practise, the more confident you will become.

Assessment tip

Criterion A: Language

- Express all your ideas and opinions clearly.
- Use correct, varied and articulate language.
- In the oral assessment, use a fairly formal tone and register, particularly in the presentation segment.
- Try to use vocabulary related to the theme and the topic. You will sound knowledgeable and articulate.
- Don't be afraid to use more complex grammar. As long as your English is reasonably accurate, minor mistakes will not count against you.
- During the English B course, practise speaking with clear pronunciation and intonation, so that your examiner will know what you are saying.

Assessment tip

Criterion B1: Message – visual stimulus

- Make sure your presentation is well structured.
- Use a thesis-driven approach consisting of:
 - a thesis
 - at least three supporting points
 - evidence and explanation of each supporting point
 - a conclusion/final thought.
- Your presentation should have clear links to some aspect of Anglophone culture and the theme of the stimulus.
- Do not use the presentation as an excuse to discuss your own culture.

Assessment tip

Criterion B2 Message – conversation

Your teacher may ask questions about the theme of the visual stimulus or, in the final section, about one of the other English B themes:

- Make sure you listen carefully to your teacher's questions.
- Make sure you respond to the question and explain your ideas with examples.
- Do not use the discussion as an excuse to talk about your own culture.

Criterion B1: Message – visual stimulus

How relevant are the ideas to the selected stimulus?

- How well does the candidate engage with the stimulus in the presentation?
- How well are the ideas linked to the target culture(s)?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
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).
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).
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).

Criterion B2: Message – conversation

How relevant are the ideas in the conversation?

- How appropriately and thoroughly does the candidate respond to the questions in the conversation?
- To what depth are the questions answered?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
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.
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.

Criterion C: Interactive skills – communication

To what extent does the candidate understand and interact?

- How well can the candidate express ideas?
- How well can the candidate maintain a conversation?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
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	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.

Assessment tip**Criterion C: Interactive skills – communication**

- It is very important that the conversation flows naturally.
- Never stay silent or answer with a short answer.
- You are being tested on your fluency in English, not your knowledge.
- If you don't understand a question, say so.
- If you really cannot answer a question, say something like, "I don't know about X but would you like me to talk about Y instead?"

Summing up**Understanding how the internal assessment is marked**

Now that you have finished reading this section, make a list of all the important pieces of information you have learned about the marking of the internal assessment. If there are any points you are still uncertain about, use your research skills to find answers.

Analysis of standard level student samples

- You will now listen to five sample standard level oral assessments.
- Using the standard level internal assessment criteria, an IB examiner has marked each one and has written comments on each performance.
- Listen to each recording and give each student a mark using the standard level assessment criteria.
- Compare your marks with those given by the examiner.

Listen to standard level sample A: Identities

**Analysis**

The student does well to answer all the questions asked. However, it is important that you are able to take some initiative during the discussions and that you “engage the interlocutor”. You can do this in a number of ways, for example:

- add a comment to what the teacher has said:
 - *I like your idea of ... because ...*
 - *What you say about ... is really interesting because ...*
 - *I agree with you that ...*
- offer a differing opinion to what the teacher has said:
 - *Sorry, I disagree that ...*
 - *I'm not sure about that because ...*
- ask a question or ask for clarifications about what the teacher has said:

Excuse me. Can you explain what you mean by ... ?

Sample	Criteria	Markband	Examiner's comments
A	A: Language	4–6 (out of 12)	<p>Command of the language is partially effective.</p> <p>Vocabulary is generally appropriate to the task.</p> <p>Basic grammatical structures are used, with some attempts to use more complex structures.</p> <p>Language is mostly accurate in basic structures, but errors occur in more complex structures.</p> <p>Grammatical errors sometimes interfere with communication.</p> <p>Pronunciation and intonation are strongly influenced by other language[s], but mispronunciations do not often interfere with communication.</p>
	B1: Message – visual stimulus	3–4 (out of 6)	<p>The presentation is mostly relevant to the stimulus.</p> <p>The candidate gives explicit details by providing physical descriptions.</p> <p>The candidate interprets the basic implicit meanings in the stimulus.</p> <p>The presentation is mostly linked to the target culture[s].</p>
	B2: Message – discussion	5–6 (out of 6)	<p>The candidate's responses are consistently relevant to the questions and show some development.</p> <p>Responses are appropriate and developed with general and personal examples.</p> <p>Responses are broad in scope and depth, including personal interpretations but there are few attempts to engage the interlocutor.</p>
	C: Interactive skills – communication	5–6 (out of 6)	<p>Comprehension and interaction are consistently sustained.</p> <p>The student provides responses in the target language and demonstrates comprehension.</p> <p>Participation is sustained with a few independent contributions.</p>

Listen to standard level sample B: Experiences



Sample	Criteria	Markband	Examiner's comments
B	A: Language	7–9 (out of 12)	<p>Command of the language is effective and mostly accurate.</p> <p>Vocabulary is appropriate to the task and varied.</p> <p>A variety of basic and more complex grammatical structures is used.</p> <p>Language is mostly accurate. There are some occasional errors in basic and complex grammatical structures. These do not, however, interfere with communication.</p> <p>Pronunciation and intonation are easy to understand.</p>
	B1: Message – visual stimulus	5–6 (out of 6)	<p>The presentation is consistently relevant to the stimulus and draws on explicit and implicit details.</p> <p>The presentation provides explicit descriptions of the person and the buildings. The student also offers personal interpretations relating to the stimulus, the theme of Experiences and the topic of travel and tourism.</p> <p>The presentation makes clear links to the target culture[s].</p>
	B2: Message – discussion	5–6 (out of 6)	<p>The candidate's responses are consistently relevant to the questions and show some development.</p> <p>Responses are consistently appropriate and well developed.</p> <p>Responses are broad in scope and depth, including personal interpretations with some attempts to engage the interlocutor.</p>
	C: Interactive skills – communication	5–6 (out of 6)	<p>Comprehension and interaction are consistently sustained.</p> <p>The student provides responses in the target language and demonstrates comprehension.</p> <p>Participation is sustained with extended independent responses.</p>

Analysis

The student demonstrates an ability to present confidently, and converse and interact fluently. The student also demonstrates that it is possible to compensate for occasional language errors by scoring the highest marks for Criteria B1, B2 and C.

The student makes excellent use of both the visual stimulus and the teacher's questions. The student is also able to use the stimulus to demonstrate a knowledge of Anglophone culture and show intercultural understanding too.

Listen to standard level sample C: Human ingenuity



Sample	Criteria	Markband	Examiner's comments
C	A: Language	7–9 (out of 12)	<p>Command of the language is effective and mostly accurate.</p> <p>Vocabulary is appropriate to the task and varied.</p> <p>A variety of basic and more complex grammatical structures is used.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p> <p>Pronunciation and intonation are almost always easy to understand.</p>
	B1: Message – visual stimulus	3–4 (out of 6)	<p>The presentation is mostly relevant to the stimulus.</p> <p>The student describes some explicit details of the stimulus, and offers some relevant personal interpretations relating to the stimulus.</p> <p>The presentation is linked to the target culture(s).</p>
	B2: Message – discussion	5–6 (out of 6)	<p>The candidate's responses are consistently relevant to the questions and show some development.</p> <p>Responses are almost always appropriate and developed.</p> <p>Responses are broad in scope and depth, including personal interpretations and/or attempts to engage the interlocutor.</p>
	C: Interactive skills – communication	5–6 (out of 6)	<p>Comprehension and interaction are consistently sustained.</p> <p>The student provides responses in the target language and demonstrates comprehension.</p> <p>Participation is sustained with some independent contributions.</p>

Listen to standard level sample D: Sharing the planet



Sample	Criteria	Markband	Examiner's comments
D	A: Language	7–9 (out of 12)	<p>Command of the language is effective and mostly accurate.</p> <p>Vocabulary is appropriate to the task and varied.</p> <p>A variety of basic and more complex grammatical structures is used.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p> <p>Pronunciation and intonation are easy to understand.</p>
	B1: Message – visual stimulus	1–2 (out of 6)	<p>The presentation is mostly irrelevant to the stimulus.</p> <p>Because the presentation is quite short, the student only provides a very limited and incomplete description of the stimulus. However, the presentation is partially linked to the target culture(s).</p>
	B2: Message – discussion	3–4 (out of 6)	<p>Comprehension and interaction are mostly sustained.</p> <p>The student provides responses in the target language and mostly demonstrates comprehension but sometimes misunderstands the questions asked.</p> <p>Participation is mostly sustained.</p>
	C: Interactive skills – communication	3–4 (out of 6)	<p>The candidate's responses are mostly relevant to the questions.</p> <p>Most responses are appropriate and some are developed.</p> <p>Responses are mostly broad in scope and depth.</p> <p>In this example, the student's ideas are rather unclear. The student also seems to have little to say.</p>

Analysis

Students need to create presentations which lasts for a minimum of three minutes. This student loses marks in Criterion B because he is unable to produce a presentation that is “consistently relevant to the stimulus and (which) draws on explicit and implicit details”.

It is essential to practise describing all the details of the picture and speculating on the backstory and the symbolic implications of the picture in order to produce a presentation that lasts for a minimum of three minutes.

In Part 3 of the assessment, the teacher should ask questions about other themes of English B but should not use the second picture as a prompt.

Listen to standard level sample E: Social organization

**Analysis**

Students need to practise creating a presentation which lasts for a minimum of three minutes. This is essential if the student is able to produce a presentation that is “consistently relevant to the stimulus and draws on explicit and implicit details” (Criterion B).

Teachers should allow students to develop their ideas fully. It is helpful to probe students on the ideas they offer rather than presenting the student with an alternative idea to comment on.

Sample	Criteria	Markband	Examiner's comments
E	A: Language	10–12 [out of 12]	<p>Command of the language is mostly accurate and very effective.</p> <p>Vocabulary is appropriate to the task and varied, including the use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate.</p> <p>Minor errors in more complex grammatical structures do not interfere with communication.</p> <p>Pronunciation and intonation are easy to understand and help to convey meaning.</p>
	B1: Message – visual stimulus	3–4 [out of 6]	<p>The presentation is mostly relevant to the stimulus.</p> <p>With a focus on explicit details, the candidate provides descriptions and basic personal interpretations relating to the stimulus.</p> <p>The presentation is linked to the target culture(s).</p> <p>Candidates should try to sustain a presentation for the minimum of 3 minutes in order to achieve the highest markband</p>
	B2: Message – discussion	5–6 [out of 6]	<p>The candidate's responses are consistently relevant to the questions and show some development.</p> <p>Responses are consistently appropriate and developed.</p> <p>Responses are broad in scope and depth, including personal interpretations and attempts to engage with the interlocutor.</p>
	C: Interactive skills – communication	5–6 [out of 6]	<p>Comprehension and interaction are consistently sustained.</p> <p>The student provides extended responses in the target language and mostly demonstrates comprehension of the teacher's questions.</p> <p>Participation is sustained throughout the assessment with several independent contributions.</p>

Summing up**Understanding the conduct and marking of the standard level internal assessment**

Now that you have finished this section, what lessons you have learned about the conduct and the marking of the standard level internal assessment?

What are the best ways to practise and revise for the standard level Individual oral assessment?

When it comes to revising for the internal assessment, there are a number of ways to revise. Find practice stimuli. The act of choosing suitable material is good revision practice; you are making sure that your material fits the themes and topics of the English B course.

- To plan your presentation, you can use the **thesis-driven mental model** you have seen in this chapter (see page 138).
- You can make revision notes with suitable headings and subheadings on the stimulus.
- Alternatively, you could produce ten key bullet points for the presentation.



When in doubt about anything in the assessment, ask your teacher to clarify the point. However, do not wait until the last minute to seek advice. Make sure you know what to do well before the assessment.

You can now practise the standard level oral assessment using the stimulus on the right on the theme of Experiences.

Here is some more advice for the standard level oral. Read and discuss the information with a partner. Decide which tips are most useful to *you*. You will also find more tips about preparing for an oral assessment on pages 166 to 173 in Chapter 6.

Always ...	Never ...
<ul style="list-style-type: none"> • use fully every opportunity in class to practise the presentation and discussion parts of the Individual oral • practise student and teacher discussions during lessons. You can also practise in pairs with one person playing the role of teacher • practise using a 15-minute time period to prepare your presentation and to relate it to your visual stimulus • practise making the presentation of the visual stimulus sound spontaneous • practise presenting a visual stimulus including speaking uninterrupted for 3 to 4 minutes • describe the stimulus in detail using detail in the text • use a mental model to plan the presentation • prepare a maximum of ten bullet points about the visual stimulus • prepare a maximum of ten bullet points about the visual stimulus • get some constructive feedback on your practice presentations on visual stimuli from a partner or your teacher • make sure you evaluate each oral you do to find your strengths and weaknesses. 	<ul style="list-style-type: none"> • give a prepared speech for your final oral assessment • believe you do not need to practise your oral skills. You do • go into the oral assessment without having practised your presentation and discussion skills • write your presentation in full and read it aloud in the assessment. [Pre-learned presentations will not score high marks] • talk too long in any part of the assessment. Examiners are instructed to stop listening after 15 minutes • use the stimulus as a platform to give a prepared talk about a topic • use disorganized notes that have no clear structure • bring into the preparation room any additional resources such as computers, mobile phones, class or other notes, dictionaries and so on • practise your oral presentation without ever getting an objective assessment of your performance • finish a practise without reflecting on how well you have done.

ATL Social and Self-management Skills

Role playing

Role-play the oral assessment.

