

# IB DP ENGLISH B (HIGHER LEVEL) HANDBOOK

SAPPORO KAISEI SECONDARY SCHOOL



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## INTRODUCTION

This course in language acquisition is designed to provide students with both the language skills and the intercultural understanding necessary to enable them to communicate successfully in environments where English is spoken.

Awareness of the world and showing respect for cultural diversity will be fostered throughout the course. This focus on International Mindedness is central to the IB philosophy.



ENGLISH B

HIGHER LEVEL (HL)

English B (HL) is the Group 2 subject option at Kaisei. It is expected that 240 hours will be required to complete this course.

Students will develop their ability to communicate in English through the study of language, themes and texts. They will also develop their conceptual understanding of how language works – why and how do people use language to communicate?

A range of written and spoken texts will be studied, and will provide insight into cultural awareness and understanding. Additionally, at Higher Level, students are required to study two literary works.



## AIMS AND OBJECTIVES

### Language Acquisition Aims

1. Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
2. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
4. Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
5. Develop students' awareness of the importance of language in relation to other areas of knowledge.
6. Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.
7. Provide students with a basis for further study, work and leisure through the use of an additional language.
8. Foster curiosity, creativity and a lifelong enjoyment of language learning.

*P.13, IB DP Language B guide*



APPROACHES TO  
TEACHING AND  
APPROACHES TO  
LEARNING

Through approaches to learning in language acquisition courses, students develop skills that have relevance across all areas that help them “learn how to learn”.

Thinking skills – students will not simply memorize content, but use higher-order thinking skills in their language learning process.

Research skills – Students will find, validate, and evaluate authentic resources in developing their linguistic and intercultural knowledge.

Communication skills – students will learn how to communicate effectively in different contexts, and for different audiences.


International-mindedness will be fostered through the study of language and culture and how they are interrelated.

Social skills – Collaboration will be a point of focus in the course, with social communication skills and behavior emphasized.

Self-management skills – Students will show a strong willingness to learn independently, and will reflect on their own progress throughout the course.

*P.58-59, IB DP Language B guide*

Teaching will continue to be inquiry-based, with an emphasis on learning language in global and local contexts. The inextricable link between language and culture will also form a crucial part of the course.



## SYLLABUS OVERVIEW AND CONTENT

### **Overview**

The study of language requires careful attention to forms, structures, functions and conceptual understandings of language.

Knowledge of vocabulary and grammar—the *what* of language—is reinforced and extended by understanding the *why* and *how* 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.

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.

*P.17, IB DP Language B guide*

### **Content**

#### **i) Themes**

There are five prescribed themes in language B, and they provide relevant contexts for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

\*These five themes will be addressed equally in the English B course.

\*For more information on the themes, refer to p19-20 of the IB DP Language B guide.



## SYLLABUS OVERVIEW

## AND CONTENT

### Content

#### ii) Texts

In the English B course written, visual, audio and audio-visual texts are organized into three broad categories:

**personal texts** e.g. blog, diary, e-mail

**professional texts** e.g. proposal, survey, instructions

**mass media texts** e.g. advertisement, news report, travel guide

\*For more information on the themes, refer to p20-22 of the IB DP Language B guide.

#### iii) Literature

Literature can help students to broaden their vocabulary and use language to express opinions and explore ideas. It can also provide opportunities for the development of international-mindedness.

Literary criticism is not an objective of this course. The study of literature in English B is intended as a stimulus for discussion and the expression of ideas and opinions.

#### iv) Conceptual understanding

DP students are encouraged to make use of the thinking, communication and research skills they have developed over years of experience in school, and to transfer those skills to the target language. The idea of how successful understanding and communication depends on attention to audience, context, purpose, meaning and language variation is emphasized.

## Course Outline

Below is an example of units which may be covered, and their related themes.

Topic	Content
<b>Identities</b> Citizens of the World	You will investigate how our individual identities are shaped by the diverse cultures in which we are raised.
<b>Identities</b> Disappearing Languages	You will explore why this is an issue of importance, and think about the relationship between perspective and language.
<b>Experiences</b> Migration	You will explore the reasons behind migration, and how it is changing the world.
<b>Experiences</b> Extreme Sports	You will learn about why people push themselves to their limits in the world of extreme sports.
<b>Human Ingenuity</b> Technology and human interaction	You will consider the effect of technology on human interaction.
<b>Human Ingenuity</b> Future Humans	You will consider the ethical questions that come with scientific and technological development.
<b>Social Organization</b> The future of jobs	You will develop your understanding of how technological development and globalization are affecting the world of work.
<b>Social Organization</b> Partners for life	You will think about what it means to be “partners for life”, and consider the effect of cultural differences on marriage and partnership.
<b>Sharing the Planet</b> Climate change	You will learn about the causes and effects of climate change, and think of ways in which we can alleviate it.
<b>Sharing the Planet</b> Responsible Travelling	You will think about how tourists impact the areas they visit, and consider the importance of ecotourism.

## Literature Study

Class time will also be assigned to the two works of literature – Animal Farm and Stargirl. It is hoped that through reading these thought-provoking and acclaimed works, students will be exposed to the pleasure of reading in another language, find the process intellectually stimulating, and gain insights into intercultural understanding.

A range of tasks will be given to the students, so that they can both show their understanding and have enjoyment through creative and imaginative exercises. In both Year 1 and 2 of the course, students will be prepared for the Individual Oral assessment. Discussion of both the selected texts and other readings will be regularly conducted, in group activities and in one-on-one sessions with the teacher.



## ASSESSMENT

Both external and internal assessments are used in the DP. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

For more details on assessment format and criterion descriptors, refer to p36-39 and p50-56 of the IB DP Language B guide.

### Assessment Objectives

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.



## GLOSSARY

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as described below. Although these terms will be used frequently in examination questions, other terms may be used to direct students to present an argument in a specific way.

**Command terms for language acquisition** *P.62, IB DP Language B guide*

Command term	Definition
Analyze	Break down in order to bring out the essential elements or structure.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Describe	Give a detailed account.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes.
Identify	Provide an answer from a number of possibilities.
Outline	Give a brief account or summary.
Present	Offer for display, observation, examination or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.

## Required Texts

### Coursebook:

English B for the IB Diploma Coursebook

Second Edition

Brad Philpot

Cambridge University Press, 2018

### Literature:

1) Stargirl

Jerry Spinelli

Ember, Reprint 版

May 2002

2) Animal Farm

George Orwell

Penguin Essentials

2008