



English B 2-year syllabus outline

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Courses: Language B SL and HL

Contents:

1. Course objectives
2. Syllabus outline
 - 2.1. Language (topics developing skills in listening, reading, writing, speaking).
 - 2.2. Texts (news stories, short stories, brochures, advertisements, poems, informal and formal letters, excerpts from plays, editorials, debates, reviews and interviews).
 - 2.3. Cultural awareness
3. Teaching time
4. Syllabus content
 - 4.1. **Core**
 - 4.1.1. Communication and Media
 - 4.1.2. Global Issues
 - 4.1.3. Social relationships
 - 4.2. **Options**
 - 4.2.1. Health
 - 4.2.2. Traditions and customs
 - 4.3. **Literature (HL)**
5. Assessment outlines

6. Sample syllabus (rough copy)

1. Course objectives

1.1. Course description

Language B is intended for students who have a previous background of 4–6 years in the language, and focuses more on learning to communicate in the language in written and spoken form. While learning this additional language, students also explore the cultures connected to it. Therefore, the purposes of these courses are language acquisition and intercultural awareness.

1. 2. English B objectives – Standard Level

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

- communicate clearly and effectively in a range of situations
- understand and use accurately oral and written forms of the language that are commonly encountered in a range of situations
- understand and use a range of vocabulary in common usage
- select a register that is generally appropriate to the situation
- express ideas with general clarity and some fluency
- structure arguments in a generally clear, coherent and convincing way
- understand and respond appropriately to written and spoken material of average difficulty
- show an awareness of, and sensitivity to, some elements of the cultures related to where English is spoken

1. 3. English B objectives – High Level

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

- communicate clearly and effectively in a wide range of situations
- understand and use accurately oral and written forms of English that are essential for effective communication in a range of situations
- understand and use a wide range of vocabulary
- select a register and style that are appropriate to the situation
- express ideas with general clarity and fluency
- structure arguments in a clear, coherent and convincing way

- understand and analyse moderately complex written and spoken material
- show an awareness of, and sensitivity to, the cultures where English is spoken

1.4 Link to TOK

2. Syllabus outline

| | | |
|--------------------------|--|----------------------------------|
| SL | CORE: Social relations Communication and media Global issues | HL |
| 2 OPTIONS from 5: | Health Customs and traditions Leisure Cultural diversity Science and technology | LITERATURE 2 works |

The course comprises **5 topics: the three from the Core and the two chosen from the five Options.** At least two aspects will be covered in the courses from each of the five topics.

In addition, **two works of literature will be read at High Level.**

The **CORE** is divided into 3 parts and is a required area of the study. These areas are:

- Social relationship
- Communication and media
- Global issues

From 5 **OPTIONS**: Health, Customs and traditions, Leisure, Cultural diversity, Science and Technology.

2 topics are selected both at HL and at SL. These are:

- Health
- Customs and traditions

LITERATURE (HL).

Reading literature in the target language will help 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 in some depth, but literary criticism as such is not an objective of Language B HL course.

2. 1. Language

The presentation, explanation and review of grammatical structures and vocabulary should be integrated into the course. Students study a variety of topics to develop their skills in **listening, reading, writing, speaking.**

A competence in each of the primary language skills will involve an understanding of three interrelated areas:

- language – handling the language system accurately (grammar, syntax, etc)
- cultural interaction – selecting language appropriate to a particular cultural and social context
- message – understanding ideas and how they are organized in order to communicate them appropriately

2. 2. Texts

Types of texts studied include: **news stories, short stories, brochures, advertisements, poems, informal and formal letters, excerpts from plays, editorials, debates, reviews, speeches, blogs, interviews.**

Language skills are developed through the use of a wide range of texts or material, which is selected in view of their communicative purpose.

