

IB English B – Syllabus Outline – Goetheschule Essen

Course Framework

Allocated Time:

- SL: 3x45 minutes/week; HL: 5x45 minutes/week

Resources:

- non-fictional texts, newspaper articles, speeches
- fictional texts, literary texts/novels, poems
- e.g. William Shakespeare: *Macbeth*; Margret Atwood: *The Handmaid's Tale*; Arthur Miller: *Death of a Salesman*; Murray Schisgal: *The Pushcart Peddlers*

International Mindedness:

- Language acquisition courses do not have as their only goal the development of language skills, but also fostering intercultural understanding and global engagement. The nature of the language acquisition process supports international-mindedness and is, in turn, supported by it. The flexibility of IB course design allows language acquisition teachers to incorporate ideas and resources that encourage students to view aspects of the language and culture from different (and sometimes differing) perspectives, to make non-judgmental comparisons of language and culture, and to view language and culture in a global context.

[https://resources.ibo.org/data/d_2_ablan_gui_1802_4_e.pdf: 10]

Theory of Knowledge (TOK):

- Language is itself one of the specific ways of knowing that is identified in the TOK course. In addition to this explicit exploration of language, the skills and wider conceptual understandings that students develop in TOK can make an extremely positive contribution to their study of language acquisition. TOK develops higher-order thinking skills, such as analysis and evaluation, and also helps students to make connections and comparisons across their subject areas and the DP core. In this way, language acquisition both supports and is supported by TOK. (→ see integration in syllabus)

[https://resources.ibo.org/data/d_2_ablan_gui_1802_4_e.pdf: 8]

IB Learner Profile:

- To become **communicators** and **knowledgeable**, students are able to express themselves in another language, which is rooted in the *functional communicative competence* and the *intercultural communicative competence* throughout the two-year study period, and they use this knowledge to respectfully communicate with people from different cultural backgrounds.
- To become **open-minded** and **principled**, students are required to get to know the ways of lives and traditions in different countries, e.g. the USA, the UK or Nigeria, to understand the development of different values and to respect the rights of people everywhere.

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Year	Table of Contents / Assessments	English Skills / Key Terms / Resources
Year 1		
American Myths and Realities: Freedom and Equality	<p>The American Dream - Visions and Realities of Life in the USA</p> <p>Internal Assessment:</p> <ul style="list-style-type: none"> - Writing with reading comprehension (integrated) - Listening comprehension (isolated) <p>TOK integration:</p> <ul style="list-style-type: none"> - Understanding American history and politics (Knowledge and History/Politics) 	<p>Functional communicative competence/Text and media literacy:</p> <ul style="list-style-type: none"> - Reading comprehension: various key texts of the American self-image, e.g. legal texts, national anthem, political speeches, poems; contemporary drama; text-picture combinations: pictures, cartoons - Writing: commentary - Listening comprehension: (political) speeches <p>Language awareness:</p> <ul style="list-style-type: none"> - Reflect on relationships between language and cultural phenomena and explain them using examples <p>Intercultural communicative competence:</p> <ul style="list-style-type: none"> - Understanding, comparing, evaluating values, dealing with tolerance; in HL especially cultural stereotypes; culture-related norms and values, culture-specific conventions <p>Language acquisition competence:</p> <ul style="list-style-type: none"> - Central aspects of self-directed language learning and information retrieval
United Kingdom - Tradition and Change in Politics and Society	<p>The United Kingdom in the 21st Century – Self-Image between Tradition and Change</p> <ul style="list-style-type: none"> - HL: monarchy and modern democracy - HL/SL: multicultural society <p>Internal Assessment:</p> <ul style="list-style-type: none"> - Oral examination instead of a written examination: Speaking – speaking coherently and participating in conversations (interactive oral) <p>TOK integration:</p> <ul style="list-style-type: none"> - Understanding the development of the English language as a world language and its various cultural influences (Knowledge and Language) 	<p>Functional communicative competence/Text and media literacy:</p> <ul style="list-style-type: none"> - Reading comprehension: possibly political speeches, commentaries, poems; possibly text-picture combinations: pictures, cartoon, short stories, novel excerpts - Listening/viewing comprehension: documentaries, TED-talks, TV news - Speaking – coherent speaking: planning and realisation of own longer speeches - Speaking – participating in conversations: discussions, role plays <p>Language acquisition competence/Language awareness:</p> <ul style="list-style-type: none"> - consolidate language competence by testing linguistic means and communicative strategies; plan and carry out tasks independently; document work results appropriately

