

Introduction to the IB English B Teacher's Book

The aim of this Teacher's Book is to support busy teachers in delivering their IB English course and in their use of the coursebook. Your particular school context, the language level of the students in your class and your own experience with the IB programme are just a few of the factors which will affect your course plan. The hope is that the Teacher's Book will save you time in your planning and help you incorporate all facets of the IB curriculum into your English language acquisition classes.

The Cambridge *English B for the IB Diploma* is a complete course for SL and HL students studying English in Group Two. It is fully in line with the IB curriculum, incorporating the new syllabus and assessments for first teaching in 2018, first examinations in 2020.

As an IB teacher you have access to the IB webpage, 'My IB'. You get your login information from your school's IB co-ordinator and can open the DP Programme Resource Centre. There you can find the Diploma Programme *Language B Guide* and the *Teacher Support Material*, which give detailed information about syllabus and assessment. If you look at the Introduction to *English B for the IB Diploma* you will find a summary and simple explanation intended for students.

Key features that you will find in the Teacher's Book

- **Schemes of work for the thematic units in the coursebook.** These include the guiding questions and learning objectives for the unit. They also indicate where the coursebook contains links to the IB diploma core: Extended Essay (EE), Theory of Knowledge (TOK) and Creativity, Activity and Service (CAS). The IB encourages teachers to make connections for their students to these parts of an IB education, encouraging them to see beyond the classroom and extend their learning. The *Teacher Resource* suggests ways of integrating the core into your classes and also includes references to the Learner Profile, Approaches to Learning and, especially, Approaches to Teaching.

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- **Proposals for how you might group the activities in a unit into a number of lessons.** These are intended to indicate how the various texts and activities are connected so that you can form them into coherent lessons and homework assignments. They also suggest additional resources for use in class and further reading for teachers.
- **Teaching notes for each activity in a unit.** The instructions in the coursebook are directed at students. The notes in the *Teacher Resource* give more detail; they provide support for each activity, clarify links to IB assessment components and point out connections between activities in the unit. In addition, you will find suggestions for differentiating tasks to meet the needs of less fluent students, and alternative ideas for video activities where access to online video may not be available.

Full answers to activities are provided, where appropriate, with indicative responses for more open tasks.

The teaching notes reference the IB document: *Approaches to Teaching*, which can be found online ('My IB') in the DP Programme Resource Centre.

It presents six pedagogical principles that form the foundation for an IB education. The expectation is that teaching in all subject areas is:

- based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective team work and collaboration
- differentiated to meet the needs of all learners
- informed by assessment (formative and summative)

The activities in the coursebook model how these principles can be applied to the work in language acquisition classes.

- **Transcripts of audio tracks** from the Listening section in each unit as well as the mock *Paper 2: Receptive skills – listening* at SL and HL (Chapter 8).
- **A glossary** of all the key terms in the word bank features at the start of each unit, including a full definition and page reference for every term.

Using online video content for language development

Each unit in Chapters 1–5 has a 'Watch and listen' section with skill development activities relating to online videos and audio recordings. Although there was some discussion during the IB curriculum review of using video clips for Paper 2: receptive skills – listening, it was decided that audio recordings would be sufficient. Therefore, including video in your English B course is an option rather than a requirement. Of course there are advantages to using short video clips with language learners. They engage the students, plus the visual component

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provides context and supporting images which help listening comprehension. The videos selected for each unit in the coursebook present viewpoints on the specific topic. The activities are designed to develop vocabulary and invite students to compare their own opinions with those expressed in the videos. The overall goal is to stimulate ideas and create an authentic reason for students to practise interactive skills.

However, in some situations it might be difficult to access online videos and, over time, resources available on the internet may change. For these reasons the teacher’s notes suggest ways to adapt the activities in the ‘Watch and listen’ sections in each unit. Keep in mind your objective of helping students explore a topic and develop the language they will need in order to talk about their own opinions and those of others.

In addition, it’s worth exploring other ways of obtaining video resources for your classroom. Here are a few suggestions:

- Other academic departments in your school may have DVDs which link to the prescribed IB themes. Perhaps your school library has a collection of documentary films. If they aren’t in English you might be able to turn on subtitles in English so your students can watch a short clip without sound.
- You could contact other English teachers in your area and find out what video resources they use in their language acquisition classrooms. If you have regional meetings for IB teachers you could bring up the idea of sharing resources.
- Popular movies in English and films of literary texts might be easier to obtain. Look at the way the activities in the coursebook use the techniques of pre-teaching vocabulary, predicting content and expressing opinions prior to watching a short section of film. You could design the same kind of exercises and substitute your own video clip for that proposed in the coursebook.
- Perhaps you could persuade English-speaking friends or colleagues to video record themselves talking about the topic in a unit you are studying. The advantage of a recording over a live chat is that your students can replay as needed to catch the meaning.

