



Southbank
International School
LONDON'S LEADING IB WORLD SCHOOL

2019 ELLA (ENGLISH LEARNING AND LANGUAGE ACQUISITION) HANDBOOK

This handbook is to provide information on the ELLA (English Language Learning & Acquisition) Department, which covers ELL (English Language Learning) and ELA (English Language Acquisition).

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SOUTHBANK ETHOS

As part of Southbank, The ELLA department is committed to academic rigour, a liberal ethos, and the values of the International Baccalaureate. We aim to:

- have a broad curriculum with a global outlook and a strong emphasis on inquiry
- promote academic rigour, and enthusiasm for learning
- provide opportunities for students to study other languages, as well as their own, and to become good communicators
- celebrate intellectual scepticism, and stress the importance of remaining open-minded and reflective
- support individual needs and develop individual strengths, so that everyone can fulfil their potential
- use London as a classroom
- be an open, inclusive community that:
 - offers a safe, caring, and supportive environment
 - has high expectations in all areas
 - treats every individual with fairness and respect
 - celebrates diversity, and welcomes those new to the school community
 - encourages dialogue, and listens to and considers others' point of view
 - has strong and effective leadership which makes clear decisions after appropriate consultation
 - develops a culture of responsibility, service and accountability
 - encourages a culture in which creativity and imagination are celebrated.



ELLA DEPARTMENT AIMS, OBJECTIVES AND ETHOS

AIMS

MYP: to teach native-like English (the primary model being British English, given that the school is located in the UK).

MYP and DP: to support learners with other IB/academic subjects.

DP: to teach the (English) Language Acquisition programme (HL only).

OBJECTIVES:

- To enable students to move into mainstream (MYP) English as soon as they have reached the CEFR competency target for their grade in all four language skill areas
- To enable students to gain the highest possible grades in the IB English B examinations
- To raise communication skills from survival to the level at which they can integrate fully with their peer group
- To help our students navigate their school subjects and IB jargon
- To liaise with subject teachers and provide support for their courses
- To give support for new students to help them to integrate socially
- To improve written English so that students can create different text types, such as essays, letters, articles, reports etc.
- To improve spoken English and build genre differentiation: for example, giving presentations, conversing politely, debating etc.
- To increase oral confidence and fluency, especially in students who are particularly shy, hesitant or generally reluctant to speak and to encourage them to be “Risk Takers”
- To increase listening skills, including the ability to pick out salient points in a long list, passage or dialogue
- To teach reading skills of scanning, skimming and reading for detail
- To diagnose students’ strengths and weaknesses and give differentiated instruction according to need where possible

ETHOS:

(For the relevant part of the Southbank Teaching and Learning Policy, see Appendix 2; for the relevant part of the Southbank Language and EAL Policy, see Appendix 3)

We follow the ethos stated in both the Southbank Teaching and Learning Policy and the Southbank Language and EAL Policy. In summary:

- We strive for our students to become better students, better people, with the qualities described in the IB Learner Profile: knowledgeable, balanced, reflective, principled, open-minded, caring, communicators, inquirers and risk-takers.
- We want students to reach the highest levels of achievement by ensuring that effective learning takes place in the classroom and beyond, through high quality, motivational and varied lessons.
- The classroom experience will be interactive, with an emphasis on student independence, as well as mutual respect between the teacher and the students
- Teachers will guide the students, tracking their progress with regular assessments, helping them learn to learn in general, as much as in relation to the English language.

We believe that language, multilingualism and multiculturalism are essential to the success of the students and Southbank in general.



ENTRY, EXIT, PROGRESSION

We align our proficiency levels with the CEFR (Common European Framework of Reference) grading system. Here are the levels and how they equate to MYP Language Acquisition Phases:

A0 - absolute beginner	Phase 1
A1 - elementary user	Phase 1
A2 - low intermediate user	Phase 2
B1 - high intermediate user	Phase 3
B2 - early advanced user	Phase 4
C1 - advanced user	Phase 5
C2 - as proficient as an educated, adult native speaker	Phase 6

There is room for flexibility, based on each student's background, strengths and weaknesses, but generally speaking, the Entry/Exit levels, using the CEFR are:

Grade 6: we will accept students at A2 and send them to mainstream English when they hit a strong B2 level in all skills – speaking, listening, reading, writing, grammar and vocabulary range (at our discretion). For these students a conditional offer is often given, which requires the student to engage in English language learning prior to full enrollment)

Grade 7: we will accept students at B1 – even A2 if there is evidence of rapid development – and send them to mainstream if they reach a strong B2 level .

Grade 8: we will accept students at B1 and send them to mainstream if they reach a C1 - or a strong B2 level

Grade 9: we will accept students at B1 and send them to mainstream if they reach a strong C1 .

Grade 10: we will accept students at B2 – even B1 if there is evidence of rapid development – and send them to mainstream if they reach a good C1, including a pass at FCE.

Grade 11: we will accept students eligible for English Language B on the DP at C1 or higher.

ENTRY INTO THE ELLA PROGRAMME

There are three ways:

1. Transition from Southbank PYP - Hampstead and Kensington

Following discussion between the PYP and MYP ELLA departments, we decide which Grade 5 students are likely to be on our programme and which not, though they may still require monitoring.

2. External entry

All potential ELL students take the Oxford Online Placement Test at home, with the result processed by the Admissions Department. Upon arrival, those looking likely to require ELL support take the same test and produce a short piece of writing (under test conditions) to give an accurate CEFR level. The test is in two parts: Grammar/Vocabulary in Context and Listening; Students respond with Multiple Choice answers or by filling in gaps to written and spoken stimuli.

3. Referral

Occasionally mainstream students are referred by their Advisors or English teachers. This is perhaps due to the demands of a new syllabus and a new learning environment he or she finds him/herself struggling linguistically.

We test all students with a recent ELLA history in order to check their English language needs.

Here are some samples of the same writing placement task to show the different levels of ability that we deal with. At placement a judgement is made, partly using the teacher's experience, but also by analysis of a number of factors, such as the accuracy of the English, the risk-taking, the style, the composition, the handwriting etc.

This Grade 6 student was considered low (borderline A1 and A2). The language is very simple, the organisation is not sophisticated and there are a number of basic errors.

Part 1:

Write up to **50 words** about the last two weeks of your holiday – what did you enjoy and what was not so enjoyable?

Part 2:

The second week of September is Discovery Week, when your whole grade will go to an 'activity camp'. Write up to **50 words** about what you think will be good and bad about that week.

In the holiday I went to Japan. In Japan I went back to my old school and saw my old ^{SP} friends. In the ^{Gr} weekend I went back to my grandma's house and ^{Gr} met my uncle and played with card games. I was not ^{ww} enjoyable about that ⁱ my uncle was stronger than me because last year I was stronger than him. In the super-market I ^{SP} bought many [?] snack for london because in london we can't buy Japan's snack. Still if we can buy Japan's snack it is very ^{se} expensive. I was unhappy because it was summer so I ^{SP} couldn't bring it back to london.

EAL

A1/A2

This grade 6 student was judged A2: a little more sophisticated (note the attempted paragraphing), more complex language, but a lot of incorrect English.

Part 1:

Write up to **50 words** about the last two weeks of your holiday – what did you enjoy and what was not so enjoyable?

Part 2:

The second week of September is Discovery Week, when your whole grade will go to an 'activity camp'. Write up to **50 words** about what you think will be good and bad about that week.

The two last weeks of my holiday I went to asturia
Spain. With my Mom, my dad, my sister, my brother and
best friend of my brother. I go to asturias because my
mom was born there.

We on the 31 of July, we clean the house and we go
to the town. The second day my dad go to take the
rari hous name is Margarita later come my uncle to
visit us. The next tree days we go to the bech
with ar friends the 5 day starts to rain and
need to stay in home. Two days later stop the rain
but the best friend of my brother. He ride a car with
me and family. The other day we went to the bech.

