

DP Language B

# Preparing SL students for their IA



# Table of Contents

<b>Your Role as the Teacher</b>	<b>3</b>
<b>The Structure of the Oral</b>	<b>6</b>
<b>Regulations Regarding the Number of Required Stimuli</b>	<b>7</b>
<b>Lesson Plans &amp; Activities</b>	<b>8</b>
<b>Conclusion</b>	<b>16</b>
<b>Teacher Reflection</b>	<b>17</b>
<b>Resource 1: Reflection Activity for Unit Exams</b>	
<b>Resource 2: Idea Flow Chart</b>	
<b>Resource 3: IO Outline</b>	
<b>Resource 4: Individual Oral Practice</b>	
<b>Resource 5: Testing Schedule for Teachers</b>	

# Your Role as the Teacher

While the Individual Oral assessment is testing the students' knowledge and skills, you play a vital role in this assessment. The interactive oral must be student-inspired and created. Your role is to guide the student and monitor progress.

The individual oral assessment is probably the most intimidating part of the course for students. They are speaking in a second language, they are being recorded, and they have no idea what you are going to ask them.

It is important to practice this component on a daily basis. Train your students to understand the three parts of the presentation.

At the SL level, students must describe what they see in the picture that they are given briefly. Make sure that students have vocabulary at their fingertips to be successful doing this. Vocabulary words that show a relationship to space are important. For example, students could talk about the foreground and background of the photo. Prepositional phrases such as "to the left" and "to the right" are also helpful as well as being able to say, "on the top" and "on the bottom."



In the second part of the presentation, I encourage students to impress the examiners with all that they know regarding the theme. Students should relate the photograph to them and express opinions of the ideas related to them.

Students then engage in conversation with the teacher for 4-5 minutes expanding on what they said during their presentation. I encourage students to study for this part by keeping a running list of key ideas that we discuss in class in relation to each of the themes.

I also tell them to pay close attention to the discussion questions that are used in the classroom. While those discussion questions will not be the exact questions used in the assessment, they will all relate to the theme and they give the students something to consider talking about.

In the third portion, I usually begin by stating that we studied four other themes during the course as well. My follow-up question usually relates to which theme they found to be the most interesting. From there, I let the student lead the discussion and inject clarifying questions regarding what they are saying and ask opinion questions for them to respond to in relation to the theme.

The month before we complete the individual oral, I encourage students to make a list of topics under each theme that we have studied during the course. Under each of the topics, I encourage them to list key ideas regarding each of the topics. This serves as a type of outline for them to study from as they prepare for the individual oral assessment.

# My notes



# The Structure of the Oral

The individual oral assessment is divided into 4 parts. The requirements for the SL level are outlined below.

## Part 1: Preparation Period

Students are given two visual stimuli. Each stimulus is related to a different theme from the course. The visual stimulus should be labeled in the target language with the theme to which it relates.

The student chooses one of the two visual stimuli and prepares 10 short working notes in bulleted format from which to prepare an oral presentation.



Time Limit:  
15 minutes

## Part 2: The Presentation

Students begin the presentation by describing the visual stimulus. After describing what is seen in the visual stimulus, students relate what is seen to the theme that was studied during the course.



Time Limit:  
3-4 minutes

## Part 3: Follow Up Discussion

This portion consists of a discussion between the teacher and student on at least one additional theme from the five mandatory themes covered in the course.



Time Limit:  
4-5 minutes

## Part 4: General Discussion

This portion consists of a discussion between the teacher and student on at least one additional theme from the five mandatory themes covered in the course.



Time Limit:  
5-6 minutes



## Regulations Regarding the Number of Required Stimuli

At the SL level, teachers are allowed to use the same five stimuli for up to ten students. If there are more than ten students testing, the teacher must prepare two visual stimuli from each of the five themes. The chart on page 44 of your Language B subject guide shows how the visual stimuli might be distributed for different numbers of students (in the chart on page 44, letters A, B, etc. represent different themes). Remember, each student must receive two visual stimuli with the theme indicated on them in the target language.

## Where and how do you select visual stimuli?

One can find visual stimuli in many places. The easiest place that I have found to locate visual stimuli is from Google Images. When choosing a visual stimulus be sure that the photograph has enough rich visual text for the student to speak about. Always print your visual stimuli in color. This gives the students another opportunity to describe what they see.

Keep in mind that when choosing visual stimuli that there are regulations regarding how many times a prompt can be used. You can find this information in the table included in this lesson.

# Lesson Plans & Activities

It is important to incorporate many opportunities into your classroom for students to practice speaking about literature so they are comfortable doing so during their IA. Here are some learning activities and lesson plans to help you plan out this part of the course.

Here are some learning activities and lesson plans to help you plan. Read through each type of activity. Then find the printable in the Resources section.

## Reflection Activity for Unit Exams

The resource should be used as a homework assignment the day that a unit exam is given. It would require the student to listen to a recording of their unit exam, which imitates the Individual Oral Assessment. By having students reflect on their performance on practice IAs done in the classroom, they are familiarizing themselves with the language of the rubric and developing a deeper understanding of what the examiners are actually assessing on this portion of the IB exam.

In the resources section, find:

- A worksheet for students to fill out when reflecting on their practice IA.



## Conversation Line

In this activity, I line students up in the front of the classroom in two lines facing one another. I alternate between asking relevant content questions related to the theme that is currently being studied and visual stimuli that are projected on the Promethean board related to the theme. Students interact with one another in relation to the question that was posed or interact about the visual that is presented.

Students are given maybe 2 minutes to interact before I ask them to move one place to the left. They now have a new partner, and another question is posed, or another visual stimuli are presented.

