

English Exam Notes

Unit 1 – The Kite Runner

Themes

1. Friendship

- The novel explores the deep, complicated bond between Amir and Hassan. Despite their closeness, social class and ethnicity create tension and imbalance in their friendship.

2. Family

- Family dynamics—especially between fathers and sons—are central. Amir's relationship with Baba and later with Sohrab explores expectations, identity, and legacy.

3. Betrayal

- Amir betrays Hassan in a key moment of cowardice, which becomes the emotional and moral weight he carries through most of the novel. Betrayal shapes the plot and characters.

4. Courage

- Courage is shown in different ways—Amir's journey back to Taliban-controlled Kabul, Hassan's defense of Amir, and Sohrab's silent resilience all show what bravery looks like.

5. Redemption

- The novel is about Amir's quest to atone for his past mistakes. "There is a way to be good again" is the line that defines this theme.
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LINGUISTIC & LITERARY DEVICES

1. Characterisation: Direct/Indirect

- Direct: When the narrator *tells* us about a character (e.g., “Hassan was the best kite runner I’d ever seen.”)
- Indirect: When the author *shows* a character through actions, dialogue, or others’ reactions (e.g., Hassan’s loyalty is seen in his behavior, not just description).

2. Narrative Structure

- How the story is told. In *The Kite Runner*, it's a first-person narrative with flashbacks, chronological shifts, and a cyclical structure (Amir returns to Kabul to face his past).

3. Conflict

- Internal conflict: Amir struggles with guilt and fear.
- **External conflict: Ethnic tension (Pashtun vs. Hazara), war in Afghanistan, Amir vs. Assef.**

4. Symbolism

- Objects, events, or characters that represent deeper meanings.
 - Kite: freedom, joy, guilt, and connection.
 - Kite fighting: the battle for dominance and redemption.
 - Scars: emotional and physical marks of trauma and survival.

5. Allusions

- References to other texts, history, or culture.
 - e.g., Amir reads *Shahnamah* (a Persian epic) to Hassan, drawing parallels between the stories of loyalty and betrayal.

6. Adjective Phrases

- A group of words that describe a noun.
 - e.g., “The young boy with the haunted eyes” – the phrase modifies “boy,” giving emotional and visual detail.

7. Simile

- A comparison using "like" or "as".
 - e.g., "The truth burst like a blister."

8. Metaphor

- A direct comparison without "like" or "as".
 - e.g., "Kabul had become a ghost town." (Kabul is not literally a ghost town, but it feels abandoned and lifeless.)

9. Imagery

- Descriptive language that appeals to the senses to create vivid pictures.
 - e.g., "Snow so white it blinded you."

10. Sensory Imagery

- Specific imagery appealing to sight, sound, smell, taste, or touch.
 - e.g., "The coppery smell of blood" (smell), "The sharp sting of the cold wind" (touch).

11. Repetition

- Repeating words or phrases for emphasis.
 - e.g., "For you, a thousand times over" is repeated to reinforce loyalty and devotion.

Text Types

1) Short Story

Learning Objectives

- Understand and apply conventions of short story writing.
 - Explore how authors use **structure, style, and language** to communicate meaning.
 - Develop original creative writing that reflects **global issues, themes, and perspectives**.
 - Revise written work for clarity, impact, and purpose.
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Understanding the Conventions of a Short Story

Element	Definition	Guiding Questions	Example
Character	A person in the story, often with a central motivation or inner conflict.	What does your protagonist want? What do they fear?	A shy student who discovers their courage through a challenge.
Setting	The time and place where the story unfolds.	How does the setting reflect mood or theme?	A busy city during a power outage.
Conflict	The central problem or tension.	Is it internal (within the character) or external (between characters or with society)?	A girl hiding her identity from her family.
Theme	The deeper message or idea.	What does the story say about human nature, society, or identity?	Courage, loneliness, change, belonging.
Structure	The organization of events: exposition, rising action, climax, etc.	How does the structure build tension or surprise?	A story that begins with the ending and works backwards.
Point of View	Who is telling the story (1st or 3rd person)?	How does perspective influence the reader's understanding?	First-person diary entries from a refugee's journey.
Style and Tone	The author's choice of language, sentence length, mood.	Is the tone serious, humorous, tense, reflective?	Short, sharp sentences to show fear or urgency.



