

SAMPLE

New for 2019



# English B

for the IB Diploma

2<sup>nd</sup> Edition



Pearson

PATRICIA JANNING  
PATRICIA MERTIN

# Contents

## 1 Identities

- 1.1 Nationality and identity
- 1.2 Identities and change
- 1.3 Identities and language
- 1.4 Humans and their choices
- 1.5 Our changing world

## 2 Experiences

- 2.1 Being a teenager
- 2.2 Experiences can shape our lives
- 2.3 Hobbies that change our lives
- 2.4 Our roots

## 3 Human ingenuity

- 3.1 Artistic expression
- 3.2 Science and technology
- 3.3 Playing and talking
- 3.4 Ancient wisdoms

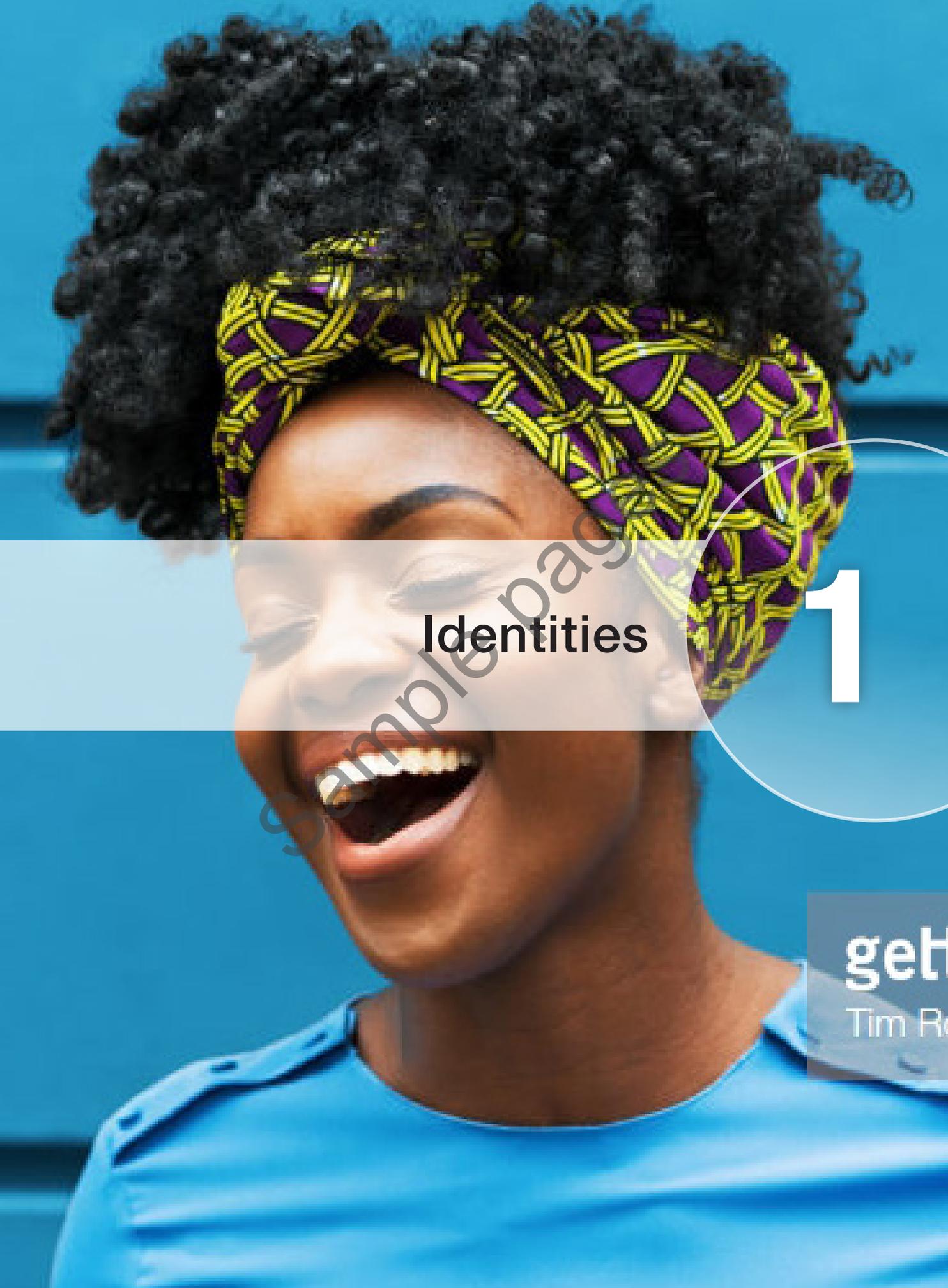
## 4 Social organisation

- 4.1 Schools around the world
- 4.2 Village life
- 4.3 Getting together
- 4.4 Clubs and groups

## 5 Sharing the planet

- 5.1 Climate change
- 5.2 Plastic pollution
- 5.3 Tourism
- 5.4 Changing times
- 5.5 Sharing our space

## 6 Reading and HL literature recommendations

A close-up photograph of a woman with voluminous, dark, curly hair. She is wearing a headwrap with a purple and yellow geometric pattern. She is smiling broadly, showing her teeth. The background is a solid blue color. A semi-transparent white circle is overlaid on the right side of the image, containing the number '1'. A semi-transparent white horizontal bar is overlaid across the middle of the image, containing the word 'Identities'. A semi-transparent grey rectangular box is overlaid in the bottom right corner, containing the text 'geth' and 'Tim R'.

Identities

1

geth

Tim R

### Research questions

- Who am I?
- What shapes who we are?
- Can modern technologies add new dimensions to shaping our identity?

### Objectives

- To consider the question 'Who am I?' and the influences forming the answer.
- To practise interactive oral skills in relation to the identities theme.
- To examine the use of phrasal verbs.
- To develop writing skills in formal and semi-formal English.
- To think about the use of idiomatic language.
- To explore the link between the theme of identities and TOK.