Part 1:

Write up to **50 words** about the last two weeks of your holiday – what did you enjoy and what was not so enjoyable?

Part 2:

The second week of September is Discovery Week, when your whole grade will go to an 'activity camp'. Write up to **50 words** about what you think will be good and bad about that week.

This holiday I went to Tenerife Island for doing surfing with my whole family and my four cousins in June for 2 weeks. Then I went to Lapland in the Arctic Circle to visit Santa Claus and my friends and my school in Finland, we went to cities in Finland... one was Oulu, Inessu, Pasila Bole, Rovaniemi where Santa Claus lives and in Ruoholahti, Grasniken where mainly the city center and shopping center is. After that I went back to Spain for enjoying the time with my family and friends and the good weather for going to the beach. After that I went to France, Paris for seeing and visiting 2 time seeing the Torre Eifel, I also went to Futuroscope in France to go to a water park and rided in super cool scary rides.

EAL

B1

Part 1:

Write up to **50 words** about the last two weeks of your holiday – what did you enjoy and what was not so enjoyable?

Part 2:

The second week of September is Discovery Week, when your whole grade will go to an 'activity camp'. Write up to **50 words** about what you think will be good and bad about that week.

66

I was really excited, when I heard me, my ^{we} mum, and my dad were going back to Istanbul, the place I used to live (in). The thoughts, meeting my old friends, doing the things I used to do made me joyful.

When we arrived at my house, I ^{we} directly went outside to play with my friends. Although, I came home super tired, I thought what I did was worth it. Fortunately, we stayed at Istanbul ^{we} quite long, as a result I could do everything I wanted to do there.

The things I found really enjoyable were, ^{fr.} relaxing, doing whatever I want. The thing I didn't find so enjoyable was, not meeting my school friends. I only met my friends that are living in the same building as I did.

NOT EAL

Finally, this Grade 9 student was judged high B2, even C1.

I spent the last two weeks of my holiday in Cyprus. My grandparents and cousins live there so I spend two weeks there every summer. I enjoyed meeting my relatives and spending time with them. I watched so many football games with my grandpa as we both really enjoy it. I went swimming with my cousins every single day as the sea is very nice there. I didn't enjoy the weather as it was extremely hot. It was over 40°C most of the time so the only place to spend time was the sea and I couldn't really do many other things.

I know that Southbank allows students to get out of the school during lunchtimes. This is different than other schools I've been to and it's great that the school trusts the students about that. I like that the school is very serious about education. I can see that as I have 3 tests on the first day of school. I would like to have a great time here just like the other schools. Southbank could be my ideal school because of the good level of education and it's also a great place to socialize.

Strong B2 (would be C1
but not enough variety.)

EXIT

EAL students are carefully monitored whilst in the Department and when they are deemed to have reached the target CEFR level in all four language skills they either retake the Oxford Online Placement Test (OOPT) to confirm their level or are entered for the Cambridge First Examination. As the latter involves a cost, this will be on parental demand. Qualifying students are then referred to the Head of Language A. Entry to Mainstream English depends on the successful completion of one piece of written work produced over several days in addition to a timed written assignment completed under examination conditions on a topic suitable for the student's age group. Language "A" English teachers of the grade level then assess the two samples of writing using the CEFR and the relevant MYP Language A criteria to reach a conclusion about the student's suitability to transfer to English Mainstream Language A.

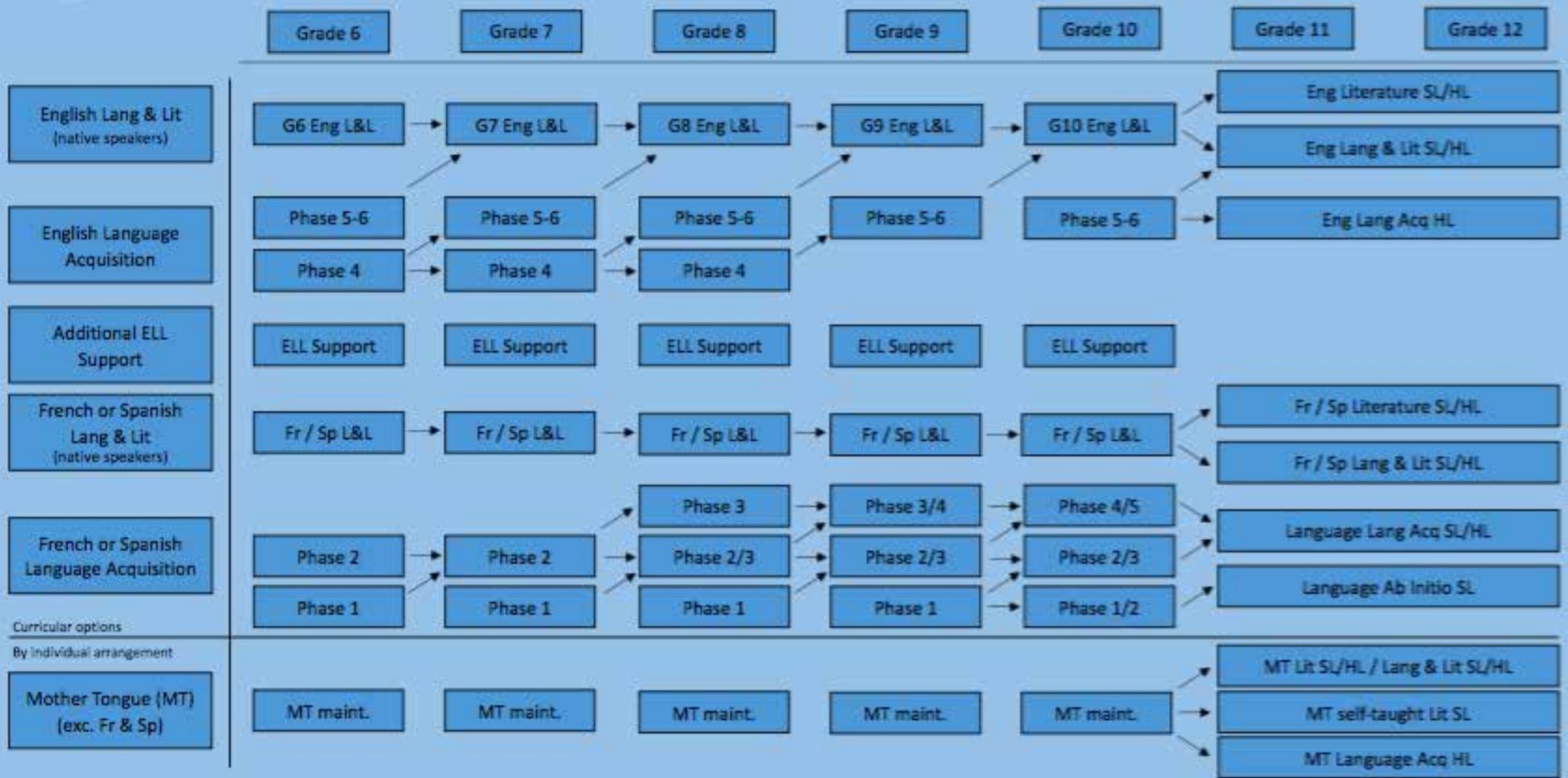
These expectations are communicated to parents of students who do not speak English as a first language during the enquiry process. Upon review of an application, the results of the applicant's EAL test are also reviewed to ensure that the minimum requirement has been met. If an applicant's results are borderline, or if there are inconsistencies with the results and the applicant's essay, such cases are normally referred to the EAL Department for further consideration.