While students are speaking with one another, I walk between the two lines in order to make grammatical corrections, offer suggestions on rich vocabulary, or offer advice on how to add depth to what they are saying.

This activity takes approximately 15 minutes at the beginning of class, but it serves multiple purposes. First, it starts the class with students speaking in the target language. Second, they are able to practice interactive and productive skills. Third, they are learning vocabulary and getting ideas regarding the theme being studied from their classmates that they can use.

While I am not hearing every mistake that is being made, I am able to address a few during this time and make mental notes about what I want to speak to the group as a whole about when we return to our seats.

## Paragraph Builders

In this activity, students are set in groups of no more than 4-5 students.

Students are given 5 minutes and one of the required themes. The first person to speak creates an oral topic sentence. The students continue to add a sentence one sentence at a time to build a coherent message regarding the theme. They are required to use a timer. If the student cannot produce a thought within 15 seconds, the activity must start over from the beginning.

This activity allows students to hear the ideas of others and build on those thoughts. As students become more advanced, every fifth student in this activity could be required to contribute a question related to the theme that the next person must respond to.

## Idea Flow Chart

Use an Idea Flow Chart to train students for the individual oral assessment. While students are not allowed to use these actual sheets on the official individual oral assessment, these organizational tools could serve as a brainstorming tool to help students organize their thoughts and set a pattern of thought that could become routine for students to follow when practicing for this assessment.

In the resources section, find:

- An Idea Flow Chart worksheet you can give to your students to help them prepare for their IA.



## Grammar Complexity Routine

In getting students to use complex structures in their speaking and writing, keep a Google Doc for your class in which idioms that are encountered in resources are recorded and added to the “bank” to be learned and used. The instructor could start off with a list of idioms in English and show the companion expression in the target language.

The second practice to incorporate in daily speaking to gain grammatical complexity is to have students use a minimum of 5 different tenses when speaking and/or writing. At least one of these should be a demonstration of the understanding of the subjunctive, and for the “superstars” of the class, the inclusion of the past subjunctive is always worthy of recognition.

Scaffolding activities to provide for student success is critical with the individual oral assessment. As teachers we would never expect our students to walk in on the first day of the course and provide us with an acceptable individual oral assessment. We might not even tell our students about the individual oral assessment until trust and confidence is built between the students themselves as well as the teacher. At that point, the true craftsman would begin to introduce elements of the individual oral assessment and build on that foundation over time until the “house” is fully built and sturdy. It is at that point that students will accept the assessment as a normal part of any given day, and feel less intimidated by the official individual oral assessment.

## IO Student Outline

Give students a type of template to follow and use as they are practicing in the classroom will facilitate their confidence on the IA.

If they are consistently practicing some sort of outline for the IA throughout the teaching of the course, when the day of the real assessment arrives, they will be able to formulate a natural and coherent response.

In the resources section, find:

- An outline template to use for this activity.

## Individual Oral Practice

The practice for the individual oral is divided into 3 parts. It is recommended that students do this activity in 3 sections, so that they become familiar with the sequence, and what is the information that they must cover in each part, in order to cover the presentation in total from 14 to 15 minutes.

In the first section the students describe the image for 3 to 4 minutes. The image in the resource comes from Experiences in the hispanic world.

In the second section, the students relate the image to the thematic area and the culture and give their opinion and interpretations about the visual stimulus. The teacher should take the conversation from the section, asking questions to maintain a conversation with the student.

In this last section the student connects the visual stimulus topic area with another topic and explains why and how it is connected. More than one topic can be related. The student also makes his cultural comparison. The teacher asks the student questions to continue the conversation to the end. If the time is close to 15 minutes and the student is still talking, the teacher should interrupt the conversation and end the recording with a phrase such as: thank you very much. It is important that the recordings meet the minimum time required and not exceed the maximum.

In the resources section, find:

- A practice worksheet to help your students practice for their Individual Oral



## Testing Schedules

While this day is stressful for the students, it is also a day that is a bit stressful for the teacher. Advance planning and consideration of these key questions will help in making sure that your assessment day runs as smoothly as possible.

Think about your answer to: what are some of the organizational and technological questions do you have to consider in planning for this assessment?

---

---

---

---

Design a testing schedule that would work for your individual school setting.

In the resources section, find:

- A testing schedule you can fill out to keep you organized.

## Conclusion

The individual oral assessment for most students is the most intimidating assessment of the DP Language B course. It is intimidating to walk into a room with two recordings running and speak in your native language about a highly academic topic let alone being asked to complete this task in their second language. Be empathetic with your students! Encourage them! Remind them that you are their biggest fan and are pulling for them to be successful! And finally, celebrate when this assessment has been completed!

Now think about your specific students, classroom environment, and school programme to reflect on ways you can support your students. You can use the reflection sheet on the following page to help you.

## Notes

---

---

---

---

---

---

# Teacher Reflection

Think about your own students and classroom environment. What are some ways you can prepare your students for their IA?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Answers will likely include activities where students are practicing speaking, thinking independently, and collaborating with others.



# My notes



# Resources

Find all the printables that were discussed in this Print and Go Pack by downloading the individual files in this Pack.



## Ready to learn more?



### [Teacher Toolkits](#)

Subscribe to a full year of tools with an Ibtrove teacher toolkit. The toolkits break down all the subject information you need to be more successful!

[Click Here](#)

### [Print and Go Unit Plans](#)

Make planning easier with print and go unit plans, which include the official unit plan, daily lessons, and supplementals.

[Click Here](#)



### [IB Books & Resources](#)

Find all the IB books and resources you need to teach your IB subject on the IB Source website.

[Click Here](#)