### Introduction

Identity is concerned with the question: 'Who am I?'

Identity is sometimes explained as a sense of belonging to a nation; people talk about 'being proud' of the country they are from. Alternatively, it can be a strong allegiance to a city or an area of a country; people living in the mountains of Northern Italy, Austria, and Germany talk of their similar identities all united by the mountain region.

Identity can also be defined by the qualities and beliefs you hold valuable and which dictate the choices you make. Our identities are often passed onto us by our parents.

The different ways of looking at identity also highlight that every individual can have multiple identities, defined not only by place, but also by the group they are in. For example, a person may identify as both a family member and a student in a school. People can choose how they want to define themselves when they ask the question 'Who am I?'

Identity is never final and continues to develop throughout life.

### Internal assessment (SL)

Being together but being different. Consider the influence people have on your identity when you join other groups or go to other countries.



Examine the photograph above and consider the following points:

- What do you see in the picture? Briefly describe the scene.
- Think about the theme of identities. Reflect on the photograph in connection with identities.
- What aspects of identity do you want to focus on?
- Make connections to your own experience and the factors influencing identity.

Using the points above, spend 15 minutes preparing a presentation about the photograph. Use the preparation time to organize your ideas and plan the sequence of what you will talk about.

Your presentation should last 3 to 4 minutes, after which your teacher and other students will have the opportunity to comment or ask questions about what you have said. You must engage in a conversation with them. In total this task should take approximately 15 minutes.

## 1.1 Nationality and identity

Many people find that their nationality or their homeland influences their identity. The following pages include extracts from people discussing their nationalities and identities.

### What it means to be American

by Katee Inghram

In the text below, an American international school teacher, who now teaches in China, reflects on American identity.

*To be an American is to understand that we are one, but within that oneness, we are extremely diverse. Because of our nation's vast diversity, perhaps being an American is less about ethnicity and is actually more about actions, beliefs and values? People might agree that the typical American talks louder and laughs louder, and that many Americans walk with a purpose, even when lost or heading in the wrong direction. In my experience, a typical American believes in and values the ideals of freedom and that they are the creator of their own destiny. Americans are often thinking of their next move and would rather be their own leader than follow someone else. Americans value individualism and choice. An American identity could be described as one in a constant state of evolution, given how young the country is compared to the rest of the world. In many ways Americans are still writing their identity.*

### General comprehension

Answer the following questions in complete sentences.

- 1 How does the author define being an American? Explain your answer.
- 2 Does the author find it easy to define being an American? Explain your answer.
- 3 According to the author, what do other people think typical Americans do?
- 4 What does the author say Americans think about freedom and destiny?
- 5 Why does the author say 'Americans are still writing their identity'?
- 6 Describe any of the author's ideas that you find surprising.

Personal – Reflection

### Text handling

What do the following words (A-F) mean in the text? Match the words to their meaning (1-6).

A vast	⋮	1 fate
B diversity	⋮	2 maker
C ethnicity	⋮	3 extremely large
D purpose	⋮	4 belonging to a racial group
E creator	⋮	5 range of differences
F destiny	⋮	6 reason

### What it means to be a Kazakh

by Nazym

In this reflection, a student from Kazakhstan shares her thoughts.

*Kazakhstan is a country in which the majority of citizens are patriotic and proud of being Kazakhstani. I think that many of the fascinating features of our country are yet to be discovered by the rest of the world. That is the impression I get when I talk to people on my travels. Kazakhstan is little known to outsiders.*

*From childhood it is considered to be a Kazakh duty to know your family tree. But also, to know the traditions of the country. Values such as a belief in religion, respect for the individual, and social justice are passed onto us by our parents. We are taught hospitality; to welcome visitors and to care for their comfort. In Kazakh families a guest is made to feel like a privileged person and is embraced by the family.*

*We are taught the traditions and history of our country in school. In one lesson a student talked about attending school ceremonies and said: 'just seeing that blue flag flying and hearing the Kazakh language is enough to make my skin tingle!'*

*Being a Kazakh means that our thoughts are the sea and our words are the birds flying over it. It means being free under the sky but united with our people in heart and soul.*

### General comprehension

Answer the following questions in complete sentences.

- 1 How do the citizens of Kazakhstan feel about their country?
- 2 State two features of Kazakh duty.
- 3 What does the author feel is special about the Kazakh attitude to hospitality?
- 4 According to the author, what are young people taught by their parents in Kazakhstan?
- 5 In the last sentence the author describes being a Kazakh in a particular way. Write a sentence describing how it feels to be a citizen of your own country.

Personal – Reflection

## Text handling

Match the correct meanings (A-E) to the following words (1-5) within the context of the text:

- |               |   |   |
|---------------|---|---|
| A hospitality | : | 1 treated warmly                                |
| B traditions  | : | 2 taking part                                   |
| C embraced    | : | 3 welcoming guests and giving them refreshments |
| D attending   | : | 4 a sensation of pleasure                       |
| E tingle      | : | 5 long-established customs                      |

### Zoom in on grammar

#### Idiomatic language

In the text about *What it means to be a Kazakh*, the author says 'our thoughts are the sea and our words are the birds flying over it'. This is an example of idiomatic language. It means the words are used with a different meaning from their original, literal meaning. The author is trying to give the reader a visual picture of the Kazakh people and their feelings about freedom and unity by using a metaphor. When you are reading, always be aware of this aspect of the language and look out for idiomatic phrases.

### Discussion task

Compare the two accounts, *What it means to be an American* and *What it means to be a Kazakh*, with a partner. Discuss how they are similar and how they differ.

### Intercultural activity

In pairs or groups, use research skills to compare the size and location of the USA and Kazakhstan. This knowledge may help to explain the different accounts above. Organize your information so that you can present your findings to other pairs.

## What it means to be Scottish

by Ian Thompson

In this reflection, Ian Thompson asks how his identity as a Scottish person still functions after many years of living in England and Germany.

