



# Language Acquisition

## French – Subject Group Overview

### MYP YEARS 4 - 5



## Emergent Communicator (Phase 2)

- There will be cross-over and interlacing of curriculum throughout the school year, so please ensure you have a thorough understanding of the Specific Expectations for the end of Capable Level – see the last section of this document.
- Moving between cultures and making linguistic connections have been mapped across the year, however, these are to be accessed in each term as they are designed to draw connections between Language Acquisition and the students world along with other areas of study.
- This Subject-Group-Overview document must always remain flexible to allow for an effective and rigorous curriculum that leads to the support of students meeting individual needs and facilitate developing life skills. Based on individual teachers' professional judgement additional units might be covered before moving forward through the sequence.
- All class compositions and students' placement are to be collaboratively assessed at the end of Semester 1 and Semester 2.

# Unit 1: Partons en voyage!

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p><b>Partons en voyage!</b></p> <p>10 weeks @ 2.5 hours per week</p>	Communication	Purpose Conventions	Orientation in space and time	<p>The <b>purpose</b> of a <b>communication</b> is reflected in the <b>conventions</b> used in the text</p>	<p><b>ATL Skill category</b> <b>Research</b></p> <p><b>ATL Skill cluster</b> <b>Media literacy skills:</b> Interacting with media to use and create ideas and information</p> <p><b>SEARCH pathway:</b> Goals and habits</p> <p><b>Criterion:</b> Analyse conventions in a wide variety of complex authentic texts (A.i, B.i) <b>Skill needed:</b> Students should be able to identify a variety of complex authentic texts by their conventions, and explain some implications of these conventions, such as origin, audience and purpose. <b>Approach:</b> In order for students to identify complex authentic texts by their conventions, students must know the textual conventions of a variety of texts, such as newspaper articles, social media posts, interviews, etc and understand how these conventions relate to the audience and purpose of a text. This will be taught by exposing students to a variety of simple authentic texts during lessons. Textual conventions and their implications can be taught by explicitly discussing text types and features with students or utilising discussion tools such Think-Pair-Share to allow students to discuss their owns conclusions about the texts.</p> <p><b>SEARCH pathway:</b> Goals and habits</p>	<p><b>Criterion A: Listening</b></p> <p><b>Criterion B: Reading</b></p>	<p><b>Phrases :</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Countries, islands, capitals and continents</li> <li>• Geographical places – à la campagne, dans les montagnes</li> <li>• Holiday activities</li> <li>• The weather</li> <li>• Compass points</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Le future proche</li> <li>• Le future simple</li> <li>• The verb partir</li> <li>• Different prepositions infront of the names of countries, islands and towns</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>• Final silent consonants</li> <li>• The silent sound on</li> </ul> <p><b>Cultural experience:</b> Photos mystère</p>

## Unit 2: Sortons en ville!

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p><b>Sortons en ville!</b></p> <p>10 weeks @ 2.5 hours per week.</p>	Communication	Structure Message	Orientation in space and time	Understanding the <b>structure</b> allows us to <b>communicate</b> our <b>message</b> more effectively	<p><b>ATL Skill category</b> <b>Communication</b></p> <p><b>ATL Skill cluster</b> <b>Communication skills:</b> Exchanging messages and information effectively through interaction Reading, writing, and using language to gather and communicate information</p> <p><b>SEARCH pathway:</b> Goals and habits</p> <p><b>Criterion:</b> Uses a basic range of grammatical structures generally accurately (C.ii, D.ii) <b>Skill needed:</b> Students should be able to apply a basic range of grammatical patterns in simple and familiar contexts with some errors that do not impede communication. <b>Approach:</b> In order for students to apply a basic range of grammatical patterns in simple and familiar contexts, students must understand how sentences can be adapted to different contexts with vocabulary and simple cohesive devices to communicate basic information about themselves, others and simple topics. <b>This will be taught</b> through the use of speaking sheets, writing and performing roleplays, regular speaking exercises, gap fill exercises, creation of simple texts, etc.</p>	<p><b>Criterion C: Speaking</b></p> <p><b>Criterion D: Writing</b></p>	<p><b>Phrases:</b> Pour aller en ville je prends..... Je peux prendre..... ? Ou est le parc s.v.p. ?</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Urban transport</li> <li>• Security</li> <li>• Urban places</li> <li>• The shopping centre</li> <li>• Following an itinerary in town</li> <li>• Organising an outing/excursion</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• The verbs prendre and vouloir</li> <li>• The verbs proposer, refuser, accepter</li> <li>• Prepositions of place : dans, à la/ au, sur, sous, à gauche de /du, à coté de /du, en / à with transport</li> <li>• Le futur proche</li> <li>• Le futur simple</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>• Alphabet</li> <li>• Liaison with indefinite articles</li> <li>• Intonation with questions</li> <li>• Phonetics – accents on words, stress at the end of the word, pronunciation of the verb prendre</li> </ul> <p><b>Cultural experience:</b></p> <ul style="list-style-type: none"> <li>• La Francophonie</li> <li>• Transport in towns in France</li> <li>• Les personnages français</li> <li>• Decorate the town</li> </ul>