PROGRESSION

EAL students' progress is monitored during the school year. When evidence suggests they have developed enough to move, they are free to progress to MYP or DP English or can stay in Language Acquisition, if there are valid reasons to do so, as per this pathways chart:



Southbank Westminster: Language Options and Common Pathways



2019 COURSE STRUCTURE

Three options:

ELA (English Language Acquisition)

ELL (English Language Learning)

Extra-Curricular Activities (ECAs)

1. ELA is equivalent to an IB MYP course:

- It is phase or level-based, merging students from different Grades (e.g. Grades 6 and 7 together; Grades 7 and 8 together, etc. - depending on the demand).
- Four lessons a week, with many activities and formative assessment tasks aimed at improving their command of English.
- Regular summative assessment tasks and tracked student progress.
- At Southbank, rapid progress is possible through the phases: see Language pathways chart, p6
- As students progress through the IB MYP ELA course, they may continue to do the ELA (HL) for their IB Diploma, or switch to MYP/DP English Language & Literature. The choice for DP will depend on what mother tongue, including English (DP group 1) is available or appropriate.

2. ELL (English Language Learning) is the provision of support classes:

- Independent of the MYP programme. Many ESL (English as a second language) students can manage MYP subjects, including English, but need extra-curricular help.
- Focuses on a range of areas: writing skills, genres, giving presentations, handwriting, study skills, pronunciation, subject specific vocabulary, and more.

3. Extra-Curricular Activities (ECAs): 1. Writing Skills 2. ELL Support (3 periods per week)

NOTE:

Cambridge Suite exams

Students may also have the opportunity to take Cambridge Suite exams, such as the B2 First (previously called FCE) and the C1 Advanced (previously called CAE), which can be an asset for the student's university application, useful for finding work, or just a way to prove one's English capability.



STUDENT AND TEACHER EXPECTATIONS

(from the Southbank Teaching and Learning Policy)

Expectations of Students

- Students are expected to take responsibility for their own learning and strive to become independent, lifelong learners
- Students should expect advice and guidance from their teachers
- Students are expected to contribute to activities and learning in lessons with enthusiasm, effort and a positive approach
- Students are expected to be organised and to arrive for lessons on time (as far as the logistics of the campus permit), with the correct equipment for their learning activities
- Students must conduct themselves in such a way that allows themselves and others to learn, including listening to others and working collaboratively and supportively with their peers
- Students should meet deadlines and hand work in on time. When this is not possible, they should communicate this to the teacher and be prepared to negotiate a deadline which is mutually acceptable, or be aware of the possible consequences of repeated failure to meet deadlines
- Students are encouraged to be polite, open-minded and respectful of others.

Expectations of teachers

- That they ensure students make at least good progress
- Teachers have a strong understanding of the principles behind best-practice, effective teaching and learning, and are able to demonstrate these principles in the classroom
- Teachers at Southbank have high expectations of their students and are dedicated to inspire and encourage those they teach
- Teachers listen to students' ideas, involving individuals in their own learning and offering guidance in how to progress
- Teachers encourage students to take risks and model this in their own approach to teaching and learning
- Teachers assess students' work and provide regular feedback (in accordance with the Assessment and Marking Policy)
- Teachers are helpful, approachable, supportive and understanding of their students' needs. All students are treated with dignity, consistency and fairness
- Teachers are positive about their students, enthusiastic about their learning and set the highest expectations in the classroom and beyond
- Teachers are role models and model their behaviour on that which is expected from the students, and show an open mindedness, courtesy and respect towards the students
- Teachers have sound subject knowledge and are enthusiastic about their specialisms.
- Teachers are well organised and well prepared for the delivery of their lessons
- Teachers arrive on time to lessons (campus constraints excepted).

CURRICULUM

G6 - G8 ELA CURRICULUM

Areas of the English Language	Resources
Tense overview - esp. Narrative tenses; Perfect aspect and Continuous aspect, contrasted with simple and other forms	English in Mind 3 or 4 (can go lower or higher for differentiation, if nec')
Conditionals	Language in Use (Int/ Up-int)
Relative clauses	Headway Int/Up-int (can go lower or higher for differentiation, if nec')
Reported Speech	Focus on Vocabulary (books 1 - general - and 2 - academic)
Passive Voice	Oxford EAL Subject specific books: History, Maths, Geog, Science;
Collocations / verb structures - especially prepositions	Oxford Living Grammar
Participle clauses	Any other books deemed appropriate: Skills for Success; Grammar in Use; Headway Academic Skills; Successful Writing...
Writing: different genres; text structure; linking expressions (coherence and cohesion)	Perhaps FCE (for Schools) practice materials
FCE vocabulary; themed vocabulary	Appropriate texts and other sources from the UK media
Reading a set text (mainstream English)	The Southbank MYP curricula, especially those for English, Science, Maths, 'Design and Individuals & Societies'
Formal oral presenting	
Pronunciation: word & sentence stress; British English phonemes	
Article rules; comparison structures; subject/object questions - other question forms; countable/ uncountable expressions (quantifiers); past modals; question tags/short answers	

Graded using the **phase 4** MYP language acquisition marking criteria

CURRICULUM

G9 - G10 ELA CURRICULUM

Areas of the English Language	Resources
Tense overview - esp. Narrative tenses; Perfect aspect and Continuous aspect, contrasted with simple and other forms	FCE Gold / FCE practice tests
Conditionals	English in Mind 4 (can go lower or higher for differentiation, if nec')
Relative clauses	Language in Use
Reported Speech	Headway int/upper-int (can go lower or higher for differentiation, if nec')
Passive Voice	Focus on Vocabulary (books 1 - general - and 2 - academic)
Collocations / verb structures - especially prepositions	Oxford EAL Subject specific books: History, Maths, Geog, Science;
Participle clauses	Oxford Living Grammar
Writing: different genres; text structure; linking expressions (coherence and cohesion)	Any other books deemed appropriate: Skills for Success; Grammar in Use; Headway Academic Skills; Successful Writing...
FCE vocabulary; themed vocabulary	Appropriate texts and other sources from the UK media
Reading a set text (mainstream English)	The Southbank MYP curricula, especially those for English, Science, Maths, 'Design and Individuals & Societies'
Giving formal oral presentations; appropriate register	
Pronunciation: word & sentence stress; British English phonemes	
Article rules; comparison structures; subject/object questions - other question forms; countable/ uncountable expressions (quantifiers); past modals; question tags/short answers	

Graded using the **phase 6** MYP language acquisition marking criteria

CURRICULUM

G11/12 ELA CURRICULUM – (and DP Academic Writing Workshop)

G11 – Areas of the English Language

Advanced tense review: Narrative tenses; Perfect aspect and Continuous aspect, contrasted with simple and other forms

Conditionals

Relative clauses

Reported Speech

Passive Voice

Collocations / verb structures - especially prepositions

Participle clauses

Writing: different genres; text structure; linking expressions (coherence and cohesion)

Topic-based lexis

Summative assessments - related to CAE and IB, esp. Writing and speaking tasks

Rhetoric / public speaking skills

G11 – Resources

IB English B DP course companion

Advanced Expert (CAE coursebook & materials)

Complete Advanced (CAE coursebook & materials)

News and Current Affairs articles:

Evening Standard; Metro; Carel Press; The Economist etc.

Novels for extensive reading:

Curious Incident of the Dog...; The Great Gatsby; In Cold Blood? To Kill a Mockingbird; Lord of the Flies; Others as requested by the students.

Other media:

BBC iplayer for TV documentaries (e.g. Reggie Yates on social issues)

Tales of the Unexpected (Roald Dahl) DVDs

Others as discovered

G12 – Areas of the English Language

Specific IB exam practice: reading comprehension esp.

