



Le Monde

& Tweille

Grâce à

Vous Tous

Language Acquisition?

- Think Pair Share
- Where are you in your development as a Language Teacher?
- As an IB Educator?
- Write 3 three questions that you'll share with your partner

Programme Presentation

The Models

The IB continuum - Observe the following then Think/Pair/Share

Before: What do you know about the IB continuum?

During: As you observe the different models of the IB - what do you see? What do think? What question do you have?

After:

What did you observe? What is at the center of those Models?

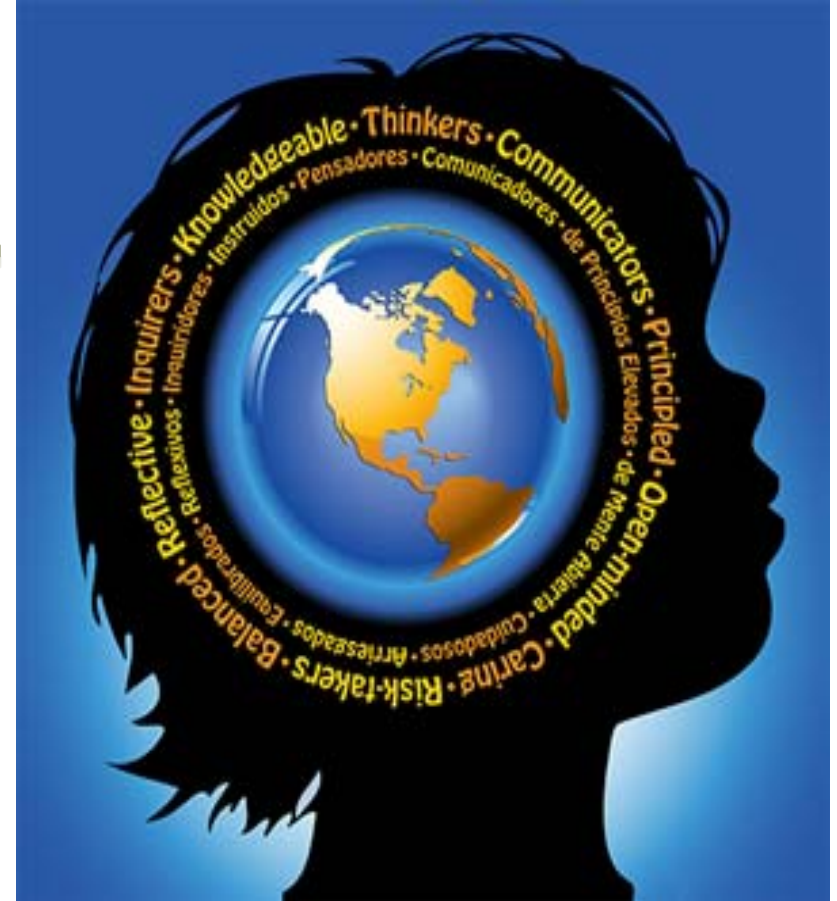
As a teacher where do you place yourself on the Diploma Model?



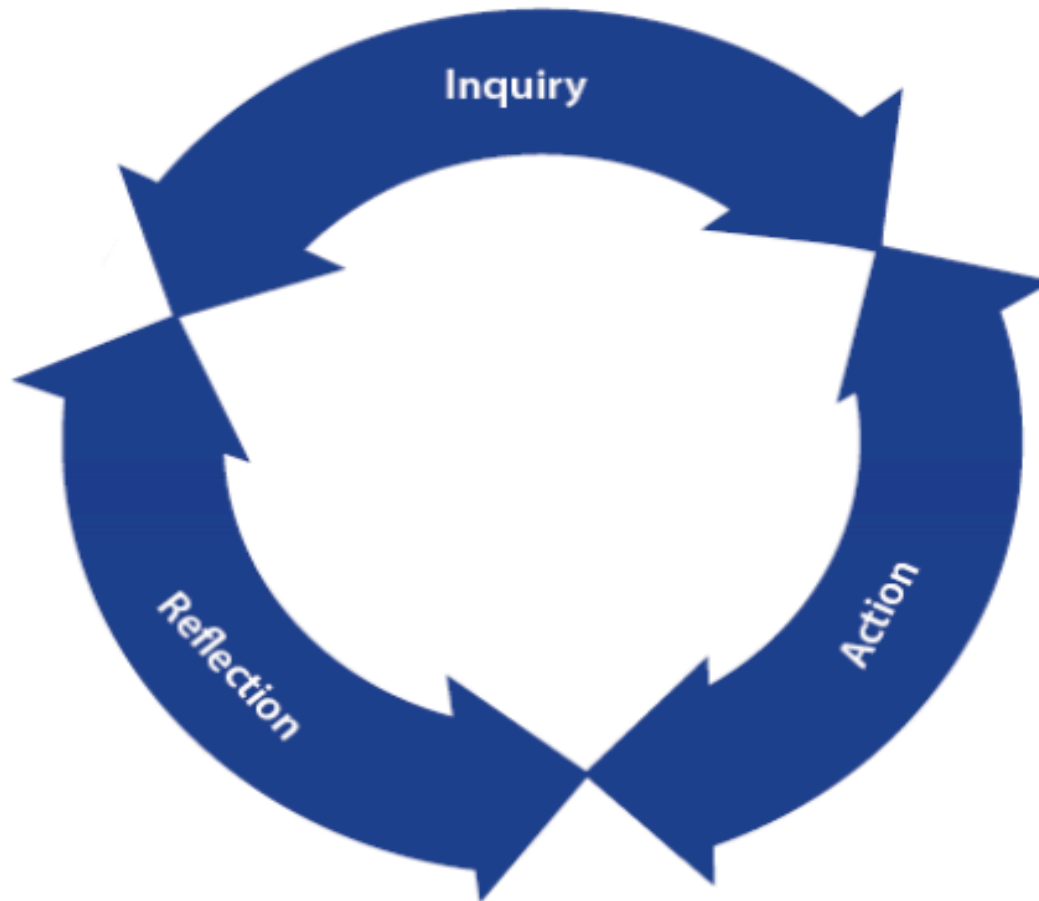


THE LEARNER PROFILE

- 10 attributes
- Which ones? Look in your workbook.
- Decide which attributes of the learner profile you are going to embody for this course and why?
- Share your thought with your elbow partner.



