

PRE-IB ENGLISH B
BACKGROUND FOR TEACHERS
IB LANGUAGE B

Language B is an additional **language-learning course** designed for students with some previous knowledge of that language. The main focus of the course is on **language acquisition** and the **development of language skills**. (Language B Guide, 4)

Placement of Students in Pre-IB

Placement of students in the Pre-IB course should be informed by the description of student receptive, productive, and interactive skills detailed on pages 5-6 of the Language B Guide.

Language B Aims

- Communicate clearly in a wide range of situations
- Understand and use oral and written forms of the language that are essential for effective communication in several styles and situations
- Understand and use a range of vocabulary
- Select registers and styles that are appropriate to the situation
- Express ideas with some clarity and fluency
- Structure arguments in a clear and convincing way
- Understand and analyze written and spoken material at an appropriate level

In addition, the Language B Handbook emphasizes student awareness and understanding of the culture(s) of the target language, namely Anglophone culture. Teachers are also directed to integrate activities that build this background understanding into their courses. Furthermore, there is a focus on an intercultural dimension, with particular weight given to encouraging students to avoid stereotypes by drawing their attention to similarities and differences between cultures.

Syllabus Content

Topics

English B courses at any level must cover five topics in a two year programme. There are **three** compulsory **CORE** topics:

1. Social Relationships
2. Communication and the Media
3. Global Relationships

Two OPTION topics must also be included, chosen from:

1. Cultural Diversity
2. Customs and Traditions
3. Health
4. Leisure
5. Science and Technology

Aspects

Within each topic, **TWO ASPECTS** must be explored. In the hand book there are examples of aspects, but teachers are free to select their own. This course content provides the medium through which students will develop their English language proficiency.

The Pre-IB and English B, SL and HL courses, will all use topics from the English B Syllabus content, so it important that aspects chosen for the Pre-IB courses be different from the English B courses. Aspects should be chosen through a consultation between all teachers involved in teaching English B and Pre-IB courses.

Assessment

Assessment should parallel the assessments used in English B, but be modified, based on entry level language proficiency and needs of the students. These are:

1. Reading Skills (Paper One of the English B courses)
2. Written Production (Paper Two of the English B courses)
3. Inter-Textual Reading (The Written Assignment)
4. Oral Production (The Interactive Oral and Oral Presentation)*

* 30% Of English B Assessment is for oral interactive and productive skills, so development of students ability to communicate verbally should be given appropriate weight in the Pre-IB courses.

Rubrics

It is suggested that the SL English B rubrics be used to assess student progress and achievement. These can be found in the English B Handbook:

1. SL External Assessment, pp.53-59
2. SL Internal assessment, pp.55-58

Student Needs

At the start of the year it is suggested that student needs be carefully assessed using a range of diagnostic tests, which may include:

1. Vocabulary levels tests (Paul Nation's tests)
2. Close reading for general meaning and detail (Three texts from old past English B Standard Level Paper 1. Make sure the true/false/justify question type is not included as this requires pre-teaching of specific skills)
3. Writing task of 250 words about a familiar topic such as a letter to a friend recounting a recent experience. (Use SL Written Productive Skills Criterion A and B). Take particular note of grammatical accuracy and range at word and sentence levels.
4. Short oral presentation (Use SL Oral Presentation Criterion A)

Key Approaches to Teaching

1. Comprehensible Input

- a. Texts (visual, verbal and written) need to be selected at a level that students can access meaning successfully with teacher assistance.
- b. Reading and watching should lead to speaking and writing.

2. Communication

A communicative approach, emphasizing genuine exchange of ideas and information will enhance student learning. Information gap techniques are particularly effective in promoting genuine communication.

3. Language

- a. Vocabulary and grammar should be explicitly taught within the context of topics and aspects. Both vocabulary and sentence structures are

emphasized in English B rubrics. To achieve at the highest level in SL English B, students need to be able to use a wide range of vocabulary accurately as well as use some complex sentences clearly. It is expected that simple sentences are always used clearly all the time.

b. Controlled practice and repetition should lead to free practice of taught language and skills.