Writing: Different types of texts that serve different communicative purposes are used. 8 have been identified at SL (instructions, statements to the police, anecdotes, formal and semi-formal letters, reports, reviews of book, film, play) and further 8 at HL (brochure, interview, proposal, essay, report, blog, diary entry, reviews)

Sources:

1. 'In Touch' textbooks 1-6 by M. Hanschmidt, Mikael Davies, Anna-Mari Mäkela
2. 'Ready to write more' by Karen Blanchard, Christine Root
3. 'Reading and writing skills' by Maggie Baigent
4. 'Writing' by Tricia Hedge
5. 'Practise writing' by Mary Stephens
6. 'Project Work' by Diana L. Fried-Booth
7. 'All the World is a Puzzle' Forms 10-12 by M. Hanschmidt, M. Saar, Meeri Sild
8. 'A Guide to Basic Writing' by Jill Singleton

Reading: Different types of texts that serve particular communicative purposes. Texts at HL and SL differ in their level of difficulty and complexity. Students are expected to manage with text-handling tasks. 18 different text types have been identified: set of instructions, brochure, speech, short story, letter to family or friends, business letter, play-script, interview, report, proposal, editorial, debate for and against, review, academic analysis, advertisement, poem, diagram of scientific text, cartoon.

At higher level, the range of texts includes some of a literary nature. Higher level students are taught how to analyze the communicative purpose of the texts.

The task types may be matching, multiple choice, true/false answers, sentence completion, short answers, ordering jumbled paragraphs, summary cloze, information transfer.

Sources:

1. 'In Touch' textbooks 1-6 by M. Hanschmidt, Mikael Davies, Anna-Mari Mäkela
2. 'Reading and writing skills' by Maggie Baigent
3. 'English B' by Elfreda Hedger
4. 'Taking Sides' by Kirk M. Endicott, Robert L. Welsch
5. 'Conformity and Conflict' by James Spradley, David W. McCurdy
6. 'Through the Looking Glass' by Lee Cronk, Vaughn M. Bryant

Listening: A range of spoken texts is used to develop listening skills.

Students can understand extended speech and lectures and follow also complex lines of argument provided that the topic is reasonably familiar.

The task types may be matching, multiple choice, true/false answers, sentence completion (gap-filling, note-taking, form-filling), short answers.

Source:

1. 'In Touch' textbooks 1-6 by M. Hanschmidt, Mikael Davies, Anna-Mari Mäkela
2. 'All the World is a Puzzle' Forms 10-12 by M. Hanschmidt, M. Saar, Meeri Sild
3. 'Stories from lake Wobegon' by Frances Boyd, David Quinn
4. 'The Heart of the Matter' by Marjorie Vai
5. Different exam practices

Speaking: A range of interactive situations enables students to use the spoken language for a variety of communicative purposes. Students are taught how to select language appropriate to a situation and present ideas in a coherent and convincing manner. Possible conversational situations: making a class presentation or a speech, defending an opinion in a debate, giving instructions, interviewing a character (real or fictitious), taking part in a role play.

Source:

1. 'Pros and Cons' by Trevor Sather
2. 'Academically Speaking' by Janet L. Kayfetz, Randy L. Stice
3. 'Say it naturally' by Allie Patricia Wall
4. 'Creative Speaking' by David A. Frank

2.3. Cultural Awareness

The texts are used as a means of exploring aspects of the culture(s) related to the language studied. The study of cultural aspects is not an end itself, students are made aware of how culture may influence the language.

Studying cultural aspects encourage students to:

- develop and practise language skills
- study the appropriate range of types of texts that serve particular communicative purposes
- develop some understanding of cultural conventions of communication such as appropriate use of register
- develop sensitivity to general cultural aspects and attitudes related to the use of the language studied

3. Teaching time

The Diploma Programme lasts for 2 years. In SL there are 150 lessons: 2 lessons a week and in HL there are 240 lessons 4 lessons a week.

4. Syllabus content**4.1. Core****4.1.1. Communication and Media**

The focus is on how people interact, transmit and gather data for the purposes of information and entertainment.

Possible aspects to study include advertising, bias in media, censorship, the internet, video gaming, press, radio and television, sensationalism in media, telephone, written and voice mail.

Sources:

1. 'All the World is a Puzzle. Form 10 and 12' by Merike Saar, Margarita Hanschmidt
2. 'Pros and Cons' by Trevor Sather
3. 'English B' by Elfreda Hedger, Chapter 8

4. Brad Philpot 'English B'

4.1. 2. Global Issues

The aim is to discuss current matters and things to come that have an impact at a regional, national and/or international level, bearing in mind that the need to be addressed from the perspective of the target culture.