What is an IB Education? (2014)



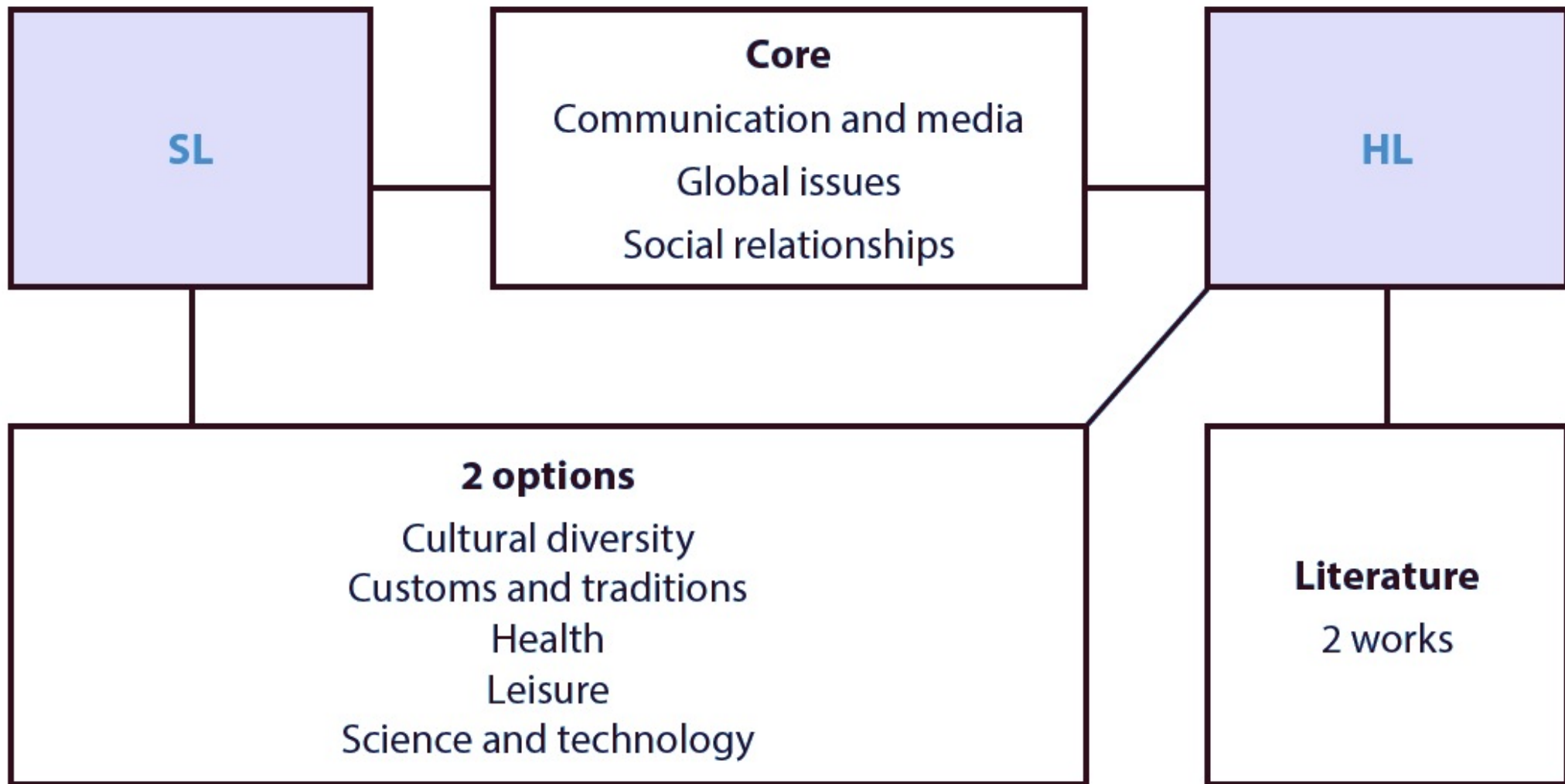


Figure 2
Language B syllabus outline

Skills, our students develop in LA course

- Discuss with a partner (with examples)
- Productive Skills?
- Receptive Skills?
- Interactive Skills?
- Productive/Receptive Skills?

Skills

- **Productive Skills:**
- Speaking, writing and social interaction.
- **Interactive Skills:**
- Oral, written exchange/listening to each other – production and reception alternate.
- **Receptive skills:**
- Silent reading- Understanding course content...



A POSSIBLE COURSE PLAN

| | Language B Topic | Sub-topic/ Specific Area of Study | | Assessment component |
|---------|--|---|--|--|
| Core | Communication and Media | Radio and television Advertising Sensationalism | Similarities & differences... comparison to the morning shows in your country and/or culture | Paper 1 (HL & SL) Paper 2 HL (Section B) Written Assignment (SL) Interactive Oral (HL & SL) |
| | Global Issues | Alcoholism International economy Pandemics | Swine flu/ Alcoholic Teenagers: facts and solutions/ The economic crisis | Paper 1 (HL & SL) Paper 2 HL (Section B) Written Assignment (SL) Interactive Oral (HL & SL) |
| | Social relationships | Relationships Minorities Taboos and the socially acceptable | Mother's day/ Beauty obsession is socially acceptable?/ Inter-cultural marriages | Paper 1 (HL & SL) Paper 2 HL (Section B) Written Assignment (SL) Interactive Oral (HL & SL) |
| Options | Cultural diversity | Migration Culinary heritage | Curry as the national dish in England/ The history of Fish and Chips/ Tolerance of migrants VS acceptance of migrants in a new society | Paper 2 SL and Paper 2 HL (Section A) Individual Oral (HL & SL) |
| | Customs and traditions | Fashion Religious events | Wedding essentials/ Christmas/ Thanksgiving/ Halloween/ Easter | Paper 2 SL and Paper 2 HL (Section A) Individual Oral (HL & SL) |
| | Health | Euthanasia Autism | Assisted suicide/ Vaccination and autism/ Autistic siblings | Paper 2 SL and Paper 2 HL (Section A) Individual Oral (HL & SL) |
| | Leisure | Entertainment Travelling | Entertainment news on BTVs/ ABC's Getaway Guides | Paper 2 SL and Paper 2 HL (Section A) Individual Oral (HL & SL) |
| | Science and technology | Ethics and technology Renewable energy | Video blocks on Youtube Solar cars | Paper 2 SL and Paper 2 HL (Section A) Individual Oral (HL & SL) |
| Core | <i>One Flew over the Cuckoo's Nest/ The Curious Incident of the Dog in the Night-time/ The Joy Luck Club/ The Color Purple/ Educating Rita/ A Streetcar Named Desire</i> | | | Written Assignment HL |