Planning Your Short Story

Use the space below to brainstorm and plan.

1. Title/Working Title:

2. Main Character (and motivation/conflict):

3. Setting (time/place/mood):

4. Conflict (Internal/External):

5. Theme (What idea are you exploring?):

6. Plot Structure (briefly outline):

- **Exposition:**
- **Rising Action:**
- **Climax:**
- **Falling Action:**

- **Resolution:**
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Writing Task (Criterion C)

Choose one of the prompts below and write a short story (350-500 words). Focus on creativity, thematic development, and effective use of language.

Creative Prompts:

1. **A voice speaks through your headphones—but no one else can hear it.**
 2. **You discover an old photograph in a second-hand book, and it's of you.**
 3. **The world wakes up to find that one universal law has changed.**
 4. **Rewrite a myth or legend from a new perspective.**
 5. **A character writes letters they never intend to send—until someone replies.**
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Revising Your Writing (Criterion D)

Use this checklist to self-assess and revise your story:

Focus Area	Self-Check ✓
Purpose and theme are clear throughout.	
Paragraphs are organized and develop ideas logically.	
Language is appropriate for the audience and purpose.	
Figurative language or imagery is used effectively.	
Spelling, punctuation, and grammar are accurate.	
Dialogue, if used, is natural and purposeful.	
Sentence variety enhances tone and mood.	

Sample Short Story: “*The Signal*”

Theme: Trust and the fear of the unknown

Global Context: Identities and Relationships

The fog had settled like a thick blanket over the harbour, muffling the distant clang of ships and swallowing the early morning light.

[D.1: *Sensory imagery and descriptive setting establish atmosphere immediately.*]

Jai stood alone at Dock 7, clutching the folded note in his palm. His fingers trembled—not from the cold, but from uncertainty.

[C.1: *Main character introduced quickly with implied emotional tension.*]

[D.2: *Personification and contrast add mood (“not from the cold, but from uncertainty”).*]

He had found the note in his locker at school, scrawled in shaky ink:

“Come to the docks. 6:45 AM. Trust me.”
It had no name. No signature.

He told himself he wasn’t afraid. Just curious. That was a lie. Jai had never been good at taking chances—especially not since his father disappeared two years ago.

[C.2: Backstory adds depth to character motivation and emotional stakes.]

A figure emerged through the mist. Slow. Hesitant.
Jai’s heart pounded like a drumline in his chest.

[D.3: Short, choppy sentences increase suspense. Strong verb choices add tone.]

The stranger stopped a few steps away. She wore a navy peacoat, and her curly hair was tied back with a red ribbon.

"You came," she said, relief softening her voice. "I wasn’t sure you would."

Jai blinked. "Do I... know you?"

She shook her head. "Not really. But I knew your father."

He froze.

"My name’s Mira. I was on his crew. He gave me something to pass to you... in case he never made it back."

[C.3: Climax: character is presented with a revelation or choice tied to emotional conflict.]

[D.4: Dialogue reveals information naturally and reflects distinct character voices.]

She handed him a small wooden box, no bigger than his palm. Inside, a compass rested on blue velvet. But the needle spun wildly, refusing to settle.

“It’s broken,” Jai said quietly.

Mira smiled. “It doesn’t point north. It points to the truth.”

Jai stared at the compass. The fog thinned just enough to reveal the distant outline of a boat. A signal light blinked—three flashes, pause, two flashes. The same pattern that used to play on the radio at home. His father’s pattern.

A decision pulsed in his chest.

“Come with me,” Mira said, nodding toward the boat.

Jai stepped forward.



Annotations Summary



Criterion C: Producing Text

Descriptor	How It’s Shown in the Story
Content organized effectively	Clear structure: Exposition (fog, setting), Rising Action (note, waiting), Climax (Mira arrives, reveals truth), Resolution (Jai’s decision).

Descriptor	How It's Shown in the Story
Coherent ideas	Themes of trust, memory, and identity are developed through setting, dialogue, and symbolic objects (note, compass).
Style appropriate to purpose/audience	Uses suspense and mystery to engage a teen reader. Simple but layered language.
Creative use of conventions	Dialogue, descriptive narrative, inner thoughts, and symbolic elements are integrated smoothly.