## Unit 3: Régalons – nous!

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p><b>Régalons-nous!</b></p> <p>10 weeks @ 2.5 hours per week.</p>	Communication	Word choice Context	Personal and cultural expression	<p><b>Word choice</b> determines the <b>context</b> of the <b>communication</b></p>	<p><b>ATL Skill category</b> <b>Communication</b></p> <p><b>ATL Skill cluster</b> <b>Communication skills:</b> Exchanging messages and information effectively through interaction Reading, writing, and using language to gather and communicate information</p> <p><b>SEARCH pathway:</b> Goals and habits</p> <p><b>Criterion:</b> organizes information coherently in a recognizable format using a range of basic cohesive devices (Diii) <b>Skill needed:</b> Students should be able to recognize a format of simple basic texts and build an understanding around coherency <b>Approach:</b> In order for students to be able to recognize a format of a simple basic text, students must read and listen to a variety of simple authentic texts on basic everyday situations in the target language and identify features that are specific for a particular format, e.g. “emails”, “articles”, “blogs” etc. <b>This will be taught by</b> introducing a variety of simple authentic texts to students in various settings such as using an IWB, worksheets, PowerPoints, and analysing their specific features etc. Students are expected to read and listen to the texts and be able to identify a range of the cohesive devices used in the texts.</p>	<p><b>Criterion A: Listening</b></p> <p><b>Criterion B: Reading</b></p>	<p><b>Phrases:</b> Une fois par semaine A chaque repas à volonté un peu de ; beaucoup de ; trop de</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Meals</li> <li>• Food</li> <li>• Drinks</li> <li>• Birthdays</li> <li>• Ingredients</li> <li>• Fast food</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Verbs ending in -ger</li> <li>• Partitive articles</li> <li>• Adverbs of quantity</li> <li>• Avoir peur, avoir honte, avoir chaud</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>• Alphabet</li> <li>• Vowel sounds</li> <li>• Liaison with indefinite articles</li> <li>• Intonation with questions</li> <li>• Phonetics – pronunciation of h: mute h / aspirate h. The sound of -oi as in moi, the sound of -ui as in lui</li> </ul> <p><b>Cultural experience:</b></p> <ul style="list-style-type: none"> <li>• La Francophonie</li> <li>• Les personnages français</li> <li>• Wild about sweets!</li> </ul>

## Unit 4: Amis et solidaires

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p><b>Amis et solidaires</b></p> <p>10 weeks @ 2.5 hours per week.</p>	Communication	Purpose Conventions	Identities and relationships	The <b>purpose of communicating</b> a text is evident in the <b>conventions</b> used	<p><b>ATL Skill category</b> <b>Communication</b></p> <p><b>ATL Skill cluster</b> <b>Communication skills:</b> Exchanging messages and information effectively through interaction Reading, writing, and using language to gather and communicate information</p> <p><b>SEARCH pathway:</b> Goals and habits</p> <p><b>Criterion:</b> organizes information coherently in a recognizable format using a range of basic cohesive devices (Diii) <b>Skill needed:</b> Students should be able to use a range of cohesive devices to connect ideas in a written text. <b>Approach:</b> In order for students to be able to use some basic cohesive devices in a written text, students must collect at least 7 basic cohesive devices in the target language and identify grammatical structures that apply while using them, e.g. “and”, “but”, “or”, “that”, “therefore”, “because”, “after” etc. This will be taught by introducing the simple cohesive devices to students using PowerPoints, interactive games, gap-fill exercises etc. Students are expected to write down the cohesive devices with their meaning and example sentences in their books, make flash card for a memorization activity, complete various tasks specified by the teacher.</p>	<p><b>Criterion C: Speaking</b></p> <p><b>Criterion D: Writing</b></p>	<p><b>Phrases:</b></p> <ul style="list-style-type: none"> <li>• Quand je parle, j’ai froid</li> <li>• J’ai envie de</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Character</li> <li>• Feelings</li> <li>• Friendship</li> <li>• Relationships</li> <li>• Feelings and emotions</li> <li>• Health</li> <li>• meilleur</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Direct object pronouns</li> <li>• Avoir verbs: avoir peur, avoir honte, avoir chaud etc</li> <li>• 2nd group verbs: finir, choisir, grandir, mourir, guérir</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>• Liaison with l’ and les’</li> <li>• Intonation with questions</li> <li>• Phonetics – the sound of -ch, j and g</li> </ul> <p><b>Cultural experience:</b></p> <ul style="list-style-type: none"> <li>• Charitable activities</li> <li>• Les personnages français</li> </ul>

