

## Assessment sheet 1.1: Answers to activities in Chapter 1

This resource provides you with answers and suggested responses to the activities in Chapter 1 ‘Communication and media’ of the *IB English B* coursebook.

### Unit 1.1: The Internet

- 1.4** While there may be several possibilities for organising the words from Activity 1.4 into various categories, students will most likely come up with the following:

*Nouns / connected devices:* phone, gadget, device, PC

*People:* friend, producer, driver

*Abstract nouns about IT:* connectivity, technology, information

*Places:* prison, school, office, cab

*Abstract nouns that refer to social activity:* rendezvous, conversation, social engagement

*Abstract nouns about negative effects of the Internet:* interruption, distraction, temptation

- 1.6** This activity asks students to make the following matches between the synonyms in the box and the words in the list.

**a** at the same time

**b** liberation

**c** expect

**d** busy

**e** end

**f** important

**g** film

**h** attraction

**i** reduce

**j** chore

**k** small bit

**l** answer

**m** frighten

- 1.7** The underlined words below are the answers to this ‘fill in the gap’ activity. They can be found in similar expressions in Text 1.1.

**a** I’m annoyed by loud advertisements that are constantly in your face.

**b** There are two kind of people: optimists and pessimists. Fortunately, I fall into the first camp.

**c** I have been looking forward to this big moment for ages.

**d** Our weekend in the country was in stark contrast to our busy city lives.

**e** Please don’t give me too many compliments. You’re stoking my ego.

- f** I discovered this to be true through first-hand experience.
- g** We hadn't talked in such a long time. It was nice to catch up.

**1.8** Students should provide answers to these comprehension questions similar to the ones below.

- a** After Paul Miller unplugged the Ethernet, he played local-multiplayer video games in his office.
- b** The cab driver did not think that his plan to live without Internet was very interesting.
- c** His evening with his roommate was different from usual, as he found himself very engaged in the moment, asking questions and listening closely.
- d** There is reason to believe that Paul Miller works in journalism, as he learns about several breaking stories at his office.
- e** He was busy answering a bunch of calls, while hanging out with his friend from out of town.
- f** People responded as if he was going on hunger strike or planning to basejump off the Empire State Building.
- g** Mr Miller does not have any plans or strategies for living his life without Internet.

**1.10** The follow answers to this 'scanning' activity do not have to be in complete sentences, as it tests students' ability to find and record information quickly.

- a** 83% said they couldn't live without Internet.
- b** Norton.
- c** 2.8 devices on average.
- d** 60% are happy (or 'content') with their security.
- e** People should change their password regularly and set up software that allows them to lock their mobile devices remotely (i.e. from a computer).

**1.11** The following answers are the 'odd ones out':

- a** iv 'covered up'
- b** ii 'predictable'
- c** iii 'prevent'
- d** i 'are content with'
- e** iv 'are exposed to'

**1.12** This activity asks students to read Text 1.2 again carefully, considering the possible questions in the interview on which the article was based. Here are five possible questions that could have appeared in the survey of 500 Indian respondents between the ages of 18 to 64:

- a** Do you think you could live without the Internet for 24 hours?
- b** If left without an Internet connection, what kinds of online activities would you miss most?
- c** If you were given a choice between giving up \$1 million or giving a stranger full access to your computer, which would you choose?
- d** What kind of information do you value most: online account information, such as email and social networking information, or information about your finances?

e Are you happy with the levels of security on the devices you own?

1.13 Here are some suggested answers for this activity in *italics*. The non-italicised parts are taken from the activity.

a If we still had dial-up, *we would not be able to stream video content.*

b If there were no censorship of the Internet, *people would be able to blog freely about the problems in their country.*

c *If I had a faster internet connection,* then I might be able to work from home.

d *If more information about politicians were available online,* then citizens would be more informed voters.

e If our city introduced free wireless, *our computers might all be exposed to viruses.*

f *If we could log on to Facebook® at any time,* students might not listen to their teachers any more.

g *If the public library ceased to exist,* we would not be able to access some quality resources.

1.17 Mashable.com wrote an article about the extraordinary use of Twitter, which inspired this activity. You may want to read this article after doing the activity:

<http://mashable.com/2009/04/10/extraordinary-twitter-updates/>

See Tweet 1 for ‘a’, Tweet 3 for ‘b’, Tweet 5 for ‘c’, Tweet 7 for ‘e’ and Tweet 4 for ‘f’.