Criterion D: Using Language

Descriptor	How It's Shown in the Story
Varied vocabulary and sentence structure	Combines short, punchy sentences with longer, flowing descriptions.
Grammar, punctuation, spelling	Accurate and enhances clarity.
Language for effect	Imagery (“fog had settled like a thick blanket”), symbolism (compass), and tone (mysterious, reflective) create emotional depth.
Awareness of register and tone	Balanced tone—serious and reflective, with a touch of hope. Formal language suits the emotional weight of the story.

UNIT 2: The True Face of Courage

Themes

1. **Courage**

- This unit explores what **true courage** looks like—not just physical bravery, but emotional, moral, and everyday acts of strength.
- Examples include standing up for justice, speaking out, helping others in danger, or overcoming fear and trauma.

2. **Point of View**

- Refers to **who is telling the story** and **from what perspective**.
 - **1st person:** "I" or "we" – personal, emotional
 - **3rd person:** "he," "she," "they" – more objective, common in formal or journalistic writing
 - Point of view shapes how readers **understand and connect** with the courage being described.
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LINGUISTIC & LITERARY DEVICES

1. Types of Sentence Structures

Type	Structure	Example	Purpose
Simple	One independent clause	<i>She stood up.</i>	Clear and direct
Compound	Two independent clauses joined by a conjunction	<i>She stood up, and everyone watched.</i>	Adds equal ideas
Complex	One independent + one or more dependent clauses	<i>Although she was afraid, she spoke up.</i>	Adds detail or cause-effect
Compound-Complex	At least two independent + one dependent clause	<i>Although she was afraid, she stood up, and everyone listened.</i>	Builds rich, layered ideas

2. Use of 3rd Person in Formal Writing

- Formal writing avoids personal bias.
- **3rd person** (he, she, it, they) makes your writing **objective, professional, and clear**.
- Example: *"The firefighter entered the building with no hesitation."*
vs
"I think the firefighter was brave." (less formal)

3. Use of Factual Vocabulary in Informative Writing

- Informative writing uses **precise, neutral language** based on facts, not opinions.
- Examples of factual vocabulary:
 - *"Evacuated," "witnessed," "incident," "rescue efforts," "confirmed," "evidence"*
- Avoid emotional or exaggerated words like "amazing" or "unbelievable."

4. Use of Direct Quotes in News Reports

- Direct quotes add **credibility, detail, and authenticity** to reporting.
- They show exactly what a person said, often capturing emotion.
- Format:

“I just did what anyone would do,” said Maria Ahmed.

- Quotes should be **accurate** and help the reader understand events or character.

Text Types

1) News Report Writing

Text Type: Non-literary | Informative | Formal

Focus Criteria:

- **Criterion B: Organizing**
- **Criterion C: Producing Text**
- **Criterion D: Using Language**

Learning Objectives

- Revise your news report to improve structure and clarity (**B**)
- Ensure content is accurate, factual, and relevant (**C**)
- Refine language to match a formal and journalistic style (**D**)

What is a News Report?

A **news report** is a non-literary, factual text that informs the reader about a recent event. It uses a **clear structure, objective language**, and answers the key questions: **Who? What? When? Where? Why? and How?**

Step 1: Structure & Organization (Criterion B)

 Use this checklist to review your report's structure:

Section	Questions to Ask	Check ✓
Headline	Is it short, informative, and attention-grabbing?	
Byline	Does it include the journalist's name and date/location?	
Lead Paragraph	Does it answer the 5Ws (Who, What, When, Where, Why)?	
Body Paragraphs	Are facts presented in descending order of importance?	
Quotes	Are there 1–2 relevant quotes from credible sources?	
Conclusion	Does it wrap up with extra details or future developments?	

Section	Questions to Ask	Check ✓
Paragraphing & Transitions	Are paragraphs clear, and do ideas flow logically?	

 TASK:

Write a short outline of your current report's structure. Are your paragraphs in the best order?