*When I say I'm Scottish, I am not talking about my nationality. You can't travel with a Scottish passport. Scotland is part of the United Kingdom of Great Britain and Northern Ireland, so I travel with a British passport. Modern politics mean that things can change quite rapidly, however, so maybe one day there will be a separate Scottish nation with its own passport.*

*I call myself a Scot because I was born into a Scottish family in Scotland. I grew up there, went to school there, and lived there until I was 18 years old. Then, like so many other Scots, I left home to seek further education and worked in England and then in Germany.*

*So how does my identity as a Scottish person still function after so many years of living elsewhere? Those important formative years were spent within Scottish*



Figure 1.1 People make Glasgow

Personal – Reflection

*culture, surrounded by its people and its customs, its music and its regional dialects. I have always loved Scotland's landscapes, with the undulating farmland of the south and the east, the mountains and waters of the north and the west, and the endless tundra of the extreme north. The coastline also provides scenic contrasts that are loved by Scots and visitors alike. Scottish cities are popular destinations, renowned for their architecture and the variety of their cultural activities. For example, people come from all over the world for the annual Edinburgh International Festival.*

*If you visit the city of Glasgow, you will see banners, posters, and stickers telling you that 'People Make Glasgow'. This is something of a trade-mark for the city, but it does have a basis of truth. Glaswegian people are generally kind, helpful, funny, and memorable in so many ways. I believe these qualities are shown by people all over Scotland, however, not just in Glasgow, and perhaps this is the real reason why I still identify myself as a Scot. Whenever I travel to Scotland, I really feel at home among the people whose values, ideas, attitudes and customs are so familiar to me.*

*You can take the lad out of Scotland, but you can't take Scotland out of the lad.*

### General comprehension

- 1 Why is there no Scottish passport at the moment?
- 2 Why did the author leave Scotland?
- 3 Which aspects of Scottish culture does he mention?
- 4 What does the author love about Scotland?
- 5 What is the slogan for Glasgow?

### Vocabulary

Match the following words (A-J) with their meanings (1-10) as they are used in the text.

- |              |   |
|--------------|---|
| A formative  | 1 having a strong influence on the development of something |
| B surrounded | 2 male – often young  |
| C regional   | 3 be all around   |
| D dialect    | 4 worth remembering   |
| E undulating | 5 of an area  |
| F tundra     | 6 famous  |
| G scenic     | 7 language used in a particular place                       |
| H renowned   | 8 impressive or beautiful (landscape)                       |
| I memorable  | 9 vast, flat, treeless area                                 |
| J lad        | 10 a wavy form or outline                                   |

## Zoom in on grammar

### Phrasal verbs

Many verbs are formed of two parts – a verb followed by a preposition or an adverb – and these are called ‘phrasal verbs’. For example: *look at, think of, believe in, belong to*. Some verbs can take a number of different prepositions or adverbs, with different meanings. For example: *look in, look out, look after, look for, look round*.

Can you find the three phrasal verbs used in the above text, *What it means to be Scottish*?

## Grammar in context

### Phrasal verbs

Here are some examples of sentences with phrasal verbs. Complete the sentence with the correct preposition or adverb.

- 1 Many people like best to talk \_\_\_\_\_ themselves.
- 2 Can you look \_\_\_\_\_ my cat while I am on holiday?
- 3 If you don't like hockey, give it \_\_\_\_\_ and try something else.
- 4 The concert will kick \_\_\_\_\_ as soon as the band arrives.
- 5 If you keep \_\_\_\_\_ interrupting, I shall take you out of the discussion group.

## What it means to be English

by Nathan Stiles

In this reflection, Nathan Stiles asks what it means to be English.

*I was born in Essex and just as I started school my family moved to Lancashire. In those days people didn't talk about being English, they talked about coming from 'up north' or 'down south'. Depending where you were from, one was better than the other. Obviously, Essex being in the south, I always thought the south was better. As the years passed, the question of national identity became a burning issue and one that everyone these days is scrambling to put their finger on. More difficult than herding cats you might say.*

*The thing is, most of us have multiple identities. We may have a strong sense of belonging to one nation, or perhaps a county or a city. Many people whose parents come from different countries, identify equally with both parents' nations. So, the question 'what does it mean to be English?' is an interesting one. Look at my best friend who has lived in London since he was a toddler. He was born in Kingston of Jamaican parents. He has dreadlocks, plays Reggae music in his car so loud that the windows vibrate, and makes the best Callaloo you have ever eaten (have you ever eaten Callaloo?), but says he feels English. Feeling English is not a statement about place of birth or ethnicity, it is an attitude, a state of mind, a feeling.*

*There are those moments when something stirs inside you, a memory, a reverberation of time past. I get that when I pass a school yard and see children in their uniforms playing the same games we played: hopscotch, tag, cat's cradle, and skipping. Or walking down the drinks' aisle in my local supermarket looking for my favourite cider. Christmas is an inescapable memory pull: turkey with all the trimmings, wearing those daft hats that are in the crackers, listening to the*

Personal - Reflection

TOK

Why is it difficult to define national identity?

*Queen's speech. All things that could bring tears to my eyes thinking about them when my job meant I spent Christmases in far-flung places.*

*But I identify most with landscape. The years where I spent my youth were defined by the rough moors of the north; windswept, treeless, beautiful. My senses tell me when I am there; it is the colours that change with the seasons – from the purple heather in spring to the golden ferns of autumn. The smell of the dry bracken with an underlying peaty note and the feel of the wind on my face. They trigger the memories; to walk on the moors, to follow the ancient pathways is to feel 'home'. Here are the memories of long treks with my family, of picnics crouched behind dry-stone walls where boiled eggs and cheese sandwiches were a sumptuous feast. The fun of finding the remains of Roman roads and imagining the legions passing in the mists. To know which tracks to avoid because they led to marsh or which to follow to get back home. We would sing as we walked – songs that are still sung in the schools, homes, and pubs. Songs of the lives and loves of the people who have lived and worked in these areas. Songs passed on in the oral tradition from generation to generation.*

*I remember a line from an Arthur Conan Doyle book when I was at school:*

### Q Zoom in on grammar

#### Idiomatic language

In the text by Nathan Stiles, there is an example of the use of idiomatic language; 'more difficult than herding cats'. This is an idiom, which, in this example, refers to the difficulty of trying to define something that is almost impossible to do. It is also used to explain the difficulty of trying to control something that is impossible to do. It is a popular idiom in current English usage.