1.18 In this activity you are asked to explain the relevance of the following words to Text 1.3.

a **Transparency** means that there is an openness of information available to everyone. The Zambian Watchdog believes the government of Zambia should be more transparent with their information.

b **Democracy** means that people have a say in how they are governed. One way of expressing one’s opinion about the government is through the Internet. Therefore Zambian Watchdog argues for less government censorship of the Internet in Zambia.

c **Censorship** is the act of suppressing someone’s voice or changing someone’s message. The article states that the Zambian government is actively trying to suppress the spread of information about it, by shutting down anti-government websites.

d **Infiltration** is the act of participating in a group under false pretences. For example, state agents infiltrate the Zambia Media Forum by pretending to participate in the forum, when in fact they are collecting information on participants.

e **Freedom** is an important concept in this article, as journalists in Zambia are not free to criticise the government.

f **Oppression** is when someone is placed under pressure to do as the government dictates. This article is about the pressure placed on journalists to write positively about the Zambian government. Therefore it is about the oppression of Zambians.

g **Journalism** is the process of gathering information and reporting on newsworthy stories. The group ‘Reporters Without Borders’ investigates cases where journalists cannot do their work, and tries to protect their rights. Zambian Watchdog encourages journalists to tell ‘Reporters Without Borders’ about acts of censorship in their country.

1.19 The following answers offer justification for the true or false statements.

a **Statement:** The Zambian government keeps track of what people write about the government.

**Answer:** True

**Justification:** ‘The government, through its secret service, is now monitoring and

gathering Internet Protocol (IP) addresses of people who regularly comment on political matters on popular news websites or social media like Facebook and Twitter.’

- b Statement:** The Zambian government has publicly announced that it will destroy independent news sites.  
**Answer:** False  
**Justification:** The government has not publicly announced this. It is a secret plan, which the Zambian Watchdog knows about through ‘sources’. ‘Sources in the police and telecommunication industry revealed that the government wants Zambian Watchdog and any other independent news website destroyed as soon as possible.’
- c Statement:** Since independent information has become available online, Zambians have stopped believing government media.  
**Answer:** True (though the degree to which it is true is debatable)  
**Justification:** ‘Sources say the government is unhappy with the readily and freely available information on the Internet, which has rendered government media almost useless.’
- d Statement:** China, Europe and the USA are helping the Zambian government destroy websites.  
**Answer:** True  
**Justification:** ‘Some police officers have been sent to China, Europe and USA to learn how to hack websites and to learn how such websites are operated.’
- e Statement:** Reporters Without Borders has blacklisted Zambia for Internet censorship.  
**Answer:** False (notice the word *can*)  
**Justification:** ‘For Zambians who are being victimised by the Zambian government for using the Internet, you can make a complaint to Reporters Without Borders.’
- f Statement:** The authors of this text have contacted Reporters Without Borders about the Zambian government.  
**Answer:** True  
**Justification:** ‘The Zambian Watchdog is in the process of submitting a complaint too.’

1.25 The following words should be placed into the numbered gaps in Text 1.4.

- 1 g avenues
- 2 e superior
- 3 n nuggets
- 4 l savior
- 5 f heritage
- 6 h superficial
- 7 i hassle
- 8 m acknowledge
- 9 o emphasise
- 10 a stimulate
- 11 d disseminate
- 12 j evaluate
- 13 k capture
- 14 b advocate
- 15 c dunces

## Unit 1.2: Gaming

**2.9** Students are asked to find sentences from Text 1.6 that have a similar meaning to phrases **a-i** in the coursebook.

**a** ‘... online computer games could be used as a powerful teaching tool for children because they are not only popular but engaging as well.’

**b** ‘According to researchers, interactive games could be adapted so that children learn skills from them that could be transferred to real life –’

**c** ‘... in fact, the “immersive” aspect, in which the player suspends his belief, means that the brain is particularly engaged and can absorb complex issues.’

**d** ‘What’s more is that the games, which they say are more active than passive traditional learning, could be most useful for science subjects ...’

**e** ‘... with students able to carry out imaginary experiments and improve their ability to “learn to learn”, the study has found.’

**f** ‘Compared with a similar, paper-based curriculum that included laboratory experiences, students overall were more engaged in the immersive interface and learned as much or more, ...’

