



## 1. General Information

<b>Subject:</b>	Group 2 English B higher level
<b>School year:</b>	2023-2024
<b>Course:</b>	3 <sup>rd</sup> baccalaureate - 2 <sup>nd</sup> year DP
<b>Teacher(s):</b>	Alexis Contreras, Bismark Vega, Freddy González

## 2. Objectives

### General objectives

The Baccalaureate Curriculum has as guidelines two internationally recognized frameworks: the Common European Framework (CEF) and the International Baccalaureate Programme (IBO).

According to the CEF, the expected final baccalaureate English level is C1. This means that a student: Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices (Common European Framework of Reference for Languages, online pdf version, p.24).

The IBO, group 2 (language acquisition), seeks to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken: The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding (Language B Guide, IBO, 2015, online pdf version, p.5). This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity.

### At the end of the baccalaureate years, students should be able to:

- a. Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding.
- b. Understand and use language to express and respond to a range of ideas with accuracy and fluency.



- c. Organize ideas on a range of topics, in a clear, coherent and convincing manner.
- d. Understand and discuss issues related to the environment, current society and other topics, which promote global and intercultural awareness.
- e. Understand, analyze and respond to a range of written and spoken texts.
- f. Understand and use works of literature written in the target language of study.  
(Language B Guide, IBO, 2011, online pdf version, p.10)
- g. Apply literary skills, which expand from concept understanding, recognition, discussion and application when creating their own texts.
- h. Value literature as a means of acquiring language skills as well as understanding other cultures and societies.
- i. Establish connections between literary texts and real or personal experience.
- j. Recognize universal themes and conflicts, in order to promote understanding, care for others and open-mindedness.

### **Specific objectives**

#### **Knowledge and comprehension**

- k. Students demonstrate an understanding of a variety of texts.
- l. Students demonstrate comprehension, accuracy and use of pertinent vocabulary.
- m. Students are able to develop a coherent and organized response.
- n. Students respond appropriately to an authentic text.
- o. Students are able to understand and interpret literary texts.

#### **Application and analysis**

- p. Organize ideas on a range of topics, in a clear, coherent and convincing manner
- q. Understand, analyze and respond to a range of written and spoken texts
- r. Demonstrate the ability to understand the task and respond appropriately using  
a variety of text types.
- s. Develop a coherent and organized response, selecting an adequate text type.
- t. Demonstrate the ability to interact in the target language within the context of a variety of situations.

#### **Synthesis and evaluation**

- u. Students express their reaction to a statement.
- v. Is able to produce a personal response giving arguments and counterarguments.



- w. Compares and contrasts different text types, determining main ideas, purpose, audience and register.
- x. Debates on a variety of topics, giving pertinent arguments, counter arguments and supporting evidence; reaches to a coherent conclusion.
- y. Is able to determine an author's style and interpret it for a deeper understanding of the text.

**Use of language skills and communication skills**

- z. Students communicate clearly and effectively in the context of a variety of written tasks.
  - aa. Orally describe and react to a visual stimulus, respond to questions and engage in a general conversation using appropriate interactive skills.
  - bb. Uses a variety of text structures pertinently.
  - cc. Demonstrate the ability to use vocabulary appropriate to the topic.
  - dd. Able to develop a coherent response using a register appropriate to the task.
  - ee. Able to interact appropriately, giving pertinent and relevant contributions.

**3. Contents**

**Chapter 1 Identities: Fit for Life**

***Research question for the chapter:***

*What ideas and images do we associate with a healthy lifestyle?*

- a. **Listening Skills:** Receptive and Productive
- b. **Oral and Interactive Skills:** Presentations
- c. **Written text types:** Personal letters, emails.
- d. Internal Assessment analysis (HL)

**Section A: Lifestyles**

Research question: How can physical exercise contribute to our wellbeing?

**Section B: Mental Health**

Research question: How do young adults deal with the stress in their lives?

**Section C: Fit for life**

Research question: How do we become healthy adults?

**Literary Option: 1984 By George Orwell**

- e. text type: speech / Rhetorical devices
- f. *Reading comprehension*
- g. *Identifying plot elements: setting, beginning, conflict (types of), rising*



- events, climax, falling action, resolution.*
- h. Identifying types of characters; interpreting their importance*
  - i. Interpreting symbols, allusions and flashback.*
  - j. Identifying and interpreting main and minor themes*
  - k. Assess the connection between the author's style and his purpose/message.*

## **Chapter 2 Identities: Sketching our Lives!**

### **Research question for the chapter:**

*How would traveling to or living in another culture affect my worldview?*

**Listening Skills:** Receptive and Interactive

### **Oral and Interactive Skills:**

- i. Receptive: listening to a report / listening to presentations
- ii. Productive: Presenting to classmates
- iii. Interactive: Debate

### **Written text types:**

- iv. Travel blogs
- v. Personal Blogs
- vi. Diary entries

*Internal Assessment analysis (HL) Paper 1 Practice/ Context clues*

## **Section A: Migration**

Research question: How is migration different from immigration?

What is the difference between migration, immigration, and asylum seeking?

## **Section B: Holidays and Travel**

Research question: To what extent does traveling improve our cultural tolerance?

## **Section C: Leisure Activities**

Research question: Are leisure activities similar across Anglophone cultures?

## **Chapter 3 Human Ingenuity**

### **Research question for the chapter:**

*What can we learn about a culture through its artistic expression?*

**Listening Skills:** Receptive and Interactive

### **Interactive Skills:**



vii. Interviews

**Written text types:**

viii. Interview

ix. Reviews

**Internal Assessment**

Analysis (HL) *Paper 1 Practice (HL) Context clues*

**Section A: Artistic Expression**

Research question: What qualities do you need to become a successful musician?