*'You never tire of the moor. You cannot think the wonderful secrets which it contains. It is so vast, and so barren, and so mysterious.'*

### General comprehension

- 1 According to the author, what 'triggers the memories'?
- 2 What do you think 'in the oral tradition' means?

### Text handling

- 1 From the text, find a word or phrase that means:
  - a something that is impossible to do
  - b more than one
  - c rope-like strands of hair
  - d a passage between shelves
  - e silly.
- 2 According to the text, what kind of countryside is a moor?

## Paper 1 practice task

Now you have read reflections by an American, a Kazakh, a Scot and an English person. Think about yourself. What is your identity? Write an article for your school magazine. SL students should write 250 – 400 words. HL students should write 450 – 600 words.

### Tips for writing an article

- Remember to use an attention-grabbing headline (and sub-headlines) – you want people to read your article.
- Have a strong opening sentence and a strong conclusion – see the *What it means to be Scottish* text for an example of this.
- Draw your reader into your argument – for example, add opening phrases such as *Do you agree that...*, *People often feel...*, or *You quickly become aware...*
- Organize your ideas into paragraphs with a clear main idea in each.

## Paper 1 practice task

Imagine that you are having a class discussion about identities. The author of *What it means to be English* lives locally. Write a formal letter to the author inviting him to come and talk to your class. Lay out your letter formally and begin and end the letter in the appropriate way. SL students should write 250 – 400 words. HL students should write 450 – 600 words.

### Tips for writing a formal letter

- Use formal language.
- Use the recipient's full name in the opening address.
- At the beginning, explain your reason for writing the letter.
- Use a new paragraph for each point.
- Finish with a concluding sentence, which may be a general statement of your hope that the author will come to your school.
- Use the phrase 'Yours sincerely' to finish the letter and put your full name at the end (do not begin the letter by saying your name).

## Zoom in on grammar

### -ing forms used after verbs

Many verbs are followed by an -ing form. In *What it means to be English* you can find verb + object + -ing form.

The -ing form is fulfilling the function of a noun.

*I see children playing*

Other examples of this use of the -ing form include:

Did you see her *talking* to the coach?

I imagine children *playing* hopscotch.



In the final IB examination written assignment, Standard level students will be required to write 250 – 400 words and Higher level students will need to write 450 – 600 words. Try to aim for the appropriate word count in all of your writing assignments, as this will help you in the examination situation.



Formal letters addressed to a person by name for example, *Dear Mr Smith*, are finished with the words *Yours sincerely*.

However, if the person's name is not known, the letter will start with: *Dear Sir*, or *Dear Madam*, or even *Dear Sir or Madam*, and finish with the words *Yours faithfully*.

## Grammar in context

**-ing form**

Complete these sentences using a suitable verb in the -ing form

- 1 Try to stop him \_\_\_\_\_
- 2 I like my teacher \_\_\_\_\_ grammar to me.
- 3 He keeps the central heating \_\_\_\_\_ all winter.
- 4 The girl couldn't forgive the boy for \_\_\_\_\_ her phone.
- 5 I miss her \_\_\_\_\_ me to school in the mornings.

## What it means to be a Cuban-American-Costa Rican

by Alegria Lores

Below are the reflections of an educator who now lives in Costa Rica.

Do you know where that is? Look online to find the location and see what else you can discover about Costa Rica.

*Answering the question 'What is your native language?' is difficult for me. During my early years, my mother spoke to me in English and my father spoke to me in Spanish. She was from Minnesota, USA, and he was from Cuba. They lived in a Spanish-speaking area of Tangiers, Morocco, but we moved to New York City when I was three. There we lived among Hispanics, but school was in English. When I was nine my family moved to Costa Rica, where we settled. I married a Costa Rican and eventually adopted the Costa Rican citizenship in addition to my US citizenship.*

*My life has continued in this fashion, always immersed in a bilingual and bicultural environment. Depending on where it is, I become somewhat more fluent in that language – English or Spanish.*

*The advantages? Being equally comfortable attending school in either language, being able to translate and interpret in those languages, and the ability to have friends from many countries.*

*The disadvantages? Not identifying 100% with any one culture, feeling a bit like an outsider wherever I live, and people commenting 'You have a different accent!'*

*Would I choose to have it any other way? Absolutely not! I consider myself extremely fortunate to have had the opportunity to live and learn in two cultures and, as a result, be comfortable in both almost effortlessly!*

Does language influence the way we think? Read *What it means to be a Cuban-American-Costa Rican* before discussing this with a partner.

**TOK**

Personal – Reflection

Figure 1.2 Dried flowers in a Costa Rican market



## Paper 1 practice task

Write a personal blog reflecting on your first language as it relates to your identity. Think about the following questions, plus any other ideas of your own when writing your blog.

- How does your life compare with Alegria's?
- How many countries have you lived in and how many languages have you learned?
- Do you agree with the advantages and disadvantages Alegria mentions? If not, explain your opinion.

SL students should write 250 – 400 words. HL students should write 450 – 600 words.