- With a partner, take turns to present a visual stimulus, discuss and answer questions on it.
- Record your practice oral.
- Play back the performance.
- Note what you have done well and the areas where you need to improve. To do this, you can use:
 - the formal standard level internal assessment criteria (see pages 143 to 145)
 - feedback from partner
 - your own observations.



Assessment tip

Combating exam nerves

It is probably difficult to forget that your oral assessment is recorded. Understandably, you might be nervous but bear in mind that being anxious is absolutely normal and, in fact, a little bit of stress can help you concentrate. However, there are certain things to remember:

- Avoid fidgeting too much or clicking a pen.
- Do not mumble or speak too fast – the goal is to be understood.
- If you know that you speak quietly, lean towards the microphone and speak clearly.

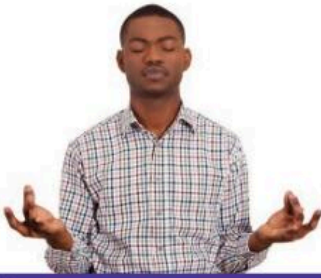
Reflections on Chapter 5: How can I succeed in my standard level internal assessment (Individual oral)?

At the beginning of the chapter, you wrote down what you already knew about the standard level Individual oral assessment. What additional understanding have you come to in this chapter?

During this chapter you have also listed your additional questions about the standard level oral. Now check whether all your questions are answered. If you have not been able to find satisfactory answers, use your research skills to find the answers you need.

- What new information about the English B standard level Individual oral assessment have you learned in this chapter?
- What useful new tips about presenting and discussing in the English B standard level Individual oral assessment have you learned?
- What questions do you still have about English B standard level Individual oral assessment?

Use your research skills to find answers to these questions. You can use any of the pictures in this chapter to practise and reflect on your standard level oral assessment.



ATL

Self-management Skills

Overcoming stress

For additional information about overcoming stress in your oral assessment, see Chapter 6, pages 179 and 180.

Beyond the classroom

Being interactive

Instead of actually speaking English, some English B students prefer to spend much of their time alone, studying the rules of grammar and memorizing lists of words. However, learning English is much more than an intellectual exercise. When speaking English, fluency is just as important as accuracy. So, make sure you practise speaking English in real-life interactive situations as much as possible.

Overcoming your fears

Maybe you are afraid of making mistakes, of being shy, of sounding foolish. However, speaking English regularly can help you to overcome your fears. When you are speaking in class it really does not matter if you make a few mistakes. The most important thing is that you are communicating.

Improving fluency

When you are speaking, you are using all your knowledge of grammar, vocabulary and pronunciation. Think about learning to play an instrument: when you are learning, you can learn every possible chord, but that is not the same as playing music. When you practise playing different tunes, you make mistakes, but soon you will be playing your favourite songs proficiently.

Language for life

The most exciting part about learning a new language is communicating with other people. The more you practise speaking English, the more your confidence will grow. The more your confidence grows, the easier it will become to learn. Also, you will be able to talk to people from many different parts of the world. You have a great incentive to achieve this. Ultimately, speaking English can open up possibilities for study and, one day, new job prospects. Universities and employers want people who can think for themselves, use initiative and solve problems.



6

HIGHER LEVEL INTERNAL ASSESSMENT (INDIVIDUAL ORAL)

The aims of this chapter

The higher level internal assessment (Individual oral) is an essential part of your Language B higher level course. This component assesses receptive reading skills, as well as oral productive and interactive skills. It allows you to present and discuss an extract from one of the works of literature you have studied as part of your English B course.

This chapter will explain how the Individual oral assessment is conducted. It will then show you how to:

- ✓ interpret a literature extract and link it to the work as a whole
- ✓ organize your ideas and plan your presentation on the extract
- ✓ prepare the two discussion segments of the oral assessment.

The chapter will also give advice on how to make long-term preparations for the Individual oral assessment.

HOW CAN I SUCCEED IN MY HIGHER LEVEL INDIVIDUAL ORAL (LITERATURE)?

Some essential questions to start this chapter

- What do you already know about the higher level Individual oral assessment?
- What do you already know about presenting and discussing a literary text?
- What improvements would you like to make to your fluency and accuracy in spoken English?

What is the higher level internal assessment (Individual oral)?

The aim of this assessment is to measure your ability to:

- produce a presentation in fluent and accurate English
- understand and produce spoken English accurately and fluently in two conversations.

These are the main points:

- Your teacher will select a range of extracts of roughly 300 words from the two works of literature that you have studied for English B higher level.
- Your teacher will give you two of these extracts: one from each work you have studied.
- You will have 20 minutes in which to decide quickly which extract to present and then prepare your presentation.



Assessment tip

Quick facts on the higher level internal assessment

The Individual oral assessment is based on an extract from one of the two works of literature you have studied in higher level English B. It takes place during the final year of your English B course.

The Individual oral assessment is conducted by your teacher who will give you **two** literary extracts, one from each of the works you have studied. You choose one and have 20 minutes to prepare it. The assessment is in three parts:

- You present the extract.
- You discuss the contents and ideas in the extract.
- You have a more general discussion related to at least one other course theme.

The assessment lasts 12–15 minutes. This is in addition to your 20 minutes of preparation. The oral is recorded and assessed by your teacher but it may be externally moderated at the end of the course.

The Individual oral assessment is marked out of 30. The criteria are:

- Criterion A: Language /12
- Criterion B1: Message – visual stimulus /6
- Criterion B2: Message – conversation /6
- Criterion C: Interactive skills – communication /6
- Total: /30

The weighting of the oral assessment is worth 25% of your total mark in English B.

- During the oral assessment, which is recorded, you will first present your extract and then take part in two discussions with your teacher.
- Under no circumstances can the recording be stopped or modified in any way.

What do I have to do in the higher level Individual oral assessment?

The internal assessment has the following sections.

	Action	Notes
Supervised preparation time 20 minutes	Your teacher will give you two unseen extracts, one from each book studied. When the teacher gives you the two extracts, carefully decide which one to present. Always pick the extract you have the most to talk about. You can make up to 10 points in bullet-point form on a blank sheet of paper given to you by your teacher.	During the preparation time: <ul style="list-style-type: none"> • you will be supervised • you are not allowed to use any other course materials – notes, dictionaries (in any form), computer, mobile phone or similar.
	Action	Notes
Part 1: Presentation 3–4 minutes	You should first put the extract into context . You should create a thesis to explain what the “big idea” in the passage is: <ul style="list-style-type: none"> • For example, if the extract focuses on a character, then the presentation should focus on the traits the character shows in the extract. • Alternatively, if the extract focuses on the development of the plot or the conflict, you should focus on that aspect of the extract. However, do not spend more than 30 seconds on this. Your main task is to describe and explain the content of the extract: <ul style="list-style-type: none"> • what we learn about the conflict in the extract • what we learn about the characters in the extract • what we learn about the themes and ideas in the extract. It is advisable to come to a conclusion or make a statement about the contents of the extract, that is to say, discuss the subtext of the extract. Here are some questions you could use to end your presentation: <ul style="list-style-type: none"> • What is the significance of the extract? • What information do we learn about the characters from the extract? • How does the extract help us to understand the central conflict in the story? 	In this part, the teacher will assess your presentation skills . After 4 minutes, your teacher should ask you to move on to the next part.
	Action	Notes
Part 2: Follow-up discussion 4–5 minutes	Your teacher will discuss with you the ideas about the extract you have presented in Part 1. In this part, you can demonstrate your ability to discuss the subject matter of the extract in greater depth. Your teacher will encourage you to engage in authentic conversation to the best of your ability.	In this part, the teacher will assess your interactive and communication skills . The teacher could ask you open-ended questions and give you the opportunity to speak freely. At the end of this part, your teacher should use a sentence such as “Let’s move on to the final section of the examination”.

	Action	Notes
Part 3: General discussion 5–6 minutes	You will have a general discussion on at least one additional theme from the English B course. Your teacher might also ask you about some ideas coming out of the discussion in Part 2. Your teacher might give you more opportunities to demonstrate your understanding and appreciation of Anglophone culture(s) .	In this part, the teacher will also assess your interactive and communication skills . At the end of this segment, your teacher should use a phrase such as “Thank you and this is the end of the recording”. At the end of the examination, your teacher will keep the literary extract and any notes that you have made.

Summing up

Understanding the higher level Individual oral assessment

Now that you have finished reading this section, make a list of all the important pieces of information you have learned about the conduct of the higher level internal assessment. If there are any points you are still uncertain about, use your research skills to find answers.

Why do we study Literature in English B?

For the purposes of this assessment, the term “Literature” refers to the study of two literary works originally written in English. These could be works of prose fiction, prose non-fiction, poetry or drama. In English B, the literary works you study will be culturally relevant and linguistically accessible.

Before your oral assessment, you should have read and analysed, in class, two literary works such as complete novels and plays, or collections of short stories and poems. For example, the story you are about to read, “Charles”, comes from a collection of short stories by the American writer Shirley Jackson.

Studying literature in your English B class will help you to develop your English in a number of important ways. These include:

- higher-level reading and thinking skills such as interpretation and inference
- a much richer vocabulary and use of language
- a greater understanding and insight into a variety of Anglophone cultures and international-mindedness
- developing other views of the world and exploring ideas outside your own personal experience.

In your higher level class, you are expected to learn about the fundamental elements of literature, such as **conflict**, **theme**, **plot** and **character**. These concepts will help you to prepare your presentation of a literary extract for your internal assessment.

Summing up

Understanding the purpose of literature in English B

Now that you have finished reading this section, make a list of all the important new pieces of information you have learned about literature in English B. If there are any points you are still uncertain about, use your research skills to find answers.

Assessment tip

Do I really need to know all this?

Yes, you need to know how the higher level Individual oral assessment works, including:

- what you have to prepare
- what you have to do in the exam
- what questions your teacher might ask you
- how to score well in your oral.



Analysing a literary text: Practising the Individual oral assessment (higher level)

1. Read the short story "Charles" by the American writer Shirley Jackson (1916–1965). The story has been divided into 5 sections of about 300 words each – the same length as the internal assessment higher level passages for English B.
2. Use the guidelines that follow (pages 160–165) to analyse the story.
3. Prepare a number of practice higher level Individual oral presentations.

Note: In the actual higher level oral assessment, if one of the books studied is a collection of short stories, your teacher will produce extracts from a range of the short stories in that collection.

"Charles" by Shirley Jackson

Extract A

ATL Critical Thinking Skills

Extract A:

As you read, answer these questions about the extract:

- A. At what point in the plot does this extract come?
- B. What conflicts can we see in the extract?
- C. What do we learn about the characters of Laurie, his parents, Charles and the teacher from the extract?
- D. What themes are developed in the extract?

The day my son Laurie started kindergarten he renounced corduroy overalls with bibs and began wearing blue jeans with a belt; I watched him go off the first morning with the older girl next door, seeing clearly that an era of my life was
5 ended, my sweet-voiced nursery-school tot replaced by a long-trousered, swaggering character who forgot to stop at the corner and wave good-bye to me.

He came home the same way, the front door slamming open, his cap on the floor, and the voice suddenly became
10 raucous shouting, "Isn't anybody here?"

At lunch he spoke insolently to his father, spilled his baby sister's milk, and remarked that his teacher said we were not to take the name of the Lord in vain.

"How was school today?" I asked, elaborately casual.

15 "All right," he said.

"Did you learn anything?" his father asked.

Laurie regarded his father coldly. "I didn't learn nothing," he said.

"Anything," I said. "Didn't learn anything"

20 "The teacher spanked a boy, though," Laurie said, addressing his bread and butter. "For being fresh," he added, with his mouth full.

"What did he do?" I asked. "Who was it?"

Laurie thought. "It was Charles," he said. "He was fresh.

25 The teacher spanked him and made him stand in a corner. He was awfully fresh."

"What did he do?" I asked again, but Laurie slid off his chair, took a cookie, and left, while his father was still saying, "See here, young man."

30 The next day Laurie remarked at lunch, as soon as he sat down, "Well, Charles was bad again today." He grinned enormously and said, "Today Charles hit the teacher."

“Good heavens,” I said, mindful of the Lord’s name, “I suppose he got spanked again?”

35 “He sure did,” Laurie said. “Look up,” he said to his father. “What?” his father said, looking up.

“Look down,” Laurie said. “Look at my thumb. Gee, you’re dumb.” He began to laugh insanely.

“Why did Charles hit the teacher?” I asked quickly.

40 “Because she tried to make him color with red crayons,” Laurie said. “Charles wanted to color with green crayons so he hit the teacher and she spanked him and said nobody play with Charles but everybody did.”

Extract B

The third day—it was Wednesday of the first week—Charles bounced a see-saw on to the head of a little girl and made her bleed, and the teacher made him stay inside all during recess. Thursday Charles had to stand in a corner during story-time
5 because he kept pounding his feet on the floor. Friday Charles was deprived of blackboard privileges because he threw chalk.

On Saturday I remarked to my husband, “Do you think kindergarten is too unsettling for Laurie? All this toughness, and bad grammar, and this Charles boy sounds like such a bad
10 influence.”

“It’ll be all right,” my husband said reassuringly. “Bound to be people like Charles in the world. Might as well meet them now as later.”

On Monday Laurie came home late, full of news. “Charles,”
15 he shouted as he came up the hill; I was waiting anxiously on the front steps. “Charles,” Laurie yelled all the way up the hill, “Charles was bad again.”

“Come right in,” I said, as soon as he came close enough. “Lunch is waiting.”

20 “You know what Charles did?” he demanded, following me through the door. “Charles yelled so in school they sent a boy in from first grade to tell the teacher she had to make Charles keep quiet, and so Charles had to stay after school. And so all the children stayed to watch him.”

25 “What did he do?” I asked.

“He just sat there,” Laurie said, climbing into his chair at the table. “Hi, Pop, y’old dust mop.”