Step 2: Content & Style (Criterion C – Producing Text)

Check for content and purpose:

Focus Area	Self-Check ✓
The report stays factual and avoids personal opinions.	
Information is relevant and clearly linked to the event.	
Quotes are realistic, well integrated, and from identified sources.	
Background/context is included where necessary.	
The writing stays focused on informing the reader.	

 TASK:

Highlight any part of your draft that sounds like personal opinion. Rewrite it in a neutral, objective tone.

🌟 Step 3: Language and Tone (Criterion D – Using Language)

Use formal, informative language typical of journalism.

Language Feature	Questions	Check ✓
Tone	Is the tone neutral, formal, and objective?	
Vocabulary	Are words appropriate for a news article (not too casual or emotional)?	
Sentence Structure	Do you use a mix of simple and compound sentences for clarity?	
Grammar and Spelling	Have you checked for run-on sentences, punctuation, and typos?	
Tense	Is past tense used consistently (except for quotes)?	

Example: Quote Integration

 *"It was so scary," said Jamie.*

 *Jamie Lee, a bystander, described the scene as "terrifying and chaotic."*

 TASK:

Check your quotes. Are they integrated with context? Do they sound credible?

Self-Assessment – Criteria B, C, D

Criterion	Descriptor
B: Organizing	Report is well-structured with a logical flow

Criterion	Descriptor
C: Producing Text	Content is relevant, factual, and well-developed
D: Using Language	Language is accurate, formal, and appropriate to purpose

Extra Revision Task (Optional)

Choose a headline below and write or revise a lead paragraph:

1. “Floods Force Hundreds to Evacuate Coastal Town”
2. “Student Wins International Science Award”
3. “City Zoo Welcomes Rare Snow Leopard Cub”

 Lead Paragraph:

Below is a **sample news report** suitable for **MYP 4 English Language and Literature**. It’s written in a **non-literary**, **informative**, and **formal style**, with **annotations** aligned to:

-  **Criterion B: Organizing**
 -  **Criterion C: Producing Text**
 -  **Criterion D: Using Language**
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Sample News Report

Headline: *Local Students Launch Community Garden to Fight Food Insecurity*

Byline: By Aisha Khan | April 15, 2025 | Riverdale, NY



The Report:

Riverdale Middle School students have transformed an abandoned lot into a thriving community garden, aiming to address food insecurity in their neighborhood.

● **[B: Lead Paragraph]** — Introduces *who*, *what*, *where*, and *why* in the first sentence for a strong lead.

Over 30 students from Grades 7 and 8 participated in the three-month project, which began in January and concluded with a launch event this past weekend. The initiative, called “Grow Together,” was part of the school’s service learning program. Students collaborated with local farmers, city officials, and teachers to bring the project to life.

● **[C: Relevant Content]** — Adds background/context to develop the story clearly.

● **[B: Organization]** — Paragraph 2 expands on the *who* and *how*, deepening the reader’s understanding.

“Many families in this area don’t have access to fresh produce,” said Sofia Rivera, an 8th-grade student and one of the project leaders. “We wanted to create a space that not only grows food, but also grows connection.”

● **[C & D: Quote Integration]** — Realistic, relevant quote from a student adds a human voice and emotion without breaking formality.

The garden now features over 15 raised beds filled with vegetables, herbs, and flowers. A portion of the harvest will be donated to the local food bank, while the rest will be sold at weekend markets to fund future projects.

● **[C: Development]** — Details what happens next and why the project matters.

“It’s inspiring to see students take initiative and make a real impact,” said local councilwoman Janine Alvarez at Saturday’s opening ceremony. “This project shows what young people can accomplish when they’re empowered.”

● **[C: Supporting Evidence]** — Uses a second quote from an external authority (ethos) to support the significance of the event.

The students plan to maintain the garden throughout the year and expand it to nearby schools. Future goals include installing a composting station and offering weekend workshops on sustainability.

● **[B: Conclusion]** — Wraps up with future plans to give the report a sense of continuation.
● **[D: Formal Tone]** — Maintains objective, informative tone throughout.

Why This Report Works (Criterion Breakdown)

Criterion	How It’s Met
B: Organizing	Clear structure: headline, byline, strong lead, logically sequenced paragraphs, and closing paragraph with forward-looking detail.
C: Producing Text	Content is factual, relevant, and engaging. Includes multiple perspectives, specific details, and real-world relevance.
D: Using Language	Uses formal tone, journalistic vocabulary, and consistent past tense. Sentences are varied but clear. Quotes are effectively integrated.

