

## Language B

IB Diploma Category 2 (generic) with Susan Menand

May 21-23, 2025

### About this workshop

This workshop is provided by IBICUS Ltd, a licensed and fully authorised organiser of professional development programmes for the IB community.

Following the IB Guidelines for this workshop Category we will focus on:

Supporting the core of TOK, EE, and CAS within Language B, designing and planning the Language B course, integrating the ATL and ATT skills, conceptual understanding in Language B, strategies to teach reading, writing, speaking, and language skills, support for the Internal Assessment Individual Oral, Paper 1 (writing), Paper 2 (reading and listening), sharing of resources

### Pre-workshop information and preparation

It is essential that participants come ready to share their practice, ideas and resources.

Before the workshop, please do the following:

Print or download the Language B guide and Teacher Support Material (TSM) from the PRC

Introduce yourself on the Padlet (sent in welcome email)

### APPS and materials

Please ensure that you have access to and understand how to use the following:

Google Drive, Padlet, Zoom

## DAY 1

UK Time	Session	Objective	Session Content
08:30 – 08:55	WORKSHOP SET UP	Meet and greet and ensure all participants have connectivity and access to materials and apps	Welcome, navigation, app usage, general housekeeping
08:55 – 09:00	BREAK		
09:00 – 10:00	1.1	Learn the aims of the Language B course and how Language B connects to the core (TOK, EE, CAS) – an overview	Course aims, support of the IB core in Language B
10:00 – 10:15	BREAK		
10:15 – 11:45	1.2	Discuss the role of academic honesty in Language B and how to integrate the ATLs and ATTs	Academic honesty, ATLs, ATTs and connections to Language B
11:45 – 12:00	BREAK		
12:00 – 13:30	1.3	Learn different ways to plan the Language B course and discuss advantages and disadvantages of each plan; unit planning and lesson planning strategies; discuss how to weave conceptual understanding and international mindedness in units and lessons	Course planning strategies, DP unit planning and beginning to work on a unit while weaving in international mindedness and conceptual understandings

		Asynchronous activity – read rubric for paper 1 and paper 1 samples	
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## DAY 2

UK Time	Session	Objective	Session Content
09:00 – 10:30	2.1	Learn how to prepare students for paper 1 writing; review the paper 1 rubric and identify conceptual understandings	Paper 1 rubric review, review sample paper 1 and examiner markings, strategies to prepare students for writing
10:30 – 10:45	BREAK		
10:45 – 11:45	2.2	Learn how to select a visual stimulus for the individual oral for standard level and the literary extract for higher level; become familiar with the teacher responsibilities of the IAIO	Listen to sample orals and apply marks, review the SL and HL rubric, learn strategies to prepare students for the IAIO
11:45 – 12:00	BREAK		
12:00 – 13:30	2.3	Become familiar with the rubric of the IAIO and how to accurately apply a consistent mark	IAIO – Internal Assessment Individual Oral – selecting visual stimuli or literary extract; format of the IAIO and teacher responsibilities

Asynchronous activity – Listen to IAIO – individual oral samples

## DAY 3

UK Time	Session	Objective	Session Content
09:00 – 10:30	3.1	Learn paper 2 question types for reading exams, review of the paper 2 readings	Paper 2 – readings Review of paper 2 sample readings and question types, share strategies to help students improve reading skills
10:30 – 10:45	BREAK		
10:45 – 11:45	3.2	Paper 2 Listening question types, review of listening format	Paper 2 – listening Review question types, listen to sample listening paper 2, share strategies to prepare students for listening assessments
11:45 – 12:00	BREAK		
12:00 – 13:30	3.3	Review the course design and come back to the core – weave the core back into the course design of a unit Answer questions, share strategies and resources	Continue to work on unit and integrate the core into the unit Share strategies and resources with all teachers and teachers of specific languages