“Charles had to stay after school today,” I told my husband. “Everyone stayed with him.”

30 “What does this Charles look like?” my husband asked Laurie. “What’s his other name?”

“He’s bigger than me,” Laurie said. “And he doesn’t have any rubbers and he doesn’t ever wear a jacket.”

ATL Critical Thinking Skills

Extract B:

As you read, answer these questions about the extract:

- A. At what point in the plot does this extract come?
- B. What conflicts can we see in the extract?
- C. What do we learn about the characters of Laurie, his parents, Charles and the teacher from the extract?
- D. What themes are developed in the extract?

Extract C

ATL Critical Thinking Skills

Extract C:

As you read, answer these questions about the extract:

- A. At what point in the plot does this extract come?
- B. What conflicts can we see in the extract?
- C. What do we learn about the characters of Laurie, his parents, Charles and the teacher from the extract?
- D. What themes are developed in the extract?

Monday night was the first Parent-Teachers' meeting, and only the fact that the baby had a cold kept me from going; I wanted passionately to meet Charles's mother. On Tuesday Laurie remarked suddenly, "Our teacher had a friend come to see her
5 in school today."

"Charles's mother?" my husband and I asked simultaneously.

"Naaah," Laurie said scornfully. "It was a man who came and made us do exercises, we had to touch our toes. Look." He
10 climbed down from his chair and squatted down and touched his toes. "Like this," he said. He got solemnly back into his chair and said, picking up his fork, "Charles didn't even *do* exercises."

"That's fine," I said heartily. "Didn't Charles want to do
15 exercises?"

"Naaah," Laurie said. "Charles was so fresh to the teacher's friend he wasn't *let* do exercises."

"Fresh again?" I said.

"He kicked the teacher's friend," Laurie said. "The
20 teacher's friend told Charles to touch his toes like I just did and Charles kicked him."

"What are they going to do about Charles, do you suppose?" Laurie's father asked him.

Laurie shrugged elaborately. "Throw him out of school, I
25 guess," he said.

Wednesday and Thursday were routine; Charles yelled during story hour and hit a boy in the stomach and made him cry. On Friday Charles stayed after school again and so did all the other children.

30 With the third week of kindergarten Charles was an institution in our family; the baby was being a Charles when she cried all afternoon; Laurie did a Charles when he filled his wagon full of mud and pulled it through the kitchen; even my husband, when he caught his elbow in the telephone cord and
35 pulled telephone, ashtray, and a bowl of flowers off the table, said, after the first minute, "Looks like Charles."

Extract D

During the third and fourth weeks it looked like a reformation in Charles; Laurie reported grimly at lunch on Thursday of the third week, "Charles was so good today the teacher gave him an apple."

5 "What?" I said, and my husband added warily, "You mean Charles?"

"Charles," Laurie said. "He gave the crayons around and he picked up the books afterward and the teacher said he was her helper."

10 "What happened?" I asked incredulously.

"He was her helper, that's all," Laurie said, and shrugged. "Can this be true, about Charles?" I asked my husband that night. "Can something like this happen?"

15 "Wait and see," my husband said cynically. "When you've got a Charles to deal with, this may mean he's only plotting." He seemed to be wrong. For over a week Charles was the teacher's helper; each day he handed things out and he picked things up; no one had to stay after school.

20 "The PTA meeting's next week again," I told my husband one evening. "I'm going to find Charles's mother there."

"Ask her what happened to Charles," my husband said. "I'd like to know."

"I'd like to know myself," I said.

25 On Friday of that week things were back to normal. "You know what Charles did today?" Laurie demanded at the lunch table, in a voice slightly awed. "He told a little girl to say a word and she said it and the teacher washed her mouth out with soap and Charles laughed."

30 "What word?" his father asked unwisely, and Laurie said, "I'll have to whisper it to you, it's so bad." He got down off his chair and went around to his father. His father bent his head down and Laurie whispered joyfully. His father's eyes widened.

35 "Did Charles tell the little girl to say *that*?" he asked respectfully.

"She said it *twice*," Laurie said. "Charles told her to say it *twice*."

"What happened to Charles?" my husband asked. "Nothing," Laurie said. "He was passing out the crayons."

40 Monday morning Charles abandoned the little girl and said the evil word himself three or four times, getting his mouth washed out with soap each time. He also threw chalk.

ATL

Critical Thinking Skills

Extract D:

As you read, answer these questions about the extract:

- A. At what point in the plot does this extract come?
- B. What conflicts can we see in the extract?
- C. What do we learn about the characters of Laurie, his parents, Charles and the teacher from the extract?
- D. What themes are developed in the extract?

ATL Critical Thinking Skills

Extract E:

As you read, answer these questions about the extract:

- A. At what point in the plot does this extract come?
- B. What conflicts can we see in the extract?
- C. What do we learn about the characters of Laurie, his parents, Charles and the teacher from the extract?
- D. What themes are developed in the extract?

Extract E

My husband came to the door with me that evening as I set out for the PTA. meeting. "Invite her over for a cup of tea after the meeting," he said. "I want to get a look at her."

"If only she's there," I said prayerfully.

- 5 "She'll be there," my husband said. "I don't see how they could hold a PTA. meeting without Charles's mother."

At the meeting I sat restlessly, scanning each comfortable matronly face, trying to determine which one hid the secret of Charles. None of them looked to me haggard enough. No one stood up in the meeting and apologized for the way her son had been acting. No one mentioned Charles.

15 After the meeting I identified and sought out Laurie's kindergarten teacher. She had a plate with a cup of tea and a piece of chocolate cake; I had a plate with a cup of tea and a piece of marshmallow cake. We maneuvered up to one another cautiously, and smiled.

"I've been so anxious to meet you," I said. "I'm Laurie's mother."

"We're all so interested in Laurie," she said.

- 20 "Well, he certainly likes kindergarten," I said. "He talks about it all the time."

"We had a little trouble adjusting, the first week or so," she said primly, "but now he's a fine little helper. With occasional lapses, of course."

- 25 "Laurie usually adjusts very quickly," I said. "I suppose this time it's Charles's influence."

"Charles?"

"Yes," I said, laughing, "you must have your hands full in that kindergarten, with Charles."

- 30 "Charles?" she said. "We don't have any Charles in the kindergarten."

**How do I find the meaning in a literary extract?**

During your presentation you should:

- summarize the extract
- briefly relate the extract to the literary work as a whole
- express your opinions on the characters, events, ideas and themes presented in the extract.

As you were reading the story for the first time, you should have made notes on these four concepts that help you to interpret a literary extract:

- | | |
|-------------|--------------|
| A. Conflict | C. Theme |
| B. Plot | D. Character |

You are now going to undertake a second and more detailed reading of "Charles" in order to understand these concepts better and incorporate them into your presentation.

A. Conflict in the text

Almost all works of literature are centered around a conflict. It is a fight or a struggle between opposing people or forces. By identifying the nature of the conflict or conflicts within a work, you can identify the events, the themes and ideas in the story. Here are four types of conflict:

- **The individual versus nature**

A character or group fights a non-intelligent force, such as a monster or a massive storm. For example, stories about surviving a natural disaster or a story of good versus evil fall into this category.

- **The individual versus the individual**

In this conflict there is intense rivalry between two characters. The characters could in some instances represent different groups. The conflict could be about love, power, status or wealth.

- **The individual versus society**

One character or group opposes an entire group of people. The character rebels against the values and customs of society. The central character in this conflict is often an outsider or rebel. The conflict is often used to emphasize differences between traditional views and modern ones.

- **The individual versus self**

Sometimes writers portray people as having an internal conflict. This conflict is often used to test different sets of values. For example, does the main character give in to temptation (money, power, physical attraction) or is the person able to overcome it? Does the central character face a moral conflict or have to choose between two very different ways of behaving?

Understanding the conflicts in "Charles"

Now, think about the different conflicts in the story "Charles". See if you can identify each type of conflict in extracts A-E. You may be able to identify several conflicts in the text.



ATL Research Skills

Conflict

Think of as many stories or films that fall into each of these categories.

Do you think all cultures have stories that illustrate the same conflicts? Is it only the place, time and characters that change? Do we share the same basic stories which teach us the same truths?

Think about the works of literature you are reading for English B.

Which conflicts can you identify? For each conflict, identify the people, groups or events that create the conflict. How is each conflict resolved in the book?

Type of conflict

- The individual versus nature:
- The individual versus the individual:
- The individual versus society:
- The individual versus self:
- Other conflicts:

Now, see if you can identify each conflict in the story.

Who or what?		Whom or what?	Why?
Laurie Charles The teacher	is in conflict with	the teacher the school rules the parents Charles/Laurie the arrival of a new baby	



Assessment tip

Know your texts

Remember that you are going to examine an extract from a much longer work of literature. Therefore, it is essential that you know the details your literary texts very thoroughly. Nevertheless, remember that it is essential to concentrate on the extract, as opposed to the work as a whole.

Critical Thinking Skills

Plot

Think about the works of literature you are reading for English B. Can you identify the six elements of the plot in each book? This technique will help you to put the extract you receive into context.

However, remember that your presentation should concentrate on the extract you are presenting, not on the work as a whole.

Summing up

The conflict in "Charles"

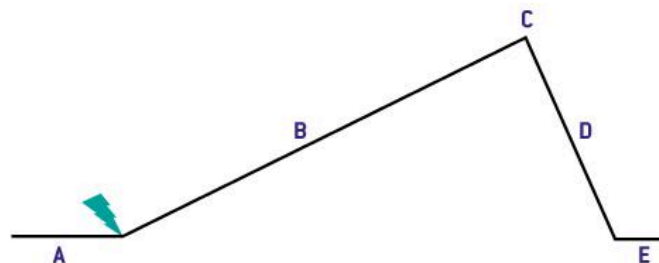
What lessons have you learned about the conflicts in the story? How does this knowledge help you to understand the story better?

B. Plot

A second concept that can help you to express your ideas is plot. A good understanding of the plot is very useful when you want to relate the extract you are working on to the literary work as a whole. This will also allow you to put the extract briefly into the context of the work as a whole.

A conflict usually drives the story forward, and the tension created by the conflict creates the storyline, or plot. Quite frequently, the plot of a work of literature can be divided into different stages. Freytag's Pyramid is a diagram that shows the way a typical storyline develops. According to this diagram most stories and conflicts have **five** stages. They are represented like this:

Freytag's Pyramid: Analysis of the plot



- At the beginning of a work of literature there is an introduction or exposition (A). At the end of this section there will be some kind of complication or problem, known as the inciting incident (⚡). This will lead to a conflict;
- This point in the plot is followed by a long upward slope (the rising action) in which a conflict develops (B);
- This rising action leads to a climax (C) in which the two sides come into direct conflict with each other;
- In turn, the falling action reveals the consequences and outcomes of the conflict (D);
- Finally, there is a resolution (E) in which we learn what the long-term results of the conflict are or will be;

More information about Freytag's Pyramid is widely available on the internet and in English literature textbooks.

However, you must concentrate most of your presentation on the **content of the extract**, rather than the context. Therefore, learn to **summarize the place of the extract in the work in one or two sentences**. You can use phrases such as:

- This extract comes from the introduction/rising action/falling action of ...
- The extract depicts the climax of ...
- The action in the extract takes place during the resolution of ...

ATL Creative Thinking Skills

Discussion

Which kinds of conflict are represented in the photograph opposite?

Justify and explain your ideas.

A Introduction or exposition

This is the opening to the plot. Here the author describes the setting, presents the characters and other background material necessary to understanding the conflict that follows.

In your opinion, where does the introduction or exposition begin and end in "Charles"?

Inciting incident

Towards the end of the introductory period (between points **A** and **B**), the writer may introduce an event or character that starts the conflict. This is known as an inciting incident.

In your opinion, what is the inciting incident in "Charles"?

B Rising action

Here the conflict and tension increase and the events move towards the climax. During this period of increasing conflict, we learn more about the main characters, their motives and the nature of the conflict.

In your opinion, where does the rising action begin and end in "Charles"?

C Climax

This is the point of greatest dramatic tension in the story, where the conflict reaches a breaking point. The climax could be a fight, an argument or a violent emotional reaction. During the climax we also reach a **turning point** where a character might change from evil to good or from ignorance to knowledge. However, the turning point could also reverse these themes so a character goes from clarity to doubt or from good to bad.

In your opinion, where does the climax come in "Charles"?

D Falling action

The falling action includes the events and consequences that follow the climax. Here we learn what happens to the characters involved in the conflict as a result of the climax.

In your opinion, is there any falling action in "Charles"?

E Resolution

This is where everything ends; the reader may have a sense of closure. There is either a solution to the conflict or its negative consequences. Your teacher might ask you to think about what might come next or reflect on the themes of the story. The end of the conflict is also sometimes known as the *dénouement*.

*In your opinion, what is the resolution or *dénouement* in "Charles"?*

In what ways has the author played with the plot to create a surprising ending to the story?

Summing up**The plot in "Charles"**

When you have finished the exercise, discuss whether the plot of "Charles" fits the model of Freytag's Pyramid. Learn to summarize the plot quickly and efficiently in one or two sentences.

**ATL Creative Thinking Skills****Linking images to plot stages**

Study the pictures above. Imagine they were stills from two different films. What points in the plot could each image represent? Explain and justify your answers.

ATL Critical Thinking Skills

Character

Which of the literary techniques listed opposite does the writer use to create the characters of:

- Laurie
- Laurie's mother (the narrator)
- Laurie's father
- Laurie's teacher
- Charles?

Share your answers in class.

ATL Research Skills

Character

In the works of literature you are reading for English B, find passages that describe the main characters in each one. Which of the literary techniques listed on this page do the writers use to bring their characters to life for the reader?