Student Reflection Prompt

How does this sample report use structure and language to stay objective and informative?
What can you borrow from this example to improve your own writing?

2) Autobiography Writing

Text Type: Non-literary | Personal | Reflective
Focus: Self-expression through storytelling
MYP Criteria: B (Organizing), C (Producing Text), D (Using Language)

Learning Objectives

By the end of this task, you will:

- Understand the features of autobiographical writing
- Reflect on personal experiences in a structured, creative way
- Apply language choices to express tone, emotion, and growth

Conventions of Autobiography Writing

An **autobiography** is a **non-fiction, reflective** text in which a person writes about their **own life**. It often focuses on key moments, memories, or formative experiences.

Convention	Description
First-person narrative	Uses "I", "me", "my" to reflect personal perspective
Chronological or thematic	Events told in time order or grouped by theme (e.g. "Lessons I Learned")
Setting and detail	Descriptive language to create vivid scenes
Emotions and thoughts	Includes feelings and internal reflections
Growth and insight	Shows how the writer has changed or learned something
Authentic voice	Tone reflects the real person—can be emotional, humorous, nostalgic, etc.
Dialogue	May include remembered conversations to bring events to life

Model Autobiography Extract

Title: *The Day I Learned to Swim*

I still remember how cold the water was that morning—sharp, almost electric against my skin. I was eight years old, shivering at the edge of the pool, watching other kids laugh and splash like it was the easiest thing in the world. For me, it was terrifying.

- **[C: Producing Text]** – Opens with a vivid sensory description and emotion to engage the reader.
- **[D: Using Language]** – Strong imagery and varied sentence structure.

My instructor, Mr. Lopez, crouched beside me and smiled. “You’re ready,” he said, like it was the most obvious thing. I wasn’t convinced. Still, I nodded. I wanted to believe him.

- **[D: Dialogue]** – Includes a brief, realistic conversation to build character.
- **[C: Character Development]** – Reflects inner thoughts and doubt.

I took one step in, then another, until the water was up to my chest. My heart was racing. Mr. Lopez stayed close, his hands just under the surface. “Float first,” he said, “then paddle.” So I tried. And to my surprise—I didn’t sink.

I swam.

Only for a few seconds, but long enough to feel that rush—that mix of relief and joy and pride. I still hear the splash of my own small victory.

- **[B: Organizing]** – Events flow clearly from setup → action → turning point.
- **[C: Reflection]** – Shows personal growth in the moment.

That day didn't just teach me how to swim. It taught me that fear doesn't always mean stop. Sometimes, it means go carefully—and trust you'll float.

- **[C: Producing Text]** – Ends with a deeper message about personal development.
- **[D: Language]** – Clear, reflective closing with a memorable metaphor.

What Makes It Work?

MYP Criterion	How It's Demonstrated
B: Organizing	Clear sequence of events; smooth transitions between memory and reflection
C: Producing Text	Vivid story, internal conflict, and meaningful message
D: Using Language	Personal tone, figurative language, and descriptive detail used effectively

Your Turn – Autobiography Prompts

Choose one of the following prompts, or brainstorm your own:

- A time you overcame a fear
- Your first day at a new school or country
- A conversation that changed your perspective
- A mistake you made—and what you learned
- A person who shaped your values

Planning Tip:

Think about:

- **Setting** – Where and when did it happen?
- **People** – Who was involved?
- **Feelings** – How did you feel before, during, and after?
- **Change** – What did you learn or how did you grow?

Autobiography Writing Checklist

Focus	Check ✓
First-person voice is consistent	
Clear structure (intro – event – reflection)	
Descriptive language brings the moment to life	
Thoughts and feelings are explored	
Reflects a personal insight or lesson	
Grammar, punctuation, and spelling are accurate	

3) Diary Entry Writing

Learning Objectives

You will learn to:

- Write a **non-literary, reflective text** (a diary entry)
- Use structure, voice, and language suitable for **personal expression**
- Apply MYP Criteria **B (Organizing)**, **C (Producing Text)**, and **D (Using Language)**

Conventions of a Diary Entry

A diary is a **personal, reflective** form of writing. It can express emotions, thoughts, experiences, and internal conflicts. It's often written from a **first-person perspective** and uses a **casual or intimate tone**.

