



# Language B teacher support material

## Example interim objectives

For use with the *Language B guide* (August 2008)

# Objectives for years 1, 3 and 5 of the Middle Years Programme

## Year 5 objectives

The language B objectives for year 5 of the Middle Years Programme (MYP) are already in place and can be found in the *Language B guide* (August 2008). This set of **prescribed** objectives forms the basis for the **assessment criteria**, also published in the guide, which must be used in the final assessment of students' work during year 5.

Please note that in the language B guide there are three levels for certification in year 5 of the programme. The example interim objectives in this document have been written with students aiming for "language B standard" by the end of the programme in mind.

## Example interim objectives

Example interim objectives for years 1 and 3 of the MYP appear in the tables that follow. They have been developed in order to:

- promote articulation between the MYP and the Primary Years Programme (PYP)
- support individual schools in developing a coherent curriculum across the five years of the programme (or however many years a school is authorized to offer)
- emphasize the need to introduce students to the required knowledge, understanding, skills and attitudes from the first year of the programme
- provide examples of possible learning experiences and assessment tasks that will allow students to work towards meeting the final objectives for year 5
- support schools that are authorized to offer the first three years of the MYP in designing appropriate assessment tasks for the end of the third year.

Unlike the objectives for year 5, the interim objectives for years 1 and 3 are not prescribed, although the IB recommends that all schools use them. Schools may choose to adopt the objectives contained in this document or develop their own.

If choosing to develop their own interim objectives, schools must start with the prescribed objectives for year 5 and modify each one by taking into account the age, prior knowledge and stage of development of students in an earlier year of the programme. Each year 5 objective will then correspond directly to a modified objective in a preceding year of the programme. **No objectives should be omitted** from an earlier year as it is vital to ensure a coherent progression of learning across all five years of the programme.

## MYP units of work

Examples of possible learning experiences and assessment tasks are provided in the tables that follow. Each assessment task is intended to be integrated into a **unit of work** designed to address a central question or theme, known as the **MYP unit question**. More information about MYP units of work can be found in the section on “Planning for teaching and learning” in *MYP: From principles into practice* (August 2008).

Within each unit of work, the **context for learning**, **significant concept(s)** and **assessment tasks** are defined in relation to the MYP unit question. The areas of interaction provide the context for learning while the significant concepts refer to the underlying concepts that define the principal goal of the unit. Assessment tasks are designed to address the levels of students’ engagement with the MYP unit question and the aligned objectives.

### Context for learning

Every MYP unit of work has an approaches to learning (ATL) component: a shared and agreed set of skills that all teachers develop with their students throughout the entire programme. The context that frames a particular unit of work is generally derived from one of the other four areas of interaction, although ATL might be the specific context on some occasions.

Some of the examples of learning experiences listed in the tables that follow have an obvious connection to one of the areas of interaction, for example, writing a letter to the editor of their local/school newspaper in which students complain about a local environmental issue. Others may not, initially, show any clear connection. However, it should be possible to integrate many different types of learning experiences into a single unit of work.

Several examples of learning experiences listed also strongly suggest the possibility of planning an interdisciplinary unit in collaboration with other subject teachers, for example, “Follow a gymnastics routine with instructions given orally.”

### Learning experiences

Examples of possible learning experiences, separated into the three categories of oral communication, writing and reading, are provided in the tables that follow. They appear to be the same for each of the specified years of the programme, but differentiation is maintained by taking into account the degree of linguistic sophistication, the age-appropriate materials and the length required within each task. Linguistic sophistication and age-appropriate materials will naturally depend on the students’ current level of proficiency in the target language.

### Assessment tasks

One of the first stages in planning a unit of work is to design **summative assessment tasks**, linked to the MYP unit question, which provide varied opportunities for students to demonstrate their knowledge, understanding, skills and attitudes. It is also important to include ongoing **formative assessment tasks** within a unit of work as these provide valuable insights into the extent of student learning as the unit of work progresses. Examples of possible assessment tasks have been included in the tables that follow. Each assessment task is intended to be integrated into a unit of work and may therefore be regarded as a formative or summative assessment task depending on the MYP unit question being explored.