**Section B: Media and Communication**

Research question: How are celebrities affected by fame?

**Section C: Entertainment**

Research question: Why do some fan hero worship celebrities such as actors and singers?

**Chapter 4 Social Organization**

***Research question for the chapter:***

*What is the individual's role in the community?* **Listening Skills:** Receptive and Productive **Oral and Interactive Skills:**

x. Role Play

xi. Drama

***Written text types:***

xii. Instructions

xiii. Essays

*Internal Assessment analysis (HL) Paper 1 Practice (HL) Context clues*

**Section A: Community**

Research question: What are the benefits of volunteering in your local community?

**Section B: Social engagement**

Research question: To what extent do we need to participate in a global community?

**Section C: Social Relationships**

Research question: Is it still possible to be a global citizen?

**Chapter 5 Sharing the Planet: Protecting the Planet**

***Research question for the chapter:***



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*What environmental and social issues present challenges to the world and how can these challenges be overcome*

**Listening Skills:** Receptive and Productive

**Oral and Interactive Skills:**

xiv. Discussion

**Written text types:**

xv. Reports

xvi. Guidelines

*Internal Assessment analysis (HL) Paper 1 Practice (HL)  
Context clues*

## **Section A: The environment**

Research question: What are today's biggest environmental challenges to the world?

## **Section B: Urban and Rural Environment**

Research question: What are the causes and solutions to global poverty?

## **Section C: Meeting the challenge**

Research question: How can young people tackle environmental and social challenges?

## **Chapter 6 identities: Who we are!**

**Research question for the chapter:**

*How does Language and culture contribute to forming our identity?*

**Literary Option: "Of Mice and Men" By John Steinbeck**

**Listening Skills:** Receptive and Interactive

**Oral and Interactive Skills:**

Receptive: Listening to a talk/ Listening to presentations.

Productive: Presenting to classmates, writing a proposal, writing a speech

Interactive: Presentations

**Written text types:**

Proposal

*Internal Assessment analysis (HL) Paper 1 Practice (HL)  
Proposal text conventions: Formal Language.*

## **Section A: Life and Values**

Research question: Do different Anglophone cultures share the same values?

## **Section B: Language and Identities**



Research question: In what ways does language shape our identity?

**Section C: Subcultures**

Research question: In what ways does belonging to a certain subculture define us if at all?

**Chapter 7 Experiences: Facing life's challenges**

***Research question for the chapter:***

*Does our past shape our present and our future?*

***Listening Skills:*** Receptive and Interactive

***Oral and Interactive Skills:***

xvii. Debate

***Written text types:***

xviii. Public commentary

xix. Editorial

xx. Letters to the editor

*Internal Assessment analysis (HL) Paper 2 Practice (HL)  
Context clues*

**Section A: Life Stories**

Research question: To what extent do historical events shape our life stories?

**Section B: Customs and traditions**

Research question: To what extent customs and traditions shape our present and future?

**Section C: Rites of passage**

Research question: To what extent are we shaped by the rites of passage we undergo on our journey from adolescence to adulthood?

**Chapter 8 Human Ingenuity: Scientific Innovation**

***Research question for the chapter:***

How do developments in Science and Technology influences our lives?

***Listening Skills:*** Receptive and Productive

***Oral and Interactive Skills:***

xxi. Discussion

xxii. Negotiation

***Written text types:***



- xxiii. Advertisements
- xxiv. Brochure /newsletter /flyers /leaflet

*Internal Assessment analysis (HL) Paper 1 - 2 Practice (HL) Persuasive Language*

**Section A: Technological Innovation**

Research question: How might scientific innovation influence our future lives?

**Section B: Scientific Innovation**

Research question: How might scientific innovation influence our future lives?

**Section C: The future of Humanity**

Research question: How might scientific innovation change human species?

**Chapter 9 Social Organization: 21<sup>st</sup> century Learning**

***Research question for the chapter:***

*What opportunities and challenges does the 21<sup>st</sup> century bring to education and work?*

***Listening Skills:*** Receptive and Productive

***Oral and Interactive Skills:***

xxv. Role-play

xxvi. Drama

***Written text types:***

xxvii. Formal correspondence

xxviii. Supporting letters

*Internal Assessment analysis (HL) Paper 1 - 2 Practice (HL) Persuasive Language*

**Section A: The working world**

Research question: What skills will I need to enter the job market?

**Section B: Higher Education**

Research question: How can I make a really effective college application?

**Section C: Education**

Research question: What do you need to be a really effective 21<sup>st</sup> century learner?

**Chapter 10 Sharing the planet: our rights**

***Research question for the chapter:***

*What ethical issues arise from living in the modern world and how do we resolve them?*





**Listening Skills:** Receptive and Interactive

**Oral and Interactive Skills:**

- xxix. Discussion
- xxx. Negotiation

**Written text types:**

- xxxi. Newspaper article
- xxxii. Opinion Column
- xxxiii. Pamphlet

*Internal Assessment analysis (HL) Paper 1 - 2 Practice (HL) Analytical writing style*

### **Section A: Human rights**

Research question: Does the definition of human rights differ in different Anglophone cultures?

### **Section B: Ethics**

Research question: How is the problem of trafficking in persons addressed by the media?

### **Section C: Equality**

Research question: how can we go beyond the narrow categorizations of gender roles?

## **4. References**

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