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		<p>and present (orally) in a way that is appropriate to the intention and addressee</p> <p>Intercultural communicative competence:</p> <ul style="list-style-type: none"> - sensitively observe culture-specific conventions and peculiarities
<p>Voices from the African Continent: Focus on Nigeria</p>	<p>Postcolonialism – Realities of Life in Another Anglophone Cultural Area</p> <p>Internal Assessment:</p> <ul style="list-style-type: none"> - Writing with reading comprehension (integrated) - Language mediation (isolated) <p>TOK integration:</p> <ul style="list-style-type: none"> - Understanding colonialism and culture-specific conventions (Knowledge and Society) 	<p>Functional communicative competence/Text and media literacy:</p> <ul style="list-style-type: none"> - Reading comprehension: short stories, novel extracts, extracts from a screenplay, podcasts, documentaries/features, blogs, newspaper articles, internet forum posts - Writing: commentary, various forms of creative writing - Language mediation: informal/formal, oral/written <p>Language awareness:</p> <ul style="list-style-type: none"> - recognise and explain variations and varieties of language use <p>Intercultural communicative competence:</p> <ul style="list-style-type: none"> - Sensitively observe culture-specific conventions and peculiarities and interact appropriately; critically reflect extended socio-cultural orientation knowledge
<p>Visions of the Future</p>	<p>Progress and Ethics in Modern Society Literature and Media in their Significance for the Individual and Society</p> <ul style="list-style-type: none"> - HL: ethical issues of scientific and technological progress - HL/SL: utopia and dystopia <p>Internal Assessment:</p> <ul style="list-style-type: none"> - Writing with reading comprehension (integrated) ("classic" written exam format) <p>TOK integration:</p> <ul style="list-style-type: none"> - Understanding how media and communication influence our everyday lives (Knowledge and Technology/Science) 	<p>Functional communicative competence/Text and media literacy:</p> <ul style="list-style-type: none"> - Listening/viewing comprehension: excerpts from feature films (dystopia/science fiction) and audio books; in HL also video documentaries - Reading comprehension: contemporary novel (full text: dystopia); book reviews, non-fiction/encyclopaedia extracts, diagrams, commentary - Speaking – participating in conversations: discussions - Writing: novel analysis (essay, review); summary, commentary <p>Intercultural communicative competence:</p> <ul style="list-style-type: none"> - Politically shaped living conditions, culturally determined norms and values; change of perspective and empathy vs. critical distance

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<p><i>Optional: Extended Essay</i></p>	<p><i>Writing an extended essay (EE) in a language of acquisition provides students with an excellent opportunity to explore one aspect of their chosen language in greater depth and to increase their intercultural understanding and international-mindedness. In line with the IB’s focus on approaches to teaching and learning (ATL), the EE in a language of acquisition provides opportunities for students to develop their thinking, research and self-management skills while, at the same time, focusing on an aspect of language that is of particular personal interest and challenge.</i></p>	<p><i>Students must select one of the three distinct categories outlined below in order to develop a manageable research question for their EE.</i></p> <ul style="list-style-type: none"> - <i>Category 1 (“language”) offers the opportunity to engage with a particular linguistic aspect in greater detail.</i> - <i>Category 2 (“culture and society”) allows the student to focus on one aspect of the target culture, linked to either a linguistic detail or a cultural artifact, and complements perfectly the learner profile for language acquisition, promoting reflection on the culture of the target language and the learner’s role in the linguistic community.</i> - <i>Category 3 (“literature”) provides an opportunity for students to explore one or more works of literature in order to widen their understanding of the target language and culture from a literary angle.</i>
<p>Year 2</p>		
<p>The impact of Shakespearean drama on young audiences today</p>	<p>The United Kingdom in the 21st Century – Self-Image between Tradition and Change Literature and Media in their Significance for the Individual and Society</p> <ul style="list-style-type: none"> - HL: study of extracts and film scenes (tragedy or comedy) - SL: study of film scenes <p>Internal Assessment:</p> <ul style="list-style-type: none"> - Writing / listening comprehension (integrated) - Reading comprehension (isolated) <p>TOK integration:</p> <ul style="list-style-type: none"> - Understanding how language, literature and culture form our (cultural) identity (Knowledge and Language/Literature/Culture) 	<p>Functional communicative competence/Text and media literacy:</p> <ul style="list-style-type: none"> - Reading comprehension: historical drama (Macbeth) (in SL: excerpts from Macbeth), script excerpts (Shakespeare film adaptation), contemporary poetry (SL) and Shakespeare’s poetry (HL), film reviews - Listening-viewing comprehension: feature film (excerpts from Shakespeare film adaptation), art and multimedia art - Writing: drama and film analysis (essay, review), poetry analysis <p>Intercultural communicative competence:</p> <ul style="list-style-type: none"> - culture-related norms and values, culture-specific conventions <p>Language awareness:</p> <ul style="list-style-type: none"> - relationships between language and cultural phenomena; language change (Early Modern English – Modern English) <p>Language acquisition competence:</p>