ATL Research Skills

Theme

Consider the works of literature you are reading for English B and identify the major themes in each book.

C. Character

How do you imagine the character of Charles or Laurie?

Here are five techniques that literary writers use to create characters **within a specific extract**:

- Appearance
- Personal space and possessions
- Behaviour
- Thoughts and feelings
- Speech and ideas
- Reactions of others to the character.



When preparing your presentation, you can identify one or more techniques from the list above and explain how the writer uses it/them to describe Laurie to the readers. For example, look at the opening lines to the story:

The day my son Laurie started kindergarten he renounced corduroy overalls with bibs and began wearing blue jeans with a belt; I watched him go off the first morning with the older girl next door, seeing clearly that an era of my life was ended, my sweet-voiced nursery-school tot replaced by a long-trousered, swaggering character who forgot to stop at the corner and wave good-bye to me.

- Which words and phrases help us to understand Laurie's character?
- Which techniques help us to understand Laurie's character?
- Which words and phrases help us to understand the mother's character?
- Which techniques help us to understand the mother's character?

Summing up

The characters in "Charles"

Once you have answered these questions, what have you learned about the characters in the extract?

D. Theme

The subtext relates to the big ideas of the story. In other words, what is the story about? Here are some themes for you to think about.

Identities: The story is possibly about a child with two identities.

- Are Laurie and Charles the same person?
- Why would Laurie want to invent a new identity?

Experiences: The story concerns two rites of passage – the start of school and becoming a sibling.

- Why is Laurie/Charles reacting so badly to this change in the family?
- For what reasons might Laurie/Charles behave badly at school?

Social organization: The story concerns social relationships between a child and his parents. It also concerns Laurie's relationships at school.

- Why is Laurie so disrespectful to his parents?
- How would you describe the parents' attitudes to Laurie?

Sharing the planet: The story is set in the USA in the 1950s and educational methods have changed.

- Are the punishments given by the teacher appropriate for a primary school?
- Do you think that Laurie's/Charles's reactions to punishment are justified?

Summing up

The themes in "Charles"

Once you have answered these questions, select the most important themes in the story. What do you think seems to be the author's message to her readers? Justify your answers.

How do I brainstorm enough ideas to discuss a literary extract?

Having read the extracts and completed the exercises, you can now prepare your detailed presentation. In the actual examination, you should spend your preparation time interpreting the information in the extract and deciding what it means.

The problem is that an extract from a longer work can have multiple **layers of meaning**. These layers are:

- the text – what is happening in the passage
- the context – where the passage is located in the overall story
- the subtext – the message or meaning of the extract (the ideas and themes underneath the surface of the story).

We can unlock each layer of meaning using the chart below.

Layer of meaning	Where is it found?	Key question
The text is the information in the passage. It is a section of the plot or storyline.	In the words and actions of the people in the image.	What is happening in the extract?
The context explains where the passage can be found in the overall work.	The position of the extract in the plotline: exposition, rising action, climax, falling action, resolution.	In relation to the work as a whole, when and where are the events in the extract happening?
The subtext is the meaning underneath the surface of the text.	<ul style="list-style-type: none"> • Explain the meaning and message of the extract. • Discuss the themes and conflicts in the extract. 	What is the significance of the extract?

Make notes on the five extracts. For each extract consider these points:

- What is the text in the extract about?
- What is the context for the extract?
- What is the subtext in the extract?

Analysis

Revisit the Critical Thinking questions on pages 156 to 160 about conflict, plot, theme and character for extracts A–E. Make notes on any new ideas and insights you have on the story.

Assessment tip

Know your texts

Remember that you are going to examine an extract from a much longer work of literature. Therefore, it is essential that you know the details of your literary texts very thoroughly. Nevertheless, remember that it is essential to concentrate on the extract, as opposed to the work as a whole.

Summing up

Brainstorming ideas about “Charles”

Now that you have finished analysing the short story “Charles”, make a list of all the information you have learned about brainstorming ideas about a literary text. Make a list of any points you are still unsure about and use your research skills to find answers.

Assessment tip

Use your time well

Do not worry if your oral assessment lasts a minute or two less than the 15 minutes’ limit. What is most important is to demonstrate the full range of your language skills in the time you use.

Ideally, your preparation should end with a final conclusion. If you see that you are running out of time, you should round off your presentation with your conclusion or final thought.

On the other hand, if you find you have a lot of time to spare during your presentation, it’s a good idea to have one or two bullet points in reserve that you can use to expand your ideas.

Putting it all together

Choose one extract from “Charles” and plan a presentation using the mental model opposite and the ideas you have already brainstormed.

When you have completed your plan, practise giving your presentation. Work with a partner or in a small group and record yourself, then measure your performance by using the assessment criteria (see pages 173 and 174).

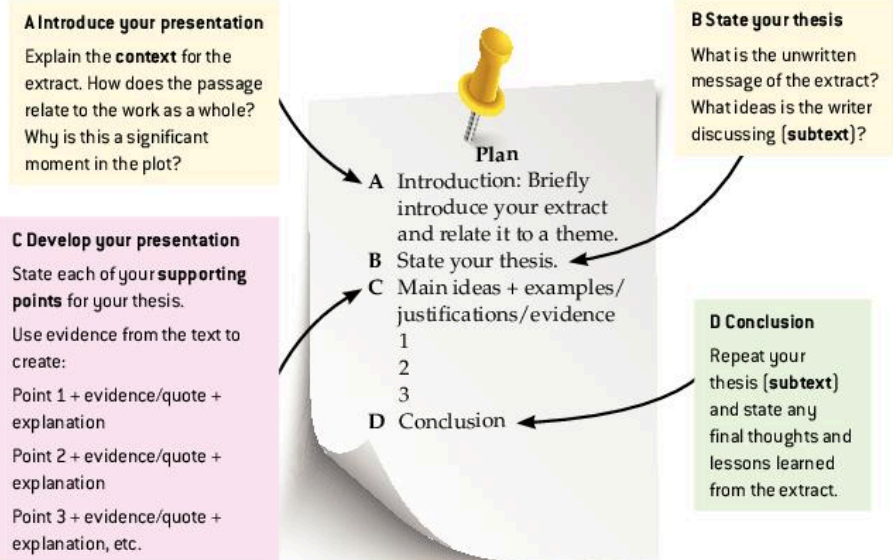
Repeat the process using stimuli from the literature texts from your English B course. Practise until you are confident that you can do really well.

How do I plan and organize my ideas for my presentation based on the literary extract?

Part 1 Presentation of a literary extract

You can plan or map your presentation in the same way that you organize a written argument. You can use the information and tips given in Chapter 2 to construct an argument and present your ideas clearly (see pages 22 to 26). Start by writing down your “thesis statement” (stance/viewpoint). Then, list your main supporting points and provide examples/justifications for each point. Part 1 lasts between 3 and 4 minutes.

Planning your presentation: a thesis-driven model



Now use this mental model for a thesis-driven presentation to organize your ideas more clearly. For more information on mental models, see Chapter 2 pages 22 to 26.

Introduction	Context Thesis statement (subtext/purpose of the extract)
Development (points and evidence from the extract)	Supporting idea 1 Evidence/Justification/Quotes from the extract
	Supporting idea 2 Evidence/Justification/Quotes from the extract
	Supporting idea 3 Evidence/Justification/Quotes from the extract
Conclusion	Conclusion (subtext) State your final thoughts/lessons learned

Summing up

Planning and organizing my presentation

Now that you have finished planning your presentation, make a list of all the important new pieces of information you have learned about preparing for the presentation in the internal assessment. Make a list of any points you are still unsure about and use research skills to find answers.

Preparing the follow-up and general discussions

How do you prepare the two discussion parts of the Individual oral assessment? In this part, your teacher will ask you a series of follow-up questions that will allow you to express ideas and opinions on either the content or the themes in the extract.

Part 2: Follow-up discussion based on the literary extract [4–5 minutes]

Here, your job is to show further understanding of the subject discussed and reflect on other matters relating to the extract.

- Your teacher might also ask you to clarify or expand on certain points you made in the presentation.
- Your teacher might also ask you about other ideas or information related to the extract.

Therefore, you might have to discuss the characters, the plot, the setting (where and when the action takes place) or the themes.

Your teacher might ask you more general questions about the book from which the extract was taken.

Additionally, your teacher might encourage you to make connections and comparisons between the contents of the passage and your own cultural experiences, as well as give you opportunities to demonstrate an understanding and appreciation of Anglophone culture.

Part 3: General discussion [5–6 minutes]

This discussion will focus on other themes related to the English B syllabus. Your teacher might ask you to make connections and comparisons with your other cultural experiences. You may be asked to:

- explain any other comments made earlier in the oral assessment
- interpret and evaluate ideas that arise in the general discussion
- make general connections and comparisons with your own experiences
- demonstrate your understanding and appreciation of the target language culture(s).

Here is a table of some sample follow-up questions that a teacher could ask as a result of a discussion of the story “Charles”.



ATL Communication and Social Skills

Defend your own ideas

Your reading of the literary extract might differ from your teacher's interpretation. In such cases, you need to be able to argue that your point of view is valid.

Always keep your presentation bullet points in sight so that you can remind yourself of your ideas and keep your argument well focused.

You may also need to justify any ideas that oppose those in the extract, or ones suggested by your teacher. It is a good idea to practise defending your own ideas. This may involve:

- giving your own ideas and opinions
- defending your own point of view
- negotiating effectively
- building consensus.

Remember, however, that the discussions assess receptive, productive and interactive skills. It is not a test of knowledge. Therefore, as long as your ideas are relevant, well-developed and justified, you can still score well, even when you disagree with your teacher.

Purpose 1	Possible questions and prompts
To encourage connections and comparisons with your other cultural experiences. (Loosely based on themes/ideas generated by the story)	<p>Identities</p> <p>In your opinion, how much are our identities created by our families and/or education?</p> <p>Experiences</p> <p>How do Laurie's first days at primary school compare to your own experiences?</p> <p>Sharing the planet</p> <p>The story "Charles" is partially about conflict in the family. In your opinion, what are the most common causes of conflict in families and how can these tensions best be resolved?</p> <p>Social organization</p> <p>Laurie and Charles both seem to take pleasure in breaking the rules at home and at school. Do you think that we should always obey the rules and regulations created by society?</p>
To provide you with opportunities to demonstrate your understanding and appreciation of Anglophone culture(s)	<p>The story "Charles" is set in the USA in the 1950s.</p> <ul style="list-style-type: none"> • What similarities and differences can you see between that culture and your own? • What do you think it would/will be like to study in an Anglophone society?
To invite you to interpret and evaluate ideas that arise in the general discussion	<ul style="list-style-type: none"> • What are the most important lessons you have learned from your study of the story "Charles"? • In 20 years' time, what do you think you will remember most about your own time at school? • In your opinion, what have you gained most from your IB education?

In addition, your teacher might seek clarification of observations you made in relation to the additional theme(s) you have touched upon in your oral assessment.

In both parts you need to demonstrate your ability to understand and speak in English. Here are some tips to achieve maximum marks in Parts 2 and 3 of the higher level Individual oral assessment.

Answer your teacher's questions properly

- Listen to your teacher's questions carefully and take an active part in the conversation.
- Give relevant and full answers. Do not be afraid to give long answers. You want to demonstrate that you can give responses in English that are thoughtful and well explained.
- Never answer with only "yes" or "no", even if the question seems to ask for that. Always give a justification for your answer:

The reason I say this is because ...

- Use an "answer + explanation + example" technique to make sure that you respond as fully as possible:
 - You can use ideas and examples that you have learned about during your English B course.
 - You can use ideas and examples from the literary work that you have presented.
 - Alternately, use examples from your own personal experiences.
- Avoid repeating ideas and stay on topic. If you think that you are "rambling" or not making sense, stop and ask:

Sorry could you please repeat the question?

Engage positively with your teacher

- You can score marks for your ability to interact with your teacher during the conversations following your presentation. You can do this in a number of ways, for example:
 - You can make a comment about the teacher's questions:
I'm glad you asked me that ... ; Well ... thinking on my feet I'd say that ... ; That's a good question ...
 - If you are uncertain about a question, ask for clarification:
Sorry, could you explain that again?
 - Politely disagree:
Sorry but I don't think that is quite right ...; Actually, I see things differently ...
 - Ask permission to direct the conversation towards ideas you feel comfortable talking about, for example:
Can I tell you about something I read/learned/that happened to me ... ?
- If you have something to say, do not wait to be asked. Say it! For example, describe a relevant personal experience or use your general knowledge to make a point.
- Always be polite. Say things like "please" and "thank you", and let your teacher finish asking question/speaking before you start talking.
- Maintain eye contact with your teacher. This will help you to understand the questions you are being asked.
- Smile. Remember that your teacher may be nervous too – conducting an oral exam is a big responsibility after all. Being friendly makes it easier for the teacher to interact with you too.

Summing up

Preparing for the discussions in the higher level internal assessment

Now that you have finished planning your presentation, make a list of all the important new pieces of information you have learned about preparing for the presentation in the oral. Make a list of any points you are still unsure about and use your research skills to find answers.

How do you make other long-term preparations for the oral assessment?

You should use every opportunity to develop your oral communication skills in the English B classroom. It is essential that you become comfortable and confident when communicating in English with your peers and your teacher.

- Make sure you understand the requirements of the internal assessment (research skills).
- Take part in as many one-to-one and group interactions as possible (social and communication skills).
- Find time to review and monitor your own progress. Find the areas where you need to improve and take the appropriate action (self-management skills).



» Assessment tip

Participating – things not to do

- Remember you are being tested on your fluency in English and how well you are able to take part in **spontaneous** conversation.
- Do not over-think and take too much time wondering about the question.