## Table of objectives: Year 5

Objectives	Examples of possible learning experiences and assessment tasks		
	<p><b>ORAL COMMUNICATION</b></p> <p>Guideline: 3–5 minutes</p>	<p><b>WRITING</b></p> <p>Guideline minimum: 200–300 words or 240–360 characters for Chinese or 400–600 characters for Japanese</p>	<p><b>READING</b></p> <p>Guideline minimum: 750–1,000 words/characters</p>
	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> <li>• practise role-playing with scripts</li> <li>• learn strategies that enable them to keep conversation flowing</li> <li>• study models of effective oral communication</li> <li>• discuss what makes a good argument, presentation, discussion, debate</li> <li>• further develop spontaneity</li> <li>• practise appropriate structures, register/tone, pronunciation, intonation and vocabulary</li> <li>• practise self-correction</li> <li>• practise recording/taping with their teacher.</li> </ul>	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> <li>• study models of effective pieces of writing</li> <li>• discuss what makes a good piece of writing</li> <li>• study typical features in text: vocabulary, grammar/syntax and register</li> <li>• practise writing texts that fulfill particular requirements</li> <li>• practise giving written feedback to their peers</li> <li>• practise self-editing/proofreading</li> <li>• practise word processing skills</li> <li>• practise research skills in the target language (using printed and online media).</li> </ul>	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> <li>• learn about skimming, scanning, reading to identify the main ideas and reading for detail</li> <li>• practise drawing conclusions</li> <li>• learn how to infer meaning from context, prior knowledge and/or visual clues</li> <li>• practise using a dictionary effectively</li> <li>• practise reading short, medium and long texts</li> <li>• practise reading under time constraints</li> <li>• practise identifying information without needing to understand every word.</li> </ul>
<p>1. At the end of the course, students should be able to communicate information, ideas and opinions.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• participate actively in a discussion based on a movie or an advertisement or a soap opera</li> <li>• read a selection of written materials on a given topic and discuss the contents with the rest of the class.</li> </ul>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• write a critique on a movie, or a magazine or newspaper article</li> <li>• create an advertisement for a product of their choice.</li> </ul>	

<p>2. At the end of the course, students should be able to demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• summarize orally a current news item taken from a television news report</li> <li>• discuss a topical, real-life issue and give their opinion.</li> </ul>		<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• summarize a current news item taken from printed media</li> <li>• read various articles on a cultural issue and demonstrate their understanding of the different attitudes expressed by making an oral or written presentation.</li> </ul>
<p>3. At the end of the course, students should be able to identify main ideas and supporting details and draw conclusions from spoken and written texts.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• assume the role of a travel agent and determine the best possible holiday destination for a “client” (played by another student) according to the needs and wishes of the client</li> <li>• assume the role of a career counsellor and determine the type of job best suited to a “client” (played by another student) according to the attributes of the client.</li> </ul>		<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• read a fable or fairy tale, look for specific information, summarize it and verbalize the moral of it</li> <li>• read a short story, and give an oral or written review to the class that includes the gist of the story and examples of the overarching message.</li> </ul>
<p>4. At the end of the course, students should be able to understand and appropriately use structures and vocabulary.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• successfully argue their point of view on a specified topic</li> <li>• conduct a spontaneous conversation with their teacher about the rules and regulations at their school.</li> </ul>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• write a formal letter to their principal in which they express their opinion about the need for a new school uniform (using the appropriate tone and register)</li> <li>• write a note to their friend informing him/her of their plans for the weekend.</li> </ul>	
<p>5. At the end of the course, students should be able to request and provide information in both spoken and written contexts.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• act as a detective in a “murder mystery” and find out as much information on a given case as they can</li> <li>• act as a suspect in a “murder mystery” and provide the necessary information as requested by the detective.</li> </ul>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• write an email to an “agony aunt” describing a problem they are facing</li> <li>• act as an “agony aunt” and respond to an email that was sent to them.</li> </ul>	

<p>6. At the end of the course, students should be able to engage actively in oral production using comprehensible pronunciation and intonation.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• debate an issue with a partner</li> <li>• assume the role of a historical character and answer questions from a reporter from the 21st century (played by another student).</li> </ul>		
<p>7. At the end of the course, students should be able to take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• present their personal project to an audience and answer questions</li> <li>• interview world leaders (played by other students) on global issues.</li> </ul>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• write a letter to the editor of their local/school newspaper in which they complain about a local environmental issue</li> <li>• write a script for an international news item for television.</li> </ul>	