## Unit 5: Informons-nous!

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p><b>Informons-nous!</b></p> <p>10 weeks @ 2.5 hours per week.</p>	Communication	Structure Message	Personal and cultural expression	<p>Knowledge of the <b>structure</b> of the <b>communication</b> leads to a better understanding of the <b>message</b></p>	<p><b>ATL Skill category</b> <b>Communication</b></p> <p><b>ATL Skill cluster</b> <b>Communication skills:</b> Exchanging messages and information effectively through interaction Reading, writing, and using language to gather and communicate information</p> <p><b>SEARCH pathway:</b> Goals and habits</p> <p><b>Criterion:</b> communicates some relevant information <b>Skills Needed:</b> Students should be able to read and understand a task to identify the context, and apply topic-specific vocabulary and simple grammatical structures to communicate some relevant information on familiar topics. <b>Approach:</b> In order for students to understand tasks, students must identify simple and some complex instructions and question words. This will be taught by explicitly instructing students to highlight the question and instruction words in classroom task descriptions and share their knowledge with others. In order for students to communicate some relevant information on a basic topic, students must be able to select the appropriate grammar structures and vocabulary for the context and apply them to communicate some information appropriate to the context. <b>This will be taught by</b> teaching vocabulary in conjunction with grammar, translation exercises, creation of scaffolded texts in class, practising rehearsed conversations, etc.</p>	<p><b>Criterion A: Listening</b></p> <p><b>Criterion B: Reading</b></p>	<p><b>Phrases:</b></p> <ul style="list-style-type: none"> <li>• C'est indispensable ! – expressing an opinion</li> <li>• C'est dingue ! – expressing surprise</li> <li>• La semaine dernière, Hier, j'ai mangé .....</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• The press and the media</li> <li>• Current affairs</li> <li>• News items</li> <li>• Television</li> <li>• Internet</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• The perfect tense with avoir (le passé composé)</li> <li>• Irregular past participles</li> <li>• The negative imperative</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>• Liaison with indefinite articles</li> <li>• Pronunciation of the perfect tense versus the present tense</li> <li>• Phonetics – the k and g sounds in carotte and gâteau</li> </ul> <p><b>Cultural experience:</b></p> <ul style="list-style-type: none"> <li>• Les personnages français</li> <li>• Shows for every taste</li> </ul>