Set texts > Written Assignment

Interactive and Individual Oral practice

G12 – Resources

IB English B DP course companion

Past IB English B (HL) papers

Carel Press

Newspapers and other current media

Formative tasks are graded using the **phase 6** language acquisition marking criteria

Summative assessment is graded using the Eng B HL DP marking criteria

Year



World Health Organization - www.who.int/mediacenter/infographic



ASSESSMENT & TRACKING DATA

METHODOLOGY

Students submit work in a number of ways - handwritten, digital, via Google Docs, via Managebac, via Firefly. We are keen to focus primarily on Managebac, as that is the current digital platform of choice.

We believe it is important that students submit handwritten work as well as typed; they should also produce work both at home and under timed, test conditions.

Since the source material can vary wildly, depending on the students' needs, we collate marks from different sources and consider the IB MYP equivalent mark. Marks could be:

- Grade out of 7, as per the MYP grading criteria
- Marks out of 20, following the Cambridge suite marking criteria
- A CEFR grade and score, as given on the OOPT, which we use as a tracking system, by testing the students with this at regular intervals.

For that reason we keep a tracking document for all students, which is a spreadsheet, with a main tab focusing on the OOPT scores, and other grade specific tabs for other tasks.

Below you can see an extract from the main spreadsheet tab, focusing on three grade 10 students.

The blue box shows a key of what the score represents.

Compare the CEFR score in August with that in November. Student T shows a particularly impressive rate of progress.

2018-19 English B Student List & Tracking									CEFR BANDS: A0 = 0 to 1 A1 = 1 to 20 A2 = 20 to 40 B1 = 40 to 60 B2 = 60 to 80 C1 = 80 to 100 C2 = 100 to 120
Student (first name, then surname) & grade/advisory	Nationality, plus heritage, languages spoken	CEFR Southbank previous (if available/ap appropriate) Lang / List - (total)	CEFR Aug/Sept 18 Lang / List - (total)	CEFR Nov 18 Lang / List - (total)	CEFR Mar 19 Lang / List - (total)	May 2019 Exam	Cambridge test result, if any	ISA score 2019	English lesson status
Grade 10									
M_____ (10SWA)	Spanish,	n/a	50 (B1) / 47 (B1) ; 49 (B1) overall; writing: B2	49 (B1) / 51 (B1) ; 50 (B1) overall; writing: B2					Eng B1 + Sp MT
J_____ (10SFE)	Spanish,	n/a	67 (B2) / 52 (B1) ; 59 (B1) overall; writing: looks like high B2/low C1	71 (B2) / 60 (B2) ; 65 (B2) overall; writing: C1					Eng B1 + Sp MT
T_____ (10SFE)	Swedish,	n/a	63/50 (B1) 57 (B1) overall; Writing: high B1/low B2	75 (B2) / 79 (B2) ; 77 (B2) overall; writing: B2					MYP English + Eng B2/Swedish MT

SAMPLES OF WORK

We read a monologue poem called Dress Sense. The students then: analysed the language used; practised the intonation of the monologue; created responses to the one-sided questions in the poem; acted out the resulting dialogue, in pairs; and finally

wrote an explanatory review (below). In this case, not every error has been highlighted, in order to avoid overloading this grade 6 student. She transferred to MYP English by grade 8. This work was not graded.

'DRESS SENSE'

BY DAVID KITCHEN

In the poem there is a father and a daughter. The daughter is **growing up starting to** like more grown up **things for** example for revealing clothes **like** "You can hardly describe it as a neckline, More like a navel-line". The way the dad describes her clothing shows that the dad does not approve and thinks it's too inappropriate and **commen** which means you are a bad person that drinks too much and does other bad stuff.

The poem is set out the way that you can respond in the way that you want for example the dad might say, "Your not going in that are you?" The author doesn't answer the question for you, you can answer it yourself so I might answer by saying 'yea, so what' or whatever else you want to say.

The author used very weird ways to describe the ways that the daughter dressed herself. For example **Saturday my** that she looked like she was dragged through a hedge backwards and it took half of her clothes with it.

charles anderson 31 Oct 2016 [Resolve](#) ⋮
"growing up starting..." > add punctuation: a comma, dash or colon: "growing up - starting..."

charles anderson 31 Oct 2016 [Resolve](#) ⋮
"things for" - same again: this needs punctuation. "...things. For example, ..."

charles anderson 31 Oct 2016 [Resolve](#) ⋮
"like" - this is hard to follow. Change the word order to something like this: "When the father says "You can hardly...etc.", he shows that he doesn't approve...etc."

charles anderson 31 Oct 2016 [Resolve](#) ⋮
"commen" > spelling! 'Common'

charles anderson 31 Oct 2016 [Resolve](#) ⋮
"Saturday my" ? I don't understand! I think auto-correct changed what you planned to say here! Always remember to read through what you have written.

This time the student, also grade 6, wrote a Cambridge B2 First composition under timed conditions, early in the year. It's graded using the Cambridge B2 First mark scheme.

Questões
Questões
Questões

Questões
Questões
Questões

~~In working days I usually spend my free~~
 In my life I have a lot of free time, but how do I spend it?
 On working days I usually spend my free time on my own (not in school). I play computer games, read books and play guitar. On the weekends I spend time with my family and my friends. With my parents I like to go to the park or museums and watching movies. Sometimes it is just nice to talk with my family. With my friends I like to go and play in park or play computer games. Sometimes I combine spending time with my family with spending time with my friends for example playing badminton with my family and friends. So I would suggest spending your time on weekends with your family and friends, much as possible. But it's still always nice to spend your time on weekends on your own.
 In school on breaks and lunches I like to spend



Questões
Questões
Questões

Questões
Questões
Questões

a lot of time with my friends and have fun. ^{Occasionally,} Rarely you might need to study or finish your work in break time, which never happens to me talking, playing in library, playing on our phones, going to the park.

Content	- 3	(more needed about <u>hobby</u> than one you have to spend your time)
Communicative achievement	- 2	
Organization	- 2	
Language	- 2	
	<u>9</u>	(B1)
	20	

More language variety, complexity needed. A stronger essay structure.

The same student, some weeks later, doing another Cambridge B2 First composition: still issues, but the style is much improved.

← Do you think all young people should play a sport?

As you all know sports are healthy for you. But today we will discuss if ~~the~~ they are actually good for your health or if they can harm you and we will also discuss what can you learn from sports. Let's find out!

42 words

You ^(have) already heard that sports are good for you, but how? Sports can improve your physical abilities that you might need in life. Sports can make you a stronger and faster. They also can improve your coordination and your mental health. As they are healthy for you they will also increase your lifespan. For example when you will be 80 years old you will feel and look like a 60 year old person. If you look at non sporty people they usually end up looking like them so when they are 80 and end up passing away when they are 70. [A harsh and possibly wrong statement!] Look!

Sports also develop your brain and other useful skills. For example if you play football, hockey or any other team sport they can improve your team work and communication skills. They also can improve your strategic thinking.

(Yes,)
But sometimes sports can be bad for you. But how? Sometimes you might get a small injury ~~it~~ when playing a sport. But sometimes you might break a bone. Some professional sportmen even died during a football match or a fighting round. But you don't have to worry as the chance of it happening is very very small. [but = 4!!]

230 words

So sports are actually good for your health. You can even improve your team work skills and your strategic thinking. But there is a small chance of injury. So don't be afraid and start exercising now!

265 words

- ✓ Good journalistic style - but perhaps a little too entertaining for an essay!
- ✓ Fabulous conclusion - and a lot of complex grammar & vocabulary. Well done!