Feature	Description
Date	Usually at the top to mark the moment in time
First-person voice	Uses “I,” “my,” and personal reflection
Tone	Can be informal, emotional, and authentic
Reflective content	Thoughts, reactions, decisions, and feelings about a situation
Past tense	Usually used to recount an event that already happened
Chronological order	Follows the order in which things happened (can be flexible)
Descriptive detail	Captures what the writer saw, heard, felt, and thought
Internal monologue	Inner thoughts and questions that show personal reflection

Model Diary Entry (With Annotations)

Context: Written by a student after giving a speech at school.

April 17, 2025

Dear Diary,

I still can't believe I actually did it. I stood on that stage today—me, of all people—and gave my speech in front of the entire year group. My knees were shaking the whole time, and I'm pretty sure I forgot to breathe during the first two minutes. But somehow... I survived.

[C: Producing Text] — Begins with a reflective opening about a personal event. Clear focus on emotion and experience.
[D: Using Language] — First-person voice, informal tone, and emotional vocabulary.

Ms. Linton said my message was powerful. I don't even remember what I said after the third paragraph, to be honest. It's a blur. But I do remember seeing Olivia in the front row nodding, and that helped. She smiled when I quoted Maya Angelou—and I think that gave me the confidence to finish.

[C: Relevance and detail] — Realistic reactions and small sensory details (blur, smile, nod) deepen emotional realism.

[B: Organizing] — Narrative flows naturally from event to reflection.

Now that it’s over, I feel kind of proud. Not just because I spoke, but because I shared something real. I talked about anxiety, and I didn’t sugar-coat it. Maybe someone out there needed to hear it.

[D: Language] — Internal monologue adds sincerity and reflection. Shows growth and introspection.

Next time, I won’t overthink every word. Maybe public speaking isn’t as terrifying as I thought—though I’m not signing up for the next debate just yet!

Quick Breakdown

Criterion	How It's Demonstrated
B: Organizing	Events are structured clearly with transitions from event → reflection. Paragraphs are logically ordered.
C: Producing Text	Content is personal, relevant, reflective, and develops a clear experience.
D: Using Language	First-person voice, varied sentence structure, informal but expressive vocabulary. Grammar and punctuation are appropriate to the form.

Practice Task

Write a diary entry about one of the following moments:

1. A day when everything went wrong—but taught you something
2. A time you stood up for yourself or someone else
3. Your thoughts after receiving surprising news
4. Your first day doing something new (club, trip, performance, etc.)

Date: _____

Dear Diary,

Diary Entry Self-Checklist

Feature	Check ✓
• Date is included at the top	$f(d)=$
• First-person voice is consistent	
• Tone is personal and reflective	
• Events and feelings are clearly described	
• Paragraphs flow in a logical order	
• Grammar and punctuation are accurate	

Unit 3 – What do our ethical and moral choices reveal about us?

Key Concepts

1. **Morals**

- Personal beliefs about what is right and wrong.
- Usually shaped by upbringing, religion, or personal experiences.
- E.g., *You might believe that lying is always wrong, no matter the reason.*

2. **Ethics**

- A broader set of rules or principles used to judge behavior—often related to professions or society.
- E.g., *Journalistic ethics require reporting the truth, even if it causes controversy.*

3. **Moral and Ethical Dilemmas**

- Situations where you must choose between two conflicting moral/ethical values.
- Example: *Telling the truth and hurting someone's feelings vs. lying to protect them.*
- These dilemmas reveal personal character and values.

4. **Personal Code of Ethics**

- Your own internal guide for how you choose to act and treat others.
- E.g., *Always standing up for others, being honest, or never stealing—even when no one is watching.*

1. Blog Writing (Non-Literary Text)

- Informal, often personal writing that expresses opinions or experiences.
- Often written in **2nd person ("you")**, uses **casual tone**, **anecdotes**, and **questions** to engage readers.