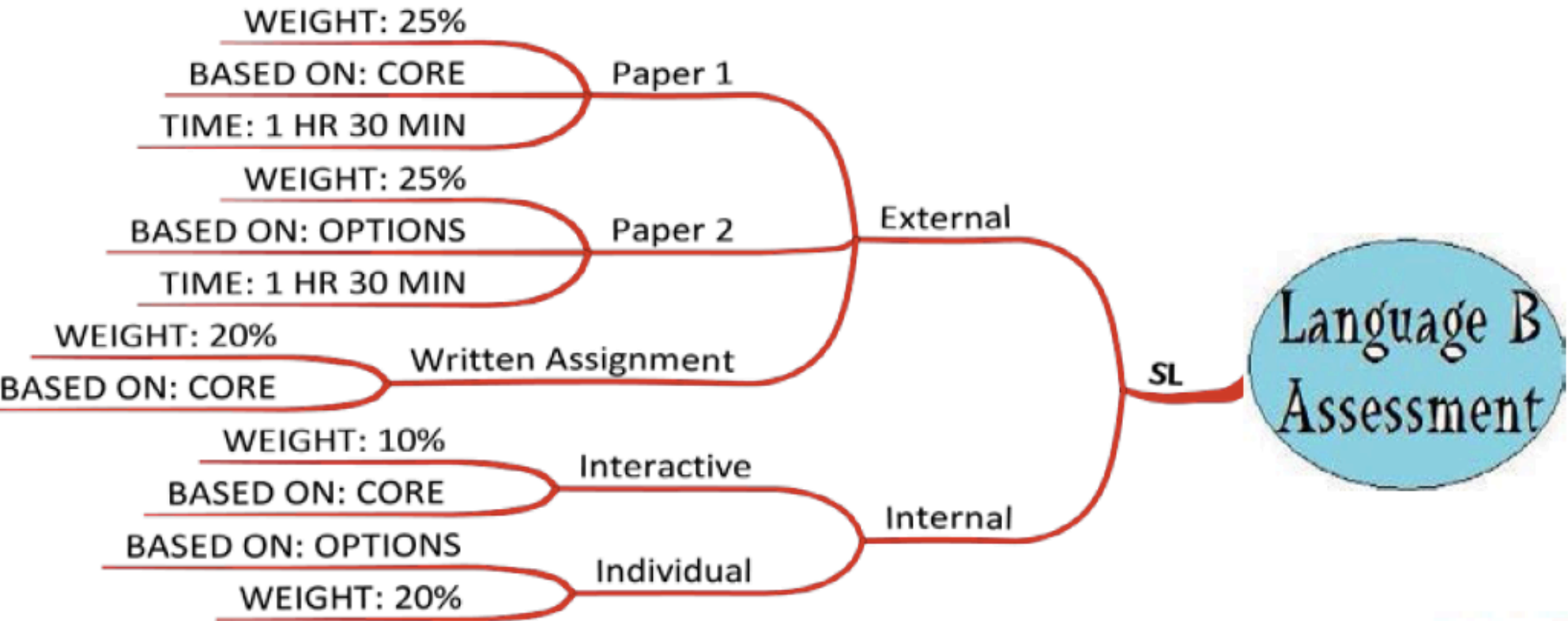


Think Pair Share

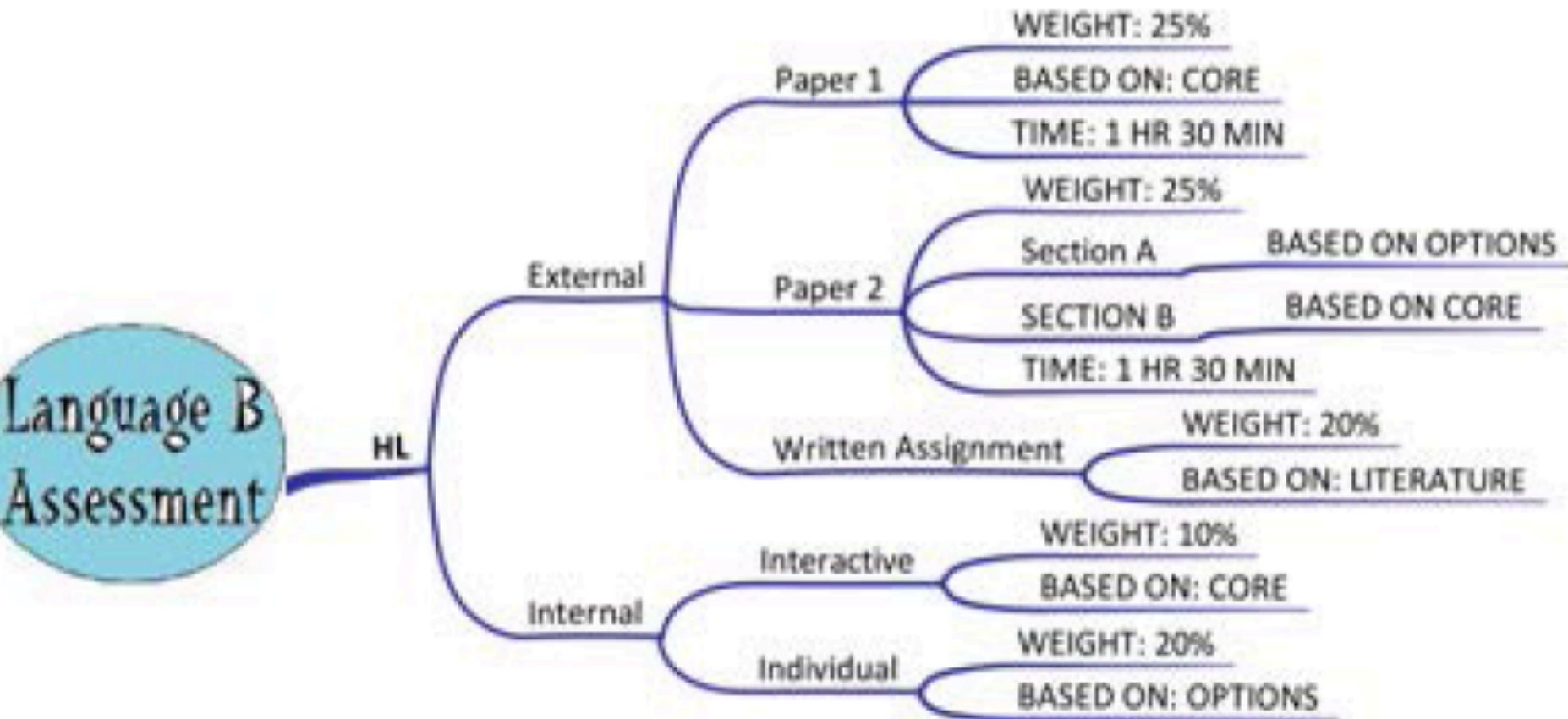
Think of the following questions

- What is the purpose of assessment, and does this purpose **really** apply to LA?
- Can you assess ones values or dispositions?
- Can you assess a change of perspective?

Assessment outline



Assessment outline



Inquiry Questions Bank

- CAS?

- TOK?



Session Reflection

From this session:

- What aspects of this session **connected** with you?
- What in the session **extended** you and your thinking?
- What in the session **challenged** you OR would you like to **challenge**?

Paper 1 – Receptive Skills

Inter-Textual reading

Paper 1- Receptive skills

Interactive reading and questions

- 25% of the global grade for higher and standard levels
- Based on the core
- Evaluated externally
- 4 texts SL – 5 texts HL



Hunting the guide

- In groups of 2, please find out what the topics of the **core** are?
- Decide on a possible 'route' to follow to start teaching those topics –
- Jot down 3 questions that you have?

The Core

There are three topics in the core

Communication and media

Global issues

Social relationships

These three topics are **compulsory** at SL and HL.
Students are required to study at least two aspects from each core topic:

The Core

- **Communication and media**

How people interact, transmit and gather data for the purposes of information and entertainment.

Possible aspects to cover:

Advertising, bias in media, censorship, internet, press, radio and television, sensationalism in media, telephone...

Global issues

Current matters and future scenarios that have an impact at a regional, national and/or international level, bearing in mind that they need to be addressed from the perspective of the target language's culture(s).

The Core contn'

Possible aspects to cover:

Drugs, energy reserves, food and water, global warming, climate change, natural disasters, globalization, international economy, migration (rural–urban, or international), poverty and famine, racism, prejudice, discrimination, the effect of man on nature, the environment and sustainability.