Possible aspects to study include drugs, health, energy reserves, food and water, climate change, natural disasters, globalization, migration, pandemics, poverty and famine, racism, prejudice and discrimination, the effect of man on nature, the environment and sustainability, human rights, grassroots and peace, free trade, civil society, animal rights, etc.

Sources:

1. 'In Touch' textbooks 1-6 by M. Hanschmidt, Mikael Davies, Anna-Mari Mäkela
2. 'Global Issues' by Ricardo Sampedro, Susan Hillyard
3. 'All the World is a Puzzle' Forms 10-12 by M. Hanschmidt, M. Saar, Meeri Sild
4. 'English B' by Elfreda Hedger, Chapters 2, 6.
5. 'Cultures in Contrast' by Myra Shulman
6. Brad Philpot 'English B'
7. Kawther Saa'd AlDin 'English B'

4.1. 3. Social relationships

The focus is on how people interrelate and behave as members of a community, individually and in groups.

Possible aspects to study include language and identity, stereotypes, identity problems - the dangers of a single story, linguistic dominance, minorities, multilingualism, nationalism, patriotism and fanaticism, relationships, marriage, religious and non-religious celebrations, social and political structures and groups, social behaviours and stances, taboos and what is socially acceptable.

Sources:

1. 'In Touch' textbooks 1-6 by M. Hanschmidt, Mikael Davies, Anna-Mari Mäkela
2. Brad Philpot 'English B'
3. 'All the World is a Puzzle' Forms 10-12 by M. Hanschmidt, M. Saar, Meeri Sild
4. 'English B' by Elfreda Hedger, Chapter 1.

4. 2 Options

4. 2. 1. Health

The aim of the topic is to discuss the healthy way of life.

Possible aspects to study include concepts of beauty, eating disorders, alternative medicine, tattooing.

Sources:

1. 'In Touch' textbooks 1-6 by M. Hanschmidt, Mikael Davies, Anna-Mari Mäkela
2. 'All the World is a Puzzle' Forms 10-12 by M. Hanschmidt, M. Saar, Meeri Sild
3. 'English B' by Elfreda Hedger, Chapter 3.
4. Brad Philpot 'English B'

4. 2. 2. Customs and traditions

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

Possible aspects to study include celebrations, social, historical and religious events, dress codes, uniforms and national costumes, pilgrimages.

Sources

1. 'In Touch' textbooks 1-6 by M. Hanschmidt, Mikael Davies, Anna-Mari Mäkela
2. 'All the World is a Puzzle' Forms 10-12 by M. Hanschmidt, M. Saar, Meeri Sild
3. 'English B' by Elfreda Hedger, Chapter 5.
3. 'Pros and Cons' by Trevor Sather
4. Brad Philpot 'English B'
5. Kawther Saa'd AlDin 'English B'

4. 3. Literature (HL)

Students should understand the works in some depth, but literary criticism as such is not an objective of Language B HL course.

Source – choice of 2:

1. **W. Golding 'Lord of the Flies'**
2. **G. Orwell 'Animal Farm'**
3. **Sherman Alexie 'The Absolutely True Diary of a Part-time Indian.'**
4. **Kazuo Ishiguro 'Never Let Me Go'**

5. Assessment outline

SL (* explanations)

| External assessment | 70 % | Internal assessment | 30 % |
|---|------|--|------|
| <p>1) Paper 1 (1,5 h): receptive skills (* L, R) – text-handling ex.-s on 4 written texts from the Core.</p> | 25% | <p>Internal assessment oral: (internally assessed by the teacher, externally moderated by the IB – recorded answer will be sent for moderation)</p> <p>1) individual oral – based on the Options * (15 min. preparation, 10-minute presentation and discussion)</p> <p>2) interactive oral activities – based on the Core * (3 classroom activities assessed by the teacher)</p> | 30 % |
| <p>2) Paper 2 (1,5 h) : written productive skills – 1 writing exercise from the choice of 5, based on the Options</p> | 25% | | |
| <p>3) Written assignment: receptive and written productive skills – inter-textual reading of 3 sources followed by a written ex. Of 300-400 words and a 10-word rationale, based on the Core</p> <p>* Intertextual - relating to or deriving meaning from the interdependent ways in which texts stand in relation to each other; * Intertextuality is the shaping of texts' meanings by other texts</p> | 20% | | |

