Lesson plan 1.1: part 1 – ‘Language in cultural context’

This lesson plan can be used by the teacher, along with Chapter 1 of the *IB English Language and Literature* coursebook, to begin the study of part 1: ‘Language in cultural context’.

- The suggested resources can be replaced by any relevant to what is being studied in your course.
- This plan is based on a 60-minute lesson.
- You can use the editable Word version of this document to create your own lesson plans for this, or any other as part of your IB English Language and Literature course. Simply overwrite the content with your own material.

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<th>Timing</th>
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<td>20 minutes</td>
<td>Introduce learning outcomes, including a consciousness of English as a global language.</td>
<td>As many schools begin the 2-year course with part 1: Language in cultural contexts, you might be introducing more than just this lesson. Encourage students to discuss their ideas about ‘the English language’, including their possible preconceptions about what this course might involve. Remind students that there are IB Language and Literature courses in other languages. So what makes English Language and Literature distinct? Present a video clip that puts a particular emphasis on English language. For example, you might show a clip from Shaw’s play <em>Pygmalion</em> (or from the musical <em>My Fair Lady</em>, which was based on it) as referenced in the coursebook, on</td>
<td><em>IB English Language and Literature</em> coursebook, Chapter 1, figure 1.3 (on page 3) – a world map showing English-speaking countries.</td>
<td>Students consider English as a global language.</td>
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(10 minutes) | | | | Students hear variants of English vernaculars. |
| (10 minutes) | **pages 10–11; or an Amy Walker production easily available on the Internet.**  
**Emphasise the key terms ‘vernacular’ (coursebook, page 19) and ‘idiolect’ (page 8).** | | |
| **20 minutes** | **Develop the concept of idiolects**  
**Ask students to look at Text 1.2 on pages 4–5 of the coursebook. They should then imagine that they are training to work in a call centre, as described on page 4. Divide students into groups of four and ask each group to come up with strategies for how best to succeed as new call centre workers.**  
**Hand out Worksheet 1.1: The English language. These activities will help give students an awareness of how various cultures express greetings in the English language. Use as much or as little of the worksheet as necessary for the scope of this lesson. The last page of the worksheet gives possible answers to the first activity, so you may wish to hand this out after the activity has been completed.** | **IB English Language and Literature coursebook, Chapter 1, Text 1.2, pages 4–5.**  
**Worksheet 1.1: The English language (filename: IB_ell_1_resources_ws1)** | **Students discuss ways of appreciating many English vernaculars in the simulated setting of a call centre.**  
**Students acquaint themselves with the most basic idiolect: the wide range of greetings used in the English language.** |
The transition from speech patterns (idiolects) to texts.

The art of teaching is about making successful transitions, and helping students to understand correlations. From the commonplace expression of ‘hello’ in many vernaculars, we develop more sophisticated narratives in English. Ask students to discuss their ideas about what a ‘text’ is. Many will suggest that a text is a published piece of literature, and they won’t be wrong, although they should be reminded that this definition is rather too narrow. Remind them that texts – fictional and non-fictional – are artefacts before they are works of art.

Refer to page 1 of the coursebook. Discuss the concept that ‘texts are little mirrors that reflect cultural values’ (page 1). You might even bring in objects that identify or challenge the notions of certain cultures:

- a potato for Irish culture
- a boomerang for Australian culture
- a maple leaf for Canadian culture

No doubt you will be able to think of many more that are meaningful for your students. Images of these objects can be used if necessary.

If time permits, use parts of Worksheet 1.2: ‘texts’ in English.

- Students broaden their idea of ‘text’ to reflect (and challenge) cultural values.
- Students begin to distinguish objective and subjective realities in texts, as described in Worksheet 1.2.