» Assessment tip

Prepare for your Individual oral throughout your course

Do not leave your preparation for the oral assessment to the last minute. The internal assessment is worth 25% of the final assessment in the standard level course. Therefore, you should spend 25% of your time during the English B course developing the knowledge and skills required to carry out speaking tasks.

Assessment tip

Being spontaneous

The higher level is an opportunity to show your examiner that you can communicate and interact successfully in English. Therefore, your major aims in this assessment should be to:

- identify, organize and present your ideas
- communicate clearly and effectively and for a variety of purposes
- understand and use language appropriately in conversation
- understand and use language to express and respond to a range of ideas with fluency and accuracy.

Therefore, **always**:

- ✓ focus on the content of the extract provided
- ✓ make sure your language sounds fresh and spontaneous.

Never:

- ✗ simply retell the entire plot
- ✗ give any kind of pre-rehearsed presentation
- ✗ present a book review of the work you have studied.

Assessment tip

Finding significant passages in your texts

In the higher level Individual oral assessment, your teacher will choose significant passages from the works you have studied. In effect, this means that the extracts will come from important moments in the story. Therefore, when you are revising the literature books you are reading for English B, it is worth identifying the most important passages and explaining to yourself why they are significant.

Assessment tip

Practise note taking and making bullet points

You must be able to make effective bullet points as efficiently as possible during the 20-minute preparation time of the Individual oral assessment.

During the two years of the course, you need to practise these skills frequently. The more you practise, the more confident you will become. Practise making bullet points on the four concepts that help you to discuss a literary extract: **conflict, plot, theme and character**. Remember:

- You need to be able to justify your point of view. Use quotes to justify your interpretation of the extract.
- Keep your presentation bullet points in sight, then you can remind yourself of your ideas and keep your argument well-focused.
- However, you and your ideas should sound natural and spontaneous – you should never simply read them aloud as a prepared speech.
- To avoid this, make sure your bullets are in note form – not complete sentences.

Summing up

Making long-term preparations for the higher level internal assessment

Now that you have finished reading this section, summarize all the important pieces of information you have learned about preparing for the discussion parts of the internal assessment. If there are any points you are still uncertain about, use your research skills to find answers.

How can I revise the works of literature I have studied for the English B higher level Individual oral assessment?

There are a number of methods that you can use to revise for the internal assessment. The act of choosing suitable material is excellent revision practice. You can choose practice extracts from the literary works you have studied. Each extract should be about 300 words in length.

Applying what I know 1: Themes

In the literary works you are studying in English B higher level, what themes do the writers explore? It might be very helpful here to consider how the books link to the themes in the English B syllabus.

Look at this list and identify the themes found in the books you are reading:

English B themes	Specific themes
Identities	Lifestyles; Health and wellbeing; Beliefs and values; [Sub]cultures; Language and identity
Experiences	Journeys and travel; Life stories; Rites of passage; Growing up; Customs and traditions; Migration; Personal relationships
Human ingenuity	Artistic expression; Communication and media; Technology and society; Scientific innovation; Society
Sharing the planet	The environment; Human rights; Peace and conflict; Equality; Globalization; Power and politics; Right and wrong
Social organization	Social relationships; Family; Individuals and community; Social engagement; Education; Work(place); Law and order

Applying what I know 2: Conflict

Think about the different conflicts in the literary works you are studying in English B higher level. See if you can identify each type of conflict in the extracts you have chosen.

Type of conflict

- *The individual versus nature:*
- *The individual versus the individual:*
- *The individual versus society:*
- *The individual versus self:*
- *Other conflicts:*

What are the specific conflicts in the extracts you are examining?

Who or what?		Whom or what?	Why?
	<i>is in conflict with</i>		

Applying what I know 3: Plot

Use Freytag’s Pyramid on page 162 to identify the specific stage in the plot in each of the extracts you have chosen.

Structure of the plot

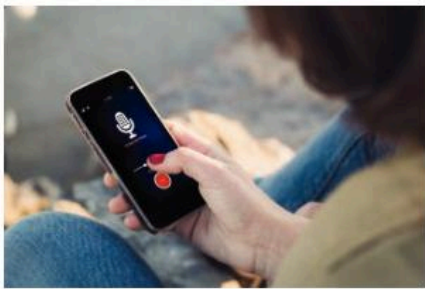
- *Introduction/Exposition:*
- *Rising action:*
- *Climax:*
- *Falling action:*
- *Resolution/Dénouement:*

Applying what I know 4: Character

Think about the characters in the extracts you have chosen. What techniques does the writer use in each extract?

About the character

- Appearance:
- Personal space and possessions:
- Behaviour:
- Thoughts and feeling:
- Speech and ideas:
- Reactions of others to the character:



In the extracts you have chosen, you can also examine the descriptive language used by the writer to portray some aspect of each character's personality. What do the specific words and phrases used in the extract tell you about the character?

As a summary, draw up a list of 5–10 adjectives to describe the personalities of the most important characters in each book. Justify your vocabulary to yourself.

ATL Self-management Skills

Seek timely advice:

- When in doubt about anything in the assessment, ask your teacher to clarify the point.
- Do not wait until the last minute to seek advice. Make sure you know what to do well before the assessment.

Use technology to help you:

- Record your practice oral presentations on a phone or other device. Play back the performances.
- Note what you have done well and the areas where you need to improve.
- To do this, you can use the formal higher level internal assessment criteria (see pages 173 to 174) and feedback from your partner as well as your own self-assessment.

Practise, practise, practise

When it comes to revising for the internal assessment, there are a number of ways to revise. Find practice stimuli. The act of choosing suitable material is good revision practice; you are making sure that your material fits the themes and topics of the English B course.

- To plan your presentation, you can use the **thesis-driven mental model** you have seen in this chapter (see page 166).
- You can make revision notes with suitable headings and subheadings on the stimulus.
- Then you can produce ten key bullet points for the presentation.

With a partner, alternate between presenting and answering questions on multiple 300-word literary extracts from the books you have studied for English B.

Summing up

Revising the literary works I am studying in English B

Now that you have finished analysing the works you are studying in English B, make a list of all the information you have learned about the literary texts. This will be of great benefit to you as preparation for your higher level English B Individual oral assessment.

Make a set of revision notes on these aspects of each work:

- Conflict
- Plot
- Character
- Themes

Once you have completed this background research, you can find suitable passages of around 300 words from the books and prepare practice presentations on the extracts.

How is the higher level Individual oral assessed?

Criterion A: Language

How successfully does the candidate command spoken language?

- To what extent is the vocabulary appropriate and varied?
- To what extent are the grammatical structures varied?
- To what extent does the accuracy of the language contribute to effective communication?
- To what extent do pronunciation and intonation affect communication?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–3	<p>Command of the language is limited.</p> <p>Vocabulary is sometimes appropriate to the task.</p> <p>Some basic grammatical structures are used, with some attempts to use more complex structures.</p> <p>Language contains errors in both basic and more complex structures. Errors interfere with communication.</p> <p>Pronunciation and intonation are generally clear but sometimes interfere with communication.</p>
4–6	<p>Command of the language is partially effective.</p> <p>Vocabulary is generally appropriate to the task, and varied.</p> <p>A variety of basic and some more complex grammatical structures is used.</p> <p>Language is mostly accurate for basic structures, but errors occur in more complex structures. Errors at times interfere with communication.</p> <p>Pronunciation and intonation are generally clear.</p>
7–9	<p>Command of the language is effective and mostly accurate.</p> <p>Vocabulary is appropriate to the task and varied, including the use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not interfere with communication.</p> <p>Pronunciation and intonation are mostly clear and do not interfere with communication.</p>
10–12	<p>Command of the language is mostly accurate and very effective.</p> <p>Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used selectively in order to enhance communication.</p> <p>Language is mostly accurate. Minor errors in more complex grammatical structures do not interfere with communication.</p> <p>Pronunciation and intonation are very clear and enhance communication.</p>

Assessment tip

Criterion A: Language

- In the oral, use a fairly formal tone and register, particularly in the presentation segment.
- Try to use vocabulary related to the theme and the topic. You will sound knowledgeable and articulate.
- Don't be afraid to use more complex grammar. As long as your English is reasonably accurate, any minor mistakes will not count against you.
- Practise speaking with clear pronunciation and intonation so that your examiner knows what you are saying.
- When you are talking, make sure you are facing the microphone and keep your hands away from your face so that your voice can be heard clearly.

Assessment tip

Criterion B1: Message – literary extract

- Express all your ideas and opinions clearly.
- Only present ideas about the extract.
- Make sure your presentation is well structured.
- Use a thesis-driven approach consisting of:
 - a thesis
 - at least three supporting points
 - evidence and explanation of each supporting point
 - a conclusion.
- Do not go off topic and talk about the work in general.
- Support your ideas with evidence and quotes from the text.
- Come to a clear conclusion.

Assessment tip

Criterion B2: Message – conversation

Your teacher may ask questions about the theme of the literary extract or, in the final section, about one of the other English B themes:

- Make sure you listen carefully to your teacher's questions.
- Make sure you respond to the question and explain your ideas with examples.
- Do not use the discussion as an excuse to talk about your own culture.

Criterion B1: Message – literary extract

- How relevant are the ideas to the literary extract?
- How well does the candidate engage with the literary extract in the presentation?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
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.
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.

Criterion B2: Message – conversation

- How appropriately and thoroughly does the candidate respond to the questions in the conversation?
- To what depth are the questions answered?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1–2	The candidate consistently struggles to address the questions. Some responses are appropriate but are rarely developed. Responses are limited in scope and depth.
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.

Criterion C: Interactive skills – communication

- To what extent does the candidate understand and interact?
- How well can the candidate express ideas?
- How well can the candidate maintain a conversation?

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
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	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.

Summing up

Understanding how the internal assessment is marked

Now that you have finished reading this section, make a list of all the important pieces of information you have learned about marking of the internal assessment. If there are any points you are still uncertain about, use your research skills to find answers.

Analysis of higher level student samples

- You will now listen to five sample higher level Individual oral assessments.
- Listen to each recording and give each student a mark using the higher level assessment criteria.
- Compare your marks with those given by the examiner below.

Listen to higher level sample A: "Charles" – Extract A

Sample	Criteria	Markband	Examiner's comments
Extract A	A: Language	7–9 (out of 12)	<p>Command of the language is effective and mostly accurate.</p> <p>Vocabulary is mostly appropriate to the task, and varied, including some correct use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate.</p> <p>There are occasional errors in basic and in complex grammatical structures but they do not interfere with communication.</p> <p>Pronunciation and intonation are mostly clear and do not interfere with communication.</p>
	B1: Message – literary extract	3–4 (out of 6)	<p>The presentation is mostly relevant to the literary extract.</p> <p>The student makes some competent use of the literary extract.</p> <p>Some observations and opinions are developed and supported with reference to the extract. Some observations are generalizations and not very relevant to the presentation.</p>
	B2: Message – discussion	3–4 (out of 6)	<p>The presentation is mostly relevant to the literary extract.</p> <p>Many responses are appropriate and some, but not all, are developed.</p> <p>Responses are mostly broad in scope and depth.</p> <p>There is little attempt to engage the interlocutor.</p>
	C: Interactive skills – communication	3–4 (out of 6)	<p>Comprehension and interaction are mostly sustained.</p> <p>The student provides responses in the target language and mostly demonstrates comprehension.</p> <p>Participation is mostly sustained though there is some hesitation and not all questions are answered fully.</p>

Assessment tip

Criterion C: Interactive skills – communication

- It is very important that the conversation flows naturally.
- Never stay silent or answer with a short answer.
- You are being tested on your fluency in English, not your knowledge.
- If you don't understand a question, say so.
- If you really cannot answer a question, say something like, "I don't know about X but would you like me to talk about Y instead?"



Analysis

Candidates should identify the extract at the beginning of the presentation. It is also useful and helpful to focus the presentation around a thesis or "big" idea and illustrate that with examples. Presentations that make a series of separate or unrelated points are less likely to score the highest marks for Criterion B1: Message – literary extract.

Teachers should make a clear distinction between Part 2 (discussion of the extract) and Part 3 (discussion of other themes) of the interview.

Listen to higher level sample B: "Charles" – Extract B



Sample	Criteria	Markband	Examiner's comments
Extract B	A: Language	7–9 (out of 12)	<p>Command of the language is effective and mostly accurate.</p> <p>Vocabulary is appropriate to the task and varied, and the student uses idiomatic expressions and technical expressions accurately.</p> <p>The student also uses "a variety of basic and more complex grammatical structures" effectively and mostly accurately.</p> <p>The occasional error in complex grammatical structures does not really interfere with communication.</p> <p>Pronunciation and intonation are mostly clear and do not interfere with communication.</p>
	B1: Message – literary extract	3–4 (out of 6)	<p>The presentation is mostly relevant to the literary extract.</p> <p>The student makes some competent use of the literary extract.</p> <p>Too much time is taken up at the beginning with introducing the text.</p> <p>Individual observations and opinions are developed and supported with reference to the extract. However, the student does not always communicate his message "effectively" as he uses the presentation to comment on the theme rather than the extract.</p>
	B2: Message – discussion	5–6 (out of 6)	<p>The candidate's responses are consistently relevant to the questions and show some development.</p> <p>Responses are consistently appropriate and developed.</p> <p>Responses are broad in scope and depth, including personal interpretations and attempts to engage the interlocutor.</p>
	C: Interactive skills – communication	5–6 (out of 6)	<p>Comprehension and interaction are consistently sustained.</p> <p>The student provides responses in English and demonstrates some insight into the extract.</p> <p>The student demonstrates an ability to participate in the discussion and makes a significant number of "independent contributions".</p>

Analysis

The presentation would benefit from a thesis-driven approach which would enable a candidate to present a clear point of view about the main theme(s) of the extract and use examples and quotes to justify it.

