

Unit title / Month	Theme	Content	Objectives / Learning outcomes	Assessment tasks	ATL skills	Links to other subjects
September 1 week	Introduction to the course	Describing and explaining the DP principles. The nature of the Lang B course. Aims, objectives and assessment principles and criteria in Language B.	Understanding how DP is tailored, how syllabi work and courses are designed. Understanding the role and responsibilities of DP Ss. Understanding how and why language and literature studies take in IB DP studies.			
UNIT 1 SOCIAL ORGANIZATION September/ October 5 weeks	English as a global language A: History and features of English B: Linguistic dominance	- "The English language" (Ts material) - "English- a global language?" (RC) - "As English dominance continues, linguists see few threats to its rule" (RC) - "English won't dominate as a world language" (RC) - <i>Celebrating the European Day of Languages (26th September)</i>	- a brief overview of the history of English - learning and revising basic concepts in language studies (how to study vocabulary and grammar, collocations, idioms, phrasal verbs, tenses etc) - discussing briefly the status of the English language today - promoting linguistic diversity and language learning across Europe - examining how language influences access to knowledge, power and opportunities (TOK) -evaluating different perspectives on linguistic dominance and cultural influence (TOK) -evaluating the reliability, purpose and perspectives of sources discussing English as a global language	- IOA (debate) - writing a speech - quiz of linguistic terms - engagement with making posters/ leaflets celebrating the EDL	-Research skills: evaluating and selecting sources -Communication skills: presenting and defending viewpoints -Thinking skills: analysing multiple perspectives and cultural assumptions	History Linguistics Sociology TOK CAS
UNIT 2 IDENTITIES October/ November 6 weeks	Lifestyles A: Customs & traditions' B: Health and wellbeing	- processing two texts on wearing school uniforms- for and against - "The Cultural Significance of Tattoos" (RC)	- finding and formulating arguments for & against school uniforms - improve vocabulary - practice structuring arguments - Ss discuss tattooing as an expression of diversity of cultures and/ subcultures	- IOA (debate/ speech) - writing a proposal - vocabulary/ grammar quiz	- research skills - communication skills -self-management skills -Social skills: appreciating	Cultural history/ religion/ anthropology TOK

		- "Tattoos and piercings cause discrimination in the workplace" (RC) - "The Careerist. How ethnic can you be at work?" (RC) - "Are dress codes in the workplace important?" / "Are dress codes in the workplace necessary?" - "The 8 biggest benefits of exercise for teenagers" (RC) - "The dangers of long- term stress" (RC) - "15 stress tips for the day of an exam" - "Sleep- deprived teenagers" (RC) - "Describing sleeping habits and routines. Top ten tips to help you fall asleep" (<i>Empower</i>) - "Life balance- advice for young adults" (LC)	(religion, ethnicity, art, fashion, social status) - Ss consolidate vocabulary and discuss examples of workplace discrimination based on ethnic fashion choices - Ss discuss benefits of exercise and dangers of a lack of exercise - Ss practice presenting ideas in a structured way - Ss improve reading skills and vocabulary (collocations practice) -practice gerunds and infinitives - Ss sum up the unit by answering the question of how does one become a healthy and fulfilled adult -exploring how cultural values influence beliefs about appearance, health and identity (TOK) -evaluating how social norms are constructed and challenged in different societies (TOK)	- personal letter (<i>optional peer assessment</i>) Leaflet (optional) - receptive skills (reading and listening comprehension)	diverse perspectives -Critical thinking skills: evaluating arguments and evidence relating to health and lifestyle choices - transfer skills/ thinking skills	PE/ Sports Biology
UNIT 3 EXPERIENCES December/ January 6 weeks	The pleasure economy A: Holidays and travel B: Leisure	- "Travel trends and predictions" - "Death by tourism" (RC) - "Paradise Lost" - a series of handouts on subject-specific vocabulary (provided by T) - "The impact of tourism" (LC, p.63) - "How to make your travel meaningful" (RC, p.58) - "Pacific island holidays" - "Visit the mysteriously magical land of Cornwall" - "Wild safaris in India- Tips from the expert" (RC) - Are leisure activities similar across Anglophone (and non- Anglophone) cultures?	- Ss read the text and discuss the present and future of sustainable tourism and negative impact of tourism - Ss improve and practice subject- specific vocabulary, writing skills/ conceptual understanding - Ss improve language to make predictions and talk about future - Ss discuss how they spend their leisure time and make connections within the unit about what determines where and how they would like to spend their holidays investigating how knowledge about sustainable tourism is produced and communicated (TOK) -evaluating knowledge claims and competing perspectives on the economic and environmental impacts of tourism	-reading comprehension -listening comprehension - letter of complaint - travel blog - IOA (group role play on sustainable travel and tourism)	- communication skills -time-management skills - Research skills: analysing environmental and economic data -Thinking skills: evaluating ethical implications of tourism	Geography Economics Psychology TOK

