GROUP 2
Language Acquisition

LANGUAGE B: ENGLISH
One of the main requirements for studying in Diploma Programme is to have a good command of English (at least at Intermediate level) which is B2 level according to the European standards. According to the International Exams system the level of knowledge of a IB DP graduate corresponds to CAE and IELTS (General) and minimum FCE.
The main aim of the course is to master reading, speaking and writing skills.
All the IB DP students study English only at Higher level.

According to the Language B Guide for IB Diploma Programme the aims of the Language B course are:
- develop students' intercultural understanding
- enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- develop students’ awareness of the role of language in relation to other areas of knowledge
- develop students’ awareness of the relationship between the languages and cultures with which they are familiar
- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

There are six assessment objectives for the language B course. Students will be assessed on their ability to:
1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. use language appropriate to a range of interpersonal and/or cultural contexts
3. understand and use language to express and respond to a range of ideas with accuracy and fluency
4. organize ideas on a range of topics, in a clear, coherent and convincing manner
5. understand, analyse and respond to a range of written and spoken texts
6. understand and use works of literature written in the target language of study (when studying Language B at Higher level)
<table>
<thead>
<tr>
<th>Period of study</th>
<th>Core topic: Social relationships</th>
<th>Aspect covered: Educational system</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td></td>
<td>Subtopics:</td>
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<tr>
<td></td>
<td></td>
<td>What does it mean to be well educated?</td>
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<td>The IB in the twenty-first century</td>
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<td>Structure of Education in Russia, Great Britain and the USA</td>
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<td>Education: Another choice to make</td>
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<td></td>
<td></td>
<td>Problems in education and schools: academic honesty (cheating and plagiarism)</td>
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<td>Problems in education and schools: bullying;</td>
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<td>Problems in education and schools: curriculum – Do parents have a right to take part in designing the curriculum in a school?</td>
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<thead>
<tr>
<th>Period of study</th>
<th>Core topic: Social relationships</th>
<th>Aspect covered: Relationships (friendship, work, family)</th>
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<tbody>
<tr>
<td>October /November</td>
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<td>Subtopics:</td>
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<tr>
<td></td>
<td></td>
<td>The changing structure of a family</td>
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<td>The relationships between parents and children</td>
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<td>Child abuse</td>
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<tr>
<th>Period of study</th>
<th>Core topic: Communication and Media</th>
<th>Aspect covered: Internet</th>
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<tbody>
<tr>
<td>December</td>
<td></td>
<td>Subtopics:</td>
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<tr>
<td></td>
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<td>Positive and negative impact of the Internet</td>
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<td>The children and the Internet</td>
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<td>On-line education</td>
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<td>Social networks</td>
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<table>
<thead>
<tr>
<th>Period of study</th>
<th>Core topic: Communication and Media</th>
<th>Aspect covered: Bias in media</th>
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<tbody>
<tr>
<td>December /January</td>
<td></td>
<td>Subtopics:</td>
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<td></td>
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<td>Stereotypes and the role of the mass media in creating stereotypes</td>
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<tr>
<th>Period of study</th>
<th>Core topic: Communication and Media</th>
<th>Aspect covered: Television</th>
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<tbody>
<tr>
<td>January/February</td>
<td></td>
<td>Subtopics:</td>
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<tr>
<td></td>
<td></td>
<td>The role of television in contemporary world</td>
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<td>The role of television in forming a child’s personality and developing human qualities</td>
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<tr>
<th>Period of study</th>
<th>Core topic: Global Issues</th>
<th>Aspect covered: Global warming, climate change, natural disasters</th>
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<tbody>
<tr>
<td>February</td>
<td></td>
<td>Subtopics:</td>
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<tr>
<td></td>
<td></td>
<td>The causes of global warming and climate change</td>
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<td></td>
<td></td>
<td>The connection between the global warming, climate change and natural disasters</td>
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<td></td>
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<td>What can mankind do to stop climate change?</td>
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<thead>
<tr>
<th>Period of study</th>
<th>Core topic: Global Issues</th>
<th>Aspect covered: The effect of man on nature</th>
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<tbody>
<tr>
<td>March</td>
<td></td>
<td>Subtopics:</td>
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<tr>
<td></td>
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<td>Deforestation</td>
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<td>Pollution</td>
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<td>GM Food</td>
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</tbody>
</table>
| Period of study | Core topic: Global Issues  
| Core topic: Global Issues  
| April | Aspect covered: Poverty and famine  
| Aspect covered: Poverty and famine  
| Subtopics:  
| Subtopics:  
| Homeless  
| Homeless  
| Poverty  
| Poverty  
| Child labour and slavery in 21st century  
| Child labour and slavery in 21st century  
|  
| Period of study | Optional topic: Science and Technology  
| Optional topic: Science and Technology  
| May | Aspect covered: Renewable energy  
| Aspect covered: Renewable energy  
|  
| LANGUAGE B | DP YEAR 2 | SYNOPSIS OUTLINE  