Finally, it’s worth remembering the IB emphasis on students taking responsibility for their own learning. Both the Learner Profile and the document Approaches to Learning draw attention to characteristics of collaboration and initiative. Involving students in the search for appropriate videos, the choosing of short sections for study and the designing of activities can be a very successful way to deal with challenges of access to the specific online videos used in the Cambridge *English B for the IB Diploma*.

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Language Acquisition in the IB diploma programme

The English B course is focused very much on communication skills – receptive, productive and interactive. In order to develop these competencies the syllabus is comprised of four aspects: themes, texts, concepts and language. Each of these aspects is fully integrated into the Cambridge *English B for the IB Diploma* as you can see in the following overview:

IB syllabus content

Themes for Language B

Here is how the Cambridge English B for the IB Diploma coursebook conforms to the five IB prescribed themes:

	The five IB prescribed themes for Language B	The topics in the Cambridge <i>English B for the IB Diploma</i> coursebook
Chapter 1	Identities	Unit 1: Citizens of the world Unit 2: Belief and identity Unit 3: Beauty and health
Chapter 2	Experiences	Unit 1: Pilgrimage Unit 2: Extreme sports Unit 3: Migration
Chapter 3	Human ingenuity	Unit 1: Future humans Unit 2: Technology and human interaction Unit 3: Redefining art
Chapter 4	Social organisations	Unit 1: Minorities and education Unit 2: Partners for life Unit 3: The future of jobs
Chapter 5	Sharing the planet	Unit 1: Ending poverty Unit 2: Climate change Unit 3: Power to the people

The coursebook also contains four chapters dedicated to exam preparation:

Chapter 6	Exploring text types.
Chapter 7	Paper 1
Chapter 8	Paper 2
Chapter 9	The individual oral

Text types

IB defines a text as “anything from which information can be extracted, including oral, written and visual materials” (*Language B Guide*). The texts in the coursebook are authentic and from a variety of cultures where English is spoken. They conform to the personal, professional and mass media categories stipulated in the *Language B Guide*. All are linked to activities designed to help students explore how meaning is conveyed. Experience with the written texts develops skills needed for success in Paper 2: Receptive skills – reading. The video and audio tracks (referred to by IB as ‘oral texts’) build competence for the listening section of Paper 2. These receptive skills require students to consider the five concepts and reflect on differences between the way texts are constructed in their first language and English.

In addition, Chapter 6 examines nine specific types of text in greater detail, with models, lists of key features and activities designed to draw attention to the conventions of the genres in English. Using the models as support, students can practise writing their own texts in preparation for the important assessment in Paper 1: Productive skills – writing.

At higher level students study two literary works, not from the perspective of literary analysis but rather as a way of going deeper into aspects of the culture and discovering the attitudes and experiences of people in English-speaking countries. Accordingly, the coursebook contains extracts from several literary texts with activities which function as skill-building exercises that can be applied to complete literary works which you will select for your course.

Concepts

One of the major changes to come out of the curriculum review completed in 2017 was the addition of conceptual understanding to the *Language B Guide*. The five concepts – Audience, Context, Purpose, Meaning and Variation – are described as fundamental to successful communication. You’ll find that the coursebook refers frequently to these syllabus concepts both in receptive and productive activities. As you use the *Teacher Resource* you’ll notice that it includes additional notes clarifying how activities in the coursebook relate to these five essential conceptual understandings.

Language

Students who take the English B course will already have some experience in using the language. The degree to which they can communicate will vary with the individual and the context in which you are teaching. In terms of study of the mechanics of the language, English B focuses on development of interactive skills and learning how to adapt language to fit context and audience, rather than introduction of grammatical forms for their own sake. The *Teacher Support Material* states that grammar should be taught in context with the purpose of

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enhancing communication, not as an end in itself. Of course, you will likely need to set aside time for teaching of problem structures and correcting errors, as needed by your particular students. In the coursebook, each unit contains a 'Form and meaning' section which highlights a specific structure in one of the written texts. Practice exercises are included so that students can extend their language skills.