UNIT 4 SHARING THE PLANET February/ March 6-7 weeks	Literary option 1 George Orwell "1984"	The nature of totalitarian forms of government. The nature of fictional dystopias. Features and definitions of key terms for understanding the novel. The dystopian protagonist. The concept of power. Manipulation and control of history and the idea of rewriting the past. Newspeak. The manipulation of language and its role in shaping realities/ perspectives. Characterisation, themes, language and style, narrative technique "Politics and the English Language." <i>(optional)</i>	- T introduces key concepts, Ss investigate and report their findings, analyse lit. elements of the novel, conduct research and present diff. aspect of the novel - Ss practice creative writing and improve conceptual understanding; Ss produce a poster consisting of their creative writing (text types), build general vocabulary and improve subject- specific vocab. (language of literary analysis) -exploring the relationship between language, knowledge and power (TOK) -examining how control of information influences beliefs and perceptions of reality (TOK) -evaluating the role of language in shaping truth and historical narratives	- speaking (presentation) - news report - magazine article - vocabulary quiz (optional)	-presentation/ communication skills - time-management skills -Critical thinking skills: analysing manipulation, bias and propaganda Research skills: comparing historical and contemporary examples of information control	History Political science Linguistics Psychology TOK
UNIT 5 HUMAN INGENUITY April/ May 6 weeks	Nothing but the truth A: Communication and media B: Entertainment	- "Making sense of advertisements" - Stereotypes in advertising, regulations in the advertising industry - "Should thin be in?" - "Manorexia: Men with eating disorders on the rise" - "How to interview a celebrity?" - "The cult of celebrity" - an interview with a Hollywood star (<i>Headway Adv 4th ed</i>) (LC) - optional visual stimuli (researched by Ss to support discussions)	- Ss develop analytical skills- analysis of a written interview, discuss the effects of advertising, consumerism and consumer protection, read and discuss texts on media and self-image, body image, self-esteem and mental health, make connections between units (Unit 2, Health and wellbeing), discuss positive and negative effects of fame, discuss the fascination with the rich and famous (by providing their own examples), practice listening skills, improve vocabulary (discourse markers) -examining how media shape public understanding and knowledge claims (TOK) -evaluating credibility, bias and persuasion in media texts -analysing how stereotypes are constructed and reinforced through communication	- receptive skills/ reading comprehension - listening comprehension - IOA (an interview with a celebrity, role play) - news report/ gossip column/ letter to the editor/ social media posting <i>(optional)</i>	- thinking skills - note- taking skills - media literacy skills -Critical thinking skills: evaluating evidence, bias and credibility -Research skills: comparing contrasting representations across sources	Media studies Psychology TOK
May/ June 4 weeks	Practice and revision. DP Year 1 Mock exam. Analysis of the exam. Formative and summative feedback- final marks.		- Ss revise and practice receptive and productive skills	Paper 1 Paper 2		

