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## *Unit 2 – The Nation and Language*

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### **Unit Overview:**

Students continue their study of the English language by looking at how nations use, regulate and plan language. They will continue to examine how language and culture influence each other and how language can become a political and sometimes powerful tool.

### ***Lesson 2-1: Day 1 Introduction to language planning***

**Objective(s), skills attained & motivation:** To begin to look at the social and political contexts of language use in the world; to introduce the idea of official languages and how and why they are made official.

**Homework:** none

### **Vocabulary: 2:1**

(to) adapt (v), adaptable (adj.), adaptation (n)

appropriate (adj.)

(to) approximate (v), approximately (adv.), approximate (adj.), approximation (n)

(to) colonize (v), colonial (adj.), colonization (n)

commercial (adj.), commerce (n)

(to) decide (v) decision (n)

(to) disperse (v), dispersal (n)

imperial (adj.), imperious (adj.), imperialism (n)

legacy (n)

majority (n)

official (adj.)

policy (n)

political (adj.) politics (n)

(to) prescribe (v), prescriptive (adj.), prescription (n)

(to) require (v), requirement (n)

**Materials list:** Student Activity Book, oral assessment criteria (chart-form is easiest) from either the *IB Language B Subject Guide* (2002) or downloaded from the IB's Online Curriculum Centre ([occ.ibo.org](http://occ.ibo.org)), print-out or immediate electronic access to <https://www.cia.gov/cia/publications/factbook/fields/2098.html> (The Central Intelligence Agency's *World Factbook*—Field\_Listing: Languages)

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### Directions:

Vocabulary list: Have vocabulary list written on board, replacing the previous vocabulary list

If in a multi-national setting, elicit the native countries of each student in the class to the board. Ask students to name their official language(s) and write these languages under the names of the countries.

Compare answers to those listed in the CIA's *World Factbook's* Field Listing for languages in binder and add/adjust any differing information. Make sure to note which countries do and do not have official languages. (Your students may dispute this, but you are using the latest CIA data!)

Ask student to identify which languages appear more than once; ask them why some languages are so widespread. (They should spot the colonial influence of some languages: English, Spanish, French, Portuguese, etc.)

Put students in small groups, and refer them to the discussion questions in **Activity 2:1, part 1**.

As students discuss, silently visit groups and mark as many students as practical on interactive oral skills, using the oral assessment criteria (see Assessment below).

When students are finished with Part 1, elicit any comments or discoveries for a brief whole-class discussion.

Then direct student to **Activity 2:1, parts 2 a and b**, which calls for some individual reflection and then more group work. Continue to assess oral skills as before.

Finish class by coming together for reports from groups on some of the issues discussed.

**Assessment:** This is a practice interactive oral to be used internally and not to be used for the IB Interactive Oral. It will serve to familiarize the students with the standards of the IB and will show them what their strengths and weaknesses are in oral skills.

It may not be possible to assess all students during the time given; teachers should note which students have been assessed this time and assess others in the next opportunity for oral assessment.

The oral assessment criteria are found in the *IB Language B Subject Guide* (2002), pages 50-52 for Higher Level and pages 60-62 for Standard Level.

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To make assessment easier, the assessment criteria can be put into chart-form to allow all criteria to show on one page. Such charts are available in Word format in the English B Resources section of the Online Curriculum Centre ([occ.ibo.org](http://occ.ibo.org)). Download this chart and make several copies of it. As you listen to the students speak, assign values out of 10 points for each of the three criteria by circling a band on the chart. You can then record the mark out of 30 points for your own grade book and give the chart to the student as feedback.

### **Lesson 2-2: Day 2 World Englishes**

**Objective(s), skills attained & motivation:** To look at the social and political contexts of English use in the world, via text-handling exercises.

**Homework:** *World Englishes* A6 activity, p. 35-36

**Vocabulary:** pronunciation drill; see below.

**Materials list:** *World Englishes* (Jenkins, 2003), Student Activity Book,

#### **Directions:**

Start with pronunciation of vocabulary introduced on Day 1. See Suggested Teaching Strategies below.

**Activity 2:2:** text-handling exercises. Put students in pairs or groups and ask them to work on Activity 2.2, using section A1 and A3 from the Jenkins book. When pairs/groups have had time to complete the questions, elicit and discuss answers to text-handling.

If time permits, broaden the discussion to answer any other questions related to the topic or the texts. Ask students for their opinions on whether they are ESL or EFL (and why they think so) and whether they agree with Kachru's model of World Englishes. Examine some of the problems with Kachru's model that Jenkins lists on pages 17-18.

Finish with this question: Why do non-native speakers want to learn English? Direct them to the activity in Section A6 of Jenkins, pages 35-36. For homework, ask them to (1) read Crystal's reasons why non-native speakers want to learn English, (2) identify the reasons that apply to them and (3) choose which they think are the most relevant for international communication today.

**Suggested Teaching Strategies:** Depending on the time available and the needs of the class, vocabulary pronunciation can be run as a pronunciation drill in different formats: a straight "repeat after me" drill, led by you and either repeated as a class or repeated individually around the class, so that you can hear each student say the given vocabulary word; a student-led drill in which you call on individual students to model given words for the rest of

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the class (prompting them by pointing to the word on the board) and have the class repeat the word after you have verified/corrected that leading student's pronunciation.

### **Lesson 2-3: Day 3 Why is English International?**

**Objective(s), skills attained & motivation:** To look at the historical, social and political contexts of English use in the world.

**Homework:**

**Vocabulary:** questions session; see below.

**Materials list:** Grammar Quizzes, *World Englishes* (Jenkins, 2003), Student Activity Book,

**Directions:**

Invite questions about vocabulary: clarifications of meaning and usage. See Suggested Teaching Strategies below.

Administer **grammar quiz**; allow 10 minutes. If students are unable to complete the quiz in that time, they need to engage in independent study of the material. If using Murphy's *Basic Grammar in Use*, 2<sup>nd</sup> Edition, they should study Units 24-25.

Follow-up on homework: Why do non-native speakers want to learn English? Elicit Crystal's reasons why non-native speakers want to learn English, students' own reasons why they want/need to learn English and the most relevant reasons for English as international communication.

**Suggested Teaching Strategies:** Vocabulary questions: don't "spoonfeed" students definitions for every vocabulary word; try to make this more of a session on usage than on meaning. If asked for the meaning of the word, elicit at an initial guess so that the class has a starting point and then elicit other definitions from the class, confirming those definitions that are correct and identifying any that are incorrect.

**Assessment:** For those using the recommended grammar text, Murphy's *Basic Grammar in Use*, 2<sup>nd</sup> Edition, advise students scoring below 80% on grammar quiz 1 to do the exercises for Units 24-25.