Structuring your English B course while using the coursebook

The Cambridge *English B for the IB Diploma* coursebook follows the IB **Principles of course design** and **Best practices in language acquisition instruction** (*Teacher Support Material*). The essential principles to bear in mind when designing an IB language acquisition course are variety of activities, integration of skills and transparency of assessment. The coursebook demonstrates ways in which this can be achieved. The units within a chapter follow the same structure of communication skills so they are easier to navigate. Each unit can stand alone as three or four weeks of classwork, depending on such factors as how many students you have, how much homework you assign or how much time you allocate for discussions. The way you use the coursebook might vary with the stage of the two-year course.

- You might choose to use a complete chapter, exploring each of the three units sequentially. In this way you complete one IB prescribed theme and practise all of the receptive and productive skills.
- Alternatively you could take a cyclical approach, selecting a thematic chapter, working with one unit and then moving to another theme. Later in your course you could return to the earlier theme and study a different unit in that chapter.
- You are encouraged to adapt the units and include your own materials on a topic that engages your students in deeper exploration and research.
- You can even select a single text and the associated activities and use them without studying the complete unit. For instance, if you are preparing a second-year class for Paper 2: Receptive skills – listening, you could use the audio tracks and listening activities from units in the coursebook which you have not studied with the class. The materials are authentic and specifically designed to develop skills which will be assessed in Paper 2.

How does the coursebook prepare students for the IB assessments?

There are three assessment components at both SL and HL. Two are externally assessed during the final examination session (May for the northern hemisphere or November for schools in the southern hemisphere). These are titled: Paper 1: Productive skills – writing and Paper 2: Receptive skills, with separate sections for listening and reading. Candidates around the world take the same exam papers on the same day, which is set by the IB Curriculum and Assessment Centre (IBCA). Examination scripts are sent to IB examiners who will use the same set of assessment criteria as you will use in your classes.

The third component is the individual oral assessment, which is marked by you, the classroom teacher. Explanation about how this is to be handled can be found below.

The design of the *English B for the IB Diploma* coursebook carefully creates practice for the assessment components in every chapter. As you can see in the following table, each unit in Chapters 1 to 5 is divided into sections which correspond to the skill development needed for success in the assessment tasks.

Each unit in the coursebook opens with a statement of learning objectives and guiding questions so that students clearly understand the goals that you are setting for them. The *Teacher Resource* contains a summary of the same information in the notes for each unit

Each unit is divided into the following sections:	The communication skills addressed in each section:	The link to the IB assessment:
Getting started	Vocabulary development through a word bank. Questions and activities to stimulate curiosity and activate prior knowledge.	All assessments – productive and receptive
Watch and listen	Receptive skills: listening using video and audio recordings. The transcripts for the audio tracks are provided in the <i>Teacher Resource</i> .	Paper 2: Listening
Exploring texts	Receptive skills: text-handling of authentic texts.	Paper 2: Reading
Form and meaning	Language development: focused on phrases and sentences in the authentic texts.	All assessments
Discussion	Interactive skills: presentations, debates, collaborative activities.	Individual oral: SL and HL
Writing	Productive skills: practice in creating texts in the specified categories of personal, professional and mass media.	Paper 1: Writing

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Higher level extension	Receptive and productive skills: further texts and activities. <i>IB recommends that HL students receive 240 hours of instruction, whereas SL students should have 150 hours of class over the two-year course.</i>	All assessments at a more advanced level than SL
Literature	Receptive and productive skills. The coursebook provides extracts from literary works. The activities develop the students' ability to analyse and discuss the content of the passages. <i>Study of complete literary works is not part of the syllabus for SL students so it is not part of the assessment.</i>	Oral exam: HL only, a 3–4 minute presentation

The teacher's role in internal assessment

Your role as a DP English B teacher includes conducting and assessing the individual oral exam – hence the term ‘internal assessment’. It can be somewhat intimidating to be responsible for 25% of a student's final IB grade. For this reason, the instructions in the *Language B Guide* explain the process in great detail. If you're new to IB you also need to know that the system of moderation of teachers' marks is not intended to further intimidate you; it is simply a system designed to produce parity and correct any deviation from the IB standard. In addition to the *Guide* you should look at the *Teacher Support Material* (online at ‘My IB’) which has recordings of sample exams with comments and marks from an IB moderator.