## Table of objectives: Year 3

Objectives	Examples of possible learning experiences and assessment tasks		
	<p><b>ORAL COMMUNICATION</b></p> <p>Guideline: 2–3 minutes</p>	<p><b>WRITING</b></p> <p>Guideline minimum: 150–200 words or 180–240 characters for Chinese or 300–400 characters for Japanese</p>	<p><b>READING</b></p> <p>Guideline minimum: 500–750 words/characters</p>
	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> <li>• practise role-playing with scripts</li> <li>• learn strategies that enable them to keep conversation flowing</li> <li>• study models of effective oral communication</li> <li>• discuss what makes a good argument, presentation, discussion, debate</li> <li>• further develop spontaneity</li> <li>• practise appropriate structures, register/tone, pronunciation, intonation and vocabulary</li> <li>• practise self-correction</li> <li>• practise recording/taping with their teacher.</li> </ul>	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> <li>• study models of effective pieces of writing</li> <li>• discuss what makes a good piece of writing</li> <li>• study typical features in text: vocabulary, grammar/syntax and register</li> <li>• practise writing texts that fulfill particular requirements</li> <li>• practise giving written feedback to their peers</li> <li>• practise self-editing/proofreading</li> <li>• practise word processing skills</li> <li>• practise research skills in the target language (using printed and online media).</li> </ul>	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> <li>• learn about skimming, scanning, reading to identify the main ideas and reading for detail</li> <li>• practise drawing conclusions</li> <li>• learn how to infer meaning from context, prior knowledge and/or visual clues</li> <li>• practise using a dictionary effectively</li> <li>• practise reading short, medium and long texts</li> <li>• practise reading under time constraints</li> <li>• practise identifying information without needing to understand every word.</li> </ul>
<p>1. At the end of the third year, students should be able to communicate information, ideas and opinions.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• participate in a discussion based on a movie, an advertisement or a soap opera with guidance from the teacher</li> <li>• read a text on a given topic and discuss it with the class.</li> </ul>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• write a summary of the plot in a movie, or magazine or newspaper article</li> <li>• create an advertisement for a product of their choice.</li> </ul>	

<p>2. At the end of the third year, students should be able to demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• summarize today's weather report</li> <li>• discuss a family issue and express their feelings.</li> </ul>		<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• summarize their horoscope taken from printed media</li> <li>• read an article on a cultural issue and demonstrate their understanding of the different attitudes expressed by making an oral or written presentation.</li> </ul>
<p>3. At the end of the third year, students should be able to identify main ideas and supporting details and draw conclusions from spoken and written texts.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• interview a famous person (played by another student) and fill in a pre-written questionnaire</li> <li>• read an article in a teenage magazine and summarize the contents for their friends, as well as providing their opinions.</li> </ul>		<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• write an alternative ending to a story</li> <li>• write a television script based on a short story they have read.</li> </ul>
<p>4. At the end of the third year, students should be able to understand and appropriately use structures and vocabulary.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• successfully argue their point of view on a prepared topic</li> <li>• take part in a guided conversation with their teacher about the rules and regulations at the school.</li> </ul>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• write a description of an item they want to sell on the World Wide Web</li> <li>• discuss plans for the weekend with a friend using the email or a live-chat facility on the Internet.</li> </ul>	
<p>5. At the end of the third year, students should be able to request and provide information in both spoken and written contexts.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• ask for directions to go back to their hotel, assuming they are lost in a foreign city</li> <li>• give directions to a lost tourist.</li> </ul>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• write a letter to a penfriend, requesting information on their local area as a resource for a project</li> <li>• write a brief report on an accident they have witnessed (real or fictional).</li> </ul>	
<p>6. At the end of the third year, students should be able to engage actively in oral production using comprehensible pronunciation and intonation.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• debate a familiar issue with a partner</li> <li>• assume the role of a historical character and answer specific questions from a reporter from the 21st century.</li> </ul>		

<p>7. At the end of the third year, students should be able to take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• discuss a local community concern with a partner</li> <li>• interview a celebrity chef from the target culture on their current TV cooking show.</li> </ul>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• write a letter to their teacher asking for permission to stage a particular fundraising event</li> <li>• write a short advertisement that attempts to sell food or drink from the student's culture to a country of the target language.</li> </ul>	
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## Table of objectives: Year I