General information about the author or the work are usually unnecessary unless they have very specific relevance to the extract.

Listen to higher level sample C: "Charles" – Extract C



Sample	Criteria	Markband	Examiner's comments
Extract C	A: Language	7–9 (out of 12)	<p>Command of the language is effective and mostly accurate.</p> <p>Vocabulary is appropriate to the task and varied, including the use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used effectively.</p> <p>Language is mostly accurate. Occasional errors in basic and in complex grammatical structures do not much interfere with communication.</p> <p>Pronunciation and intonation are mostly clear and do not interfere with communication.</p>
	B1: Message – literary extract	3–4 (out of 6)	<p>The presentation is mostly relevant to the literary extract.</p> <p>The student makes some competent use of the literary extract by summarizing and quoting from the text.</p> <p>Some observations on the text and opinions are developed and supported with reference to the extract. Some observations are generalizations and not very relevant to the presentation.</p>

Sample	Criteria	Markband	Examiner's comments
	B2: Message – discussion	5–6 (out of 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.
	C: Interactive skills – communication	5–6 (out of 6)	Comprehension and interaction are consistently sustained. The student provides responses in the target language and demonstrates comprehension. Participation is sustained with some independent contributions.

Analysis

Candidates should make sure that their entire presentation concentrates on the extract and does not make generalizations about the implicit themes contained in it.

Teachers should make sure that recordings do not exceed the 15-minute limit. Examiners will ignore all material beyond this point.

Listen to higher level sample D: "Charles" – Extract D

Sample	Criteria	Markband	Examiner's comments
Extract D	A: Language	7–8 (out of 12)	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.
	B1: Message – literary extract	1–2 (out of 6)	The presentation is mostly irrelevant to the literary extract. The student makes superficial use of the extract. Too much time is taken up with a general introduction to the text. The student makes only a few observations. The student does not use the minimum time of 3 minutes for the presentation.
	B2: Message – discussion	3–4 (out of 6)	The candidate's responses are mostly relevant to the questions. Most responses are appropriate and some are developed. Some responses are mostly broad in scope and depth, but at times the student seems reluctant to offer information or interact.
	C: Interactive skills – communication	3–4 (out of 6)	Comprehension and interaction are mostly sustained. The student provides responses in the target language and demonstrates comprehension of the text. Participation is sustained in places.



Analysis

Candidates should use between 3 to 4 minutes for their presentation and should use the time to discuss the extract.

Within the passage, candidates could identify a number of elements to talk about:

- the main theme(s) within the extract
- the main action within the passage
- the signs and types of conflict
- the place of the extract within the plot
- the characters and their motives
- the descriptive details of the characters and the setting.

Failure to use all the time available for the presentation may lead to a reduction in marks in cases where the presentation of the extract is inadequate.

Listen to higher level sample E: "Charles" – Extract E

Sample	Criteria	Markband	Examiner's comments
Extract E	A: Language	10–12 (out of 12)	<p>Command of the language is mostly accurate and very effective.</p> <p>Vocabulary is appropriate to the task, and nuanced and varied in a manner that enhances the message, including the purposeful use of idiomatic expressions.</p> <p>A variety of basic and more complex grammatical structures is used selectively in order to enhance communication.</p> <p>Language is accurate. There are very few errors in more complex grammatical structures and these do not interfere with communication.</p> <p>Pronunciation and intonation are very clear and enhance communication.</p>
	B1: Message – literary extract	5–6 (out of 6)	<p>The presentation is consistently relevant to the literary extract and is convincing.</p> <p>The student makes very effective use of the extract.</p> <p>Observations and opinions are effectively developed and supported with reference to the extract.</p>
	B2: Message – discussion	5–6 (out of 6)	<p>The candidate's responses are consistently relevant to the questions and show some development.</p> <p>Responses are consistently appropriate and developed.</p> <p>Responses are broad in scope and depth, including personal interpretations and engage the interlocutor.</p>
	C: Interactive skills – communication	5–6 (out of 6)	<p>Comprehension and interaction are consistently sustained.</p> <p>The student provides responses in the target language and demonstrates an excellent comprehension of the text and additional themes.</p> <p>Participation is consistently sustained with independent contributions.</p>

Analysis

The candidate performs excellently in all four criteria.

Summing up**Understanding the conduct and marking of the higher level internal assessment**

Now that you have finished this section, what lessons you have learned about the conduct and the marking of the higher level internal assessment?

Reflections on Chapter 5: How can I succeed in my higher level internal assessment (Individual oral)?

At the beginning of the chapter, you wrote down what you already knew about the Individual oral assessment. What additional understandings have you come to in this chapter? During this chapter you have listed your additional questions about the higher level oral assessment. Now see if your questions are answered.

- What new information about the English B higher level Individual oral assessment have you learned in this chapter?
- What useful ideas you have learned about presenting and discussing a literary text in the English B higher level Individual oral assessment?

Coping with oral assessments

Reducing stress before the Individual oral assessment

The English B internal assessment will probably be one of the first examinations you will take as part of your IB course. Learn from the experience. Here is some general advice for coping with this stressful time.

- Practise, practise, practise.
- Get enough sleep before the exam. You won't be able to concentrate if you cannot think clearly if you are tired.
- Take time to eat. You won't be able to concentrate if your stomach is making noises.
- Check that you have all the pens, pencils and any highlighters you might need.
- Arrive early for your exam. Avoid rushing or reaching the exam room at the last moment.
- Be calm. It's natural to feel a little nervous before an assessment but getting excessively nervous is counter-productive as you will not be able to think as clearly as you should.
- Remember, if you have revised and practised sufficiently, you will do well.



Dealing with a panic attack during the Individual oral assessment

- Take slow deep breaths – this brings oxygen to the brain and can help eliminate feelings of stress and panic.
- If your mind goes blank, do not panic! Panicking will just make it harder to recall information.
- In the discussion, if you cannot think of anything to say in reply to a question, say so. Ask your teacher either to repeat the question or to ask the question in another way.
- Simultaneously, repeat mentally, "I am going to be fine".

ATL Research Skills

"What if" scenarios

For dealing with other "what if" scenarios in the Individual oral assessment, see Chapter 5, page 142, on the standard level internal assessment.

Other coping strategies

- The act of writing notes can have a calming effect.
- If you are preparing, look at the extract and write down any ideas that come to mind. As soon as you have one idea, this will lead to others.
- During the recording, never stay silent – there are no marks for saying nothing.
- If you go blank when you are presenting, look at your bullet points and talk about any of the ideas that you have listed.
- Once you have talked about one idea, this often triggers other ideas you can talk about.

A final word: Know your books

Like any other test, the key to doing well in an oral assessment is **preparation**.

- Spend plenty of time studying your literature texts for your oral exam.
- Make a set of notes to help you to understand the plot, the conflict and the main character(s): their backgrounds, their personalities and their motivations.
- Make a list of the secondary characters so you know who they are.
- Make a list of the important themes in each book. Which themes are illustrated by the extracts you have found?

ATL Social Skills

Working as a group to prepare

Practise finding suitable extracts and preparing presentations in small groups. The more ideas you share, the better you will learn:

- Prepare by finding suitable passages in your literature texts that could be used as extracts in an English B higher level oral. This preparation will help you to understand the plot, the conflict and the characters in each book.
- Make a list of the important themes in each book. Which themes are illustrated by the extracts you have found?

- Practise organizing and giving presentations on the extracts. This will give you confidence.
- Remember that the more confident you are, the better speaker you will be in the exam.
- After each practice presentation, take a moment to review your performance against the higher level internal assessment criteria.
- Take risks. Ask yourself and your partners: What did I do well? What did I do badly? How could I do better next time?



PRACTICE PAPERS 1 AND 2 (STANDARD LEVEL)

Paper 1 – Writing

1 hour 15 minutes

The maximum mark for this examination paper is [30 marks]

Instructions to students

- Complete **one** task.
 - Use an appropriate text type from the options below the task you choose.
 - Write 250 to 400 words.
1. The tourist board in your town is asking residents to create a range of texts to give to international tourists visiting your area. Your text will describe one specific attraction and persuade your audience to visit it.

Blog

Leaflet

Opinion piece

2. A family member has told you that a local technology company is looking to recruit a young intern to undertake general office duties over the long holidays. Write a response in which you describe your skills and experience and explain why you would be a suitable candidate.

Blog

Cover letter

Email

3. You have just spent a month trying a new diet that is supposed to be part of a healthier lifestyle. You wish to share your experiences with the wider public. Describe the supposed benefits of the diet and report any changes to your well-being.

Cover letter

Email

Opinion piece

Paper 2 – Listening comprehension

45 minutes

The maximum mark for this examination paper is [25 marks]

Instructions to students

- Answer all questions.
- Answers must be written on the lines and in the boxes provided.
- Answers may be written at any time during the examination.
- There will be three audio texts. All answers must be based on the appropriate audio texts.
- There will be four minutes of reading time at the start of each audio text.
- Each audio text will be played twice. There will be a two-minute pause before each audio text is repeated.

Text A



You will hear a psychologist giving a short talk about personality types.

Complete the following gaps using no more than five words.

[5 marks]

Dear Diary,

Last night, I listened to a radio programme about introverts and extroverts.

The speaker said that extroverts are supposed to [-1-] in life.

Although she said both groups can be successful, the speaker suggested that [-2-] and employers have a [-3-] for extroversion.

However, it also said extroverts are not always good [-4-] as they alter their behaviour and opinions too often.

I think I am an introvert and so I think I will have to speak up more at school, if I want people to [-5-] my contributions to class.

In any case, it is a lot to think about.

1. [-1-]
2. [-2-]
3. [-3-]
4. [-4-]
5. [-5-]

Text B

You will hear a radio journalist interviewing a physics lecturer, Dr Franklin.



Answer these questions.

[5 marks]

6. Who does Dr Franklin want to encourage to study sciences? [1]

.....

7. Apart from Dr Franklin, who was surprised by the number of women inventors? [1]

.....

8. According to Dr Franklin, why did so few women in the past receive an education? [1]

.....

9. According to Dr Franklin, why didn't married women in past centuries own their own ideas? [1]

.....

10. According to Dr Franklin, who often took the credit for women's scientific ideas? [1]

.....

Choose the correct answers.

[5 marks]

11. Looking back through history, Dr Franklin thinks that the small number of women inventors is ... [1]

- A. disappointing.
B. unsurprising.
C. frustrating.

12. Women were not supposed to be scientists, so Lady Ada Lovelace ... [1]

- A. gave all her ideas to Charles Babbage.
B. became more interested in Mathematics.
C. never patented her computer programme.

13. Dr Franklin suggests Josephine Cochran designed a dishwasher because ... [1]

- A. her servants hated doing the washing up.
B. too many of her dishes had been broken.
C. she spent most of her time in the home.

14. The idea for windscreen wipers came to Mary Anderson while ... [1]
- A. observing other car drivers.
 - B. cleaning a dirty windscreen.
 - C. traveling during a fall of snow.

15. Emily Cannon designed car headlights that were more ... [1]
- A. sensible.
 - B. powerful.
 - C. visible.

Text C



You will hear a news item about a young volunteer with a special talent.

16. Tick one correct option for each of the following statements. [5 marks]

Who said ... ?	The presenter	Wendy Ong	Both
A. Wendy advertises cats and dogs on her website.			
B. Wendy volunteers at a local animal shelter.			
C. Wendy uses humour to draw people to the website.			
D. One puppy inspired Wendy to find homes for other animals.			
E. The webpage has been quite successful.			

17. Choose the **five** true statements. [5 marks]

- A. Sometimes, Wendy finds it hard to volunteer and do all her schoolwork.
- B. Sometimes Wendy becomes very angry about her work.
- C. Mike Oliver is an enthusiastic supporter of Wendy's website.
- D. Mike Oliver suggested the website to Wendy.
- E. Each week Wendy explains to Mike Oliver what she is working on.
- F. Wendy has found owners for all the dogs she has advertised.
- G. Wendy's adverts contain a description and a photo of each animal.
- H. Not all the dogs in the shelter have been abandoned.
- I. The shelter finds homes for about 20 dogs a week.
- J. Mike Oliver wishes other teenagers would work at the shelter.

Paper 2 – Reading comprehension

Text A



We Need to Tackle Plastic Pollution in the Oceans

Over the last ten years, we have produced more plastic than during the whole of the last century and enough plastic is discarded each year to circle the earth four times.

- 5 So, where does most of this plastic end up?
The ocean – around 80 percent of marine litter originates on land and most of that is plastic. We are treating the ocean like a trash bin with devastating consequences not only to marine life but the entire
- 10 planetary ecosystem.

What you can do

The oceans and their marine life are struggling to survive and it's because of us. Everyone must act now and this is what you can do:

- 15 [–1–]
Simple alternatives include bringing your own shopping bags to the supermarket, choosing ecofriendly items with packaging that can be reprocessed.
- 20 [–2–]
When you need to use plastic goods, be certain that you can make some further use of it. Each piece of repurposed plastic is one less piece of waste that could end up in our oceans.
- 25 [–3–]
Many groups arrange clean-up days where you can volunteer to pick up trash in your neighbourhood. Alternatively, you can just participate with some friends. A few hours of your time can make a big
- 30 difference.