Content	- 5
Comm. Achievement	- 4
Organisation	- 4
Language	- 4
	<hr/>
	17/20 Band 5 (B2)

In this case, while studying indirect questions, students were asked to summarize the grammar rules, referring to their coursebook or any other sources. Two samples:

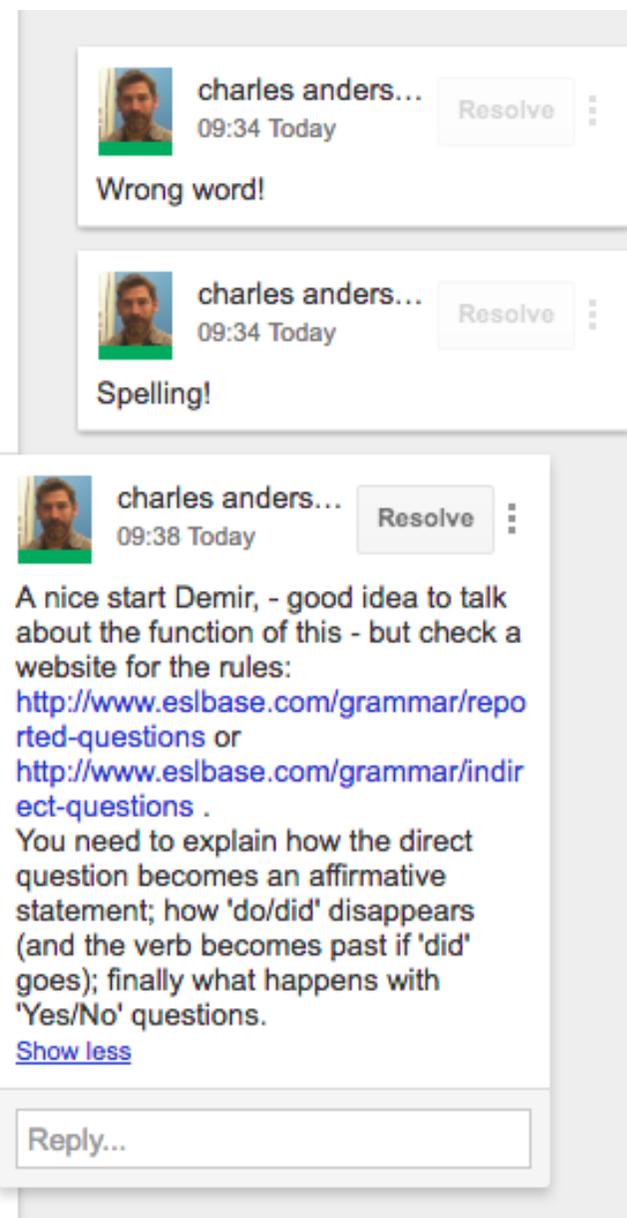
Indirect Questions

Indirect questions are **an** more polite way of asking a question. You would normally use indirect questions if you were talking to someone older or more important than you. Here is an example:

Direct question: Where is the bank?

Indirect Question: Could you tell me where the bank **his?**

That is a very simple example for an indirect question.



The screenshot shows a forum thread with three posts by a user named 'charles anders...'. Each post has a profile picture, a 'Resolve' button, and a three-dot menu icon. The first post, dated 09:34 Today, says 'Wrong word!'. The second post, also dated 09:34 Today, says 'Spelling!'. The third post, dated 09:38 Today, is longer and contains a detailed explanation of indirect questions, including two URLs: <http://www.eslbase.com/grammar/reported-questions> and <http://www.eslbase.com/grammar/indirect-questions>. Below the third post is a 'Reply...' input field.

charles anders... 09:34 Today Resolve ...
Wrong word!

charles anders... 09:34 Today Resolve ...
Spelling!

charles anders... 09:38 Today Resolve ...
A nice start Demir, - good idea to talk about the function of this - but check a website for the rules:
<http://www.eslbase.com/grammar/reported-questions> or
<http://www.eslbase.com/grammar/indirect-questions> .
You need to explain how the direct question becomes an affirmative statement; how 'do/did' disappears (and the verb becomes past if 'did' goes); finally what happens with 'Yes/No' questions.
[Show less](#)

Reply...

Fedya E.
G6

- Word order in an indirect question is always the same as in normal sentence (after the reporting structure - which may also be a question!)

✓ Good!
subject + verb + object

- ~~If~~ ^{With} the direct question we ^{are} most likely to use DO, but in indirect questions it's the opposite, example:

Direct - What DO you want to order?

Indirect - Would you mind telling me your order?
what you want to order?

- In yes/no questions, *if* or *whether* is used. The word order is the same as in reported questions*.

Direct question - **Have you seen** him today?

Indirect - Could you tell me **if you have seen** him today?

*Reported questions are questions in which subject comes before the verb.

✓ Excellent!
The rules in a nutshell:
good job.

ADVICE FOR PARENTS

The department frequently helps parents and students find ways to improve their English outside the classroom - books or reading lists; summer courses; language schools; private tutors; exam courses and qualifications; places and activities of cultural interest, inside or outside London. Information available on request.

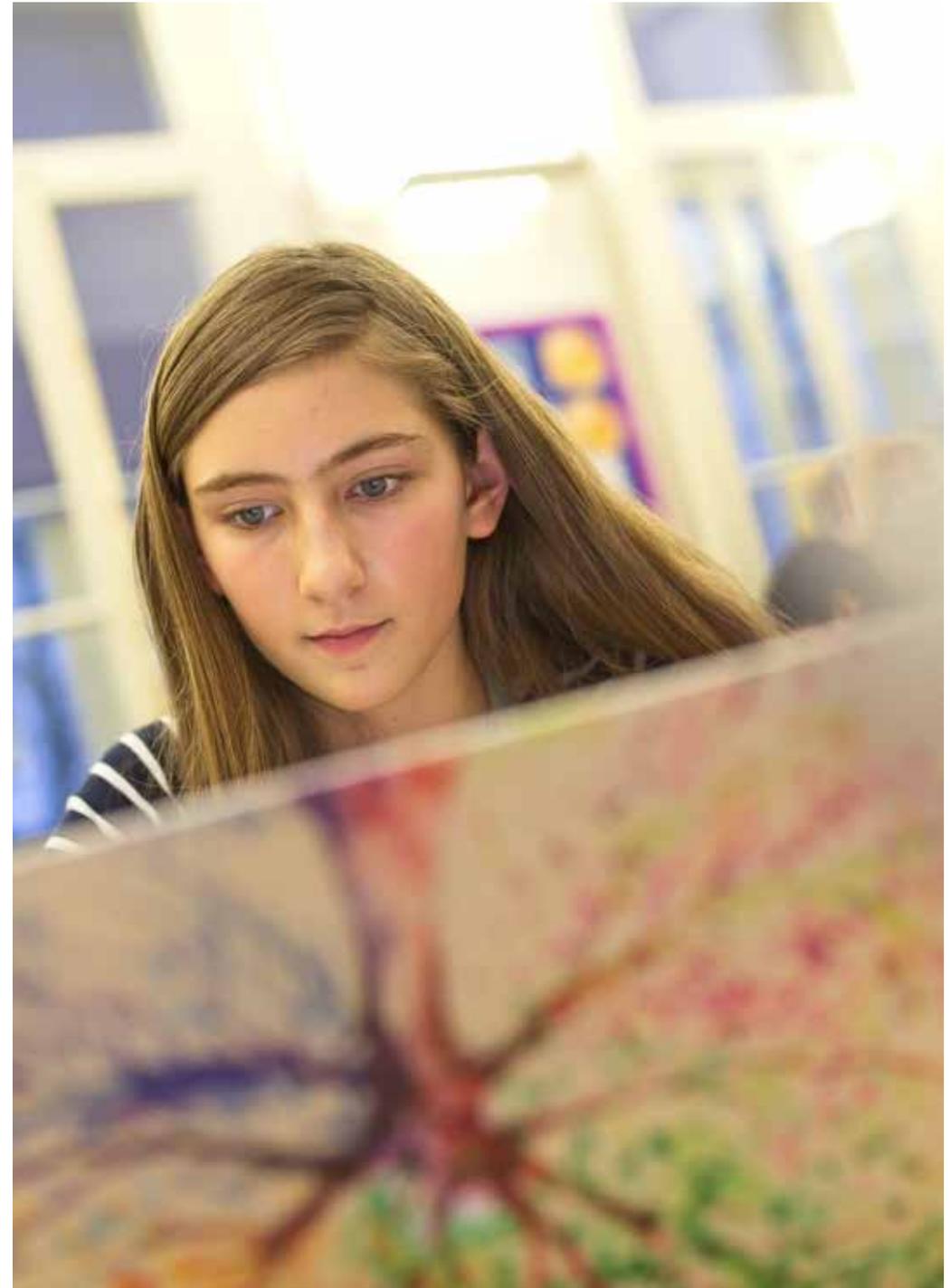


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GLOSSARY

ACT - American College Testing. Similar to the SAT: a test that some east coast US universities take heed of when students apply. Students usually take it once or twice, during grade 11 and the first term of grade 12