HL

| External assessment | 70 % | Internal assessment | 30 % |
|---|------|---|------|
| <p>1) Paper 1 (1, 5 h): receptive skills (* L, R) – text-handling ex.-s on 5 written texts from the Core.</p> | 25% | <p>Internal assessment oral: (internally assessed by the teacher, externally moderated by the IB – recorded answer will be sent for moderation)</p> <p>1) individual oral – based on the Options * (15 min. preparation, 10-minute presentation and discussion)</p> <p>2) interactive oral activities – based on the Core</p> | 30 % |
| <p>2) Paper 2 (1, 5 h) : written productive skills – 2 compulsory writing ex.-s</p> <p>- Section A: One task of 250-400 words, based on the Options, to be selected from a choice of 6</p> <p>- Section B: 150-200-word personal response to a stimulus text (e.g.</p> | 25% | | |

| | | | |
|---|-----|---|--|
| statement or article), based on the Core | 20% | * (3 classroom activities assessed by the teacher; the moderation factor of the individual oral is applied to the mark submitted by the teacher for assessment) | |
| 3) Written assignment (second year): receptive and written productive skills – Creative writing of 500-600 words, with a 150-250-word rationale, based on two of the literary texts studied | | | |

For the oral and written components of the assessments, students receive marks based on their level of competency in the use of language, cultural interaction and message.

For reading comprehension, students receive a grade based on a mark- scheme (answer key) for questions that are multiple-choice, short-answer, true/false/justify, matching and extended

1. Sample syllabus (rough copy)

SL (150 lessons)

| No. of lessons | Topic | Objectives | Assessment | Resources |
|----------------|---|---|---|---|
| 25 | Social relationships 1. Culture shock 2. Stereotypes; dangers of a single story 3. Social and anti-social behaviours; 4. Taboos 5. Social groups 6. Marriage | Similarities and different types of communication | - Describing a process; - Comparing and contrasting – class presentations or speech - A letter: giving advice - Roleplays - Interviews (real and fiction) | - ‘In Detail’ pp.55 -65 - Puzzle 10 – stereotypes - The heart of the matter pp.32-41 - Video – a single story - ‘In Detail’ pp.11-21; 45-55 - Cultures in Contrast pp.1-22; 40-54; |
| 25 | Communication and media | | | |

| | | | | |
|----|---|---|---|---|
| | <ol style="list-style-type: none"> 1. Bias in media 2. Censorship 3. The internet 4. TV and radio | Influences of media | <ul style="list-style-type: none"> - Text-handling ex.-s - Reading tasktypes - Instructions - A letter of complaint - Speeches - Defending an opinion in a debate | <ul style="list-style-type: none"> - English B pp.384-413 - Global Issues pp. 15-48 - ‘Pros and Cons’ - Puzzle 12; In - Detail pp113-133 - Puzzle 10 |
| 25 | <p>Global Issues</p> <ol style="list-style-type: none"> 1. Drugs & Human trafficking 2. Poverty and famine 3. Animal rights 4. Climate change 5. The environment and sustainability | Global issues and their impact: your footprint on Earth | <ul style="list-style-type: none"> - Text-handling ex.-s - Reading tasktypes - A protest letter - Essays on themes - Summary writing as a response to novel or literary work | <ul style="list-style-type: none"> - English B Chapters 2, 4, 6 - In T6 - Global Issues pp. 75-108 |
| 25 | <p>Cultural Diversity</p> <ol style="list-style-type: none"> 1. Values and norms 2. Non-verbal communication 3. Language diversity 4. Culinary heritage 5. Concepts of beauty; | The ethnic, gender, racial, ideological and socioeconomic varieties within a community of the target language | <ul style="list-style-type: none"> - Drawing moral compass - Report writing - Writing an article - A job application - Brochure | <ul style="list-style-type: none"> - IN T4 - Puzzle 12 |

| | | | | |
|----|---|--|---|--|
| 25 | Customs and traditions <ol style="list-style-type: none"> 1. Social and religious celebrations 2. Fashion 3. Historical events 4. National costumes 5. Arts | The current and past practices, representations, expressions and knowledge that belong to a community of the target language | <ul style="list-style-type: none"> - Text-handling ex.-s - Project work - Describing an event - Essay writing - Report writing | <ul style="list-style-type: none"> - In Detail pp. 1-11 - Folder: Traditions - In T 4 - In T5 - English B Chapter 9 |
| 25 | Revision, preparation for exams | | | Past IB English B examination papers |