[–4–]

Microplastics are swallowed by jellyfish and small fish, which are then eaten by larger fish. Many of the same fish are then eaten by humans, resulting in us ingesting toxic chemicals. So, don't put animals on your plate; follow a nutritious plant-based diet instead. 35

[–5–]

Watch the TEDTALK by Boyan Slat, who explains how we can eliminate large amounts of marine litter. He demonstrates [here](#) that one ocean current can realistically be cleaned up in five years' time. 40

Join us today

You can join One Green Planet's campaign [here](#) and learn more about how your food choices impact the health of the oceans. 45

www.onegreenplanet.org

Text B

The Valleys of South Wales – Naturally speaking

You might already have a picture in your mind of what holidays in the South Wales Valleys are all about.

5 For many visitors, the South Wales Valleys are a symbol of the whole of Wales. The Valleys contain a large proportion of the Welsh population and were once at the heart of the steel industry and coal mining. But your picture probably needs an update. We'd like to introduce you to The Welsh Valleys of
10 today.

The world has woken up to the fact that The Valleys are home to a variety of popular tourist attractions and wonderful places to visit, like the enchanting
15 Caerphilly Castle, the largest medieval castle in Wales. There is also a wide range of outdoor activities and events that can be played out against the mountain landscape.

The Valleys are an ideal place for getting on your bike. We have something for everyone: road routes
20 and events. Every year we hold the celebrated Velothon Wales, an international event that will challenge the fittest riders. There are also plenty of mountain bike trails for thrill-seekers. For families and the general public, there are 100s of kilometres
25 of safe, off-road trails to enjoy! It's just one of the many unexpected things about The Valleys.

Of course, we are very proud of our Industrial Heritage. This history is all around. For example,
30 Big Pit in Blaenavon, a World Heritage site, offers a range of visitor attractions. Here you can take a tour down the mine with a former miner and follow the wonderful stories of the coal industry.



In the Valleys you will see lakes and forests, open hillsides, coastlines and mountains. All this, together with numerous green country
35 parks, means that for our visitors there is always something new to explore each weekend!

When you come to the Valleys you'll find that so much has changed. But what hasn't altered is the strong Valleys spirit. Walk into any hotel or
40 restaurant and you will find that Valleys folk are genuinely warm and friendly. It all comes naturally in the South Wales Valleys – the Heart and Soul of Wales.

For holidays or short breaks, the South Wales
45 Valleys make a refreshing change.

www.thevalleys.co.uk

Text C

Welcome to University Life

Starting university is the first step in taking control of your own learning. Unlike high school, you will be responsible for deciding the best way to balance your time and complete your assignments. This is an exciting prospect, but can also be a time of transition. The information below will help you to recognize and understand some of the adjustments you may need to make.

What you can expect

At university, lectures don't tell you everything you need to know. They provide a basic framework of knowledge that you need in order to discover things for yourself via independent study.

The majority of your learning is done outside the classroom, and you're expected to locate information by yourself. Although you may have to spend less time in classes, you're expected to do much more self-directed study.

Be proactive

You might find that university tutors are more critical of your work. You may also get feedback on your work more slowly and less frequently than at school.

But university study is all about independence and taking responsibility for your own learning. You will hear the phrase: "taking ownership of your learning"; this involves managing your time and your life, participating in your courses and assignments and knowing when to ask for assistance and seeking it out.

**Wellbeing on campus**

We know that our students are integral to the university and we want you to have a great time while you're here while ensuring you are safe and well.

But with tens of thousands of students on campus, looking after each and every individual can be challenging. So, we place a big emphasis on providing integrated resources and services that help you do your bit and take responsibility for your own health and safety.

Develop a network

University campuses are big places and can seem impersonal. It's easy to feel disconnected when you start university, especially before you get to know anyone.

Developing a social life on campus is not a luxury, it's a necessity. It's a common misconception that making friends at university will be easy. In fact, this can be bewildering at first and you will need to be proactive.

www.unsw.edu.au

Paper 2 – Reading comprehension

1 hour

The maximum mark for this examination paper is [40 marks]

Instructions to students

- Answer all questions.
- Answers must be written within the answer boxes or on the lines provided.
- All answers must be based on the appropriate texts in the accompanying text booklet.

Text A

We Need to Tackle Plastic Pollution in the Oceans

Find the words that complete the following sentences. Answer using the words as they appear in the text. [3 marks]

1. The annual production of plastic is enough ... [1]

.....

2. Most of the plastic litter in the seas ... [1]

.....

3. Sea creatures are dying ... [1]

.....

Choose an appropriate heading from the list that completes each gap in the text. [5 marks]

4. [-1-] [1]

5. [-2-] [1]

6. [-3-] [1]

7. [-4-] [1]

8. [-5-] [1]

- A. Clean up the ocean currents
- B. Take care of your community
- C. Eat less seafood
- D. Educate yourself
- E. Look after yourself
- F. Use organic materials
- G. Recycle whenever you can
- H. Reduce the use of plastic
- I. Tell friends to help
- J. Use a trash bin

Find the words or phrases in lines 26–42 which mean the following:

[3 marks]

9. organize [1]

.....

10. remove [1]

.....

11. effect [1]

.....

Choose the correct answer.

[1 mark]

12. The general purpose of text is to ... [1]

- A. suggest practical steps to combat plastic pollution in the oceans.
- B. explain the causes and effects of plastic pollution in the oceans.
- C. evaluate the means used to fight plastic pollution in the oceans.
- D. describe the situation concerning plastic pollution in the oceans.

Text B

The Valleys of South Wales – Naturally speaking

The following statements are either true or false. Tick the correct option then justify it using words as they appear in the text. Both parts are required for 1 mark.

[3 marks]

13. Many potential visitors already have a fixed image of South Wales. [1]

True

False

Justification

.....

14. The local economy is based on steel and coal production. [1]

True

False

Justification

.....

15. Most returning tourists come to see the heritage sites of South Wales. [1]

True

False

Justification

.....
 What do the following words mean in the text? Choose the appropriate words from the list.

16. enchanting (line 13) [1]

17. wide (line 15) [1]

18. ideal (line 18) [1]

19. celebrated (line 20) [1]

- A. admired
- B. magical
- C. varied
- D. superior
- E. famous
- F. expensive
- G. perfect
- H. abandoned

Choose the correct answers. [3 marks]

20. The Velothon is an event for cyclists who have enough ... [1]

- A. enthusiasm.
- B. know-how.
- C. understanding.
- D. training.

21. The off-road cycle trails are most suitable for ... [1]

- A. professionals.
- B. families.
- C. everyone.
- D. mountain-bikers.

22. According to the text, one of the surprising aspects of the South Wales Valleys is ... [1]

- A. the number of exciting mountain bike trails.
- B. the annual Velothon Wales cycling race.
- C. the great variety of cycling opportunities.
- D. the numerous family-friendly cycling paths.

Find the words (between lines 18 and 32) that complete the following sentences.

Answer using the words as they appear in the text. [4 marks]

23. In Blaenavon you can listen to ... [1]

.....

24. tourists will always find ... [1]

.....

25. Many returning visitors are surprised that ... [1]

.....

26. The Valleys are a great place to go ... [1]

.....

Text C

Welcome to University Life

Find the words or phrases in lines 1–8 which mean the following. [4 marks]

27. stage [1]

.....

28. tasks [1]

.....

29. opportunity [1]

.....

30. modifications [1]

.....

Choose the correct answers. [4 marks]

31. Lectures provide students with ... [1]

- A. the most important information to be examined.
- B. the most essential facts that have to be learned.
- C. fundamental concepts on which to base others.
- D. essential skills and valuable subject information.

32. The phrase “taking ownership of your learning” (line 26) mainly refers to ... [1]

- A. self-management skills.
- B. communication skills.
- C. research skills.
- D. intellectual skills.

33. The phrase “we want you to have a great time while you are here” (lines 32–34) suggests students should ... [1]
- A. spend their time very productively while at university.
 - B. make the most of all the academic opportunities offered.
 - C. give their social life the same importance as their studies.
 - D. make sure their university experience is really enjoyable.

34. The phrase “do your bit” (line 39) suggests that students must ... [1]
- A. take responsibility for their friends’ welfare.
 - B. make good use of the support programmes.
 - C. contribute actively to their own well-being.
 - D. participate in student support programmes.

To whom or to what do the underlined words refer? Answer using words as they appear in the text. [2 marks]

35. it’s a necessity ... (line 47) [1]
-

36. In fact, this can be bewildering at first ... (line 49) [1]
-

Choose an appropriate word from the list that completes each gap in the following text. [4 marks]

The writer believes that [-1-] students need to balance their academic studies with other pursuits such as non-academic activities and making friends. Students should recognize that studying can be stressful. [-2-] they must also take some responsibility for their own well-being. [-3-], the university takes in tens of thousands of new students each year and it cannot take care of all its students’ health needs simply [-4-] there are too many of them.

- | | | | |
|----------|-------------|-----------|---------|
| ALTHOUGH | AS A RESULT | BECAUSE | DESPITE |
| INSTEAD | MOREOVER | THEREFORE | WHEREAS |

37. [-1-] [1]
38. [-2-] [1]
39. [-3-] [1]
40. [-4-] [1]

PRACTICE PAPERS 1 AND 2 (HIGHER LEVEL)

Paper 1 – Writing

1 hour 30 minutes

The maximum mark for this examination paper is [30 marks]

Instructions to candidates

- Complete **one** task.
 - Use an appropriate text type from the options below the task you choose.
 - Write 450 to 600 words.
1. Your school wishes to increase the number of IB diploma students. Create a suitable text addressed to a group of potential students recommending your school's IB programme, detailing its strengths and explaining how to apply for entry.

Brochure

Email

Speech

2. The local newspaper is holding a writing competition about a memorable holiday experience. Write a text describing your memorable holiday, explaining what happened and summarizing what lessons you have learned from the experience.

Brochure

Email

Essay

3. You recently attended a talk on plastic pollution. You decide to write to your local council summarizing the speaker's conclusions, recommending one specific measure and assessing its benefits for the local environment.

Essay

Proposal

Speech

Paper 2 – Listening comprehension

1 hour

The maximum mark for this examination paper is [25 marks]

Instructions to candidates

- Answer all questions.
- Answers must be written on the lines and in the boxes provided.
- Answers may be written at any time during the examination.
- There will be three audio texts. All answers must be based on the appropriate audio texts.
- There will be four minutes of reading time at the start of each audio text.
- Each audio text will be played twice. There will be a two-minute pause before each audio text is repeated.

Text A



You will hear a news item about a young volunteer with a special talent.

Complete the following gaps using no more than five words. [5 marks]

Testimonial Wendy Ong

Wendy has worked at our shelter for [-1-] dogs and cats since November 20XX.

She has shown [-2-] by finding new homes for our animals.

She has produced a [-3-] for each unwanted dog.

In doing so, Wendy has shown real talent. She is both [-4-]. As a result, we have been able to find excellent homes for many of our cats and dogs.

We would like to thank her for all her hard work and [-5-] to the job.

Mike Oliver
(Manager)

[-1-]

[-2-]

[-3-]

[-4-]

[-5-]

Text B

You will hear a radio journalist reporting on a court case in New York.



Answer these questions.

[5 marks]

6. What legal decision are the animal rights campaigners hoping for? [1]

.....

7. In which building was the chimpanzee, Alice, being held at the time of the trial? [1]

.....

8. What is Adriana Norton asking the judge to do to Alice? [1]

.....

9. Which phrase does Adriana Norton use to describe the scientific misuse of chimpanzees? [1]

.....

10. According to Josephine Smith, what is the US government's position on granting Alice human rights? [1]

.....

11. Tick one correct option for each of the following statements. [5 marks]

Who said ... ?	Adriana Norton	Josephine Smith	Both
A. Biologically, chimps and humans are almost identical.			
B. Some European countries extend their laws to include animals.			
C. The NAARP have a very strong ethical argument.			
D. Humans need to treat animals better.			
E. Giving Alice human rights could have surprising consequences.			

Text C



You will hear an interview with a rising musician discussing her formula for success.

Choose the correct answers.

[5 marks]

- 12.** Laura has found most success ... [1]
- A. in the music studio.
 - B. as a live performer.
 - C. on the internet.
- 13.** What has been the most important factor in Laura's recent success? [1]
- A. Her ability to survive as a musician in a competitive world.
 - B. Her ability to create videos that people wanted to watch.
 - C. Her ability to come up with many of ideas for videos.
- 14.** Which was the most important obstacle Laura overcame? [1]
- A. To create great music for the video.
 - B. To create a promotional video quickly.
 - C. To deal with her lack of resources.
- 15.** The successful video for "Blah Blah Blah" was ... ? [1]
- A. Laura's first attempt at a promotional video for the song.
 - B. Laura's second attempt at a promotional video for the song.
 - C. Laura's third attempt at a promotional video for the song.
- 16.** According to Laura, what was the most important reason for the success of the video for "Blah Blah Blah"? [1]
- A. It was shared on social media.
 - B. It had really great choreography.
 - C. It was entertaining and good fun.

17. Choose the **five** true statements.

[5 marks]

- A. Laura says her main target audience is social media users.
- B. Laura has managed to identify the people who are her fans.
- C. Laura is always looking for new audiences for her music.
- D. Laura says people use mobile phones to create music.
- E. Laura has little control over the way her fans share her music.
- F. Laura releases her music to her fans in a systematic manner.
- G. Laura uses her website to give her fans all her latest updates.
- H. Laura keeps her fans guessing what her next move will be.
- I. Laura keeps her fans guessing what her next song will be.
- J. Laura's latest news update has not yet appeared on her website.

Paper 2 – Reading comprehension

Text A



Welcome to University Life

Starting university is the first step in taking control of your own learning. Unlike high school, you will be responsible for deciding the best way to balance your time and complete your assignments. This is an exciting prospect, but can also be a time of transition. The information below will help you to recognize and understand some of the adjustments you may need to make.