## Unit 6: Tous des héros!

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p><b>Tous des héros!</b></p> <p>10 weeks @ 2.5 hours per week</p>	Communication	<p>Word choice</p> <p>Context</p>	Personal and cultural expression	<p><b>Word choice</b> determines the <b>context</b> in <b>communicating</b></p>	<p><b>ATL Skill category</b> <b>Communication</b></p> <p><b>ATL Skill cluster</b> <b>Communication skills:</b> Exchanging messages and information effectively through interaction Reading, writing, and using language to gather and collect information</p> <p><b>SEARCH pathway:</b> Goals and habits</p> <p><b>Criterion:</b> Uses a wide range of vocabulary used in a range of familiar situations (C.i, D.i) <b>Skill needed:</b> Students should be able to collect and select appropriate vocabulary based on simple and familiar contexts and audiences. <b>Approach:</b> In order for students to collect vocabulary, students must take effective notes on new vocabulary encountered in class, seek out personally relevant vocabulary and implement study and memorisation methods to retain them. This will be taught by introducing vocabulary to students in an interactive setting with PowerPoints, quizzes and games, etc. Students are expected to translate and record vocabulary using dictionaries or context clues into their mother tongue. In order for students to select appropriate vocabulary, students must be aware of the context, and audience of a familiar situation and the meaning of words that apply. <b>This will be taught</b> through roleplays, structured interaction, class walks, etc.</p> <p><b>SEARCH pathway:</b> Goals and habits</p>	<p><b>Criterion C: Speaking</b></p> <p><b>Criterion D: Writing</b></p> <p>Assessment Tasks for the unit are chosen based on student readiness to demonstrate either productive or receptive skills individually</p>	<p><b>Phrases:</b></p> <ul style="list-style-type: none"> <li>Au vingt et unième siècle</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Heroes</li> <li>Historic events</li> <li>Numbers to infinity</li> <li>Fame</li> <li>Biography</li> <li>Show-business</li> <li>Being a hero</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Indefinite pronouns – quelque chose/rien, quelqu'un/personne</li> <li>The perfect tense with être (le passé composé)</li> <li>déjà, jamais, pas encore</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Alphabet</li> <li>Liaison with indefinite articles</li> <li>Intonation with questions</li> <li>Phonetics – pronunciation of past participles</li> </ul> <p><b>Cultural experience:</b></p> <ul style="list-style-type: none"> <li>Les personnages français</li> <li>Real-life superheros</li> </ul>

## Unit 7: Respectons notre planète!

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p><b>Respectons notre planète!</b></p> <p>10 weeks @ 2.5 hours per week</p>	Communication	<p>Purpose</p> <p>Message</p>	Orientation in space and time	The <b>purpose</b> of <b>communicating</b> is to deliver a <b>message</b>	<p><b>ATL Skill category</b> <b>Research</b></p> <p><b>ATL Skill cluster</b> <b>Information literacy skills</b> Finding, interpreting, judging, and creating information</p> <p><b>SEARCH pathway:</b> <b>Goals and habits</b></p> <p><b>Criterion:</b> identifies explicit and implicit information (facts, opinions, messages and supporting details) in complex authentic texts (Ai and Bi) <b>Skills needed:</b> Students should be able to identify explicit information, such as factual information and opinions with supporting details. <b>Approach:</b> In order for students to identify explicit information, students must be able to recognise the learned vocabulary in their current unit of study in a written or audio text, differentiate between affirmative and negative statements and understand common cohesive devices. This will be taught by familiarising students with synonyms, affirmative and negative sentence structures specific to the target language, using complex authentic written and audio texts, PowerPoints, games, gap fills etc</p>	<p><b>Criterion A: Listening</b></p> <p><b>Criterion B: Reading</b></p> <p>Assessment Tasks for the unit are chosen based on student readiness to demonstrate either productive or receptive skills individually</p>	<p><b>Phrases:</b> <b>Il faut/Tu dois/vous devez</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Animals</li> <li>• Nature</li> <li>• Environmental problems</li> <li>• Waste</li> <li>• The garden</li> <li>• Ecology projects</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• The verbs devoir and mettre</li> <li>• Si + present tense</li> <li>• Etre en train de faire</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>• Pronunciation of mettre, sounds of f,v,p,b</li> </ul> <p><b>Cultural experience:</b></p> <ul style="list-style-type: none"> <li>• Unusual energies</li> </ul>