If you are an experienced IB teacher you probably know that the IB curriculum review led to a number of changes in the system of assessing a student's oral skills. The *Language B Guide* (first examinations 2020) sets out the new protocols. In summary:

- You have the freedom to decide when you will schedule the IB oral exams. However, they should happen in the second year of the course and must be completed before the IB deadline for submission of marks, generally mid-March for the northern hemisphere exam session and mid-September for the southern hemisphere exam session.
- For SL oral exams you select photographs related to the topics which you have studied in your class and label each with the IB prescribed theme. The coursebook contains a range of photographs associated with the IB themes which you can use for practice exercises.

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- For HL oral exams you choose several extracts (each should be about 300 words) from the literary works studied in class. You'll find that each unit of *English B for the IB Diploma* has a Literature section containing extracts and activities which help students understand how to talk about a literary passage in an IB English B exam.
- On the day of the oral exam students are given a choice of two stimuli. They select one and prepare a short presentation. After the preparation time (15 minutes for SL and 20 for HL), the first part of the exam is the presentation which should last 3–4 minutes.
- Parts two and three of the exam, for a total of approximately 10 minutes, are intended to be interactive with the student and the teacher engaged first in a follow-up discussion after the presentation, then in a conversation about a topic that was studied in class. The way you should handle the discussion is explained in the *Language B Guide*.

Marking the oral exams and the moderation process

If you incorporate regular oral activities into your course throughout the two years, your students will be less intimidated by the final oral exam. The Cambridge *English B for the IB Diploma* coursebook has practice exercises in each unit. As time for the final oral assessment approaches, you can use Chapter 9 which is dedicated to preparation for the individual oral exam. Unit 9.1 focuses on standard level and Unit 9.2 on higher level.

Another advantage of practising the oral exams is that you'll become familiar with the assessment criteria (new for first exams in 2020) and skilled at the system of 'best-fit' when awarding marks. When teachers are consistent with the way they apply marks in the oral exams any adjustments can be easily made during the moderation process. You make an audio recording of each oral exam then enter your marks on the secure webpage, IBIS. Once this is completed, your IB co-ordinator will be able to access information about which recordings (with the images/literary extracts) you will upload on IBIS as a sample of your marking. These sample recordings are marked a second time by a moderator. If necessary, marks for all of your students are adjusted up or down. You will get some feedback on your marking a few weeks after the IB exam session is completed so that you'll know if you were too generous or strict in your application of the assessment criteria.

The assessment criteria are in the *Language B Guide* and in the *English B for the IB Diploma* coursebook. It's important that students also become familiar with the criteria. In fact, transparency about all assessments is central to the IB philosophy. The units in each of the thematic chapters (1 to 5) in the coursebook include activities which set students to mark their own oral exercises, as well

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as those of peers. In addition, as you prepare your classes for the final IB oral exam, you can refer to Chapter 9: The individual oral. It contains audio tracks of mock oral exams (SL and HL) with activities in Units 9.1 and 9.2 which guide students through the process so that they can apply what they learn to their own oral exam.

One thing to notice about the oral assessment criteria B2 and C (first exams in 2020) is that they are identical at SL and HL.

Criterion A: Language	Descriptors differ at SL and HL
Criterion B1: Message SL – stimulus photograph HL – literary extract	Descriptors differ at SL and HL
Criterion B2: Message – conversation	The same at SL and HL
Criterion C: Interactive skills – communication	The same at SL and HL

It’s also interesting to note that in Criterion A: Language, the descriptors in mark band 10–12 at SL (the highest mark band) are almost the same as those in mark band 7–9 at HL, which gives an indication of the extent to which HL students are expected to be more fluent than those at SL. The difference in the recommended number of teaching hours – 240 for HL and 150 for SL – means that students may have similar language competencies at the start of the diploma course but HL candidates will develop greater fluency over the two years.

Literary works for higher level students in your English B course

The study of at least two literary works originally written in English is a requirement of English B higher level. Students are expected to understand the basic elements of the literary works studied, such as themes, plot and characters. However, remember that literary criticism is not the objective. In their DP Group One course, students study literary conventions and explore the stylistic choices of a number of writers. In language B classes your aim is for students to understand and enjoy a literary work in English. You also want them to discover more about the people who speak the language and their cultures. Your purpose is to stimulate students to express ideas and opinions, to generate language. The assessment of this part of the course is in the individual oral exam when students present their ideas about a short extract (referred to by IB as a ‘literary text’) and have a discussion with you about the same passage.