**Curriculum**

**IB English B Y1**

**Course Overview**

English B is an additional language-learning course designed for students with some previous learning of English language. It may be studied at either Standard Level or Higher Level. The main focus of the course is on English language acquisition and development of English language skills. These language skills are developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, all of which relate to English-speaking cultures. The study of an additional language adds to the international dimension of the Diploma Programme. Intercultural understanding is a major cohesive element of the syllabus in English B. While learning the language, the student becomes aware of the similarities and differences between his or her own culture(s) and those of English-speaking cultures. With this awareness, a greater respect for other peoples and the way in which they lead their lives is fostered. Within the course framework, through the study of authentic texts, students investigate and reflect on cultural values and behaviors. The English B course achieves this reflection on cultural values and behaviors in different ways. The course is organized through a core and options, all of which are well suited to fostering an international perspective.

**Department/ IB Standards:**

* Students will develop intercultural understanding.
* Students will understand and use the language they have studied in a range of contexts and for a variety of purposes.
* Students will, through the study of texts and through social interaction, have an awareness and appreciation of the different perspectives of people from other cultures.
* Students will develop an awareness of the role of language in relation to other areas of knowledge.
* Students will develop an appreciation and understanding of other cultures, including the culture of the host country.
* Students will be provided with a basis for further study, work and leisure through the use of an additional language.
* Students will be provided the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

**Benchmarks**:

**1.** Students will be able to communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding.

**2.** Students will be able to use language appropriate to a range of interpersonal and/or cultural contexts.

**3.** Students will be able to understand and use language to express and respond to a range of ideas with accuracy and fluency.

**4.** Students will be able to organize ideas on a range of topics, in a clear, coherent and convincing manner.

**5.** Students will be able to understand, analyse and respond to a range of written and spoken texts.

**6.** Students will be able to understand and use works of literature written in the target language of study (Higher Level only).

**Performance Indicators**

1. **Grammar and Mechanics**

Students will be able to understand, use, and identify errors in the following language features with consistent accuracy:

* simple and complex verb tenses
* articles, adjective and noun modifiers, and quantifiers
* commas, apostrophes, colons, and semi-colons correctly, and recognize errors in the writing of others
* gerunds, infinitives, and adverb clauses and phrases
* past, present and future modal verbs
* relative and non-finite clauses
* linking words and phrases
* statements and questions in direct and indirect speech
* conditional and subjunctive verb forms
* topic-related collocations.

**2. Academic Writing**

* Students will be able to write an organized paragraph with a topic sentence, analytical idea, examples and facts with analysis, and a concluding statement.
* Students will study and employ a wide range of appropriate vocabulary in their writing.
* Students will be able to brainstorm ideas for essays.
* Students will be able to construct effective outlines, or use other approaches, for planning essays.
* Students will be able to write a ‘funnel’ introductory paragraph to an academic essay, which includes an attention-getting hook and a thesis statement.
* Students will be able to write body paragraphs, which contain topic and concluding sentences, logical division of ideas, and effective transition signals to add cohesion.
* Students will write organized multi-paragraph essays with analytical thesis statements, organized structure, and relevant details and analysis.
* Students will write with clarity of description employing sophisticated sentence structure.
* Students will be able to revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.
* Students will write topic-driven, analytical essays based on readings and class discussion, with an emphasis on effective summary and persuasion techniques.
* Students will recognize the ways in which the choices of vocabulary and word order affect the tone and mood of a piece.
* Students will write plot-driven essays based on traditional plot structure.
* Students will write fact-driven essays, reports, or articles based on real-world circumstances with an emphasis on composting an interesting, lead-driven storyline.

**3. Listening and Speaking**

* Students will be able to make themselves understood when speaking by using consistently accurate standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.
* Students will be able to participate in and initiate conversations, with peers and adults, in a variety of academic and social contexts by asking and answering questions with fluency and sound understanding.
* Students will be able to prepare and deliver clear and well-organized presentations on a variety of topics.
* Students will clearly express opinions, ideas, narratives, and analysis in a variety of contexts.
* Students will fully comprehend spoken English language and ideas in a variety of contexts.
* Students will demonstrate an ability to identify and correct errors in their own and others’ spoken English.

**4. Reading and Vocabulary**

* Students will consistently be able to read critically and express their analytical comprehension of texts and their deeper meanings and nuances.
* Students will have an understanding of, and ability to:
* read for gist
* extract information from authentic writing
* develop strategies for inferring meaning from context
* read for details (skimming and scanning)
* read critically
* separating facts, opinions, implications
* answer comprehension questions accurately by locating essential information in text
* summarize and paraphrase main ideas from paragraphs, articles, stories, etc.
* Students will build an active vocabulary that is capable of serving most situations, especially those found in the daily classroom environment, and form passive vocabulary that enables students to understand most academic material, both in reading and listening.
* Students will understand how to build words using a wide range of prefixes and suffixes, and learn and use phrasal verbs and idioms in various contexts.
* Students will be able to use a monolingual and a bilingual dictionary to determine the often-varied meaning of unknown words and phrases.
* Students will be able to read aloud increasingly complex narrative and expository texts with appropriate pacing, intonation, and expression, as well as providing a touch of authenticity.

**5. Cultural Awareness**

* Students will be able to identify cultural values and customs common in various world cultures.
* Students will understand the history and reasoning behind cultural values and customs in various world cultures.
* Students will show tolerance of cultural differences, especially those represented in the classroom and school.