## Unit 8: L'argent et nous

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Approaches to Learning Skills	IB MYP Objectives GRASPS	Content (topics, knowledge, skills)
<p><b>L'argent et nous</b></p> <p>10 weeks @ 2.5 hours per week</p>	Communication	<p>Meaning</p> <p>Structure</p>	Personal and cultural expression	<p>Understanding the <b>meaning</b> of a <b>communication</b> is reflected in the <b>structure</b> of the text</p>	<p><b>ATL Skill category</b> <b>Research</b></p> <p><b>ATL Skill cluster</b> <b>Information literacy skills:</b> Finding, interpreting, judging and creating information</p> <p><b>SEARCH pathway:</b> Goals and habits</p> <p><b>Skills needed:</b> Students should be able to identify some implicit information in complex authentic texts, such as overall themes and opinions by extrapolating information from a written or spoken text. <b>Approach:</b> In order for students to identify implicit information, students must be able to make connections and draw conclusions from information contained in a text. <b>This will be taught by</b> utilising discussion tools such Think-Pair-Share to allow students to discuss their own conclusions about texts they are exposed to in class.</p>	<p><b>Criterion C: Speaking</b></p> <p><b>Criterion D: Writing</b></p>	<p><b>Phrases:</b></p> <ul style="list-style-type: none"> <li>• Je vous décrit mon objet</li> <li>• Je fais des économies parce que je voudrais.....</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Money</li> <li>• Objects</li> <li>• Description of objects</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Adjectives before the noun</li> <li>• Plus que ..... moins que</li> <li>• Indirect pronoun objects</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>• The j sound</li> <li>• Pronunciation of the word plus</li> </ul> <p><b>Cultural experience:</b></p> <ul style="list-style-type: none"> <li>• Little money stories</li> </ul>

## Specific expectations for the end of Phase 2

Speaking	<p><b>Specific Expectations for the end of the phase</b></p> <p>The student should be able to:</p> <ul style="list-style-type: none"> <li>• understand and respond to simple, short-spoken texts</li> <li>• communicate information in a limited range of everyday situations</li> <li>• request and provide information in a limited range of everyday situations</li> <li>• use language appropriate to a very limited range of interpersonal and cultural contexts</li> <li>• use some aspects of register in formal and informal oral communication</li> <li>• use basic vocabulary accurately</li> <li>• interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation/correct tone.</li> </ul> <p><b>Evidence</b></p> <p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>• follows classroom directions and routines</li> <li>• understands basic phrases and expressions and uses them to interact</li> <li>• participates in a dialogue about an everyday situation using a model</li> <li>• uses gestures, actions, body language and/or words to communicate</li> <li>• names familiar people and uses words related to identity, family, school and daily routines</li> <li>• uses appropriate forms of address, gestures and greetings</li> <li>• makes simple statements to describe identity, subjects, timetables, school, family, daily routines and time</li> <li>• makes a simple presentation with the help of visual aids and a model</li> <li>• Speaks for 11/2 – 2mins</li> </ul>
Listening	<p><b>Specific expectations for the end of the phase</b></p> <p>The student should be able to:</p> <ul style="list-style-type: none"> <li>• identify basic messages presented in simple audiol texts</li> <li>• identify main ideas and supporting details in simple visual texts presented with spoken and/or written text</li> <li>• identify specific information, ideas, opinions and attitudes, presented in simple visual texts with spoken and/or written text</li> <li>• recognize basic visual conventions used in texts</li> <li>• understand and respond to simple visual texts</li> </ul> <p><b>Evidence</b></p> <p>This will be evident when the student:</p> <ul style="list-style-type: none"> <li>• uses images to help make meaning of oral and/or written text</li> <li>• makes simple interpretations of the meaning and purpose of visual texts (for example, signs, posters, picture books, websites) on familiar topics, illustrations with oral and written text messages</li> <li>• lists some features of the visual text (for example, colour, text layout)</li> <li>• finds his or her own examples to share understanding</li> </ul>

## Reading

### Specific Expectations for the end of the phase

The student should be able to:

- identify basic facts in simple written texts
- identify main ideas and supporting details in written texts
- recognize basic aspects of format and style
- understand and respond to simple written texts.

### Evidence

This will be evident when the student:

- shows an understanding of short simple texts by reading and responding to questions or completing activities about the texts
- maybe needs to read multiple times
- reads text and, for example, lists, defines, labels, draws, locates, selects, matches, states information; reads text of 100–200 characters and answers simple questions about it.

## Writing

### Specific expectations for the end of the phase

The student should be able to:

- communicate information in a limited range of everyday situations
- request and provide information in a limited range of everyday situations
- use language appropriate to a very limited range of interpersonal and cultural contexts
- understand and use basic language conventions accurately
- use some aspects of register in formal and informal written communication

### Evidence

This will be evident when the student:

- writes 100-200 characters using hiragana with the use of hiragana charts and basic kanji.
- writes simple phrases and sentences about an everyday situation using a model
- labels familiar objects, people and writes words and phrases for identity, classroom, school and daily routines and time
- makes simple statements to describe identity, family members, school life and everyday routines