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<p>Making the ‘Global Village’ work</p>	<p>Opportunities and risks of globalisation Progress and ethics in modern society</p> <ul style="list-style-type: none"> - HL: Globalization and global challenges: economic, ecological and political issues - SL: The impact of globalization on culture and communication <p>Internal Assessment:</p> <ul style="list-style-type: none"> - Writing - Reading comprehension - Language mediation <p>TOK integration:</p> <ul style="list-style-type: none"> - Understanding benefits and challenges of globalization - <i>iPhone vs. Fairphone</i> (Knowledge and Technology) 	<ul style="list-style-type: none"> - in-depth aspects of self-directed language learning <p>Functional communicative competence/Text and media literacy:</p> <ul style="list-style-type: none"> - Reading and listening comprehension: current opinion-forming articles in the international press, e.g. editorials, letters to the editor; current opinion-forming internet texts: blogs/videoblogs; information-providing graphic texts: tables, maps, diagrams - Speaking – participating in conversations: Writing: (formal letter if necessary), letter to the editor, commentary, interview - Language mediation: oral/written-formal <p>Intercultural communicative competence:</p> <ul style="list-style-type: none"> - linguistic-cultural misunderstandings and conflicts; interculturally sensitive dialogue, empathy and critical distance <p>Language acquisition competence:</p> <ul style="list-style-type: none"> - interdisciplinary content-oriented work
<p>Learning, studying and working in a globalized world</p>	<p>Life plans, study, training, profession internationally – English as a <i>lingua franca</i></p> <p>Internal Assessment:</p> <ul style="list-style-type: none"> - Written exam oriented towards Abitur requirements (examination under Abitur conditions) <p>TOK integration:</p> <ul style="list-style-type: none"> - Understanding the development of the English language as a world language and its various cultural influences (Knowledge and Language) 	<p>Functional communicative competence/Text and media literacy:</p> <ul style="list-style-type: none"> - Reading comprehension: job advertisements, websites; in HL also exposé, advertisement, PR materials - Speaking – participating in conversations: job interview; in SL: planning and realisation of own longer speeches (exam simulations) - Writing: (formal) letter, letter of application, curriculum vitae - Language mediation: informal/formal; in HL: written-formal <p>Language acquisition competence:</p> <ul style="list-style-type: none"> - Completion of school portfolio work; observe own learning process independently, assess degree of own language mastery <p>Language awareness:</p>

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		- Language change and varieties (Global English, English as a lingua franca)
Additional Assessments	Internal Assessment: - Individual oral External Assessments: - Written Assignment (creative writing and rationale based on one literary text read during the course) - Paper 1 (text-handling exercises) - Paper 2 (writing exercises)	

Approaches to Learning – Teaching Unit:

Making the 'Global Village' work

The lesson plan serves as an overview and selective in-depth study of central aspects of globalisation, guided by the question of a better common life in the "global village". In addition to the acquisition of relevant socio-cultural orientation knowledge from English-language texts and media, bridges are to be built to subject areas and German-language contents are to be made usable (bilingual approach); furthermore, orientation knowledge from previous teaching projects is to be drawn on in a new perspective. The main focus of the acquisition of competences in the areas of *functional communicative competence* and *text and media literacy* concerns the receptive-analytical as well as production/application-oriented handling of formal written and oral text formats of public expression of opinion (e.g. editorials, letters to the editor, blogs, interviews, debates). **(thinking skills, communication skills, social skills, research skills)**

- Orientation knowledge: Future workshop sustainability – the world as a "village": economic, ecological, political, cultural and humanitarian aspects and implications of globalisation (opportunities and risks of globalisation, progress and ethics in modern society); apply orientation knowledge already acquired in previous teaching units (genetic engineering & dystopia, postcolonialism & UK, USA: American Dream). **(thinking skills, self-management skills)**
- Attitudes and awareness: overcoming linguistic-cultural misunderstandings and conflicts (in the global multicultural "village"). **(communication skills, social skills)**
- Understanding and acting: engage in interculturally sensitive dialogues, develop empathy/critical distance. **(thinking skills, communication skills, social skills)**
- Using the examples of the *iPhone* and the *Fairphone*, students follow up the development of both company's ideas and aims, reflect on the future prospect regarding sustainability and discuss alternatives. **(research skills, thinking skills, communication skills)**