| Period of study | Optional topic: Health  
| Optional topic: Health  
| September | Aspect covered: Drug abuse  
| Aspect covered: Drug abuse  
| Subtopics:  
| Subtopics:  
| Drugs and the body beautiful  
| Drugs and the body beautiful  
| Drugs in sport  
| Drugs in sport  
|  
| Period of study | Optional topic: HEALTH  
| Optional topic: HEALTH  
| October | Aspect covered: Diet and nutrition  
| Aspect covered: Diet and nutrition  
| Subtopics:  
| Subtopics:  
| Diet and nutrition  
| Diet and nutrition  
| The consequences of unhealthy diet  
| The consequences of unhealthy diet  
| Plastic surgery  
| Plastic surgery  
|  
| Period of study | Optional topic: Science and Technology  
| Optional topic: Science and Technology  
| November | Aspect covered: Scientific research  
| Aspect covered: Scientific research  
| Subtopics:  
| Subtopics:  
| Technical and scientific development  
| Technical and scientific development  
| Artificial Intelligence  
| Artificial Intelligence  
| Scientific research and medicine  
| Scientific research and medicine  
|  
| Period of study | Optional topic: SCIENCE AND TECHNOLOGY  
| Optional topic: SCIENCE AND TECHNOLOGY  
| December | Aspect covered: Ethics and science  
| Aspect covered: Ethics and science  
| Subtopics:  
| Subtopics:  
| Humans and animals  
| Humans and animals  
| Cloning  
| Cloning  
|  
| January - April Year 2 | Preparation for Final Assessments  
| Preparation for Final Assessments  
|  
| The end of January Year 2 | Written assignment  
| Written assignment  
|  
| The middle of February Year 2 | Individual Oral  
| Individual Oral  
|  
| The end of March Year 2 | MOCK exams  
| MOCK exams  
|  
| May Year 2 | HL Paper 1  
| HL Paper 1  
| HL Paper 2  
| HL Paper 2  
|  

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IB Texts for Reading (two literary works from the list are taken for Written Assignment)

- The Great Gatsby - F. Scott Fitzgerald
- Tender is the Night — F. Scott Fitzgerald
- Brave New World - A. Huxley
- 1984 - G. Orwell
- Fahrenheit 451 Ray Bradbury
- A Streetcar Named Desire - Tennessee Williams
- Lord of the Flies - W.G. Golding
- The Catcher in the Rye — J.D. Salinger
- The Grapes of Wrath - J. Steinbeck
- For Whom the Bell Tolls— E. Hemingway
- Frankenstein - Mary Shelley
- Jane Eyre - Charlotte Bronte
- Great Expectations - Ch. Dickens

Extra-supplementary texts and short stories

Short stories by E. Hemingway
- Animal Farm - G. Orwell
- Short stories by Roald Dahl
- Short stories by O.Henry
- The Secret Diary of Adrian Mole -Sue Townsend
- Rebecca - Daphne Du Maurier
- Wuthering Heights - Emily Bronte
- Heart of Darkness - Joseph Conrad
- The Curious Incident of the Dog in the Night-time- Mark Haddon

FINAL ASSESSMENT

External assessment

Paper 1: Receptive skills
Text-handling exercises on five written texts, based on the core.

Paper 2: Written productive skills
Two compulsory writing exercises.
Section A: One task of 250–400 words, based on the options, to be selected from a choice of five.
Section B: Response of 150–250 words to a stimulus text, based on the core.

Written assignment: Receptive and written productive skills
Creative writing of 500–600 words plus a 150-250 word rationale, based on one of the literary texts read.

Internal assessment

Internally assessed by the teacher and externally moderated by the IB.

Individual oral (8–10 minutes)
Based on the options: 15 minutes’ preparation time and a 10-minute (maximum) presentation and discussion with the teacher.

Interactive oral activity
Based on the core: Three classroom activities assessed by the teacher.