**g** ‘Unlike lectures, games can be adapted to the pace of the user.’

**h** ‘Games also simultaneously present information in multiple visual and auditory modes that capitalises on different learning styles.’

**i** ‘Although the field is still in its embryonic stages, game-based learning has the potential to deliver science and maths education to millions of users simultaneously.’

**2.10** Students complete the following table for Activity 2.10. The words in bold are those filled in by the student.

	Synonyms from Activity 2.9	Vocabulary from Text 1.6
a	fun	popular
a	capture the mind	<b>engaging</b>
b	<b>applied</b>	transferred
c	focused	<b>engaged</b>
c	difficult	<b>complex</b>
d	<b>involved</b>	active
f	<b>absorbed</b>	engaged
g	<b>tailored</b>	adapted
g	speed	<b>pace</b>
h	ways	<b>modes</b>
i	early	<b>embryonic</b>
j	<b>at the same time</b>	simultaneously

- 2.11** This activity asks students to break up one long sentence into two shorter sentences by removing the clauses. Here are some samples of how students might do this.
- a** **Sentence 1:** ‘The pair is attempting to pass a bill through the US House of Representatives.’  
**Sentence 2:** ‘It will inform customers that violent video games may cause aggressive behaviour.’
- b** **Sentence 1:** ‘Not all video games are violent, and some have proven to improve cognitive skills.’  
**Sentence 2:** ‘Some of them lead to excessive aggression among people who play them.’
- c** **Sentence 1:** ‘The immersive aspect means that the brain is particularly engaged and can absorb complex issues.’  
**Sentence 2:** ‘The player suspends his disbelief when immersed in video games.’
- d** **Sentence 1:** ‘The games could be most useful for science subjects.’  
**Sentence 2:** ‘They say that video games are more active than traditional learning.’
- 2.12** This activity asks students to join two sentences using clauses.
- a** Many video game buyers who are under 18 years old often buy games together with their parents.
- b** Video game popularity is growing among people over 50, many of whom can afford game consoles and games.
- c** The best-selling game system ever was Nintendo’s GameBoy, which sold over 100 million units.
- d** The word ‘atari’, which means ‘you are about to be engulfed’, comes from the Japanese game of Go.
- e** In 1980 a service called ‘Gameline’, which was not a success, allowed users to download games over a phone line.
- f** If game consoles are thrown into landfills, hazardous chemicals, which are used in building these consoles, can enter the water supply.
- 2.19** Activity 2.19 asks students to answer several questions based on their understanding of a photograph. This is an information gap activity, in which students try to guess the right answers, but are not penalised for getting them wrong. These answers are the correct answers.
- a** Chinese youth are portrayed in the image.
- b** You may not be from China, and you may not be paid to play video games on the computer.
- c** These people are paid to play video games on behalf of other people.
- d** They are doing this work to earn money.
- 2.20** This activity asks students to engage in creative writing using the six words in bold below. Stories may be slightly ridiculous, like this example.
- ‘A new **virtual economy** is being created online through video games. In one particular game, your character is a **gnome** who earns virtual **gold coins** for **baby-sitting** the children of other video game characters, who are off fighting battles and conquering kingdoms. Because very few video game characters look after their own children, game players are finding this virtual economy quite lucrative. They have set up **warehouses** full of babysitter

gnomes to look after the characters' children. Some activists who protect the rights of video game characters claim that these virtual day cares have become uncontrolled **sweatshops**, where neither gnomes nor children receive proper payment or service.'

**2.22** These are the synonyms that go with the words and phrases in Activity 2.22:

- a** corps of young people
- b** pounding away at their keyboards
- c** clandestine locale
- d** work their way up to the higher levels of gamedom
- e** makeshift
- f** comrades
- g** quotas
- h** equip them to thrash
- i** auctioning off
- j** driven
- k** baby-sit
- l** spawned
- m** toiling away
- n** abandoned

**2.23** Students should provide answers to the questions from Activity 2.23 that resemble the following:

- a** 'Gold farming' is the process of hiring cheap labour to play online video games in your name, so that your virtual characters or avatars become stronger and more powerful.
- b** A 'real price' has been put on 'virtual coin', meaning that sweatshops have appeared where employees work under poor conditions, playing video games all day and night for an unreasonably low fee.
- c** The author compares gold farming facilities to sweatshops because workers suffer from sleep deprivation, long working hours and poor wages.
- d** Gold farming started when players asked other players to baby-sit their accounts or play in their name while they were away from the video game.