B2 First - Cambridge First Certificate of English - formerly known as the 'FCE'

C1 Advanced - Cambridge Certificate of Advanced English - formerly known as the 'CAE'

C2 Proficiency - Cambridge Certificate of Proficiency in English - formerly known as the 'CPE'

CEFR - Common European Frame of Reference (running from the lowest ability, A0, to the highest, C2 - as proficient as an adult native speaker)

DP - IB Diploma Programme (grades 11 & 12)

EAL - English as an Additional Language

ECA - Extra-Curricular Activity

ELA - English Language Acquisition

ELL - English Language Learning/Learners

ESL - English as a Second Language

IELTS - International English Language Testing System: a test, like the Cambridge certificates, to prove one's English language ability. Often required by universities as proof of an applicant's English ability.

Metacognition - methods used to make a student understand what he or she can do to learn better and how.

Metalanguage - the language that is used to talk about language and teaching, such as 'present perfect', 'fill in the gaps', 'statement of enquiry' etc.

MYP - IB Middle Years Programme (grades 6 to 10)

OOPT - Oxford Online Placement Test: a test provided by Oxford University, which enables students or schools to check a student's level of English, giving a score on the CEFR scale.

Pre-ACT - Preliminary ACT: usually attempted in grade 10

PSAT - Preliminary SAT: usually attempted in grade 10

PYP - Primary Years Programme (grades 1 to 5)

SAT - Scholastic Assessment Test: issued by College Board and ETS in the USA. A good result can greatly assist students in the US universities application process. Usually attempted twice, during grade 11 and the first term of grade 12

TEFL - Teaching English as a Foreign Language

TESOL - Teaching English as a Second or Other Language

TOEFL - Test Of English as a Foreign Language, issued by ETS - often an asset for applications to US universities

APPENDICES

Appendix 1:

Relevant extract from the Southbank Teaching and Learning Policy

Teaching and Learning at Southbank International has, at its heart, the IB Learner Profile, the purpose of which is to enable all students to become:

- Inquirers: developing curiosity, independence in learning and actively relishing and sustaining a love of learning
- Knowledgeable: exploring concepts. Ideas and issues that have local and global significance across a broad and balanced range of disciplines
- Thinkers: exercising initiative in applying thinking skills critically and creatively, making reasoned, ethical decisions
- Communicators: understanding and expressing ideas and information confidently and creatively in more than one language and in a variety of modes of communication; working effectively and willingly in collaboration with others
- Principled: acting with integrity and honesty, with a strong sense of fairness, justice and respect for others; taking responsibility for their own actions and consequences
- Open-minded: undertaking and appreciating their own cultures and being open minded to perspectives, values and traditions of others
- Caring: showing empathy compassion and respect towards the needs and feelings of others, with a personal commitment to service to make a difference to the lives of others and the environment
- Risk Takers: approaching uncertainty of new situations with courage and forethought, showing independence of spirit to explore new roles, ideas and strategies; demonstrating courage and strength when defending their ideas

- Balanced: understanding the importance of a balance of intellectual, physical and emotional balance to achieve personal well-being for themselves and for others
- Reflective: giving thoughtful consideration to their own learning and experience; ability to understand and assess their strengths and limitations in order to support their learning and personal development.

The purpose of this policy is to secure the highest levels of achievement by ensuring that effective learning takes place in the classroom and beyond.

Responsibilities

It is the responsibility of all teaching staff to provide the highest quality teaching to Southbank students.

The Southbank staff appraisal system is in place to ensure that teaching staff aspire to and maintain the highest standards of teaching and learning as well as to offer guidance for professional improvement and development.

Southbank has a set of shared principles and guidelines for students and staff, to enable a productive and collaborative learning environment in the School:

Expectations of Students

- Students are expected to take responsibility for their own learning and strive to become independent, lifelong learners
- Students should expect advice and guidance from their teachers
- Students are expected to contribute to activities and learning in lessons with enthusiasm, effort and a positive approach
- Students are expected to be organised and to arrive for lessons on time (as far as the logistics of the campus permit), with the correct equipment for their learning activities

- Students must conduct themselves in such a way that allows themselves and others to learn, including listening to others and working collaboratively and supportively with their peers
- Students should meet deadlines and hand work in on time. When this is not possible, they should communicate this to the teacher and be prepared to negotiate a deadline which is mutually acceptable, or be aware of the possible consequences of repeated failure to meet deadlines
- Students are encouraged to be polite, open-minded and respectful of others.

Expectations of teachers

- That they ensure students make at least good progress
- Teachers have a strong understanding of the principles behind best-practice, effective teaching and learning, and are able to demonstrate these principles in the classroom
- Teachers at Southbank have high expectations of their students and are dedicated to inspire and encourage those they teach
- Teachers listen to students' ideas, involving individuals in their own learning and offering guidance in how to progress
- Teachers encourage students to take risks and model this in their own approach to teaching and learning
- Teachers assess students' work and provide regular feedback (in accordance with the Assessment and Marking Policy)
- Teachers are helpful, approachable, supportive and understanding of their students' needs. All students are treated with dignity, consistency and fairness
- Teachers are positive about their students, enthusiastic about their learning and set the highest expectations in the classroom and beyond
- Teachers are role models and model their behaviour on that which is expected from the students, and show an open mindedness, courtesy and respect towards the students

- Teachers have sound subject knowledge and are enthusiastic about their specialisms.
- Teachers are well organised and well prepared for the delivery of their lessons
- Teachers arrive on time to lessons (campus constraints excepted).

Best practice teaching and learning

Best practice in the classroom is the aspiration for all teachers at Southbank. Effective learning takes place when students know:

- How to make at least good progress
- What they are achieving
- How to learn, including thinking and questioning skills and how they learn best
- How to work independently and collaboratively
- Skills needed to develop eg enquiry, research, analysis and reflection
- Attitudes needed for the classroom and beyond, including mutual respect, interest, responsibility and positive response to challenge.

Good and outstanding lessons

In an outstanding lesson the teaching is exemplary in a significant number of ways. Difficult ideas and/or skills are taught in an inspiring and highly effective way. Learners make exceptional progress and enjoy learning. Teaching is stimulating, enthusiastic and challenging. As a result, learners are engrossed in their work and make very good progress. Teachers know their subject thoroughly and know how to teach it and how students learn. They use assessment very effectively to build on students' previous learning. Classroom relationships and behaviour are very good and students work both independently and collaboratively. Time is always used productively. Tasks and activities are demanding and are well matched to students' needs. Teaching assistants and resources are deployed effectively and form an integral part of the teaching team, reinforcing and supporting learning in a very effective way. The teacher's management of difficult behaviour and moments is intelligent, perceptive and constructive.

