

**Gymnasium Šrobárova 1,**  
**International Baccalaureate Diploma Programme**  
**Subject: LANGUAGE ACQUISITION – ENGLISH B**

**Course description ENGLISH B 2023/2024**

**What is the course about?**

English B is a language acquisition course designed for students with some previous experience of the target language. In the

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.

**Language is itself one of the specific ways of knowing that is identified in the TOK course.**

TOK develops higher-order thinking skills, such as analysis and evaluation, and helps students to make connections and comparisons across their subject areas and the DP core.

**International mindedness** is central to the IB philosophy. Language acquisition courses do not have as their only goal the development of language skills, but also fostering intercultural understanding and global engagement. The flexibility of IB course design encourages students to view aspects of the language and culture from different perspectives, to make non-judgemental comparisons of language and culture, and to view language and culture in a global context.

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.

### **Syllabus:**

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**

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:**

Five prescribed themes are common to the syllabus of language B. The themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

#### **The five prescribed themes are:**

1. Identities
2. Experiences
3. Human ingenuity
4. Social organization
5. Sharing the planet

#### **Teaching hours SL/HL:**

approximately- 192 hrs in Year 1  
- 140 hrs in Year 2

### **IMPLEMENTATION:**

- **DP Year 1:** The school offers approximately 190 lessons a year.  
English B SL and HL classes are delivered 4 periods a week
- **DP Year 2:** The school offers approximately 140 lessons a year  
English B SL and HL classes are delivered 4 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 to 7 grading scale under the following grade boundaries:

## **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:

**Criterion A: Language- 12 marks**

**Criterion B1: Message-visual stimulus-6 marks**

**Criterion B2: Message-Conversation-6 marks**

**Criterion C: Interactive Skills-Communication- 6 marks   TOTAL:30 marks**

**TOPICS:**

**DP YEAR 1:**

**Unit 1: Identities-lifestyles, health and well-being**

Citizens of the world

Belief and identity

Beauty and health

**Unit 2: Experiences**

Beliefs and values

Subcultures

Migration

Holidays and travel

Leisure activities

**Unit 3: Human ingenuity**

Future humans

Technology and human interaction

Redefining art

Celebrities

**DP YEAR 2:**

#### **Unit 4: Social organization**

Minorities

Education

Social relationships

Partners for life

The future of jobs

#### **Unit 5: Sharing the planet**

Ending poverty

Climate change

Power to the people

Resources: English B IB Diploma programme / IB prepared by Kevin Morley/

English B for the Diploma Coursebook Second Edition / Brad Philpot/

English B Course Companion / Kawther Saa'd AlDin, Kevin Morley

DVD resources

WEB resources

Blogs, articles, documentaries, movies, famous political speeches, podcasts