HL (240)

| No. of lessons | Topic | Objectives | Assessment | Resources |
|----------------|--|---|---|---|
| 40 | Social relationships <ol style="list-style-type: none"> 1. Culture shock 2. Stereotypes; dangers of a single story 3. Social and anti-social behaviours 4. taboos, unethical behaviour and what is socially acceptable 5. Roommate relations 6. Interpersonal conflict 7. Social groups – families 8. Arranged marriage 9. Gender issues | Similarities and different types of communication | <ul style="list-style-type: none"> - Describing a process; - Presentations and speeches - comparing and contrasting - Writing a set of instructions and guidelines - Debate - Speech or presentation | <ul style="list-style-type: none"> - ‘In Detail’ pp.55 -65 - Puzzle 10 – stereotypes - Video – a single story - ‘In Detail’ pp.45-55 - IN T1 - In Detail pp. 11-21 -Cultures in Contrast pp.1-22; 40-54; 56-68; 84-98; 99-112; 119-221 |

| | | | | |
|----|--|---|---|--|
| 40 | Communication and media <ol style="list-style-type: none"> 1. Bias in media 2. Censorship 3. The internet 4. TV and radio 5. Mobile phones 6. Miscommunication 7. Plagiarism 8. Social media (facebook, twitter etc) | Influences of media | <ul style="list-style-type: none"> - Text-handling ex.-s - Reading tasktypes - A letter of complaint - Writing a Haiku poem - Writing TV reviews - Writing an Internet ad | <ul style="list-style-type: none"> - English B pp.384-413 - Pros and Cons' - Puzzle 12; In - Detail pp113-133 - Puzzle 10 - Cultures in Contrast pp.23-39; 162-175 |
| 40 | Global Issues <ol style="list-style-type: none"> 1. Drugs 2. Human trafficking 3. Poverty and famine 4. Child labour 5. Human & Animal rights 6. Climate change 7. Environment and sustainability 8. Racism % prejudice 9. Religious beliefs: discrimination | Global issues and their impact: your footprint on Earth | <ul style="list-style-type: none"> - Text-handling ex.-s – factual and imaginative texts - Reading task types - Report writing - Essay writing - Project work – providing justification from the text - Responding to class discussions | <ul style="list-style-type: none"> - English B Chapters 2, 4, 6 - Cultures in Contrast pp.113-127 - In T6 U.1,3 - Global Issues pp. 75-108 - Cultures in contrast pp.128-144; 176-194 |
| 40 | Health <ol style="list-style-type: none"> 1. Concepts of beauty and health 2. The meaning of body art 3. Tattooing 4. Eating disorders 5. Alternative medicine | Healthy way of life, | <ul style="list-style-type: none"> - Drawing moral compass - Report writing - Writing an article - A job application - Letter of enquiry - Brochure - Project work - Oral presentations | <ul style="list-style-type: none"> - IN T4 & 5 - Puzzle 12 |

| | | | | |
|----|--|--|---|--|
| 40 | Customs and traditions <ol style="list-style-type: none"> 1. Social and religious celebrations 2. Fashion 3. Historical events 4. National costumes 5. Pilgrimages | The current and past practices, representations, expressions and knowledge that belong to a community of the target language | <ul style="list-style-type: none"> - Text-handling ex.-s - Project work on historical event - Describing an event - Paragraphing - Essay writing - Report writing - Creative writing | <ul style="list-style-type: none"> - In Detail pp. 1-11 - Folder: Traditions - In T 4 - In T5 - English B Chapter 9 |
| 20 | Revision | | | Past IB English B examination papers |
| 20 | Preparation for exams | | | |