Social Relationships

How people interrelate and behave—as members of a community, individually and in groups.

The Core contn'...

Possible aspects to cover:

celebrations, social and religious events, educational system, language and cultural identity, or self-identity linguistic dominance, minorities, multilingualism, nationalism, patriotism, fanaticism, relationships(friendship, work, family), social and/or political structures, social behaviors and stances, taboos versus what is socially acceptable.

Text Types (that students need to know)

- Article, column
- Blog
- Brochure, leaflet, flyer, pamphlet, advertisement
- Essay
- Interview in any form
- News report
- Report
- Review
- Set of instructions, guidelines
- Written correspondence/emails
- Diary entry....



These are the types of questions that may appear in paper 1.

Standard Level

- Gap-filling exercises based on comprehension of the text
- Identifying precise references of key phrases or structures (for example, "In line x, to whom does the word 'they' refer?")
- Identifying related ideas that are in different parts of the text
- Identifying specific content items
- Identifying true sentences according to the text
- Identifying whether an explanation or definition is true or false, and finding the evidence for this in the text
- Identifying who says what in a text or a series of short texts
- Matching summary sentences with different paragraphs of the text
- Matching words or phrases from the text with definitions
- Multiple-choice questions
- Short-answer questions



- Choosing which of a number of sentences are true according to the text
- Gap-filling exercises based on comprehension of the text
- Identifying clear inference from concepts (for example, "The text says that 60% of people think x. What does this mean with regards to the remaining 40%?")
- Identifying precise references of key phrases or structures (for example, "In line x, to whom does the word 'they' refer?")
- Identifying related ideas that are in different parts of the text
- Identifying specific content items
- Identifying whether an explanation or definition is true or false, and finding the evidence for this in the text
- Identifying who says what in a text or a series of short texts
- Justifying an interpretation by locating evidence or key phrases (for example, "Where does the author say xxx?")
- Matching summary sentences with different paragraphs of the text
- Matching words or phrases from the text with definitions
- Multiple-choice questions
- Short-answer questions

Lets watch and talk using the **C/E/C** routine

- **Connect /Extend/ Challenge** routine
- What aspect of the video **connected** with you?
- What in the video **extended** you and your thinking?
- What in the video **challenged** you OR would you like to **challenge**?

“Thinking Notes”

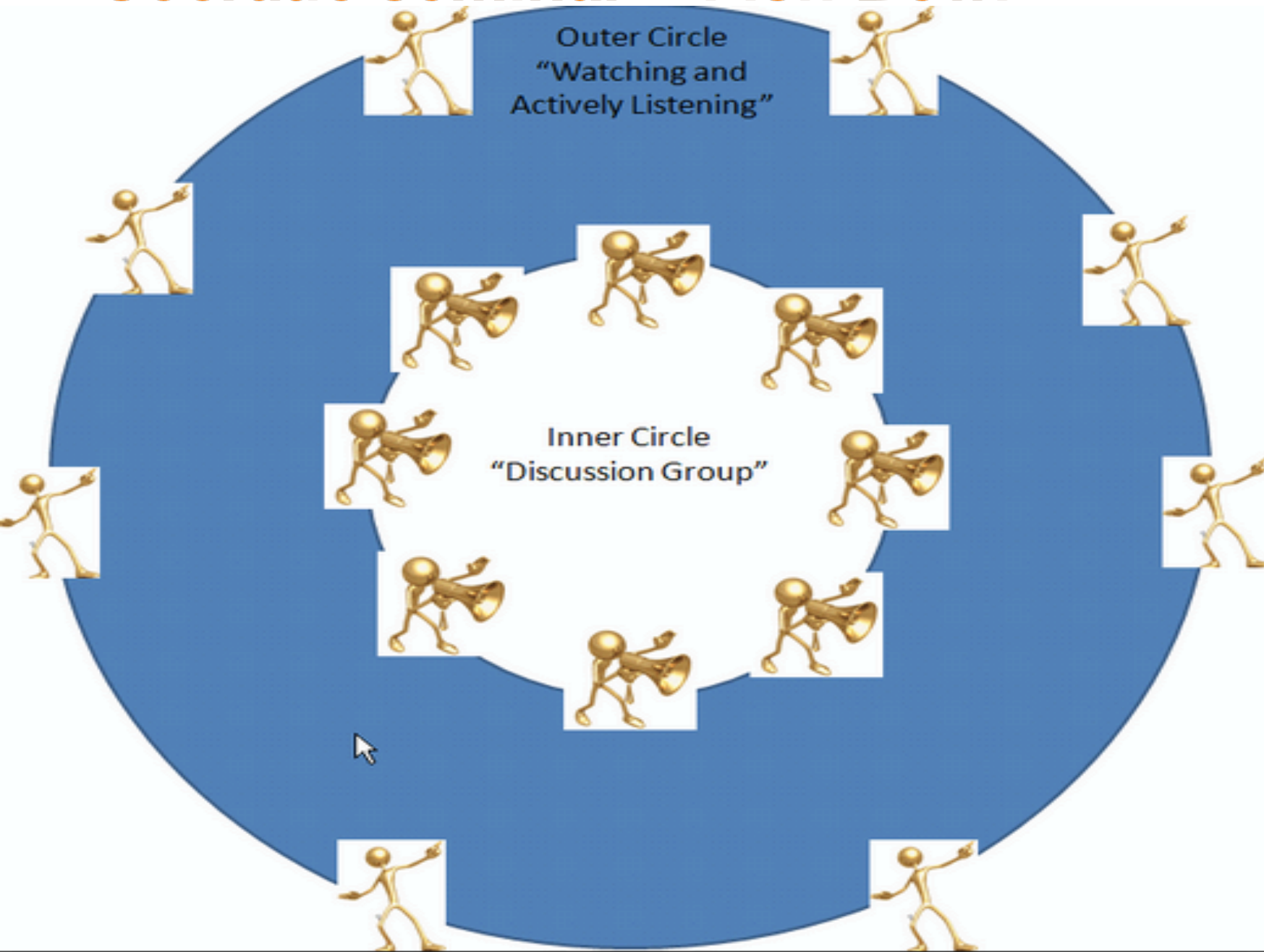
* **Main idea- central to the author’s purpose.**

! I love this part! Great writing or idea

? Raises a question- possible discussion point for class

?? Something is unclear or confusing to me- I need to ask about this in class

Socratic seminar – Fish Bowl



Predict:

Use clues to infer what may happen.

Connect:

Use what I know to understand the text better.

Infer:

Use Clues and what I know to make sense of my reading.

Question:

Ask questions while reading.