## Tips for writing a blog

- A blog is an online journal or informational website. It is usually started by one person who may then invite others to add their thoughts or comments.
- Before you start, decide:
  - why you are writing
  - what you want to say
  - which facts you want to include.
- Organize your ideas into paragraphs with key information and supporting details.
- Give your blog a strong heading and remember that people write blogs because they feel strongly about the topic.
- A blog is written in formal or semi-formal English. You can use phrases such as 'I strongly feel' or 'it is my opinion' because the style is often like a newspaper article.
- You must remember to show your knowledge of English by thinking about your choice of vocabulary and your use of correct grammar.

## How is our identity formed?

### Paper 2 practice listening task (1.1) - Alumni Speech Day

You will hear a speech made by an alumnus at his old school's Speech Day.

- 1 Complete the following gaps with words from his speech. Use no more than three words for each gap.
  - a Life in an office working at a desk is now (1).
  - b I was shy, physically weak, rather overweight, and (2) any kind of self-confidence.
  - c I grew older of course, but that alone wouldn't (4).
  - d I would still have been the boy people laughed at, who wasn't (5) anything, and was afraid of everybody.
  - e Sport was really popular then, as it is now, but PE classes were (6) to put it mildly.
- 2 What has Martin been doing since he left school?
- 3 List three of the problems Martin had as a teenager.
- 4 What did Martin do to escape his problems?
- 5 What effect did running have on Martin's self-confidence?
- 6 What is the real lesson the friend taught Martin?



- 7 Select the correct answer. From the speech we know that Martin is:
- living in Africa
  - truly happy in his work
  - working in an office.
- 8 Select the correct answer. Martin's work is:
- generally abroad
  - rather tedious
  - different every day.
- 9 Select the correct answer. Martin went for long walks as a teenager to:
- meet his friends
  - get away from his mother
  - lose weight.

## 1.2 Identities and change

### How is our identity formed?

Can you imagine primary school students being encouraged to talk about philosophy? This article reports on some research that was carried out in a London primary school classroom.

Mass Media – Article

#### CHILDREN GIVEN PHILOSOPHY LESSONS TO GUARD AGAINST DEPRESSION

International Baccalaureate students study Theory of Knowledge (TOK) in their final two years of school life, but can you imagine primary school students also being encouraged to talk about philosophy?

How do you think they would manage?

Would it be a worthwhile exercise?

Philosophy involves thinking about thinking and especially learning to think about tricky questions – for example, *How do I know? What do I know? What is truth?*

Researchers have proposed that if children learn to think about how to think, it may help them face challenging problems in the future in our rapidly-changing society. Students in a South London primary school were involved in the pilot scheme and discussed questions such as:

- How do we know something is true?
- The second question relates to our focus on identity. Does our identity change as we grow older?
- Is a person the same person at every point in their life?

- Are we still the same person we were last year, or before that?
- Will we still be the same person in twenty years' time?

The Greek Philosopher, Plutarch, AD 100, asked a similar question in a thought experiment concerning a ship. This experiment was called The Ship of Theseus and his question was:

- If a wooden ship with 30 oars and a crew of young Athenian men goes on a long voyage during which every part of the ship has to be repaired or replaced, will the ship be the same ship at the end of the voyage?

This new research was carried out in a London primary school classroom. The children used a LEGO model that was passed around the class and each child replaced a LEGO part of the model.

At first the children said changing the model was like destroying it. But the researcher reported that after some thought, the children decided it still had the same function so it was still the same thing. Then the researcher asked

the children if they were still the same person they were as a baby? Do they still have the same functions, are they still made of the same things? There were 30 children involved in the project and according to the researchers, they all seemed to enjoy it. They learned to think about thinking. The preliminary results of the project were presented at a conference of the Royal College of Psychiatrists. The

researchers hope that if children start to think objectively about their own thinking in young years, this will help them guard against depression and other mental problems later in life. So, what do you think? Are you still the same person you were at five years old? Will you still be the same person when you are 50 years old? Does your identity change? And if so – how do you know?

### General comprehension

- 1 How do researchers believe learning to think about thinking will help children?
- 2 What question did Plutarch ask?
- 3 Why did the children think the LEGO model had been destroyed?
- 4 What did they later decide?
- 5 State whether the following statements are true or false. Give the phrase from the text that confirms your choice.
  - a There have been other projects like this.
  - b The children found the experiment too challenging.
  - c The results were shared at a teachers' conference.
  - d A similar experiment was described many hundreds of years ago.

### Paper 1 practice task

Consider the questions at the end of the article above with a partner or in a group. Are you still the same person you were at five years old? Will you be the same person when you are 50 years old? After discussing the questions with others, write a reasoned response of 300 – 400 words.

## Identity and our roots

by Michael Bucksmith

The following text was written by an international school teacher from New Zealand.

Growing up in a quiet neighbourhood in the capital of Wellington, Aotearoa, we would greet each other with a 'Giddy' or 'How's it going?' as normal. I continued this practice throughout my teens and into my early adulthood. That is when I finally got around to booking my very first international flight, which took me through Australia, India, and on to the much-anticipated United Kingdom. My global journey had begun and I very quickly learnt that people greeted each other in all sorts of merry ways around the map. Some of my favourites include 'Alright?', 'Now then', 'Have you eaten?', 'How's everything?' and

**TOK**

To what extent is identity connected to where we are from?

◀ **Mass Media –  
Public commentary**

‘How is your family?’. As much as it meant the world to me to be able to greet people in a way familiar to them, I soon missed my ‘Giddays’ and savoured the once-in-a-while crossing of paths with a fellow Antipodean.

Recently I had the pleasure of leading an assembly with a delightfully animated cohort of Grade 5 students. The theme we had was ‘Global citizenship’ and I wanted to use the opportunity as a chance to challenge some of the traditional, warm, fuzzy ideas that get thrown around from time-to-time. I knew the children well so we launched into the assembly with gusto. The first question I rhetorically offered them was one very commonly heard here in the Gulf where I am based at present: Where are you from?

Seemingly an easy question to answer, I quickly followed it up with the kicker: How do you know?