Objectives	Examples of possible learning experiences and assessment tasks		
	<p><b>ORAL COMMUNICATION</b></p> <p>Guideline: 1–2 minutes</p>	<p><b>WRITING</b></p> <p>Guideline minimum: 100–200 words or 120–180 characters for Chinese or 200–300 characters for Japanese</p>	<p><b>READING</b></p> <p>Guideline minimum: 300–600 words/characters</p>
	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> <li>• practise role-playing with scripts</li> <li>• learn strategies that enable them to keep conversation flowing (for example, “Excuse me?”, “Could you please repeat that?”)</li> <li>• study models of effective oral communication</li> <li>• discuss what makes a good argument, presentation, discussion, debate</li> <li>• develop spontaneity through simple random question and answer exercises</li> <li>• practise appropriate structures, register/tone, pronunciation, intonation and vocabulary</li> <li>• practise self-correction.</li> </ul>	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> <li>• study models of effective pieces of writing</li> <li>• discuss what makes a good piece of writing</li> <li>• study typical features in text: vocabulary, grammar/syntax and register</li> <li>• practise writing texts that fulfill particular requirements</li> <li>• practise giving written feedback to their peers</li> <li>• practise self-editing/proofreading</li> <li>• practise word processing skills</li> <li>• practise research skills in the target language (using printed and online media).</li> </ul>	<p>Teachers could design learning experiences that allow students to:</p> <ul style="list-style-type: none"> <li>• learn about skimming, scanning, reading to identify the main ideas and reading for detail</li> <li>• practise drawing conclusions</li> <li>• learn how to infer meaning from context, prior knowledge and/or visual clues</li> <li>• practise using a dictionary effectively</li> <li>• practise reading short, medium and long texts</li> <li>• practise reading under time constraints</li> <li>• practise identifying information without needing to understand every word.</li> </ul>
<p>1. At the end of the first year, students should be able to communicate information, ideas and opinions.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• describe a member of their family to the class and answer simple questions about them</li> <li>• describe a picture of a person or an animal.</li> </ul>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• write an email to a penfriend in which they describe their house, school or family</li> <li>• write a postcard to a friend describing their holiday.</li> </ul>	

<p>2. At the end of the first year students should be able to demonstrate comprehension of specific factual information and attitudes, expressed in simple spoken and written contexts where the language is familiar.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• follow a gymnastics routine with instructions given orally</li> <li>• draw a picture based on oral instructions.</li> </ul>		<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• take part in a treasure hunt by following the written instructions for finding the treasure</li> <li>• assemble a toy from component parts by following written instructions.</li> </ul>
<p>3. At the end of the first year students should be able to identify main ideas and supporting details with familiar language and draw conclusions from spoken and written texts where the language is familiar.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• act as a salesperson for clothes and fashion accessories, put together an outfit that the client wants and ascertain he/she is happy with his/her choice</li> <li>• fill in a survey on an environmental issue with a partner.</li> </ul>		<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• read a children’s story and answer simple factual questions, identify the main idea(s) and draw conclusions</li> <li>• read a comic strip from a newspaper and answer simple factual questions, identify the main idea(s) and draw conclusions.</li> </ul>
<p>4. At the end of the first year, students should be able to understand and appropriately use basic structures and vocabulary.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• act as a waiter in a restaurant by bringing the client what they ordered</li> <li>• participate as a candidate in a mathematics competition by answering the quiz master’s questions.</li> </ul>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• produce a poster on healthy, nutritious eating</li> <li>• produce a plan of their school for visitors to an “open day”.</li> </ul>	
<p>5. At the end of the first year, students should be able to request and provide information in simple, familiar situations in both spoken and written contexts.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• have a telephone conversation with a travel agent (played by another student) about a school trip or exchange</li> <li>• plan a website for a pet shop by interviewing customers about the type of information that should be included.</li> </ul>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• produce a travel brochure on a destination in a country where the target language is spoken</li> <li>• design a website for a pet shop by including the type of information that emerged during the interviews.</li> </ul>	
<p>6. At the end of the first year, students should be able to engage in oral production in familiar situations using comprehensible pronunciation and intonation most of the time.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• discuss hobbies and leisure activities with a friend</li> <li>• talk about their likes and dislikes with a friend.</li> </ul>		

<p>7. At the end of the first year, students should be able to take part in formal and/or informal exchanges related to the areas of interaction and to cultural and international issues with age- and topic-specific guidance.</p>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• take part in a sponsored “talk-a-thon” in the target language as part of a fundraising event</li> <li>• discuss the different school environments in their own school and typical schools in a country of the target language.</li> </ul>	<p>Teachers could design assessment tasks that allow students to:</p> <ul style="list-style-type: none"> <li>• produce a poster advertising a “talk-a-thon”</li> <li>• write a summary comparison of school environments in their own school and typical schools in a country of the target language.</li> </ul>	
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