Visualize:

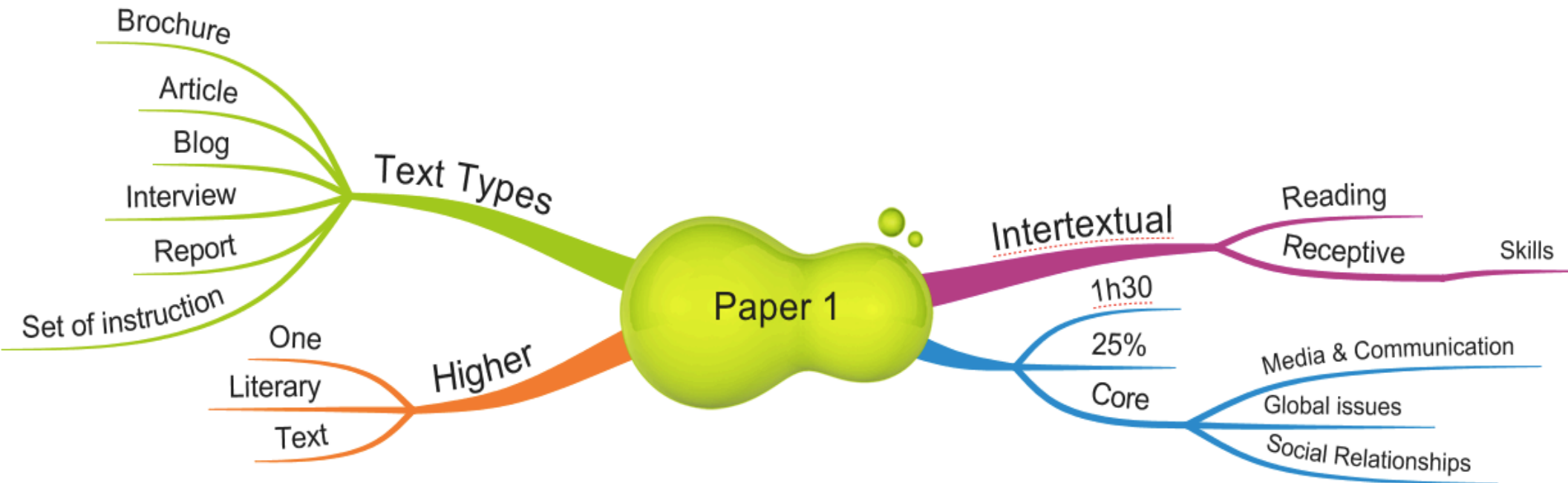
Create mental images of what I am reading.

Summarize:

Determine which ideas are most important.



Conclusion



Session Reflection

From this session, list :

- Three new understandings you have about Paper 1 .
- Two points you had clarified about Paper 1 .
- One question you have about Paper 1 .

Paper – Scissors – Rock

1. Find a partner and play paper scissors rock. The winner takes 30 seconds to talk about **one key learning** from yesterday.
2. The loser takes 30 seconds to discuss **one thing** that challenged or surprised them from yesterday's content.
3. Then find a new partner, repeat the game, this time the winner takes **30 seconds to share** something from their school's LA program that aligns with content from yesterday.
4. The loser takes **30 seconds to discuss** something about their school's LA program that **may need altering** following discussions/content from yesterday



Paper 2

Productive skills in writing

Think - Puzzle - Wonder

- What do you think **you know** about how students develop writing skills in a foreign language?
- What questions do you have about this topic?
- What are you **puzzled** about?
- Share your thinking with your elbow partner -



Paper 2 – Productive skills in writing

- Work in a small groups
- Read the following slide
- Explain to the rest of the group what you might be doing in a lesson to help students develop writing skills to write on one of the following topics.
- Join another small group, compile a list of the **5 best ideas**.

Complete one of the following tasks. Write 250 to 400 words.

1. Cultural diversity

Many of your friends have decided to have tattoos, but you disagree as this could have future negative consequences both socially and professionally. Write an article for the local newspaper's Teen Talk section explaining your thoughts.

2. Customs and traditions

A friend from a different country and culture has written to tell you that he/she has been invited for a weekend to celebrate a special event in your country but has no idea what will happen! Write a set of guidelines explaining what will take place and what he/she should do.

3. Health

The local government in your town has decided to give free medical care to people who do not smoke; however, people who do smoke will be required to pay for all their medical care. Write a letter to your local government representative expressing your viewpoint on this matter.

4. Leisure

Parents who attend their children's competitive sports events are the best of fans, yet it could be argued that this puts more pressure on the children. As the captain of a sports team, you have been asked to speak at the Parent-Teacher Association's monthly meeting about this situation. Write your speech.

Paper 2: Written productive skills

Duration: 1 hour 30 minutes

Weighting: 25%

Paper 2 is based on the options: cultural diversity, customs and traditions, health, leisure, science and technology.

This paper is externally set and externally assessed. It consists of five tasks requiring different types of text. Each task is based on a different option, from which the student chooses one. The student is expected to write 250–400 words.

The aim of this component is to assess the student's ability to communicate in writing for a variety of purposes. It requires the student to demonstrate his or her productive skills. Students' factual knowledge of the option will not be tested as such, but can, and should, be used to support what the student wishes to communicate.

Each task requires an answer with a specific text type, such as a formal letter or a report. To this end, students need to identify the purpose(s) of the task in order to use register and style appropriate to the text type.



Paper 2 – Productive skill in writing

- **STANDARD LEVEL**

- Based on the options (5) – cultural Diversity, Costums et Traditions, Health, leisure , sciences and technology.

Externally Assessed. 5 exercices requiring the writing of various text type.

- 250 – 400 words maximum

3 criteria

| | | |
|-----------|--------------|------------------|
| Critère A | Langue | 10 points |
| Critère B | Message | 10 points |
| Critère C | Présentation | 5 points |
| | Total | 25 points |



Paper 2 – Higher Level

Paper 2: Written productive skills

Duration: 1 hour 30 minutes

Weighting: 25%

Paper 2 is externally set and externally assessed. It consists of two sections.

- **Section A** (250–400 words): Based on the options—cultural diversity, customs and traditions, health, leisure, science and technology
- **Section B** (150–250 words): Based on the core—communication and media, global issues, social relationships



Paper 2 - HL- Section A

- **Section A (Options)** Each exercise requires the student to use a specific text type, such as an official letter or a report...
- The student must identify the objectives of the exercise in order to use the register and style for the type of text. The students must :
 - use language correctly and appropriately;
 - develop and organize relevant ideas ;
 - respond correctly using the characteristics of the type of text required .

Paper 2 – HL- Section B

- **Section B (Core)** The student must write a reasoned argument as a response to a text written on a core topic .
- This may be from the news or a comment made by a personality. The answer must refer to elements of the text in order to develop a coherent discussion on the topic, fueled by what has been learned during the study of the core curriculum.
- There is no prescribed answer: the evaluation is the ability of the student to express his thoughts on the text or personal response to the text .

Section A

This section of the paper consists of five tasks requiring different types of texts. Each task is based on a different option, from which the student chooses one.

Students' factual knowledge of the options will not be tested as such, but can, and should, be used to support what the student wishes to communicate.

Each task requires an answer with a specific text type, such as a formal letter or a report. To this end, students need to identify the purpose(s) of the task in order to use register and style appropriate to the text type.

Students should:

- use language accurately and appropriately
- develop and organize ideas relevant to the task
- produce the features of the required text type correctly.

Section A requires students to produce text types from the following list.

