

Syllabus Outline

Language B – English

(Course Duration: September 2000 – May 2002)

Foreign Language Course for students with previous experience of learning the language

1. General Summary

The Language B programme is a foreign language-learning programme designed for study at both Higher and Subsidiary Levels by students with previous experience of learning the language. The main focus of the programme is on language acquisition and development.

The study of literary and other texts play an important part in this process.

The programme meets the needs of IB students who have already studied the target language (i.e. English) for between two and five years immediately prior to the beginning of their IB course. However, students with limited learning experience of the language or those with no previous learning experience of the language, but who live in a country where that language is spoken, may be able to follow the Language B course at Subsidiary Level.

2. Syllabus – English B (High Level)

2.1 Themes

2.1.1 Exploring Change

- Homes
- Work
- Health
- Crime and Punishment
- Learning and teaching
- Science and Technology
- The Consumer Society

2.1.2 Exploring Groups

- Relationships
- International Concerns
- The Human Race and the Animal World

2.1.3 Exploring Leisure

- Tourist or Traveller?
- The Media
- The Arts
- Sport
- Theatre
- Cinema
- Music

2.2 Texts

2.2.1 Literary Texts

- Brontë, E.: Wuthering Heights
- Mansfield, K.: The Singing Lesson
- Saki: The Open Window
- Russell, B.: How to Grow Old
- Swift, J.: A Modest Proposal

2.2.2 Informative

- Articles, reports, reviews, business letters, pamphlets, textbooks, recipes, notices, posters, forms, statistical charts, etc.

2.2.3 Journalistic

- Newspapers and news bulletins, magazines (The Economist, Newsweek), comic strips, cartoons, etc.

2.3 Language Acquisition

- Aims to integrate the teaching of an appropriate range of grammatical structures with the rest of the materials listed above.
- **The major grammatical issues covered:** the passive voice, review of tenses, review of conditionals, modal verbs, expressing wishes and regrets, gerunds, the infinitive, relative clauses, review of reported speech

2.4 Development of Skills

- The Language B syllabus aims to explore different aspects of a topic through the study of a range of texts, and at the same time to practise and develop language skills by means of a variety of activities and exercises.
- The main aim in the exploitation of the chosen texts is the development of the following skills.

2.4.1 Text Handling [Written Text]

- to develop the students' skills in understanding and using written information, practising different ways of reading (skimming, scanning, extensive reading, intensive reading).

2.4.2 Written Production

- The object of this activity is to develop the student's ability to produce their own written texts in a purposive, coherent and logical way.
- Students are encouraged to adopt a methodical approach to writing involving the following sequence of activities: selection of task, writing, comparison with model, feedback, evaluation, editing, re-writing.
- **Compulsory essay topics include:**
 - Radio in my life. (1000 words)
 - Smoking should be banned in public. (1000 words)
 - Happy street cleaner or neurotic scientist? (1000 words)
 - When abortion is considered, the man should have his say in the matter, too. (1000 words)

- Angela's Ashes: an essay based on a film, a free choice out of four different topics (1000 words)
- Living in human society is a race to Number One. (1000 words)
- Good fences make good neighbours. (400 words)
- Write an account of the least enjoyable job you have ever had. (400 words)
- Friendship or love – which is the more important relationship? (200 words)
- Describe a day in the life of a policeman or a prisoner. (350 words)
- Report based on statistics.
- Imagine that you are a social historian living 100 years from now. Write an article for a popular magazine describing what everyday life was like in the distant 1990s. (400 words)

2.4.3 Listening

- Students are encouraged to develop the skill of listening in order to be able to communicate effectively with native speakers of English. Strategies for listening are taught and developed, and the learner is exposed to many different tapes of listening experiences, including variety of accents.
- **Listening tasks include:**
 - Authentic recordings from BBC World Service (audio)
 - BBC World (video)
 - CNN (video)
 - Angela's Ashes (film) subsequently analysed in a form of essay – see above
 - various commercial language courses

2.4.4 Oral

- Students are encouraged to engage in interactive oral activity in conjunction with a fellow student or group of students.
- Group and paired discussions form a regular part of the learning process. In this way students become accustomed to communicating in English as foreign language.
- Oral activities are organised in the following formats:
 - 2.4.4.1 Whole-class Discussions
 - 2.4.4.2 Group Work
 - 2.4.4.3 Pair-work
 - 2.4.4.4 Individual Oral Work