Curriculum overview for English B, HL, 4m, 2026/2027

Teacher: I. Čorak

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School project (1 week)		"WELCOME FRESHMEN"	Provide peer support to 1 st year students	-writing an informal letter	-social skills	Links to CAS
UNIT 1 EXPERIENCES September/ October/ November (8 weeks)	Literary option 2 A collection of short stories A: Personal relationships and social stereotypes. B: Trials of life from youth to old age.	- Saki. "The Open Window" - R. Dahl. "Taste" - S. Maugham. "The Colonel's Lady" - R. Dahl. "Mrs Bixby and the Colonel's Coat." <i>If necessary, the T may decide to change one or two stories, depending on the needs for IA and/ or Ss' needs.</i>	-Ss develop reading comprehension skills - Ss improve complex and formal vocabulary - Ss improve complex grammar (reported speech, passive) - Ss learn culture through literature - Ss discuss and reflect on social, cultural and personal identities, relationships and social behaviours, work ethics, etc... - Ss reinforce and further develop their understanding of literary techniques (characterization, plot, setting) - Ss practice their presentation skills and participate in a role play -Ss practice for their IO - Ss improve their writing skills in a specific text type	- vocabulary quizzes - IOA in the form of group presentations and role-plays (organizing a formal dinner) - writing reviews (restaurant, book) - writing other text formats (blog, magazine article, diary entry, new ending, formal letter/ invitation) - reading comprehension test (optional) - Links to Individual oral	- research skills - social skills - communication skills	Links to literature and literary criticism Links to social and cultural history Links to TOK & CAS

UNIT 2 SOCIAL ORGANIZATION November/ December (6 weeks)	21st- century learning A: Education B: The world of work C: Higher Education	- Education for the 21 st century- opportunities and challenges - "What Work Will Look Like in the 21 st Century?" - "Top 10 skills employers are looking for" (leaflet) - "How to integrate during your first year in college" (LC) - "What does it mean to be a 21 st - century learner?" (RC) "Social Skills and Homeschooling Myths and Facts" (RC) - Optional articles on education (why is it important to teach arts, pros and cons of e-learning, education as a global issue- are schools losing the battle, the future of higher education)	- Ss improve RC skills (p.342) - Ss improve LC skills (p.344; p. 355) - Ss discuss and reflect on skills needed to enter the job market - Ss discuss and reflect on personal experiences of learning - Ss learn and improve vocabulary and structures for formal correspondence (applying for jobs, courses, scholarships) - Ss develop conceptual understanding -exploring whether education prepares learners for acquiring knowledge or for applying knowledge in different contexts (TOK)	- interactive oral activity: role play (internship / job / college interview) - optional IOA or writing a proposal (p. 372) - Formal written correspondence (letter of enquiry/ application) - reading and listening comprehension task	- research skills - social skills - communication skills - self-management skills - thinking skills	Links to Psychology Literature Arts TOK
December (1 week)	- revision and practice - formative feedback for the 1 st term - Christmas activities		- T gives feedback on overall performance - Ss reflect on feedback and plan future courses of action		- self-management skills - thinking skills	
UNIT 3 SHARING THE PLANET January 3 weeks	Big business A: Globalization B: Ethics	- "Eat, Sleep, Buy, Die." An article on global economy. -An interview with the PM. -An interview with Anita Roddick. (all <i>Headway Advanced 4th ed</i>) - "Gender equality" -gender (in)equality and business opportunities	-Ss improve reading skills -Ss build subject- specific vocabulary (describing trends, adverb collocations) -Ss practice listening skills -Ss improve reading skills (p.411) -Ss research based on the unit and present their findings	-vocabulary quiz -listening comprehension -speaking: an advertising campaign (role play) - text format: speech	-thinking skills -research skills -communication skills	Links to Economics Politics TOK
February (2 weeks)	DP Mock exams	- revision and practice Exam: Paper 1 and Paper 2		Productive skills (Paper 1) Receptive skills (Paper 2)		