**Assessments**

**Assessment Outline (Higher Level only):**

|  |  |
| --- | --- |
| **Assessment component** | **Weighting** |
| **External Assessment**  Paper 1 (1 hour 30 minutes): Receptive skills  Text-handling exercises on five written texts, based on the core.  Paper 2 (1 hour 30 minutes): Written productive skills  Two compulsory writing exercises.  Section A: One task of 250-400 words, based on the options, to be selected from a choice of five.  Section B: Response of 150-250 words to a stimulus text, based on the core.  Written assignment: Receptive and written productive skills  Creative writing of 500-600 words plus a 150-word rationale, based on one of the literary texts read. | **70%**  25%  25%  20% |
| **Internal assessment**  Internally assessed by the teacher and externally modified by the IB.  Individual oral (8-10 minutes)  Based on the options: 15 minutes’ preparation time and a 10-minute (maximum) presentation and discussion with the teacher.  Interactive oral activity  Based on the core: Three classroom activities assessed by the teacher. | **30%**  20%  10% |

**Core Topics**

The course comprises **five topics**: three from the **core** and two chosen from the five **options**.

At least two aspects are covered in each of the five topics that make up the course.

Additionally, at Higher Level students read two works of literature.

For example, a course could be structured as follows.

|  |  |  |
| --- | --- | --- |
| **Topic** | **Aspects covered** | |
| Communication and media | Advertising | Bias in media |
| Global issues | Global warming | Migration |
| Social relationships | Language and identity | Social structures |
| Health | Diet and nutrition | Drug abuse |
| Science and technology | Ethics and science | Impact of IT on society |

**Specific Content**

**Core**

There are **three topics** in the core:

* Communication and media
* Global issues
* Social relationships

These three topics are compulsory at Standard Level and Higher Level. Students are required to study at least two aspects from each core topic.

* **Communication and media**

How people interact, transmit and gather data for the purposes of information and entertainment.

Possible aspects covered:

* advertising
* bias in media
* censorship
* internet
* mail
* press
* radio and television
* sensationalism in media
* telephone.
* **Global issues**

Current matters and future scenarios that have an impact at a regional, national and/or international level.

Possible aspects covered:

* drugs
* energy reserves
* food and water
* global warming, climate change, natural disasters
* globalization
* international economy
* migration (rural–urban, or international)
* poverty and famine
* racism, prejudice, discrimination
* the effect of man on nature
* the environment and sustainability.
* **Social relationships**

How people interrelate and behave—as members of a community, individually and in groups.

Possible aspects covered:

* celebrations, social and religious events
* educational system
* language and cultural identity, or self-identity
* linguistic dominance
* minorities
* multilingualism
* nationalism, patriotism, fanaticism
* relationships (friendship, work, family)
* social and/or political structures
* social behaviours and stances
* taboos versus what is socially acceptable.

**Options**

There are five topics in the options.

* Cultural diversity
* Customs and Traditions
* Health
* Leisure
* Science and technology

Teachers select two topics. At least two aspects must be studied from each selection.

* **Cultural diversity**

The ethnic, gender, racial, ideological and socio-economic varieties within a community of the target language.

Possible aspects covered:

* beliefs, values and norms
* culinary heritage
* how culture is learned
* intercultural assimilation
* interlinguistic influence
* language diversity
* migration
* population diversity
* subcultures
* the concepts of human beauty
* verbal and non-verbal communication.
* **Customs and traditions**

The current and past practices, representations, expressions and knowledge that belong to a community of the target language.

Possible aspects covered:

* celebrations, social and religious events
* dress codes, uniforms
* etiquette and protocols
* fashion
* food
* historical events
* national costumes
* the arts.
* **Health**

Physical, mental and social well-being, as well as matters related to illnesses.

Possible aspects covered:

* concepts of beauty and health
* diet and nutrition
* drug abuse
* epidemics
* health services
* hygiene
* illnesses, symptoms of good/ill health
* mental health
* physical exercise
* surgery
* traditional and alternative medicine.
* **Leisure**

The variety of activities performed for enjoyment.

Possible aspects covered:

* entertainment
* exhibitions and shows
* games
* hobbies
* recreation
* social interaction through leisure
* sports
* travelling.
* **Science and technology**

The relationship between science and technology, and their impact on a community of the target language.

Possible aspects covered:

* entertainment
* ethics and science
* ethics and technology
* impact of information technology on society
* natural sciences
* renewable energy
* scientific research
* social sciences.
* **Literature (Higher Level only)**

Reading literature in the target language can be an enjoyable journey into the culture(s) studied. It helps students to broaden their vocabulary and to use language in a more creative manner, developing fluent reading skills, promoting interpretative and inferential skills, and contributing to intercultural understanding. Students should understand the works of literature in some depth but literary criticism as such is not an objective of the English B course at Higher Level.

Students are required to read two works of literature originally written in the target language. These works may be from any genre, or may both be of the same genre. They do not need to be linked in any way (by author, theme, period). For example, the following literary texts may be read on the course:

* *The Handmaids Tale,* by Margaret Atwood.
* *1984*, by George Orwell.
* *My Sister’s Keeper,* by Jodi Picoult.

**Resources**

*Advanced Language Practice: English Grammar and Vocabulary,* Third Edition, Vince, Michael, Macmillan Education 2009

*Raise the Issues: An Integrated Approach to Critical Thinking,* Third Edition, Numrich, Carol, Pearson Education 2010

*Words for Students of English: A Vocabulary Series for ESL,* Level 7, Rogerson, Holly D. et al. University of Michigan Press 2011

Other articles, audio-visual presentations, and materials provided by the teacher

*Writing Academic English*, Fourth Edition, Oshima A & Hogue A. Pearson Education 2006.

*Advanced Grammar in Use,* Hewings, Martin, Cambridge University Press 1999

*Advanced English Collocations in Use*, O’Dell, Felicity & McCarthy, Michael, Cambridge University Press 2008