- Article
- Blog/diary entry
- Brochure, leaflet, flyer, pamphlet, advertisement
- Interview
- Introduction to debate, speech, talk, presentation
- News report
- Official report
- Proposal
- Review
- Set of instructions, guidelines

Paper 2 – Higher Level

- Based on the Options (A) and on the Core (B)

Paper 2: Written productive skills

Duration: 1 hour 30 minutes

Weighting: 25%

Paper 2 is externally set and externally assessed. It consists of two sections.

- **Section A** (250–400 words): Based on the options—cultural diversity, customs and traditions, health, leisure, science and technology
- **Section B** (150–250 words): Based on the core—communication and media, global issues, social relationships



Paper 2 – Higher Level (English)

– 3 –

M13/2/ABENG/IIP2/ENG/TZ0/XX

SECTION B

Based on the following stimulus, give a personal response and justify it. Choose any text type that you have studied in class. Write 150 to 250 words.

6. We are always encouraged to donate money to the poor. Yet, Mother Teresa* said: “Being unwanted, unloved, uncared for, forgotten by everybody [...] is a much greater hunger, a much greater poverty than the person who has nothing to eat”.

Source: www.endpovertyinternational.org (2012)

* Mother Teresa: a well-known nun who was based in India and devoted her life to serving poor, orphaned and sick people

Paper 2 - Productive writing skills

- Higher Level

A

250-400 words

Options

B

150-200

Core

Criteria

3 criteria

2 criteria



Assessment Criteria

Section A

There are three assessment criteria.

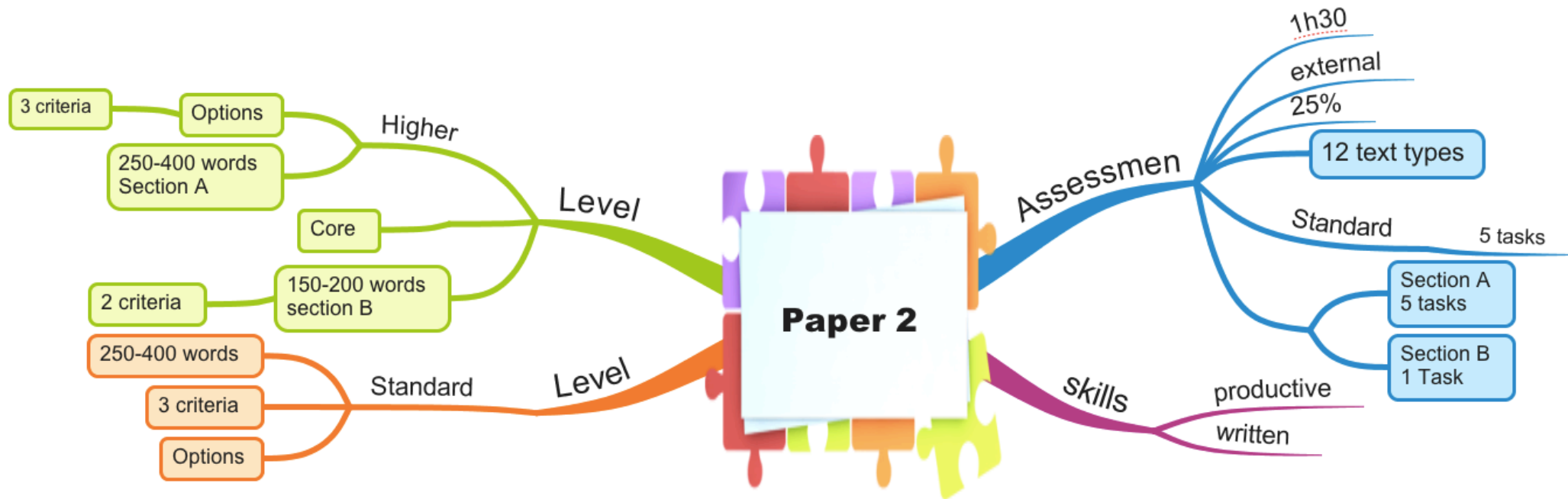
| | | |
|-------------|--------------|-----------------|
| Criterion A | Language | 10 marks |
| Criterion B | Message | 10 marks |
| Criterion C | Format | 5 marks |
| | Total | 25 marks |

Section B

There are two assessment criteria.

| | | |
|-------------|--------------|-----------------|
| Criterion A | Language | 10 marks |
| Criterion B | Argument | 10 marks |
| | Total | 20 marks |

Paper 2 – Productive skills



Standard Level

First examinations 2015

| Assessment component | Weighting |
|---|------------|
| External assessment | 70% |
| Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on four written texts, based on the core. | 25% |
| Paper 2 (1 hour 30 minutes): Written productive skills One writing exercise of 250–400 words from a choice of five, based on the options. | 25% |
| Written assignment: Receptive and written productive skills Inter-textual reading followed by a written task of 300–400 words plus a 150–200 word rationale, based on the core. | 20% |
| Internal assessment Internally assessed by the teacher and externally moderated by the IB. | 30% |
| Individual oral (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher. | 20% |
| Interactive oral activity Based on the core: Three classroom activities assessed by the teacher. | 10% |



HIGHER LEVEL

| Assessment component | Weighting |
|--|------------|
| External assessment | 70% |
| Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on five written texts, based on the core. | 25% |
| Paper 2 (1 hour 30 minutes): 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. | 25% |
| Written assignment: Receptive and written productive skills Creative writing of 500–600 words plus a 150–250 word rationale, based on one or both of the literary texts read. | 20% |
| Internal assessment Internally assessed by the teacher and externally moderated by the IB. | 30% |
| Individual oral (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher. | 20% |
| Interactive oral activity Based on the core: Three classroom activities assessed by the teacher. | 10% |

The Assessment Component

- Summary
- Questions
- Rampage of comments

Before, I used to think that....

Now, I think....



Session Reflection

Complete the following
sentences in regard to P.2:

Now I know...

I still want to know...

I feel uncertain about...

I shall start applying...

Internal Assessment Cat. 1

Session Reflection

For this session, anticipate:

- In regards to **internal assessment (IA)** , what **concerns** me the most?
- In regards to **IA**, what **excites me** the most?
- What strengths may myself and/or my school have in **supporting the IA**?
- What **changes** may myself or my school need to make to best **support the IA** ?

Internal Assessment – The options

Look in the guide – Page 13 and 18-

- What are the 5 options for the IA?
- Choose 2 options that you could study in class (or are already doing) ? What links could you make with the subjects of the core
- 3/4 minutes discussion with a partner



Options - Choose 2 out of 5

Cultural diversity

The ethnic, gender, racial, ideological and socio-economic varieties within a community of the target language.

Possible aspects to cover:

- beliefs, values and norms
- culinary heritage
- how culture is learned
- intercultural assimilation
- interlinguistic influence
- language diversity
- migration
- population diversity
- subcultures
- the concepts of human beauty
- verbal and non-verbal communication.



Customs and traditions

The current and past practices, representations, expressions and knowledge that belong to a community of the target language.

Possible aspects to cover:

- celebrations, social and religious events
- dress codes, uniforms
- etiquette and protocols
- fashion
- food
- historical events
- national costumes
- the arts.



