Course Companion

International Baccalaureate · IB Diploma · Language B · SL

Every topic handout in one volume

全部专题讲义合集

exercises.lol

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Supported focus – English audience, register and purposeful writing

International Baccalaureate · IB Diploma · Language B · SL

Scope and prerequisites

IB Language B first assessment 2020; English B focus. This supplementary reference covers only the outcomes listed below. Your school's text choices, the full guide's procedures and any required live or recorded performance are handled separately.

- Choose an appropriate text type and register 语域
- Organize an English response that addresses purpose, audience and required content

Prerequisites: Clear paragraphs; audience; purpose; present and future expressions.

Explain and choose the method

A proposal 提案 usually states a need, a practical plan and expected benefits. A friendly message can use a more personal tone.

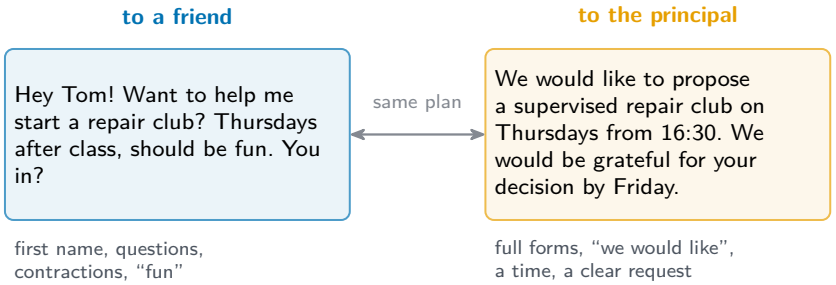
personal (someone you know)	professional (an institution)	mass media (the public)
blog post	proposal	article
diary entry	formal letter	review
personal email	report	speech

first ask who reads it and why; the text type and register follow

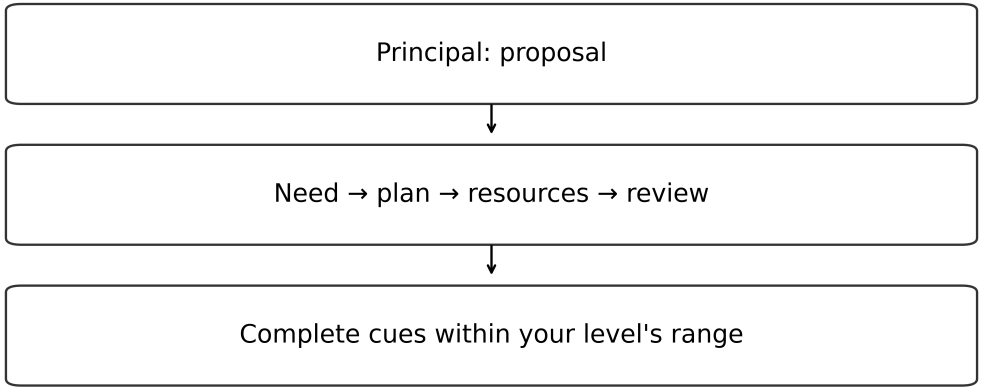
Who reads it decides the text type and the register.

Grammar and vocabulary should serve the message; a memorized opening cannot compensate for missing task content.

A proposal identifies a need, a practical plan and expected benefits. Use polite recommendations for a principal; a friendly message can address a peer directly. A complete response must meet every task cue. Word count 字数 does not compensate for missing content. The companion supplies separate original SL and HL models with counted final words and a cue checklist.



Same plan, two registers.



Worked steps: Principal: proposal → Need → plan → resources → review → Complete cues within your level's range

Worked example. For a proposal about a reading club, identify the purpose, meeting schedule, supervision and expected benefit. Use polite, specific recommendations. We recommend a supervised Thursday meeting is clearer than we must have a great club soon.

Practice material

Task. Write a proposal to your school principal for a weekly reading-and-repair club. Explain the need, meeting arrangements, supervision and resources, expected benefits, and how you would judge the first month's success. Address one practical concern and ask for a clear decision. Use the current course's level-appropriate word range: SL 250–400; HL 450–600. This is original teaching practice, not an official specimen task.

Practice with reasoning

Practice 1

Choose a suitable text type and register. Plan all required content before writing.

Reasoning. A proposal with a title, purpose, short sections and polite recommendation suits the principal. Include need; weekly time/place; supervision/resources; benefits; first-month review; practical concern/response; requested approval. A casual chat with unexplained abbreviations would not fit this formal audience.