Responses varied from the predictable: I was born here/there; My parents are from here/there, to the alternative: My ID card says...; My ancestors are from...; I speak their language... I pushed the questioning further with an exaggerated but not impossible example of a New Zealander, born in Shanghai who grows up to have their own children in the Middle East. Where are those children from?

We had a light argument together and eventually agreed that the discussion is more interesting than the answer, or answers.

One of my sons, who lives in New Zealand, was asked by his teacher to write a piece and submit an accompanying photograph of his happy place. He was born in the Middle East and has travelled reasonably widely for a youngster, including spending time living in South and Central Asia. His happy place is a beach near a town called Bukha, in Musandam, Oman. He holds a New Zealand passport and spoke, until recently, with a clear English accent despite having only native Welsh, Chinese, and Uzbek teachers and North American friends. Where is he from? Is he from the place where he was born? The place he started school? The place on the front of his passport? The place his friends are from? Maybe he is from his happy place? I’ll let you ask

him that question as I couldn't possibly answer on his behalf. I expect the answer has evolved over time and will continue to do so.

During a parent workshop at school, we discussed identity with parents and it soon became very clear that while there is a deep desire to nurture multiple identities in their children, they didn't want any dilution of their home identity which is deeply embedded in race, religion, culture, family, geography, and nationality. We acknowledged and accepted that allowing our identities to grow and multiply doesn't mean, even for a second, that we let go of that deep sense of identity, belonging, connection, home, peace, and self which grows like an acorn the minute we were conceived and begins to sprout. We all have many identities (branches) and not just nationalities – our identity is embedded in our roles and relationships with our families, our communities, our social groups – near and far, our online presence, our colleagues, our connection to the past, and to our legacies. It is one of the countless joys of being human, being connected and experiencing this growth in a uniquely personal and satisfying way.

I am very comfortable wandering the alleys of Ho Chi Minh City, or ordering pilaf in Almaty, or a tippie in Budapest, or pizza in Amman, but nothing, nothing beats the flutter I get as the plane touches down in Auckland and I am greeted by immigration staff with a 'Giddyay, welcome home'.



Figure 1.3 Auckland, New Zealand

### Zoom in on grammar

#### Complex sentences

A complex sentence is one containing a subordinate clause. It is a combination of ideas and can add depth to your writing. Look at the following two examples:

- 1 Although he was over the age of 60, he was still very fit.
- 2 You should do more vocabulary work because you need to express yourself better.

### Grammar in context

#### Focus on complex sentences

Re-read the author's sentences with the beginnings listed below. Then, thinking about your own identity, complete the sentences as creatively as you can, as they apply to you.

- 1 Growing up... we would ...
- 2 Recently I had the pleasure...
- 3 I am very comfortable...

### General comprehension

- 1 When did the writer first travel abroad?
- 2 Which question does the author say is often asked to people in the Gulf?
- 3 Why was the teacher's discussion with the students challenging at first?
- 4 Which was the most interesting part of the discussion?
- 5 What is the challenge parents have with their children's identities?
- 6 Identify which statements below are true according to the text:
  - a 'Now then' is not a form of greeting in New Zealand.
  - b The writer enjoys the different ways people greet each other.
  - c The students in assembly were reluctant to answer questions.
  - d The writer's son has a Welsh accent.
  - e We have many identities.
  - f The parents in the workshop wanted their children to feel their real identity.
  - g The writer's son has not travelled often.
  - h New Zealanders greet each other by saying 'Giddy'.

### Vocabulary

What do the following words (A-J) mean in the text? Choose the appropriate answer from the list (1-10).

- |               |                 |
|---------------|-----------------|
| A anticipated | 1 recognize     |
| B savoured    | 2 group         |
| C animated    | 3 expected      |
| D cohort      | 4 tremble       |
| E to nurture  | 5 to care for   |
| F dilution    | 6 begin to grow |
| G embedded    | 7 enjoyed       |
| H acknowledge | 8 water down    |
| I sprout      | 9 lively        |
| J flutter     | 10 fixed        |

## Text handling

2 Find the correct words from the text to complete the following sentences:

- a For the author nothing is better than landing in Auckland and hearing the words \_\_\_\_\_
- b Although the author enjoyed travelling, meeting, and greeting people in different ways, he \_\_\_\_\_
- c After some discussion, the teacher and students finally came to the conclusion that \_\_\_\_\_

## The Bear That Wasn't

*The Bear That Wasn't* was written in 1946 by Frank Tashlin, who was also known as Tish Tash and Frank Tash. His nicknames reflect his fun-loving and humorous nature. Frank Tashlin was born in the USA in 1913 and died in 1972. He was a very talented cartoonist, animator, film director, children's writer, and illustrator. *The Bear That Wasn't* is a cleverly-illustrated book with 46 original sketches by the author. It has been reprinted many times. The story relates closely to the theme of identity and is relevant to TOK. We know that every person is an individual with their own character, talents, and values. Sometimes people misunderstand our individual characters but eventually we each think we know who we are, what we believe and how people should behave.

As the New York Herald Tribune stated on the cover of the 1995 edition, the story, *The Bear That Wasn't*, is 'a fable for grownups that will be fun for children. Sit down with the book and get your own bearings.' It tells of a bear whose identity – his character, personality, and talents, were not recognized by humans. As a result of this, he begins to doubt his own identity, leading to the question: To what extent is our identity changed or influenced by the ideas of others?

Think about this while you read the following brief recount of the story and as you follow it up online. This is how the story begins:

Once upon a time, in fact it was on a Tuesday, the Bear stood at the edge of a great forest and gazed up at the sky. Away up high, he saw a flock of geese flying south. Then he gazed up at the trees of the forest. The leaves had turned all yellow and brown and were falling from the branches. He knew that when the geese flew south and the leaves fell from the trees, that winter would soon be here and snow would cover the forest. It was time to go into a cave and hibernate. And that is just what he did.