Health

Physical, mental and social well-being, as well as matters related to illnesses.

Possible aspects to cover:

- concepts of beauty and health
- diet and nutrition
- drug abuse
- epidemics
- health services
- hygiene
- illnesses, symptoms of good/ill health
- mental health
- physical exercise
- surgery
- traditional and alternative medicine.



Leisure

The variety of activities performed for enjoyment.

Possible aspects to cover:

- entertainment
- exhibitions and shows
- games
- hobbies
- recreation
- social interaction through leisure
- sports
- travelling.



Science and technology

The relationship between science and technology, and their impact on a community of the target language.

Possible aspects to cover:

- entertainment
- ethics and science
- ethics and technology
- impact of information technology on society
- natural sciences
- renewable energy
- scientific research
- social sciences.



INTERNAL ASSESSMENT

30% of the global grade for Standard and Higher

2 criteria:

A – Productive skills

B - Interactive – Receptive skills

**Look at the following pictures?
What questions do you have?**



El botellón una gran fiesta de la que muchos se quejan



Is anorexia a problem of perspective?



Laïcité dégage!

Exercice





Muchos turistas participan en los encierros cada año en Pamplona.



Diversidad cultural

La Ruta Quetzal: ¿una experiencia que ofrece más que el senderismo?



Individual Oral (NOT MORE THAN 10 Minutes)

- 20% of the global grade
- Based on the Options
- Choice of two pictures
- 15 minutes preparation
- 10 minutes for examination (maximum)
- Description (3/4 m)
- Discussion (6/7 m)
- Criteria A et B:
- A- productive skills
- B- interactive et receptive skills

Oral Individuel

1. Description générale de l'image -

Où, quand, comment, qui, quoi, pourquoi...
3-4 minutes

2. Description plus détaillée de l'image

Couleurs, formes, tailles

Le premier plan, le centre, l'arrière plan

Liens entre les personnes /objets

3. Liens et explications avec l'une des cinq options
6-7 minutes

Coutumes et traditions

Santé

Diversité culturelle

Loisirs

Sciences et technologie

Les mots pour décrire

- Il s'agit de
- L'image montre...
- C'est une photo qui a été prise
- A l'arrière plan, on peut voir...
- Au centre/au milieu
- Au premier plan
- En gros plan...
- Derrière
- Devant
- A gauche
- A droite
- A côté de
- Dans la partie supérieure droite/gauche
- Dans la partie inférieure droite/gauche...on peut voir
- Les deux personnes/objets sont...
- C'est ...
- Ce sont ...
- Juste avant que la photo soit prise...il y avait...
- Ensuite on pourrait imaginer que...

Langue utile

- J'aime bien le fait que...
- Je pense que....
- C'est comme...
- On dirait que...
- Cela ressemble à
- Je me demande si...
- Je ne pense pas que ...
- L'intention du photographe était de...
- L'image transmet une impression de dignité/ de tristesse/ de joie...
- La légende est amusante/ très intéressante...
- Je trouve cette image choquante....

Avant /Après

Connecteurs :

- Mais
- De plus
- D'un côté...de l'autre
- Premièrement...
- Deuxièmement...
- En second lieu...
- D'ailleurs...
- Grâce à...
- A cause de...
- Cependant/pourtant
- Donc...
- C'est la raison pour laquelle...
- Il est évident que....

Langue utile

- L'image peut être liée au thème de ... que nous avons étudié en classe...
- Du point de vue de ...
- Cela démontre que ...
- En termes de ...
- La raison principale/ la cause principale pour ...c'est....
- Les effets/ l' impact de...
- Les dangers de ... sont
- Les précautions à prendre sont...
- Les facteurs à prendre en considération sont...

4. Liens avec l'interlocuteur

Interactive Oral

10% of the grade

3 ORAL GROUP OVER 2 YEARS

ONE ORAL BASED ON A VISUAL STIMULI L

NO RECORDING

BEST GRADE IS KEPT

BASED ON THE CORE

DONE BY TEACHER



Internal Assessment – Conclusion

Visible Thinking Routine - with a partner

- I now know...
- I understand this well...
- I am still wondering about...
- I don't understand...

Internal Assessment

- More questions?
- What do I know now?
- What am I still wondering about?
- What further questions remain to be asked to further my understanding?



Session Reflection



From this session, complete this Compass activity on the Internal Assessment

E = Excited

What excites you about the **IA**? What's the upside?

W = Worrisome

What do you find worrisome about the **IA**? What's the downside?

N = Need to Know

What else do you need to know or find out about **the IA**? What additional information would help **you to evaluate things**?

S = Stance or Suggestion for Moving Forward

What is your **current stance or opinion on the IA**? How might you move forward in your evaluation of this idea or proposition?

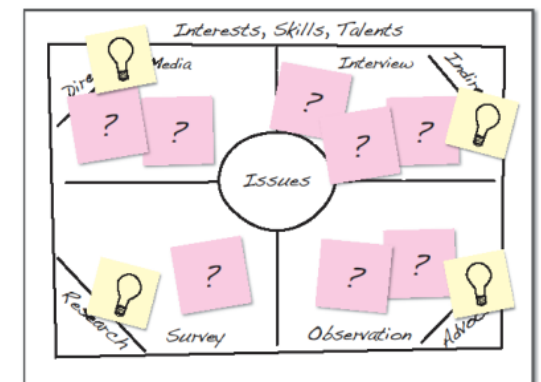
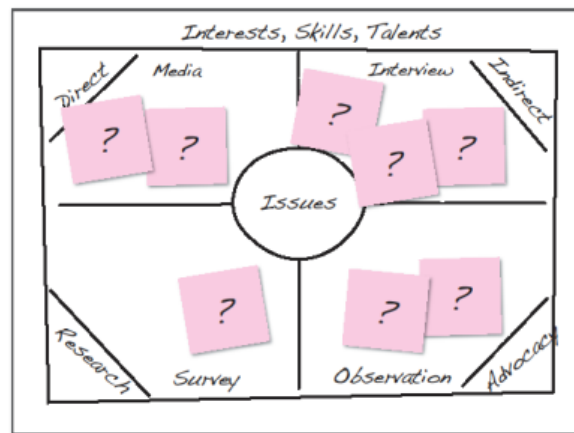
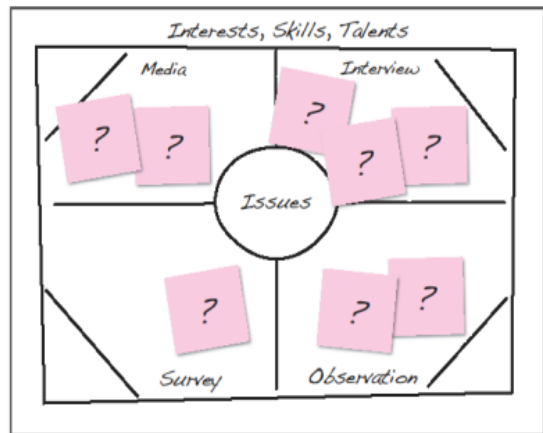
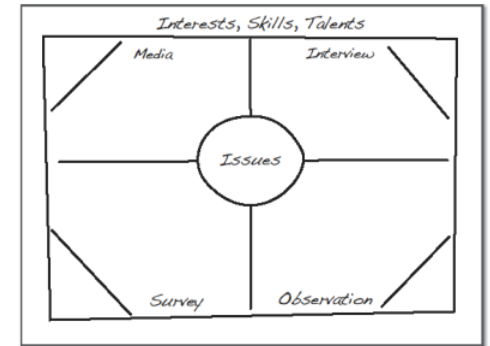
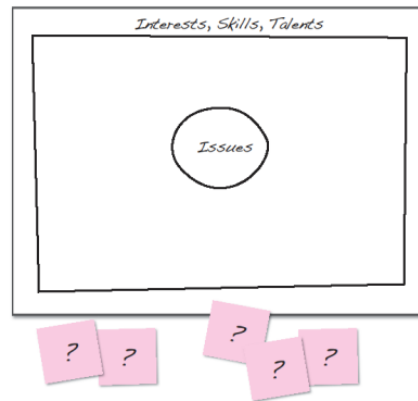
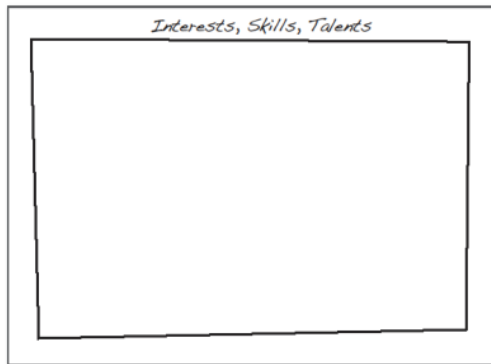
Linking the Core to the LA course