4. Writing

Teacher approaches to teaching writing should be based on:

- A process approach- brainstorming, planning, writing and revising/proof-reading
- Aim to improve student grammatical accuracy and expand their range of vocabulary
- Use of the text types specified in the English B Handbook (pp. 31-32). It is suggested that Pre-English B teachers start with text types better suited to student proficiency such as written correspondence, set of instructions, talk, and pamphlet before moving to more unfamiliar and academic text types such as reviews, articles and essays.

5. Reading

The texts in English B paper 1 are a mix of transactional and narrative/expressive texts. Thus Pre-IB students should be exposed to a similar range. It is useful to survey the texts used in recent IB English B SL papers to assess level and type, then adjust to the reading levels of the Pre-IB students.

English B also uses a small range of question types, including;

- select the statements that are true according to the text
- multi-choice
- short answers questions
- finish sentences by matching them to endings
- find the pronoun reference
- true or false and justify by giving a relevant quote
- choose the word or phrase that best fills the gap
- match headings to paragraphs

Pre-IB English B teachers should aim to use some of these question types in units of work and specifically in reading tasks.

Pre-IB Topics

These are the Pre-IB Topics for 2012-13:

Introductory One*

1. Social Relationships
2. Customs and Traditions
3. Health
4. Global Issues

Introductory Two*

1. Social Relationships
2. Leisure
3. Global Issues
4. Examination Preparation

Examples of **aspects** are provided on pp. 18-20 of the English B Handbook

Course Design: Scope and Sequence

Teachers coordinating a course may consider developing a scope and sequence that will allow other teachers to readily see the teaching and learning focus and the course sequence. Such a scope and sequence could be set out in the following format:

<p>A. Topic Sequence, Aspects and Guiding Questions</p> <p>B. Connections- TOK</p>	<p>Reading and Vocabulary Focus</p> <ul style="list-style-type: none"> • text type • exam question types • skills focus • HL literature <p>Receptive Vocab</p> <ul style="list-style-type: none"> • high frequency • specific to a text • vocabulary skills 	<p>Oral Focus</p> <ul style="list-style-type: none"> • oral skills • exam skills • internal assessments 	<p>Writing and Vocabulary Focus</p> <ul style="list-style-type: none"> • text type • skills focus • paper 2 Tasks A and B • HL/SL Written assignment <p>Productive Vocab</p> <ul style="list-style-type: none"> . specific to a topic . specific to a text type and communicative purpose 	<p>Language Focus</p> <ul style="list-style-type: none"> • structures and language points that support the productive tasks 	<p>Formative/ Summative Assessments</p> <ul style="list-style-type: none"> • Balance of reading, writing and oral assessments • Related to the external assessments • Realistic feedback online
<p>Topic 1 Example: Social Relationships</p> <p>Aspect 1: Cultural Identity</p> <p>Guiding Question: What influences the way we think and behave towards others?</p>	<p>e.g</p> <p>a. Personal reflection: autobiography/short story</p> <p>b. Selecting the correct pronoun in context</p> <p>c. Reading for specific details</p>	<p>e.g.</p> <p>a. Speaking about personal experiences</p> <p>b. Focus on introductions and coherence</p> <p>c. Answering “what, why, how and what if questions” and constructing accurate question forms.</p>	<p>e.g.</p> <p>a. Diary writing or letter to a friend etc.</p> <p>b. Language choice and purpose</p> <p>c. Review of sentence types and coordination</p>	<p>a. Essential verb forms, particularly perfect and continuous forms</p> <p>b. Using pronouns for coherence (Paper 1 also) etc.</p>	<p>a. Test of student receptive knowledge of high frequency vocabulary</p> <p>b. Using contextual and grammatical clues to guess unfamiliar vocabulary etc</p>

Unit Planning Format:

It is suggested that unit plans be written in the following format:

1. Topic
2. Aspects (At least 2) with Guiding Questions
3. Reading and Receptive Vocabulary Focus
4. Oral Focus
5. Writing and Productive Vocabulary Focus
6. Language Focus
7. Assessments- Formative and Summative
8. Resource list
9. TOK Connections