The bear sleeps throughout the winter, not knowing that above his head men have destroyed the forest and built an industrial complex. When he finally wakes he gets a huge surprise, as do the factory workers who refuse to believe he is a bear. They tell him repeatedly that he is not a bear. He is a silly man who needs a shave and wears a fur coat.

His identity is not recognized, his special talent of knowing when winter is coming and when it is time to hibernate is not recognized. He is taken to every level of management in the factory right up to the President of the company who says:

### TOK

To what extent is our identity determined by others? If enough people believe something does it become true?

### Mass Media – Literature

### TOK

The story raises some interesting TOK questions to consider. In a group or with a partner think about the following and prepare to explain your ideas.

- 1 How do we know if something is a bear?
- 2 How do we know anything? Do we always need proof, and if so what kind of proof?
- 3 If everyone believes the same idea, does that make it true? Why? Why not?

'You can't be a Bear. Bears are only in a zoo or a circus. They're never inside a factory and that's where you are; inside a factory. So how can you be a Bear?'

To try and find a solution to the problem, the President takes the Bear to places where other bears could be found. First they go to a zoo and then to a circus, but those bears fail to recognize him as a bear or acknowledge his identity because he is not doing what they do as bears. He is not in a cage at the zoo and he is sitting in a grandstand seat at the circus – so he cannot be a bear.

In the end the Bear is all alone, but winter is coming and so he does what all bears do, as part of their identity, he finds a cosy cave and hibernates. Look for the story online.

### Paper 1 practice writing task

Imagine you are the foreman who first found the bear. Write either an informal letter or a diary entry describing the event, your thoughts, and what happened next. SL students should write 250 – 400 words, HL students should write 450 – 600 words.

### Paper 1 practice writing task

Consider the following statement as it applies to you. To what extent is our identity changed or influenced by the ideas of others?

Write a response. SL students should write 250 – 400 words, HL students should write 450 – 600 words.

## How does our identity connect to our roots?

This is an interesting question for many people in the 21st century where global mobility is widespread. One hundred years ago this was much less of an issue, but today it affects many of us. In this blog, Annelies Brabant talks about belonging everywhere and nowhere.

Personal – Blog

This is a blog and the expression 'to live into' a house is taken from spoken English. It is an informal style and implies that people develop their feelings for the house as the house develops.



### Belonging everywhere and nowhere; living, working, and raising children abroad.

Posted on 5 June  
by Annelies Brabant

Hiraeth (Welsh): Noun. A homesickness for a home to which you cannot return, a home which maybe never was; the yearning, the grief for lost places of your past.

An ongoing issue with living a nomadic life is the inability to provide our children with a home in the traditional sense of the word. I've written about this before, but I have only recently realized that claiming to understand what this meant is actually dishonest because in reality, I did have a home; my parents' hand-crafted house in the south-western United States, where so much of who I am was shaped and nurtured.



Our family 'lived into' this extraordinary house, room by room, as it was built; getting to know every part of it before a new bit was eventually built and lived into. The construction of this house is for me, inseparable from the construction of our family. It grew slowly and lovingly over decades; it seemed to me almost a living thing. This home was built in a secluded place, surrounded by hills and situated alongside stunning natural beauty. This house was the place which allowed our lives to quietly unfold, as they should, providing a sacred space for us just to be. Over the years this house was the backdrop for births, deaths, weddings, heartbreaks, illness, recovery, celebrations... all the things in life which give a house a soul; the things that make it 'home'.

This past spring, along with my husband and my dad, I made what may be my last trip to this extraordinary place. Because of the nature of the house which is heated by wood or pellet stoves, has a septic tank, uneven paths between buildings, steep driveways which are sometime impassable in winter, my parents made the decision to move to an easier environment and have rented the house out with the intention of selling it. Thus the purpose of this trip to my childhood home was to sort through layers of my life which had, for various reasons, been boxed up and stored there for over twenty years; things I had, at one point in my life, felt were important enough to save and perhaps pass on to my children.

That night I cried. I felt we were somehow abandoning this member of our family, this holder of memory, this place which stood firm for our family and provided refuge and shaped our family identity for so many years. Like *The Giving Tree*, this house provided us with what we needed to grow up and go away and to live our lives, but now she was to be left without the family who loved and needed her.

Much of my sadness, I know, is that I worry that my children do not and will not have such a place in their own childhoods; there is no family home, no solid anchor, no place to go when life is hard and all they really want to do is to go home. Instead, my children have relationships that have become their homes; family, communities, friendships, and shared experiences... these are the things that build their intangible 'homes'.

And while this is okay (*it has to be, right?*) I can't help but feel that I have robbed them of something critically important. I have prevented them from establishing a sense of belonging in/to a physical place. I have stolen something I feel they are entitled to experience.

Thankfully my heart kindly and lovingly reminds me of this singular truth: What matters most in life is rarely confined to a physical space. So the truth is that home doesn't have to be a physical space. Instead it can be, in the words of Maya Angelou, that 'the ache for home lives in all of us, the safe place we can go, as we are, and not be questioned' and that is anywhere and everywhere that we are loved.



This way of directing a comment at the reader is typical of blog writing style. It adds a conversational element to the text.

### General comprehension

- 1 What does the blog writer identify as a problem for people who live nomadic lives?
- 2 Where was the writer's home?
- 3 How did the family 'live into' the house?
- 4 What was special about the environment of the house?
- 5 Why was the trip described as 'what may be' the last trip to the house?
- 6 Give two reasons why the parents decided to move.
- 7 What is the writer's concern for her children?
- 8 Which factors replace not having a family home for the children in the writer's opinion?
- 9 State whether the following statements are true or false. Give the phrase from the text that confirms your choice.
  - a The writer never had a real home.
  - b The home had little influence on the writer's identity.
  - c The construction of the house took many years.
  - d Precious possessions had been left in the house by the writer.
  - e The writer believes that a home does not have to be just a physical space.