Practice 2

Write the complete response within your level's word range. Compare it with the separate model, checking cues and relevant detail 细节 rather than memorising its opening.

Reasoning. Use the companion's complete SL or HL model as one possible response. Alternatives should meet the same audience, purpose, arrangements, supervision, benefits, review, concern and decision cues. Check actual final words and coherent language; classroom guidance is not an official criterion score.

Purpose

I propose a weekly reading-and-repair club for students who want to understand practical instructions in English. Some students can translate individual words but find it difficult to follow a complete process. A small club would let us practise reading for a real purpose while learning useful habits.

Arrangements and support

We suggest meeting on Thursdays from four to five in the library meeting room. Twelve students could join the first month. A teacher would supervise every meeting, and the library desk could manage a simple sign-up list. We would need printed instructions, pencils, a few basic hand tools and a box for materials. Students should not bring damaged batteries or mains-powered appliances. Repairs involving electrical safety would go to a qualified professional.

Activities and benefits

Each meeting would begin with a short instruction text. Students would identify the materials, put the steps in order and explain any warning. They could then practise a permitted task, such as tightening a loose handle, under supervision. Working in pairs would encourage students to ask clear questions rather than guess silently. The club would also show that deciding not to attempt an unsafe repair can be a sensible outcome.

Review and request

Space and supervision are possible concerns. We therefore recommend a small first group and advance registration, with a paper option for students who cannot use the online form. After four meetings, we would review attendance, ask students which instructions remained unclear, and check whether the teacher could supervise the tasks

comfortably. We would change the activities before increasing the group.

Please approve a one-month trial and the use of the meeting room. We would be happy to discuss the plan with the teacher and librarian before inviting students.

Classroom model: 287 words. Need; weekly day/time/place; teacher supervision; materials and safety; practical reading benefits; space concern and capped trial; first-month evaluation; explicit approval request.

■ Practice 3

Change the audience to a friend inviting them to join the club. Rewrite two opening sentences and explain the register change.

Reasoning. "Hi Mei, would you like to join our new reading-and-repair club on Thursdays? We could read short instructions together and learn a few safe repairs." Direct address and a friendly invitation fit a peer. The time and activity stay clear; a formal request for the principal's approval would answer the wrong purpose.

Limits and next use

English B is language acquisition, not Language A literary criticism. Follow the SL or HL word range and task choice; do not pad the response with unrelated memorized phrases.

These are original practice tasks written for this course, not official exam questions.

Supported focus – English listening and reading inference

International Baccalaureate · IB Diploma · Language B · SL

Scope and prerequisites

IB Language B first assessment 2020; English B focus. This supplementary reference covers only the outcomes listed below. Your school's text choices, the full guide's procedures and any required live or recorded performance are handled separately.

- Identify stated details, speaker purpose and supported inference 推断
- Use context to resolve unfamiliar vocabulary and distinguish fact from opinion

Prerequisites: Stated detail 细节 versus opinion; contrast markers; contextual vocabulary.

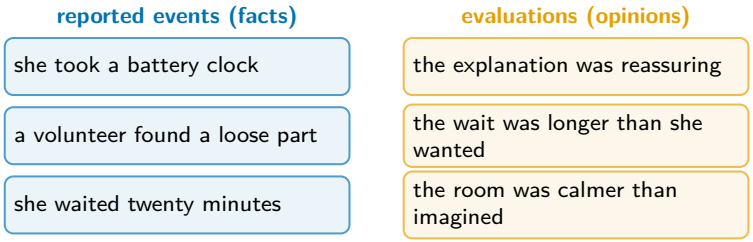
Explain and choose the method

Read or listen for the whole message before isolating a word. Contrast markers such as but can change the interpretation of a sentence.



A radio studio: in a listening text, identify who is speaking and whose opinion each answer gives

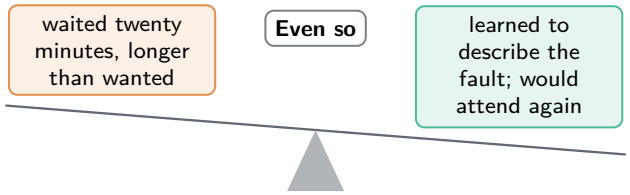
An inference must be supported by the text; plausible outside knowledge is not enough.



test: could another person check it, or is it how Sana felt about it?