In a good lesson, most learners make good progress because of good teaching. Behaviour overall is good and learners are keen to get on with their work in a secure and friendly environment in which they can thrive. The health and safety of the learners are not endangered. Teaching is well informed, confident, engaging and precise. The work is appropriately matched to the full range of learners' needs, so that most are suitably challenged. Teaching methods are effectively related to the lesson objectives and the needs of learners. Teaching assistants and resources are well deployed and good use is made of time. Assessment of learners' work is regular and consistent and makes a good contribution to their progress.

Best practice teaching will evidence:

- Clear planning
- Formative assessment
- Different teaching strategies
- Effective classroom management
- Monitored progress
- Pace and challenge
- Productive classroom relationships
- Regular evaluation and review
- Relevant homework tasks set (where appropriate)
- Stimulating environment

How the policy is implemented

Planning: long and medium term

Long and medium-term curricular planning is, with the IB Learner Profile at its core, in line with the IB programme's aspirations and expectations. The curriculum is devised and stored electronically.

Lesson planning

With the school's teaching and learning abstract in mind, teachers plan their lessons around progressively sequenced learning activities which typically will have a connection to prior and/or forthcoming learning. This connection may be suggested through the selection of starter activity, relevant related activities and a plenary where learning is drawn together.

When planning a lesson, staff consider the following intentions:

- To get the lessons off to a good start
- To set realistic and progressive Learning Objectives for the students
- To select and organise suitable resources
- To check student understanding
- To differentiate
- To stage and pace a lesson
- To bring the lesson to a close with a plenary

Introduction/starter activities

Starter activities ensure that the lesson is introduced clearly, sharing the intended Learning Objectives (LOs) and success criteria with the students. Starter activities are devised to relate to prior learning and to link with the main activities of the lesson and success criteria.

Learning objectives

Learning Objectives will indicate what students should know or be able to do by the end of the lesson, to include knowledge, skills and interpretation. LOs are an intended result of instruction rather than the process of instruction itself, and will support the overarching goal of the unit or course (the wider context).

LOs are simple, unambiguous and clearly focused as a guide to learning. The purpose of a LO is not to restrict spontaneity or constrain the vision of education but to ensure that learning is focused clearly enough so that both students and teacher know what is going on.

LOs should be communicated to students at the start of the lesson. Students should be encouraged to engage with the LOs: They should know what it is they are aiming to achieve, the benefit of achieving it, how the gains will fit into the bigger picture of their learning and how they will know they have achieved the objective.

Teaching and Learning strategies

The range of teaching strategies used at the school is extensive and caters for the varying needs, abilities and aptitudes of our diverse student body.

The strategies include the following (non-exhaustive) list:

- Collaborative tasks
- Consideration and practice
- Demonstration
- Discussion and debate
- Enquiry
- Explanation
- Extended writing
- Independent learning
- Individual work
- Instruction
- Investigation
- Listening
- Making judgments
- Modelling
- Observation
- Oral and written feedback
- Peer and self-assessment
- Problem solving
- Questioning
- Reporting back
- Research
- Research
- Revision and consolidation
- Use of ICT

Differentiation

This is a pivotal structural element of lessons to enable all students to benefit from a classroom experience. Teachers should deploy a variety of means to differentiate eg grouping, seating plans, adapted resources, questioning and assessment. There is organisational differentiation, additionally, in that students are 'set' in certain subjects and follow certain curriculum pathways eg Language A and B.

Teachers plan their lesson with consideration of the learning needs of the students. With this in mind, tasks will be varied.

Students can be seated according to a seating plan aimed at maximising progress. Learning Support and EAL students are also suitably placed in class, where appropriate, to maximise progress.

Plenary

The plenary returns to the objectives of the lesson and can refer to success criteria. Strategies of assessment, to include feedback/peer and self-assessment/extension activity, may be appropriate to ensure that learning has been effective. Students' achievement against success criteria will inform planning of the subsequent lesson or lesson sequence.

Assessment and marking

See also full Assessment and Marking Policy.

Assessment procedures in the PYP/MYP/DP expect that all work assessed for the purposes of reporting must use the published PYP/MYP/DP criteria.

- The criteria are communicated to students in a form appropriate to each Grade level
- Guidance specific to particular tasks is used to give students clear information about strategies for achievement. The use of exemplars is encouraged
- Teachers should aim for a reliable and valid assessment of the students' work against each criterion. The number and type of assessment tasks required to achieve this should form part of the departmental assessment policy
- The reported level reached on each criterion should represent the best standard that the student can consistently achieve by the end of the semester. This is not necessarily an average or mean score.

Grades on a 1-7 scale summarise overall student achievement.

- The grade boundary tables published by the IB are used as a guide to set the standards for summative grades according to the departmental assessment policy.

Marking and Feedback

Student work is marked and feedback provided in order to:

- Help the student improve
- Identify and correct mistakes
- Provide effective feedback
- Provide information for grades on reports
- Support the student's confidence

Learning environment

While many classrooms serve multi-functional cross-subject purposes, classroom and corridor displays are intended to celebrate and share students' achievements and to enable students to understand what skills and knowledge are needed to attain levels or grades. With this in mind, teachers create classroom displays which feature, for example, inspiring student work as well as success criteria.

Appraisal system

The Appraisal System at the school is conducted to ensure that teachers are offered the opportunity to:

- Reflect on current practice
- Receive constructive and helpful feedback on professional practice
- Fulfil their full professional potential
- Build on strengths, tackle weaknesses and carry out professional responsibilities more effectively

Appraisal is intended to be a positive process aimed at helping staff to secure the highest possible quality of teaching, and general education. In particular the procedure should serve to:

- Improve teaching and learning
- Provide regular contact between colleagues
- Motivate staff by considering, above all, the quality of their teaching and the fulfilment of their responsibilities outside the classroom
- Identify professional development requests and needs
- Discuss career development
- Provide an opportunity to raise concerns
- Set objectives to be considered and discussed at the next appraisal, to take place the following term.

The Appraisal process should:

- Contribute to better motivation and increased job satisfaction
- Recognise work well done and record appreciation of contribution to the academic and wider life of the school
- Provide an opportunity for the appraisee to reflect on his or her teaching and other responsibilities
- Identify areas of strengths and areas for development
- Contribute to professional development

Appendix 2:

CEFR (Common European Frame of Reference) Explanation

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Rough Equivalency Table

CEFR	MYP Language Acquisition Phases
A0 - absolute beginner	Phase 1
A1 - elementary user	Phase 1
A2 - low intermediate user	Phase 2
B1 - high intermediate user	Phase 3
B2 - early advanced user	Phase 4
C1 - advanced user	Phase 5
C2 - as proficient as an educated, adult native speaker	Phase 6

Appendix 3: Typical Lesson Contents and Resources

The lessons reflect the students' individual needs as far as is possible, with interactive activities that help students develop the following:

Grammatical range and accuracy

Lexical range and accuracy

Writing skills

Speaking skills

Reading and listening skills

Study skills

MYP curricular requirements

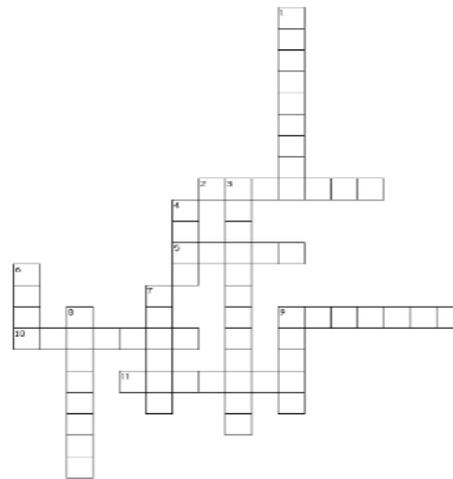
Understanding of MYP subjects

Homework can vary from specific exercises, targeting grammar and vocabulary, to longer term projects, such as compositions, posters and presentations

Resources

coursebooks, teacher-generated materials, websites, videos and other media, day trips, set texts from the MYP English curriculum, exam practice material, games.