UNIT 4 IDENTITIES February/ March (3 weeks)	Who we are! A: Beliefs and values B: Language and identity C: <i>Subcultures (optional)</i>	- "Your Values, Your Life". (RC, LC) - "Changes in language and word use reflect our shifting values, UCLA psychologist reports" - "How much does the language we speak shape our identity?" (RC) - "Mother Tongue" by Amy Tan (LC) - "Discovering Your Identity" - "Role of Language in Identity Formation" (TOK moment) - revision and practice for IO	-Ss research the question of whether different Anglophone cultures share different values -Ss improve reading and listening skills -Ss investigate the extent to which language shapes identity, beliefs and worldviews (TOK) -Ss evaluate competing theories regarding the relationship between language and thought (TOK) -Ss examine how cultural perspectives influence meaning and communication -Ss read and discuss ways in which language shapes our identity -Ss practice receptive skills -Ss read the text to consolidate the topic and the features of the speech -Ss consolidate the research and further discuss the role of language in forming of one's identity	-Ss write a proposal (p.226) - receptive skills (reading and listening) -Ss improve productive skills (structured speech)	-Thinking skills: analysing abstract concepts and perspectives -Communication skills: engaging respectfully with alternative viewpoints - social skills - self-management skills - research skills	- Links to TOK Linguistics, Philosophy
March (1 week)	Internal assessment	- T records Individual oral		Individual oral (IO)		
UNIT 5 HUMAN INGENUITY April 2 weeks	A: Artistic expression	- The meaning of cultural background on art interpretation (www.artgallery.co.uk/blog/17706-the-impact-of-cultural-background-on-art-interpretation) - revision and practice of all text formats - practice of RC/ LC Formative and summative feedback - final marks.	-Ss research on cultural background in the works of art in an Anglophone and their own culture(s) (paintings with ethnographic motives and/or themes) - Ss consolidate productive skills (writing) - Ss consolidate receptive skills	-Ss present their findings in the text format of their own (Paper 1) - Paper 2	- research skills -communication skills - self-management skills	Links to arts, history, geography

Theory of Knowledge (TOK) and ATL Integration

The English B course provides frequent opportunities for students to engage with Theory of Knowledge (TOK) concepts and approaches. Through the exploration of authentic texts, literature, media sources, and intercultural perspectives, students examine how language influences the construction, communication, and interpretation of knowledge. Students are encouraged to question assumptions, evaluate the reliability and bias of sources, analyse the role of language in shaping individual and collective identities, and consider how cultural contexts influence meaning and understanding.

TOK connections are embedded throughout the course. In the study of English as a global language, students investigate how language can influence access to knowledge and power. During the unit on identities, students explore how language shapes personal and cultural identity and how values are reflected through linguistic choices. The study of media, advertising, and celebrity culture encourages critical evaluation of information, representation, and persuasion. Through the literary study of *1984*, students examine how language can be used to manipulate knowledge, shape beliefs, and construct social realities.

Approaches to Learning (ATL) skills are explicitly developed, practised, and reflected upon throughout the course. Students regularly engage in:

Communication Skills

- participating in debates, discussions, presentations, interviews, and role plays;
- adapting language for different audiences, purposes, and contexts;
- developing active listening and intercultural communication skills.

Research Skills

- locating, selecting, and evaluating information from a range of sources;
- assessing source reliability, perspective, and bias;
- synthesising information to support arguments and presentations.

Thinking Skills

- analysing and interpreting texts from multiple perspectives;
- evaluating arguments and cultural viewpoints;
- making connections between themes, concepts, and global issues;
- applying critical and creative thinking in written and oral tasks.

Self-Management Skills

- managing deadlines and assessment preparation;
- setting learning goals and reflecting on progress;
- using feedback to improve language proficiency and performance.

Social Skills

- collaborating effectively in pair and group activities;
- demonstrating empathy and respect for diverse cultural perspectives;
- contributing constructively to discussions and collaborative inquiry.

Regular reflection activities encourage students to monitor the development of their ATL competencies and to transfer these skills across subjects and real-world contexts. Through inquiry, intercultural understanding, and critical engagement with language and texts, the course supports the holistic aims of the Diploma Programme and contributes to the development of internationally minded learners.

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