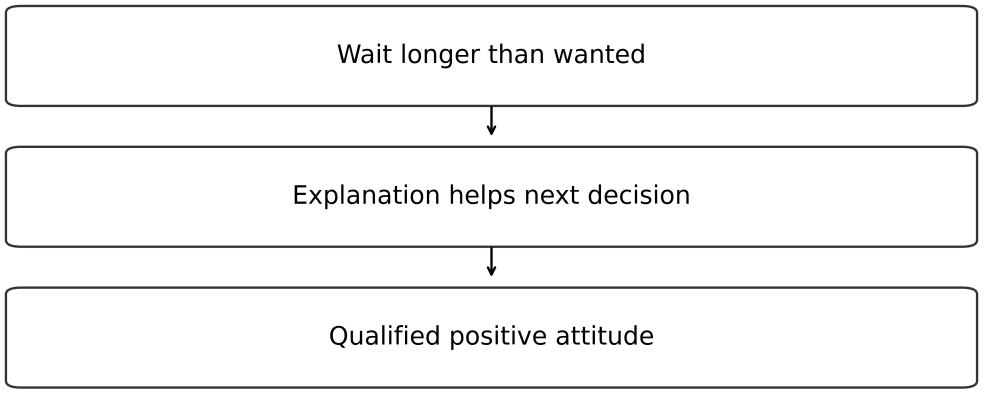
Could someone else check it, or is it how she felt?

Read for the whole message before selecting a detail. A contrast marker 转折标记 can qualify a positive evaluation. Teacher-read rehearsal 排练教师朗读演练: close the script while a teacher reads it twice. Then answer from listening before inspecting the transcript. This provides a complete script, but no verified recording or listening-delivery claim.



the marker keeps both sides; the answer is "qualified positive"

A contrast marker keeps both sides and shows which one wins.



Worked steps: Wait longer than wanted → Explanation helps next decision → Qualified positive attitude

> **Worked example.** Longer than expected signals an inconvenience. Made it worthwhile then gives a positive overall evaluation of the view. A suitable answer preserves both parts rather than selecting only the negative clause.

Practice material

Original teacher-read script – Sana's library visit: "I expected the new repair session to be noisy, but the meeting room was calmer than I imagined. I took a battery-powered clock, not my old electric kettle, because the notice excluded mains-powered items. A volunteer checked the clock while I stayed at the table. She found a loose part, but could not promise that replacing it would solve every problem. I thought her explanation was reassuring: it helped me understand what to do next. I waited twenty minutes, which was longer than I wanted. Even so, I would attend again because I learned how to describe the fault clearly. Next month I plan to book an earlier arrival window."

Practice with reasoning

Practice 1

What did Sana bring, why did she not bring the kettle, and how long did she wait?

Reasoning. A battery-powered clock; the notice excluded mains-powered items such as the kettle; twenty minutes. The script does not say the kettle was repaired or that the wait was short.

■ Practice 2

Explain reassuring in context and distinguish two stated observations from Sana's opinions.

Reasoning. Reassuring means reducing concern by clarifying the next step; the following explanation supplies the clue. Bringing the clock and waiting twenty minutes are reported events. Calling the explanation reassuring and wanting a shorter wait are personal evaluations. The calmer room is Sana's comparison with her expectation, not a measured noise study.

■ Practice 3

State Sana's overall attitude, preserving both positive and negative evidence 证据. What can typed answers certify about listening or pronunciation?

Reasoning. Qualified positive: the wait was unwelcome, but the explanation and learning make another visit worthwhile. She plans to book earlier. Typed answers can show textual understanding; they do not certify that the learner heard the audio unaided or performed pronunciation.

Limits and next use

A transcript is useful for analysis but does not replace listening practice with real audio. This package needs school-recorded or licensed listening material before receptive-skill parity can be claimed.

These are original practice tasks written for this course, not official exam questions.

Worked listen, twice. First pass: stance only – is the speaker returning or not? Second pass: the two details that decide it, one against and one for. The answer preserves both – "a qualified positive" – and remembers what typed answers certify: the reading, never the hearing; the credit sits in the method, which is why the rehearsal is closed-script.