### Text handling

- 1 Which features of a blog can you identify in this text?
- 2 Look back at the blog and identify the variety of sentence beginnings the author has used. Write your own sentences, on any topic, using the following beginnings from the text.
  - a An ongoing issue \_\_\_\_\_
  - b Over the years \_\_\_\_\_
  - c Thankfully \_\_\_\_\_
  - d So the truth is \_\_\_\_\_

### Vocabulary

Match the following words (A-J) from the text to their meaning (1-10).

A nomadic	1 private
B nurture	2 beautiful
C secluded	3 a sharp upwards slope
D stunning	4 travelling
E backdrop	5 care for
F steep	6 background
G impassable	7 desert
H abandon	8 safe place
I refuge	9 in bad condition
J intangible	10 not definite enough to see

Can you remember when you first started in a school where the language of instruction was not your first language?

How did you communicate? How did you feel? Was it easy to make friends? Could your teacher understand you at all?

Do you feel different when you communicate in your mother tongue? Are you a different person in your mother tongue? Explain the differences in a short reflection. This could be a blog, a diary entry, or an informal letter to a friend.

**TOK**

## Paper 1 practice writing task

The writer mentions the story of *The Giving Tree*. If you are not familiar with this story you can research it on the internet. How does it connect to the writer's home? Write your own blog about the first home you remember. Use the features of a blog that you have identified above. SL students should write 250 – 400 words. HL students should write 450 – 600 words.

## 1.3 Identity and language

Write a reflection, in the form of a blog, about your experiences as a beginner learning a new language. Write 200 – 300 words.

Often students who do not speak the language used in the classroom feel very lonely and even ignored because they have great difficulty communicating with other students and the teachers. Our language and identity are very closely linked, as we know. Without language we cannot express our identity – we cannot explain who we are, where we are from, how we feel, our likes and dislikes, and in the classroom we cannot express our previous knowledge or experiences.

Professor Jim Cummins, a well-known researcher in language acquisition, together with colleagues, began a project to explore how students' identities could be shared even before they had mastered the language of the classroom. This was called the Dual Language project.

Students in first grade created stories in English and illustrated them as they had not yet learned to read and write. They then shared the stories with their parents, older siblings, or other students with the same mother tongue and together they translated the stories into the mother tongue. The stories and illustrations were shared on the Dual Language Showcase website. As the project developed, new students with other mother tongues told their own stories in the mother tongues and illustrated them and had them translated into English and shared on the website. Involving all students, including their ideas and their languages, increased the students' sense of self and confirmed their identities. Jim Cummins has shown this vital ingredient, identity, is key to successful learning.

### Who are you?

We talked to some bilingual students in an international school about identity and asked them to write a personal reflection to a question: 'Who am I?'

**A.** *Since I was born the question about who I am has always been with me. This question has confused me for 16 years, probably this year will be the 17th unless I figure out who I am.*

*I seldom think about it in my busy daily life, but when I am extremely exhausted or depressed that thoughtful question just comes over me. Who am I? An unimpressive speck of dust in the infinite universe, perhaps nobody knows me except my family, perhaps I am a bit well known, perhaps I am nothing. I am neither like the shining star in the infinite universe that always attracts people's attention nor the food which is able to satisfy people's needs. Actually I never want to be like those things.*

*My lofty ambition is just to be an ordinary guy with nondescript looks, living in a normal place but getting respect from people he knows and people he still will meet.*

*These past 16 years, I did not get what I am looking for from the beginning to the end. Hopefully this year I will figure it out and be the person I want to be. Then I can say I am the guy who people respect and like. – Omar*

**B.** *The biggest thing that ever happened in my life was moving to Germany. This is my fifth year here, but I still can't believe it. I go back to Japan at least once a year and every time I feel like I am 13 years old, the age I was when we left. I thought I would live my whole life there, where I was and with people I knew, but it suddenly stopped. I feel like my life is suspended. I sometimes think about how different my life would be if I was in Japan, but the time I have spent in Germany and the people who are involved in my life are making it worthwhile. – Akari*

**C.** *I am the centre, the core, of my world. No one can see what I feel and think except for me. My world is composed of subjectivity and objectivity and sometimes they are in conflict because no one knows my feelings and I don't know theirs. So I have to think about and try to imagine how others feel and do so that they are more comfortable. That would generate peace in my world. Peace is essential for me to feel happy in my life. Happiness makes me feel I am myself. – Yara*

**D.** *I am a learner from a place where everything is constructed of wood. Wood is fragile, weak in the face of fire, water, or vermin. On the other hand, wood can be flexible too. I am a learner from the place of wood, I learn by meeting various identities to become strong, fireproof, water-resistant, and strong against vermin. – Matteo*

**E.** *I am a terrestrial. I am a human being. I am a student. I am one. There are so many ones around the world and we can communicate. – Camila*

**F.** *The son of my parents, the older brother of my brother, a Japanese living in Germany, a human living on earth, a creature of this planet, someone who always desires something, someone who is always asking 'who am I?' – Riku*



## General comprehension

Look back at the students' reflections.

### Text A

- 1 When does the student reflect on the question: who am I?
- 2 What does the expression 'an unimpressive speck of dust in the infinite universe' tell you about the student's attitude to himself?
- 3 What is the ambition mentioned and why does the student call it 'lofty'?

### Text B

- 4 What is the student's attitude to living away from his/her home country? Do you think this is positive or beneficial? What suggestions would you make to the student?

### Text C

- 5 What kind of person do you think this student is?
- 6 What role do peace and happiness play in your life?

## Text handling

### Text D

- 1 This student compares his/her environment as made of wood. Which substance would you use to describe your environment and what examples would you use?

### Text E and F

- 1 These texts are brief and succinct. Consider each text individually. Do you think they are effective? Why or why not?

## Paper 1 practice

How would you answer the question: Who am I? Write a response of 300 – 400 words.

Sample pages