2. Video Content / Visual Text

- Includes YouTube videos, interviews, short films, or vlogs.
- Uses **visual techniques** (camera angles, editing, facial expressions) to communicate ideas emotionally and effectively.

3. Comparative Analysis of Written Text with Video Content

- You compare how both **text and video** present similar ideas (e.g., a blog vs. a vlog on ethical dilemmas).
 - Focus on **tone, language, visuals, and audience impact**.
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LINGUISTIC & LITERARY DEVICES

Tone and Style Devices

1. Direct Address / 2nd Person

- Speaks directly to the reader: “You know what it feels like...”
- Builds connection, common in blogs and speeches.

2. Long or Short / Minor Sentences

- **Long:** Add detail, explanation.
 - *“Even though you know it’s wrong, you still consider it because you’re scared.”*

- **Short/Minor:** Add drama or emphasis.

- *“I froze.”*

- *“No way.”*

3. Casual Interrogatives

- Informal questions to make the tone conversational.

- *“Ever been in a situation like that?”*

4. Interjections

- Words that show emotion: *“Wow,” “Oh no,” “Well,” “Yikes!”*

5. Exclamatives

- Sentences ending in an exclamation mark to express strong emotion.

- *“That was unbelievable!”*

6. Fragmentary Sentences

- Incomplete sentences for effect.

- *“Not even a second thought.”*

- *“Just like that.”*

7. Slang / Colloquialism

- Informal, everyday language.

- *“That’s messed up,” “No big deal,” “Totally ghosted him.”*

8. Technical Lexis / Jargon

- Subject-specific vocabulary.

- In ethics: *“Utilitarianism,” “moral absolutism,” “consequentialism.”*

- In other fields: *“algorithm,” “photosynthesis,” “GDP.”*

9. Tag Questions

- Questions added to the end of a sentence to engage or invite agreement.

- *“It’s not that simple, is it?”*

10. Hypophora

- Asking a question and immediately answering it.
- *“What would you do in that situation? You’d probably freeze, right?”*

11. Anecdotes

- Short personal stories to illustrate a point.
 - *“I remember once in 7th grade when I saw someone cheat—and I didn’t say a word.”*
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Structural / Visual Devices

12. Graphological Features

- Visual layout of the text:
 - Font size, bold/italic, headings, bullet points, emojis in blogs.
 - Helps direct attention and create tone.

13. Navigational Features

- Features that help the reader find or follow content:
 - Headings, subheadings, hyperlinks, menu bars, hashtags, timestamps in videos.

14. Use of Long / Short Paragraphs

- **Long:** For explanations and deep reflections.
- **Short:** For dramatic effect, clarity, or to isolate an idea.
 - One-line paragraph = emphasis.

UNIT 4: Freedom of Expression

Key Concepts

1. Human Rights

- Basic rights every person is entitled to, such as life, liberty, education, and freedom of thought and speech.
- These are protected by international agreements like the **Universal Declaration of Human Rights**.

2. Freedom of Expression

- The right to express opinions, beliefs, and ideas without fear of punishment or censorship.
- This includes speech, writing, art, and the press.

3. Freedom of Expression in War and Conflict

- In times of war or political unrest, governments often **limit freedom of speech** to control public opinion or protect national security.
- Journalists, artists, and activists may be silenced or imprisoned.

4. Censorship

- The suppression or control of information, speech, or media by governments or other authorities.

- E.g., banning books, controlling news coverage, deleting social media posts.

5. Propaganda

- Biased or misleading information spread to influence public opinion, often during war.
 - Used to manipulate beliefs or suppress opposing views.
 - Common tools: emotional language, repetition, selective facts, slogans.
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TEXT TYPES

1. News Editorial

- A formal article that reflects the **views of the newspaper** (not a single author).
 - Balanced tone, but still persuasive.
 - Often includes solutions or calls to action.
 - Example: *An editorial on why press freedom should be protected in conflict zones.*
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LINGUISTIC & LITERARY DEVICES

1. Syntax for Special Effect

- **Syntax** = Sentence structure (how words and phrases are arranged).
- Changing syntax can create **emphasis, mood, or drama**.