[-1-]

- 10 At university, lectures don't tell you everything you need to know. They provide a basic framework of knowledge that you need in order to discover things for yourself via independent study.

The majority of your learning is done outside the classroom, and you're expected to locate information by yourself. Although you may have to spend less time in classes, you're expected to do much more self-directed study.

[-2-]

- 20 You might find that university tutors are more critical of your work. You may also get feedback on your work more slowly and less frequently than at school.

- 25 But university study is all about independence and taking responsibility for your own learning. You will hear the phrase: "taking ownership of your learning"; this involves organizing your time and your life, participating in your courses and assignments and knowing when to ask for assistance and seeking it out.
- 30



[-3-]

We know that our students are integral to the university and we want you to have a great time while you're here while ensuring you are safe and well.

But with tens of thousands of students on campus, looking after each and every individual can be challenging. So, we place a big emphasis on providing integrated resources and services that help you do your bit and take responsibility for your own health and safety.

40

[-4-]

University campuses are big places and can seem impersonal. It's easy to feel disconnected when you start university, especially before you get to know anyone.

45

Developing a social life on campus is not a luxury, it's a necessity. It's a common misconception that making friends at university will be easy. In fact, this can be bewildering at first and you will need to be proactive.

50

www.unsw.edu.au

Text B

So Much to Tell You

February 6

I don't know what I am doing here.

Well, I do really. It's because I was getting nowhere at the hospital. I have been sent here to learn to talk again. Sent here because my mother can't stand my silent presence at home. Sent here because of my face, I suppose. I don't know.

This is my third day at this boarding school, Warrington, but today was the first day of classes. Mr Lindell, our English teacher, gave us these journals and told us we have to write in them every night, during homework (except that homework here is called Prep). We have Prep every weeknight, for two hours a night. For that time we have to sit at our desks and be silent. This would suit me were it true but of course it isn't ... people whisper, talk, pass messages, exclaim out loud when they make a mistake. They do not whisper or pass messages to me, and the words break over my desk in soft waves, white foam washing around me.

I am in Prep now, writing this at my desk. On my left is a girl called Cathy Preshill. On the right is a girl called Sophie Smith. Cathy seems very thin to me and I wonder if she has anorexia, but she probably doesn't. I do though—anorexia of speech.

This journal is starting to scare me already. When Mr. Lindell gave them out in class I felt the fear and promised myself that I would not write in it, that it would stay a cold and empty book, with no secrets. Now here I am on the first page saying more than I wanted to, more than I should. What if he reads them? He said he wouldn't; that we were free to write almost anything and that he would glance through them once in a while to make sure we were using them, not just filling them with swear words. If he doesn't keep his promise I am lost.

¹a race involving jumping over obstacles



February 11

Today we had classes again.

The weekend is over. 40

I think I wrote too much in this journal on Friday. All that stuff about the hurdling¹, and primary school. And my father has found his way into this journal already, when I was so determined that I wasn't going to think about him ever again, much less write about him. It seems he's too powerful still, like a radioactive cloud, finding his dark way into everything. I wonder what it's like where he is? Kind of like here, maybe. Having to line up, always being ordered around, no privacy, no freedom, no flares lightning up the future, showing which way the curves bend, and where are the exits. Perhaps he doesn't talk either ... I mean, I suppose he speaks to people and they speak to him, but it might be just empty, just mechanical words. 45 50 55

Anyway ...

I'm in Prep again. The others seem to be doing so much work. Cathy, the thin one, seems so intense, her serious face absorbed in her work, or something, never looking up. Sophie is the opposite. She's very funny and lively, can't sit still, always getting in trouble (...). 60

John Marsden

Text C

What's in a meme?

BRADLEY MARTINEZ

There is a general agreement that a meme is a mutating packet of information that is spread within a culture. However, the exact definition of a meme has remained fluid and nebulous. Although no one single definition is necessarily better than another, I aim to outline some of the requirements for a meme. These are not necessarily the be-all and end-all for defining a meme but rather simply a set of rough guidelines that help us to decide what constitutes one. To focus on Internet culture, we see that quintessential Internet memes usually possess the following qualities:

They are popular but not too mainstream.

Memes must have enough circulation so that people are able to recognize the information packet as a meme. Internet memes do not just carry the literal information that is provided in their content. They also carry an implicit message that, "Hey, I get this meme because I have the Internet cultural knowledge." This is illustrated in the fact that memes make sense if you understand them, while an outsider of the meme culture might not understand them, or simply find them meaningless. Successful memes are not usually forced. Typically, an idea naturally catches on and becomes popular. However, memes can simply become stale from being shared so much. Consequently, when a meme becomes too mainstream, it loses its power.

They can produce derivatives.

This characteristic differentiates a meme from a simple popular or viral post. Memes have the ability to create derivatives that follow the same format or idea. For example, a text post with a picture can be



re-blogged but this is not enough to make it a meme. The posts must copy the concept behind the original content to make them memes. As a result, defining what is considered a "derivative" can be difficult. For example, the 'dancing baby' meme had a specific format, so its derivatives were easy to spot. However, others do not follow such a strict format. For instance, the 'skeleton war' is an Internet event in which skeleton-related media is posted in various online communities during the month of October leading up to Halloween. Even though it does not follow any particular format, it is certainly considered a meme by many netizens.

They have a humorous element.

What is considered funny can vary greatly from person to person therefore most memes are supposed to have a humorous quality. This is a rather tenuous requirement for a meme since what is funny for one may be annoying to another. However, this element need not be laugh-out-loud funny. It can be an aspect that is comical because it is ironic, absurd or surreal. Alternatively, memes work because they pinpoint some weird aspect of life, something that is funny because it's true.

memedocumentation.tumblr.com

Paper 2 – Reading comprehension

1 hour

The maximum mark for this examination paper is [40 marks]

Instructions to candidates

- Answer all questions.
- Answers must be written within the answer boxes or on the writing lines provided.
- All answers must be based on the appropriate texts in the accompanying text booklet.

Text A

Welcome to University Life

Choose an appropriate heading from the list that completes each gap in the text. [4 marks]

- | | | |
|-----------|--------------------------|-----|
| 1. [-1-] | <input type="checkbox"/> | [1] |
| 2. [-2-] | <input type="checkbox"/> | [1] |
| 3. [-3-] | <input type="checkbox"/> | [1] |
| 4. [-4-] | <input type="checkbox"/> | [1] |

- A. Our student services
- B. Being proactive
- C. Creating a network
- D. Developing study skills
- E. Coping with a social life
- F. A hands-on approach
- G. A partnership for wellbeing
- H. Teaching and learning

To whom or to what do the underlined words refer? Answer using words as they appear in the text. [2 marks]

5. They provide a basic framework of knowledge ... (line 11) [1]
-

6. this involves organizing your time and your life ... (line 27) [1]
-

7. and seeking it out ... (lines 29–30) [1]
-

Find the words or phrases in lines 31–40 which mean the following.

[3 marks]

8. fundamental

[1]

.....

9. difficult

[1]

.....

10. stress

[1]

.....

11. contribute

[1]

.....

Choose the correct answers.

[2 marks]

12. The writer thinks that the size of a university campus can make new students feel ...

[1]

- A. disoriented.
- B. insignificant.
- C. friendless.
- D. misplaced.

13. The writer sums up by saying new students have to ...

[1]

- A. balance their social and academic interests.
- B. take charge of their personal development.
- C. spend time developing an exciting social life.
- D. take positive steps to establish friendships.

Text B*So Much to Tell You**Answer these questions.*

[5 marks]

- 14.** Which phrase between lines 1 and 7 means “not making progress”? [1]
-

- 15.** Which phrase between lines 1 and 7 shows that the narrator had been very withdrawn while living with her mother? [1]
-

- 16.** Which phrase between lines 8 and 15 indicates that the girls’ behaviour at the boarding school is very regimented? [1]
-

- 17.** What is the narrator referring to with the phrase “white foam washing around me” (lines 20–21)? [1]
-

- 18.** Which phrase between lines 22 and 26 refers to the narrator’s unwillingness to communicate? [1]
-

Choose the correct answers.

[4 marks]

- 19.** Why did the narrator want her journal to remain “cold and empty” (line 30)? [1]

- A.** She wanted to irritate her English teacher.
B. She had nothing of interest to communicate.
C. She was afraid the other girls would mock her.
D. She was afraid she would reveal her secrets.

- 20.** When Mr Lindell says he will “glance through” the girls’ journals, (lines 34–35) this suggests he will ... [1]

- A.** read their entries very carefully.
B. check them for bad language.
C. take a quick look at their writing.
D. correct what the girls are writing.

- 21.** As a result of writing her journal, the narrator begins to ... [1]

- A.** relive unwelcome memories of her father.
B. re-evaluate her relationship with her father.
C. think about her father’s current situation.
D. analyse her feelings towards her father.

22. The phrase “mechanical words” (line 55) suggests that the father’s conversations might be ... [1]
- A. mindless and meaningless.
 B. limited to technical matters.
 C. depressingly uninteresting.
 D. unthinking and insensitive.

Choose an appropriate ending from the list that completes each sentence. [4 marks]

23. Mr Lindell ... [1]
24. Cathy ... [1]
25. Sophie ... [1]
26. The narrator’s father ... [1]

- A. appears to be impatient and devious.
 B. appears to be unsmiling and industrious.
 C. appears to be fun-loving and sympathetic.
 D. appears to be respectful and reserved.
 E. appears to be authoritarian and terrifying.
 F. appears to be extrovert and disruptive.
 G. appears to be unsettling and influential.
 H. appears to be frightened and anxious.

Text C

What’s in a meme?

What do the following words mean in the text? Choose the appropriate words from the list. [4 marks]

27. mutating (line 2) [1]
28. nebulous (line 4) [1]
29. rough (line 8) [1]
30. quintessential (line 11) [1]

- A. typical
 B. moving
 C. shapeless
 D. approximate
 E. undefinable
 F. changing
 G. confusing
 H. conventional

31. Choose the **four** true statements.

[4 marks]

- A. A meme can only be meaningful to a very small group.
- B. All memes communicate a commonly understood message.
- C. Memes contain both textual and subtextual information.
- D. Memes are exclusively a product of internet culture.
- E. Memes need a wide audience to be part of internet culture.
- F. We need certain shared cultural knowledge to interpret a meme.
- G. If a meme becomes too popular, it can become meaningless.
- H. If a specific meme is overused, people can lose interest in it.

To whom or to what do the underlined words refer? Answer using words as they appear in the text. [2 marks]

32. this is not enough to make it a meme ... (line 34) [1]

.....

33. its derivatives were easy to spot ... (lines 39–40) [1]

.....

Choose an appropriate word from the list that completes each gap in the following text. [4 marks]

The writer uses the article to discuss the problems of defining a meme. He believes that [-1-] they have something humorous about them, so-called ‘packets of information’ cannot be classified as memes. [-2-], he points out that we do not always share the same sense of humour and, in fact, what one person finds funny can leave another completely cold. He also notes that [-3-] certain memes make us laugh out loud, others use very subtle techniques such as irony or absurdity to mock the world in which we live.

[-4-], some memes only work because they help us to recognize such bizarre truths about ourselves and our culture.

- | | | | |
|-------------|-----------|------------|---------|
| ACCORDINGLY | BECAUSE | CONVERSELY | DESPITE |
| FURTHERMORE | MEANWHILE | UNLESS | WHILE |

34. [-1-] [1]

35. [-2-] [1]

36. [-3-] [1]

37. [-4-] [1]



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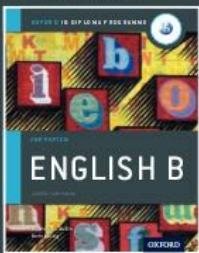
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2 PAPER 1 PRODUCTIVE SKILLS: WRITING

Differences between an standard level [SL] and higher level [HL] in paper 1

Standard level	Higher level
<p>On tasks in 1 the set 3 or more on</p> <p>She did a lot of work to write a one page of 120-180 words</p> <p>She is very good at writing in total with 1 or more paragraphs</p> <ul style="list-style-type: none"> • does not write for a set length • does not write for a set length • does not write for a set length 	<p>On tasks in 1 the set 3 or more on</p> <p>He has written a one page of 120-180 words</p> <p>He is very good at writing in total with 1 or more paragraphs</p> <ul style="list-style-type: none"> • does not write for a set length • does not write for a set length • does not write for a set length

Just as simple tip

Know your exam task on paper

A standard approach to paper 1 - 160-180 words

- understand how the marks are given on paper in response
- know how to respond to a specific prompt
- organizing your time to finish your marks

Analys

As in the sample student level paper, 1, the three themes covered are: (a) crime, (b) environment and (c) the future.

Questions: Which of these is related to which question?

1. In each prompt, explain why the author has chosen the best topic in the order shown.

(1) is most appropriate, (2) is acceptable, (3) is least appropriate

Example of a standard level [SL] paper 1

Task: Complete one task. Use an appropriate text type from the list below for your chosen task. Write 250-400 words.

- Many students in your school buy the wrong lunch from the canteen. This has caused a major problem for the local community around your school. Write a letter in which you describe the problem and suggest ways to improve the situation.

They (1)	They (2)	They (3)
----------	----------	----------
- As part of your regular training, a company for the best way to get improve awareness of health by using a new program. Write a letter to the company in which you describe the ideas for your company and explain why they would be the best solution.

They (1)	They (2)	They (3)
----------	----------	----------
- The way you understand life changes what you give you a new way of looking at the world. Write a text in which you describe the ideas for your company and explain why they would be the best solution.

They (1)	They (2)	They (3)
----------	----------	----------

Note: In the actual paper 1 there are no numbers against the best types.



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