Supported focus – English oral communication and follow-up

International Baccalaureate · IB Diploma · Language B · SL

Scope and prerequisites

IB Language B first assessment 2020; English B focus. This supplementary reference covers only the outcomes listed below. Your school's text choices, the full guide's procedures and any required live or recorded performance are handled separately.

- Describe and interpret a stimulus 提示材料 with a cultural connection 文化联系
- Respond to questions and develop an interaction 互动 in English

Prerequisites: Describe visible facts; qualify cultural links; answer follow-ups with reasons.

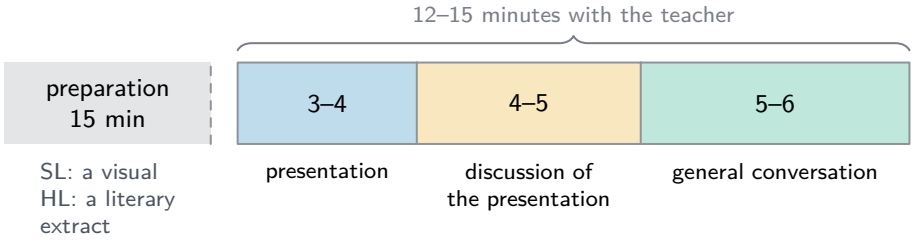
Explain and choose the method

At SL, the oral uses a visual stimulus linked to course themes. At HL, it begins with a literary extract from a studied work.



A discussion: in the oral, answer the teacher's questions with details, reasons and examples

Present clearly, then respond to the teacher's questions with relevant detail 细节, reasons and examples.



The individual oral: 12 to 15 minutes with the teacher after preparation.

At SL, use the supplied original repair notice image for a thematic rehearsal 排练 about community access; it is not an official oral picture. At HL, begin an extract rehearsal from the original literary text on sheet 4; do not substitute an SL picture for HL literature. Describe or interpret the actual stimulus, give a reasoned theme connection, then respond to a follow-up. A cultural connection needs a specific practice you have studied; no image proves nationality or a whole culture's habits.



A visible stimulus: say what you can see before you interpret it

> **Worked example.** For a visual, describe people sharing dishes, link this to a particular cultural practice you have studied and qualify the comparison. If asked about differences, explain one specific experience rather than listing stereotypes.

Practice material

Original non-literary stimulus – Library repair session notice. Use the actual supplied notice image with this text.

Large heading: "A second life for a small object". Main visual: a broken line becomes an unbroken line beside a lamp symbol. Prominent instruction: "Book a place by Friday". Smaller text: "Saturday, 10:00–12:00. Library meeting room. Bring one battery-powered object. No damaged batteries. Inspection does not guarantee repair." Footer: "Need help booking? Ask at the library desk."

The notice is an original classroom design, not a real event announcement. Its audience is local library users who may have a small broken object. Its purpose is to encourage a booking while communicating limits. A reader's actual response has not been measured.

Practice with reasoning

Practice 1

SL – describe two visible choices in the notice and connect them to community access. HL – use the literary extract on sheet 4 to explain the character's situation. Label your route clearly.

Reasoning. SL model: "The notice has a large repair heading and a smaller offer of booking help at the desk. This could make a community activity accessible to people who need assistance, although the small footer may be less noticeable." HL model: "Leila does the shop work, but visitors still thank her father's name. Her new card asks them to recognise her without removing the old plate." These are stimulus-grounded rehearsals, not assessed oral certification.

Practice 2

Answer "What would you change, and why?" Then answer "What is one limit on your suggestion?"

Reasoning. SL: "I would make the desk-help line more prominent because readers may need that route. I would test whether readers notice it, because prominence alone does not guarantee use." HL: "I would ask how visitors respond later to Leila's card. The short extract does not reveal every future response, so I cannot assume permanent recognition." Other relevant answers with reasons and limits are valid.

Practice 3

Add a connection to a specific studied English-speaking community practice. What must be supplied before you can make that connection responsibly?

Reasoning. Name the actual practice and place from reliable class material, explain one evidenced similarity 相似 or difference, and avoid claiming everyone participates. The current original stimuli provide no verified national setting, so a specific cultural factual claim remains pending that source. Live teacher interaction and recording remain separate requirements.

Limits and next use

HL requires two literary works and extract-based discussion; an SL picture lesson alone does not cover that requirement. The teacher conducts and records the actual oral; self-written answers cannot substitute for interaction.

These are original practice tasks written for this course, not official exam questions.