Journey to the River Sea (lexis 1)



Across

- the state of feeling bored - **moderob**
- to raise and contract (the shoulders), expressing indifference, disdain, etc. - **gushr**
- to trip, almost fall when moving; to have difficulty saying a word or reading aloud - **mulsteb**
- to complain using a low voice or indistinct words - **muglerb**
- a very large, impressive, or stately home - **nominas**

Down

- deep and wide enough for ships or boats to use; able to be steered or guided - **elbavagin**
- so great and powerful that resistance or opposition becomes useless (describing an army, force or emotion) - **wingrehomel**
- a sudden, short intake of breath, as in shock or surprise; or difficulty catching one's breath - **spag**
- contentedly confident of one's ability, superiority, or correctness; complacent - **gmus**
- describing a rude, indecent, uneducated person or behaviour - **grulav**
- a house or home made of only one level - **buwalong**
- perfume or smell of animal/body/flower/tree/wood - **tencs**

Journey to the River Sea (Eva Ibbotson)



Ch.3 Questions & Vocabulary

Comprehension	Lexis (Please add new vocabulary that seems interesting or confusing to this list)
<ol style="list-style-type: none"> What does the appearance of the Carters' boat say about the Carters? Why do you think Furo, the boatman, is so miserable compared to the other Indians? What do you think Lysol is (p.30)? What's strange about the way the Carters live in the rainforest? What upsets Maia about her new home? How come Maia hears someone whistling a tune she remembers from England? (p.39) Why had the Carters agreed to be Maia's guardians? (p.40) Are the Carters "fighting a losing battle" by trying to keep the house British, sanitised and hygienic? Is Miss Minton right to deceive the Carters about Maia's abilities? 	<p>to snub (vb) (p.33) corset (n.) (p.35) embroidery (n.) (p.37) to grumble (about) (vb) (p.37) (Time) dragged on (vb) (p.43) to stumble (over s'thing) (vb) (p.43) boredom (n.) (p.43) smug (adj.) (p.47) to shrug (vb) (p.48)</p>

Ch.4 Questions & Vocabulary

Comprehension	Lexis (Please add new vocabulary that seems interesting or confusing to this list)
<ol style="list-style-type: none"> What is Mr. Carter's hobby? Do you think it is a healthy, interesting hobby? Does Manaus sound like an attractive destination? (pp.55/56) Do the characters of Maia, the twins and their mother remind you of any children's stories (pp.56/7 especially – and later on p. 67)? Mademoiselle Lille comments on Maia and then the twins (top of page 59). What point is the writer trying to communicate in this 'scene'? Is Maia happy to go to the dance class? What impression do you have of the two 	<p>to insist on s'thing (vb) (p.50) a filing cabinet (n.) (p.51) a gasp (n.) (p.51) an undertaker (n.) (p.52) navigable / to navigate (adj. / vb) (p.53) a mansion (n.) (p.55) mottled hands (adj. + n.) (p.58) overwhelming (relief) (adj. + n.) (p.58) vulgar (adj.) (p.63) awed (adj.) (p.66) gallivanting (adj.) (p.67) this dump (n.) (p.68) a bungalow (n.) (p.67)</p>

Worksheet and lexical puzzle for 'Journey to the River Sea' (created by CAn)

'Tell Us About' - speaking activity (created by CAn) - I start this lesson by asking the students to decide, with a partner, which 4 categories on the list the images relate to, and then point out that 3 out of 4 connect to me - so the students guess which one does not. Then they circulate, switching partners after a few minutes, questioning and answering, with a class feedback of results to follow.

TELL US ABOUT...



Get a partner and find out:

- Favourite holiday destinations
- Favourite hobbies/activities/interest
- The kind of music they love
- A film they recommend
- A favourite drama series / TV show
- A book they've read and liked in English
- A book they've read and liked in their own language
- An injury they've suffered
- Some places they've visited in the UK outside London
- What siblings they have
- What their parents do for a living
- The nearest tube station to where they live in London



Introductory pages to English for the IB MYP 4 & 5 by Ana de Castro.

This helps students understand typical IB metalanguage, such as ATLs, the IB Learner Profile, Global Contexts, IDUs, formative and summative assessment etc.

How to use this book

Welcome to Hodder Education's MYP by Concept Series! Each chapter is designed to lead you through an inquiry into the concepts of Language acquisition, and how they interact in real-life global contexts.

Each chapter is framed with a Key concept, Related concept and set in a Global context.

The Statement of Inquiry provides the framework for the inquiry, and the Inquiry questions then lead us through the exploration as they are developed through each chapter.

KEY WORDS
Key words are included to give you access to vocabulary for the topic. Glossary terms are highlighted and, where applicable, search terms are given to encourage independent learning and research skills.

As you explore, activities suggest ways to learn through action.

ATL
Activities are designed to develop your Approaches to Learning (ATL) skills.

Assessment opportunities in this chapter:
Some activities are formative as they allow you to practise certain parts of the MYP Language acquisition Assessment Objectives. Other activities can be used by you or your teachers to assess your achievement summatively against all parts of an assessment objective.

REAL
In some of the activities, we provide hints to help you work on the assignment. This also introduces you to the new hint feature in the on-screen assessment.

1 Definitions are included for important terms and information boxes are included to give background information, more detail and explanation.

Key Approaches to Learning skills for MYP
Language acquisition are highlighted whenever we encounter them.

Take action
While the book provides opportunities for action and plenty of content to enrich the conceptual relationships, you must be an active part of this process. Guidance is given to help you with your own research, including how to carry out research, how to form your own research questions, and how to link and develop your study of Language acquisition to the global issues in our twenty-first century world.

At the end of the chapter you are asked to reflect back on what you have learnt with our Reflection table, maybe to think of new questions brought to light by your learning.

Use this table to reflect on your own learning in this chapter.

Questions we asked	Answers we found	Any further questions now?	
Factual			
Conceptual			
Debatable			
Approaches to learning you used in this chapter	Description – what new skills did you learn?	How well did you master the skills?	
			Master
			Learned
Practised			
Expert			

Learner profile attribute: Reflect on the importance of the attribute for your learning in this chapter.

We have incorporated Visible Thinking – ideas, framework, protocol and thinking routines – from Project Zero at the Harvard Graduate School of Education into many of our activities.

EXTENSION
Extension activities allow you to explore a topic further.

Links to:
Like any other subject, Language acquisition is just one part of our bigger picture of the world. Links to other subjects are discussed.

We will reflect on this learner profile attribute ...
Each chapter has an IB learner profile attribute as its theme, and you are encouraged to reflect on these too.

REFERENCES LIST

EAL Handbook (authored by CAN and JTA, pre-2017, on CAN's Google Drive)

EAL / English B Handbook Files (CAN's Google Drive)

De Castro, Ana, (2016) English for the IB MYP 4 & 5, Hodder:London

Southbank International Mission & Values statement

<https://www.southbank.org/our-school/about-us/>

Southbank Language and EAL Policy (Cross Campus Staff drive > Policies and Handbooks > Teaching and Learning):

<https://docs.google.com/document/d/1h5k9Ckic4pUE78uPTapgecUDDwoAvE3M7Hz8iMgdjps/edit>

Southbank Teaching and Learning Policy (Cross Campus Staff drive > Policies and Handbooks > Teaching and Learning):

<https://docs.google.com/document/d/1fxSuVqcF-NdKnXNSOIXR0TmXGZV8L1x1XAUPH30nhLo/edit>