### Unit 1.3: Blog

**3.6** In Activity 3.6, students are asked to state why the author chose to write certain sentences or ideas. This activity is intended to make students think about the author's purpose in writing. Answers should resemble the following:

- a** 'Arch Bishop Desmond Tutu came to speak to a group of us.'

Example: *This sentence places the author in a context. It's a personal story that she wants to share, because it is relevant to her belief that new media are changing Africa.*

- b** 'In his address, he revisited the days of democratic and anti-apartheid activism and said "it was the media that did not forget us". That line stuck with me.'

The blogger is referring to Desmond Tutu as an authority on anti-apartheid activism. If he felt that the media could create positive change in South Africa then, then surely they could be used to achieve that now.

- c** 'The whole world is listening ...'

The effect of this line is that it increases the importance of the author's case. If the whole world is listening, then there is transparency and accountability.

**d** ‘Et cetera, et cetera ...’

These words give the impression that there are many more examples of how democracy is spreading through Africa because of the Internet.

**e** ‘For anyone interested in African democracy issues, you cannot not pay attention.’

With these words the author is appealing to the reader’s sense of ethos and pathos. She feels that recent developments are important to understanding African democracy.

**f** ‘“Internet gives you media power.” And we are determined to make optimum use of it.’

The effect of these words on their audience is empowering.

**g** ‘How do you plan to go around us?’

These words create a sense of divisiveness. By ‘you’ the author refers to undemocratic governments in Africa. By ‘us’ she is referring to those who use the Internet and social media to instigate change.

### Unit 1.4: The written assignment (standard level)

**4.6** This activity asks students to explain why the sample student work from the ‘B’ columns is better than the sample student work from the ‘A’ columns. Here are some of the answers that they might give.

- a** Criterion A – The language of sample B is more accurate than sample A’s use of language. Whereas sample A uses phrases such as ‘make money’ and ‘making other people work hard’, sample B uses the word ‘benefit’ and ‘exploitation’. The second sample is more effective in that it describes the problem of gold farming in detail, referring to ‘Asia’, ‘the West’ and World of Warcraft.
- b** Criterion B – Sample A makes several claims without supporting evidence, such as ‘some people think that Google is making us dumber or lazier.’ Sample B, however, restates Jakob Nielsen’s arguments and makes a counter claim, which shows good reference to the texts and signs of organisation.
- c** Criterion C – Sample A does not use the conventions of blog writing in that it is overly ‘chatty’ and personal. Sample B, however, is more likely to be read by a wide audience, because it is newsworthy. It refers to the House of Representatives and their interest in warning labels on video games.
- d** Criterion D – As a rationale, sample A would not score well at all. Sample B, on the other hand, is very clear and shows a link to the source material. The student refers to all of the texts that were read and explains how they were used to support her argument that governments should be held accountable for their actions.

**4.10** This activity asks students to return to the questions in Activity 4.5 and state how the author of the sample written assignment might have answered them. The questions are in italics. The answers are below.

- a** *What type of text are you going to write?*  
I’m going to write a blog.
- b** *What are the defining characteristics of this text type?*  
Blogs tend to include an opinion. I’d like to include an anecdote and a call to action.

- c** *Why is this text type suitable to the common themes of the three texts that you have read?*  
I'd like to write a blog about the right to blog and express one's opinion. A blog is the most suitable medium for this message, because many people can read it on the World Wide Web.
- d** *Who is your target audience?*  
My blog will be about the freedom of expression on the web in Africa. So I will write to fellow-bloggers in all of Africa.
- e** *What are you going to write about? In other words, how are you going to show your understanding of all three stimulus texts?*  
I'm going to write about *Zambian Watchdog*, a newspaper that is critical of the government's censorship of the Internet. This will show my understanding of Text 1.3, an article by *Zambian Watchdog*. I will pretend to be Nnenna Nwakanmna, who blogs about the role of the Internet in spreading democracy in Africa (Text 1.8). And I will use Text 1.9, which asks readers to organise an activity for 'Right to Know Day' in their country. I will pretend to award *Zambian Watchdog* a prize for spreading democracy in Africa through the Internet.
- f** *What are your aims and how do you intend to achieve them?*  
I would like to show that the World Wide Web is an important medium for spreading democracy in Africa. I will achieve this by celebrating the journalism of *Zambian Watchdog* in a pretend blog entry by Nnenna Nwakanmna.