**What do you know about
the core of the Diploma
Program?
What do you want to
know?**

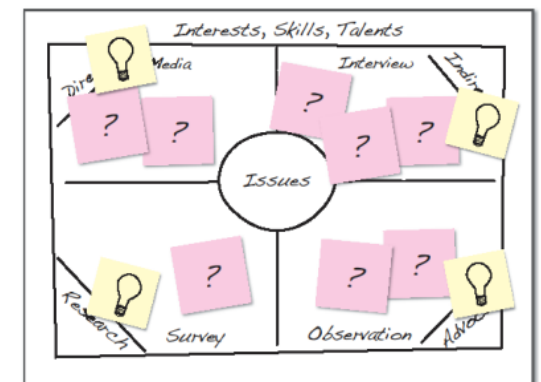
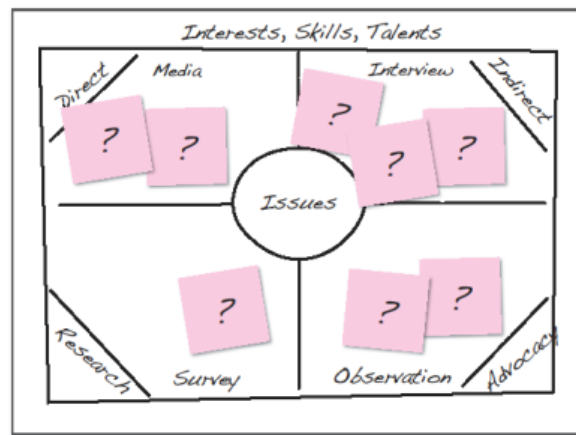
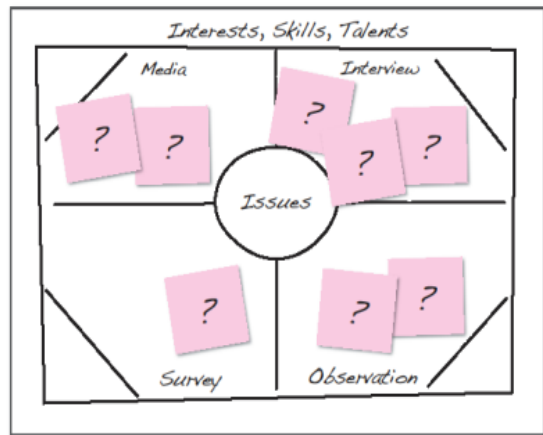
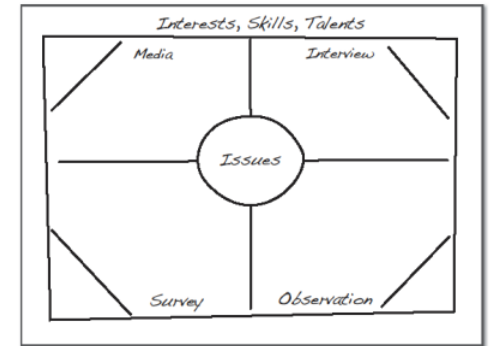
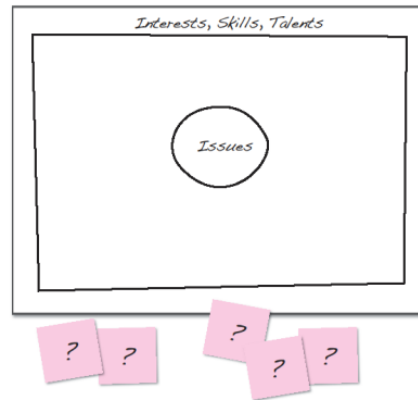
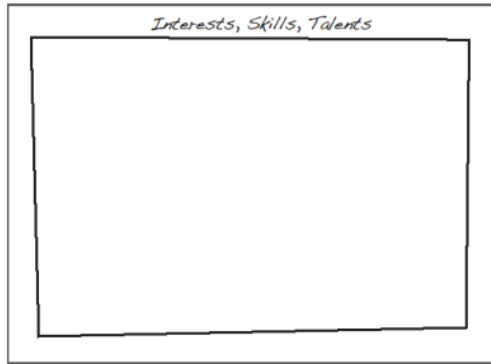
The 4 corners lesson



Four Corners



Four Corners



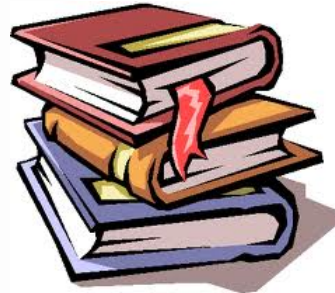
ACTION

- **DIRECT SERVICE**
- **INDIRECT SERVICE**
 - **ADVOCACY**
 - **RESEARCH**



Authentic ACTION RESEARCH

- **MEDIA**



- ▶ **INTERVIEWS**



- **SURVEYS**



- ▶ **OBSERVATION and EXPERIENCE**



4 Corners



1 NO
POVERTY



2 ZERO
HUNGER



3 GOOD HEALTH
AND WELL-BEING



4 QUALITY
EDUCATION



5 GENDER
EQUALITY



8 DECENT WORK AND
ECONOMIC GROWTH



6 CLEAN WATER
AND SANITATION



7 AFFORDABLE AND
CLEAN ENERGY



10 REDUCED
INEQUALITIES



11 SUSTAINABLE CITIES
AND COMMUNITIES



9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



Reflecting on today

- One thing **I must inquire into** is...
- An **action** I will need to take is...
- Something **I will need to reconsider** is...