<table>
<thead>
<tr>
<th>Teacher(s)</th>
<th>Annika Colliander</th>
<th>Subject group and course</th>
<th>Group 2, English B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course part and topic</strong></td>
<td>Social relationships – Linguistic dominance: The role of the English language.</td>
<td><strong>SL or HL/Year 1 or 2</strong></td>
<td>HL / 1</td>
</tr>
<tr>
<td><strong>Dates</strong></td>
<td>2016 autumn term</td>
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</table>

**Unit description and texts**

- The English language and its role as a global language.
- English language history.
- Language death.
- Student read the texts in the Course Companion (CC) pp 1-12 “Linguistic dominance” and answer the questions.
- Students watch and listen to Mark Pagel’s Ted Talk “How language transformed humanity”.
- Students watch and listen to David Mitchell’s talk on the (death of) Gaelic language.
- Students prepare for the first Interactive Oral Activity.
- Students prepare for Paper 2 Section B, the personal response.

**Students**

- Practice reading comprehension.
- Identify different text types.
- Work together and prepare arguments for and against the dominant role of English.
- Practice communicating their opinions in writing.

**INQUIRY: establishing purpose of the unit**

**Transfer goals**

*List here one to three big, overarching, long-term goals for this unit. Transfer goals are the major goals that ask students to “transfer”, or apply, their knowledge, skills, and concepts at the end of the unit under new/different circumstances, and on their own without scaffolding from the teacher.*

- Students will practice reading comprehension.
- Students will identify different text types.
- Students will work together and prepare arguments for and against the dominant role of English.
- Students will practice communicating their opinions in writing.

**Essential understandings**
**List here the key content/skills/concepts that students will know/develop by the end of the unit.**

**Students will know the following content:**

The role of the English language from a historical and global perspective.  
Knowledge of how languages can develop and spread, but also how and why languages can become extinct.

**Students will develop the following skills:**

Reading comprehension.  
Verbal communication in a debate situation.  
Using language appropriate to this situation, e.g. expressing and responding to arguments and counterarguments with accuracy and fluency.  
Collaborative work to organize ideas and arguments in a clear, coherent and convincing manner.  
Understanding, analysing and responding (in speaking and writing) to written and spoken texts in different genres.  
Ability to express themselves in writing.

**Students will grasp the following concepts:**

Different text types and different audiences require different levels of formality and register, different approaches.

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**Missed concepts/misunderstandings**

*List here likely misunderstandings students may have during the unit with relation to skills, content and concepts.*

**Content-based:**

You do not have to adapt your register or level of formality to different text types.

**Skills-based:**

You do not have to prepare for a debate, you simply repeat your opinions until your opponent gives up.

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**Inquiry questions**
English B unit plan, Jan Carlsson May 2016

<table>
<thead>
<tr>
<th>Content-based:</th>
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</thead>
<tbody>
<tr>
<td>Why has the English language been so successful in spreading globally?</td>
<td>How and why do languages develop and spread?</td>
<td>Why do languages become extinct?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills-based:</th>
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</thead>
<tbody>
<tr>
<td>How can I increase my reading comprehension skills?</td>
<td>How can I increase my verbal communication skills, e.g. in a debate situation?</td>
<td>How can I improve my writing?</td>
</tr>
</tbody>
</table>

**ACTION: teaching and learning through inquiry**

<table>
<thead>
<tr>
<th>Essential understanding goals</th>
<th>Assessment of essential understanding goals</th>
<th>Learning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy and paste the essential understanding goals from above “Inquiry” section.</td>
<td>Write a 1:1 matching assessment for all goals. Assessments should be labelled formative (F) or summative (S).</td>
<td>Check the boxes for any pedagogical approaches used during the unit. Aim for a variety of approaches to help facilitate learning.</td>
</tr>
</tbody>
</table>

**Students will know the following content:**

- Students will practice reading comprehension.
- Students will identify different text types.
- Students will work together and prepare arguments for and against the dominant role of English.

**Content-based:**

- Reading the texts in the CC and answering the questions in connection to these. (F)
- Looking at format and approach of different text types. (F)
- Based on texts in CC and group research, take part in a debate on the role of English language in a global perspective. (S)

- Small group/pair work.
- Lecture/Powerpoint.
- Group presentation/Role play.
- Individual writing.
English B unit plan, Jan Carlsson May 2016

<table>
<thead>
<tr>
<th>Students will practice communicating their opinions in writing.</th>
<th>Based on a given stimulus, writing a personal response (Paper 2, Section B). (S)</th>
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**Language and learning**
Check the boxes for any explicit language and learning connections made during the unit. For more information on the IB’s approach to language and learning, please see the guide.

- ✓ Activating background knowledge.
- ✓ Scaffolding for new learning.
- ✓ Acquisition of new learning through practice.
- ✓ Demonstrating proficiency.

**TOK connections**
Check the boxes for any explicit TOK connections made during the unit.

**CAS connections**
Check the boxes for any explicit CAS connections. If you check any of the boxes, provide a brief note in the “details” section explaining how students engaged in CAS for this unit.
**REFLECTION: Considering the planning, process and impact of the inquiry**

<table>
<thead>
<tr>
<th>What worked well</th>
<th>What didn’t work well</th>
<th>Notes/changes/suggestions:</th>
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**Transfer goals**

*List the transfer goals from the beginning of this unit planner.*

- Students will practice reading comprehension.
- Students will identify different text types.
- Students will work together and prepare arguments for and against the dominant role of English.
- Students will practice communicating their opinions in writing.

**Transfer reflection**

*How successful were the students in achieving the transfer goals by the end of the unit?*