



XV. GIMNAZIJA

International Baccalaureate Department

Diploma Programme

Subject: LANGUAGE ACQUISITION – ENGLISH B



Course description ENGLISH B 2019/2020

“Who questions much, shall learn much, and retain much”, Francis Bacon

WHAT IS THE COURSE ABOUT?

English B is a language acquisition course designed for students with some previous experience of the target language. In English B course, students further develop their ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course. English B is available at both SL and HL.

At both levels of English B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at language B HL. The distinction between language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive (listening and reading), productive (writing) and interactive (speaking) skills.

The study of English B requires careful attention to forms, structures, functions and the conceptual understanding of language. Knowledge of vocabulary and grammar, the basic element of a language is reinforced and extended by understanding the different aspects, concepts of language: audience, context, purpose, meaning. Students expand the range of their communication skills by understanding and producing a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests.

International-mindedness is central to the IB philosophy; thus it is expected that students will have been exposed to a variety of texts, both oral and written, that demonstrate linguistic variation and regional accents. Linguistic variation and regional accents appearing in texts used for external assessment are intended to reflect this expectation while also being comprehensible to the students.

Explicit links to TOK strengthen the ability to communicate in the target language by increasing students' self-awareness as inquirers in their own language learning process. As appropriate to the level of the course, communication skills are reinforced through the other categories of **approaches to learning skills: thinking, research, social and self-management skills.**

For the development of receptive skills, language B students must study authentic texts that explore the culture(s) of the target language. **In addition, the study of two literary works is required at HL.** HL students are expected to understand fundamental elements of the literary works studied, such as themes, plot, characters and the significance of the work for the target culture.

English B syllabus is planned carefully to provide opportunities for students to include:

- transferring the critical-thinking process explored in TOK to the development of well-supported arguments in written text types, such as a speech or report.
- using personal knowledge gained from a CAS experience as a cultural comparison in an individual or group oral activity, or as an example in a written response
- developing ideas for CAS activities as a result of themes and topics explored in a language acquisition class
- developing a research question for an EE that allows the deeper exploration of a language topic of special interest to the student
- using the opportunity to write an EE in the student's language of study as a means of personal challenge and skills development.

AIMS:

The aims of teaching and studying of English B course are to:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.
- Create English-speaking environment and to teach not only the language but also the culture and civilization of the target language.

OBJECTIVES:

At the end of English B course the students are expected to demonstrate ability to:

1. Communicate clearly and effectively in a range of contexts and for a variety of purposes.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organize and present ideas on a range of topics.
5. Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts.

SYLLABUS DETAILS:

The syllabus consists of **five prescribed themes** that provide relevant contexts and opportunities for students to communicate about matters of personal, local or national, and global interest.

Themes	Teaching hours (SL/HL)
identities	approximately 170 hrs in Year 1 and 140 hrs in Year 2
experiences	
human ingenuity	
social organization	
sharing the planet	

The themes allow students to compare the target language and cultures to other languages and cultures to which they are familiar. They also provide opportunities for students to make connections to other DP disciplines.

The themes will be explored through written, visual, audio and audio-visual texts organized into the following categories: personal, professional and mass media texts.

Text types eligible for analysis are: article (newspaper and magazine), blog, brochure/leaflet/pamphlet, diary (private)/journal, email/letter, essay, interview, news report, opinion column/letter to the editor, personal statement/cover letter, proposal, (official) report, review, set of instructions/guidelines, social media posting/online forums, speech/presentation/debate.

IMPLEMENTATION:

DP Year 1: The school offers approximately 170 lessons a year;
English B SL and HL classes are delivered 5 periods a week

DP Year 2: The school offers approximately 140 lessons a year
English B SL and HL classes are delivered 5 periods a week

ASSESSMENT:

- The students will be evaluated based on their performance on tests, quizzes, in debates, oral presentations, discussions and reading and writing assignments.
- Teacher-based evaluation and some peer and self-evaluation will be used throughout the course.
- In order to develop language skills the teachers assess the students formatively and summatively
- Formative assessment refers to all kind of quizzes, practices and tasks which demonstrate student knowledge of vocabulary, their grammar and syntax skills.
- The summative assessment refers to tasks where some overall competences are shown, such as listening and reading comprehension, all kind of oral exams and producing different text-types and essays.
- Twice a year, in the period of “the end of first term exam” and “the end of school year exam” students sit for the so called ‘Mock Exams’ following strict IB DP guidelines and write exams, rather similar, though adjusted, to the IB Graduation Exams (Paper I and Paper II for the English B (Language Acquisition) course).
- Students summative assessment work will be marked on the 1 to 7 grading scale under the following grade boundaries

Grade boundaries	
Grade	Tests
7	91-100%
6	81-90%
5	71-80%
4	61-70%
3	51-60%
2	31-50%
1	0-30%

ASSESSMENT OUTLINE

Paper 1: Productive skills—writing

Assessment criteria for evaluating students **Paper 1 – Productive skills** of various text types:

Productive skills—writing assessment criteria		
Criterion A	Language	12 marks
Criterion B	Message	12 marks
Criterion C	Conceptual understanding	6 marks
	Total	30 marks

Paper 2: Receptive skills—listening and reading

Paper 2 is divided into two separate sections: listening (three audio passages) and reading (three written passages) covering different topics drawn from the five themes. The students' understanding of the six passages is assessed in this examination using **mark schemes**.

Interactive (speaking) skills: Individual oral assessment implies teachers using the following assessment criteria:

Interactive skills – speaking assessment criteria		
Criterion A	Language	12 marks
Criterion B1	Message – Literary extract	6 marks
Criterion B2	Message – Conversation	6 marks
Criterion C	Interactive skills - Communication	6 marks
		Total 30 marks

TOPICS:

DP Year 1	
UNIT 1	Social organization: English – a global language A: Linguistic dominance B: Social relationships
UNIT 2	Identities: Who we are! A: Language and identity B: Subcultures C: Uniforms and Tattooing: A tradition
UNIT 3	Experiences: Third Culture Kids A: Customs and traditions B: Migration
UNIT 4	Sharing the planet: “The Curious Incident of the dog in the night-time” by M. Haddon A: Equality B: People with Special Educational Needs
UNIT 5	Human ingenuity: Scientific and technological innovation A: Communication and media B: Technological innovation C: The future of humanity

DP Year 2	
UNIT 1	Experiences: “Pygmalion” by G.B.Shaw A: Gender roles and Tradition - Social images in the rigid British class system and a commentary on women’s independence B: Life stories C: Vertical social mobility
UNIT 2	Sharing the planet: Our rights! A: Human rights B: Ethics
UNIT 3	Identities: Fit for life A: Lifestyles B: Mental health C: Health and well-being
UNIT 4	Social organization: A: Population diversity B: Cultural diversity C: Interlinguistic influence
UNIT 5	Human ingenuity: Scientific and technological innovation A: Advertising B: Communication and media C: Media and its effects on health

TEXTBOOKS:

- K.Saa'd Aldin; T. Tempakka; J. Abu Awad; K.Morley: “Oxford IB Diploma Programme: English B Course Companion”, OUP, 2013
- K. Morley, K. Saa'd Aldin:” *IB English B Course Book Pack: Oxford IB Diploma Programme (Print Course Book & Enhanced Online Course Book)*, 2nd edition OUP 2018
- Additional texts, reports, TV series, movies, pictures, advertisements, blogs, newspaper and magazine articles and other kind of sources will be used, especially when discussing current events and issues of global significance and those related to Anglophone countries.