Technique

Example

Effect

Fronting	<i>Silenced were the voices of dissent.</i>	Draws attention to “silenced” by placing it first
Inversion	<i>Gone is the freedom we once knew.</i>	Dramatic tone
Repetition of structure	<i>They censored the books. They silenced the poets. They banned the truth.</i>	Builds rhythm and emphasis
Truncated sentences	<i>No freedom. No truth. Just fear.</i>	Powerful, emotional impact

1) News Editorial

Newspaper Editorial Writing Guide

MYP 4 English Language and Literature

Text Type: Non-literary | Persuasive | Formal Opinion

MYP Criteria:

- **Criterion B: Organizing**
 - **Criterion C: Producing Text**
 - **Criterion D: Using Language**
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Learning Objectives

- Understand the purpose and structure of an **editorial**
 - Use persuasive language and logical structure to express a strong opinion
 - Apply a formal yet engaging tone appropriate for publication
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Conventions of an Editorial

A **newspaper editorial** is a formal opinion piece written by the editor or editorial team of a publication. It expresses a clear opinion on a current issue and supports it with reasoning and evidence.

Feature	Purpose
Headline	Grabs attention and reflects the opinion clearly
Introduction	States the issue and the newspaper's stance
Body paragraphs	Presents supporting arguments, evidence, and sometimes a counterargument
Formal tone	Polite, professional, confident—not casual or emotional
Conclusion	Reinforces the opinion and may suggest solutions or action
Third-person voice	Often used to reflect the voice of the paper rather than an individual



Model Newspaper Editorial (With Annotations)

Headline: *It's Time to Ban Single-Use Plastics in Schools*

In schools across the country, students are taught about sustainability—yet every day, plastic bottles, wrappers, and cutlery pile up in our cafeterias. The contradiction is impossible to ignore. If we are serious about educating responsible citizens, it's time to ban single-use plastics from our schools.

- **[C: Producing Text]** – Strong lead that introduces the issue and clear stance.
- **[D: Using Language]** – Formal, persuasive tone with rhetorical emphasis.

The environmental damage caused by single-use plastics is well documented. According to a 2024 report by the World Wildlife Fund, plastic pollution is responsible for the deaths of over 100,000 marine animals each year. Schools must play their part in reducing waste by eliminating unnecessary plastic products.

- **[C: Supporting Arguments]** – Factual evidence supports the writer's opinion.
- **[D: Academic Language]** – Objective but convincing language is used.

Critics argue that plastic is convenient and affordable for school canteens. However, there are practical alternatives—such as compostable containers and reusable utensils—that schools in other regions have already adopted. Cost must not outweigh the cost to the planet.

- **[C: Counterargument & Rebuttal]** – Acknowledges the opposing view and refutes it with logic.
- **[B: Organization]** – Paragraph flows naturally from argument to counterargument.

Banning single-use plastics in schools is not just an environmental necessity—it is an educational one. When schools model sustainable behavior, they teach students to lead by example. The future deserves better than a landfill of excuses.

- **[C: Conclusion]** – Powerful summary and call to moral responsibility.
- **[D: Language Use]** – Effective final sentence with metaphor and emotional appeal.



Editorial Structure Checklist

Part	Purpose	✓
Headline	Strong and clear opinion	
Intro	Issue + thesis statement (stance)	
Body Paragraphs	Clear arguments supported with examples or data	
Counterargument & Rebuttal	Considers and refutes the other side	
Conclusion	Reinforces opinion and urges action	



Editorial Writing Prompts (Choose One)

- Should mobile phones be banned in schools?
 - Should schools switch to a four-day week?
 - Is it time to make school uniforms optional?
 - Should social media platforms have age-verification systems?
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Planning Template

Headline: _____

Thesis (stance): _____

Supporting Point 1:

- Idea: _____
- Evidence/example: _____

Supporting Point 2:

- Idea: _____
- Evidence/example: _____

Counterargument + Rebuttal:

- Counter: _____
- Rebuttal: _____

Conclusion (Call to action or restate opinion): _____



Self-Assessment Checklist (MYP Criteria)

Criterion	What to Look For	✓
B: Organizing	Clear introduction, logical sequence, and effective conclusion	
C: Producing Text	Opinion is developed with relevant examples and counterarguments	
D: Using Language	Formal tone, persuasive vocabulary, accurate grammar and punctuation	
