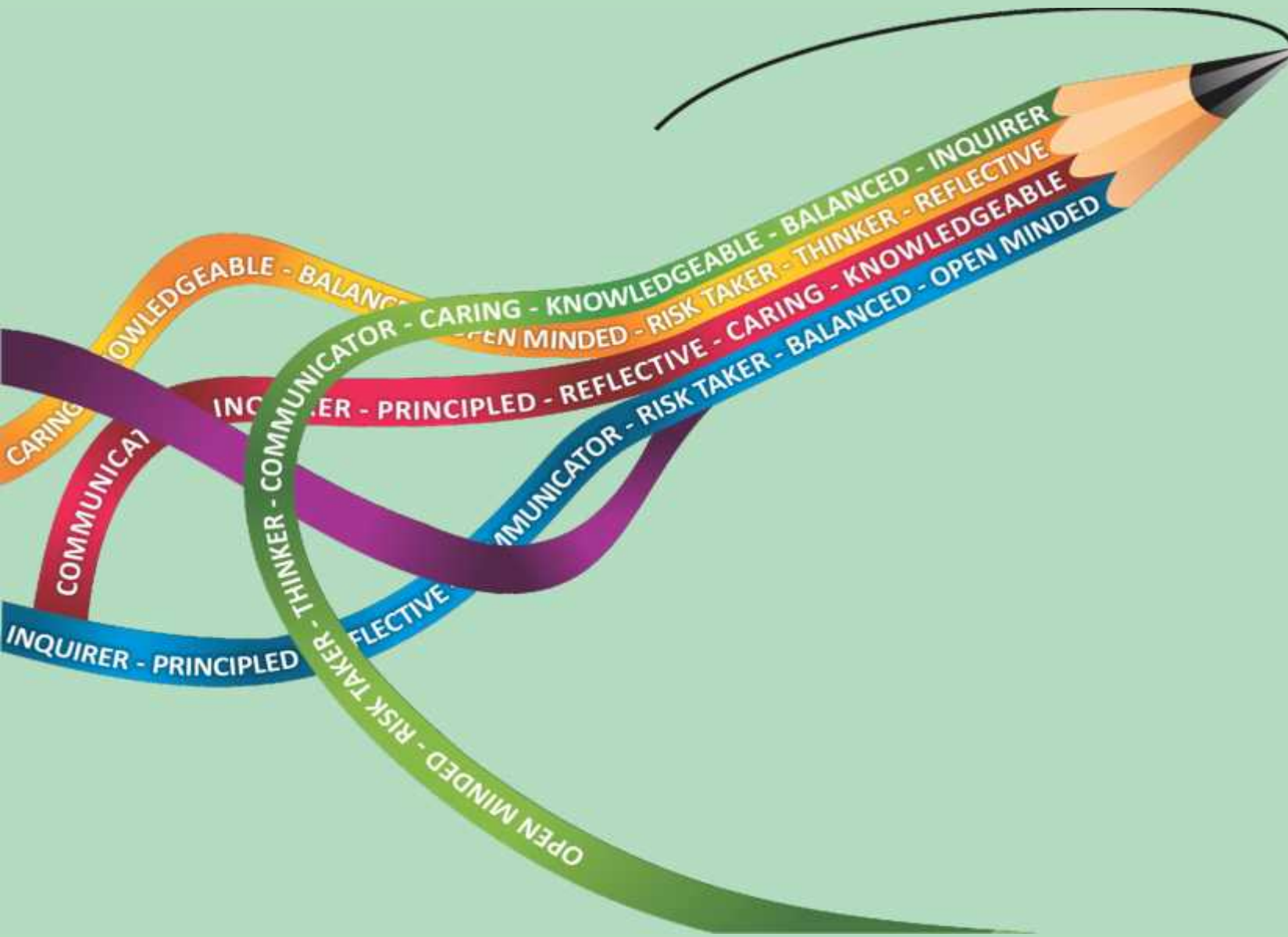


# Language Acquisition French - SGD



MYP PHASE 1

MYP PHASE 1 LANGUAGE ACQUISITION (FRENCH)

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner profile	Content (topics, knowledge, skills)
<b>Me and the people around me</b> 35 Sessions @ 40 min	Connection	Message patterns purpose	Identities and relationships Area of Exploration • identity formation	Human relationship strengthen when they connect and communicate, as they interact with people from different cultures and communities	<b>Objective A</b> :Comprehending spoken and visual text <b>Objective B:</b> Comprehending written and visual text <b>Objective C:</b> Communication in response to spoken, written and visual text <b>Objective D:</b> Using language in spoken and written form	Social skills Learner Profiles Communicator, Inquirer	Self introduction, peer introduction, Numbers - 1-100, Family vocabulary, describe family members and peers, House vocabulary, (rooms and furniture) , Animals and Birds vocabulary . <b>Grammar</b> : personal pronouns, Regular verb conjugation (present tense) , possessive articles, question words, sentence structure, adjective  Connection with German Number names (International mindedness)
<b>School</b> 35 Sessions @ 40 min	Global interactions	Audience, point of view, pattern	Globalization and sustainability Area of Exploration • commonality, diversity and interconnection	Education enhances the acceptance , acknowledge and appreciate different individuals to develop the world as a whole	<b>Objective A</b> :Comprehending spoken and visual text <b>Objective B:</b> Comprehending written and visual text <b>Objective C:</b> Communication in response to spoken, written and visual text <b>Objective D:</b> Using language in spoken and written form	Self-management skills Organization Skills Affective Skills Reflection Learner Profiles Balanced, Reflective	Classroom objects, Subjects -opinions Days of the week, Months of the year, Daily routine <b>Grammar</b> : Gender of nouns, Definite and indefinite articles, possessive adjectives and personal pronoun, preposition, sentence structure, Interrogative sentences ,articles .

<p><b>Health</b> <b>25</b> <b>Sessions</b> <b>@ 40 min</b></p>	<p>Perspective</p>	<p>Meaning</p>	<p>Personal and cultural expression Area of Exploration • products, systems, institutions • social constructions of reality</p>	<p>Interpretation and representation of our expression is a reflection of our personal and spiritual health.</p>	<p><b>Objective A</b> :Comprehending spoken and visual text <b>Objective B</b>:Comprehending written and visual text <b>Objective C</b>:Communication in response to spoken, written and visual text <b>Objective D</b>: Using language in spoken and written form</p>	<p>Thinking skills Transfer Learner Profiles Thinker, Caring</p>	<p>Body parts and action , vocabulary of illness &amp; food <b>Grammar</b> : Verb conjugations, adjectives, sentence structure, Expressions with Avoir, Interactive questions..</p>
<p><b>Hobbies and free time activities</b> <b>25</b> <b>Sessions</b> <b>@ 40 min</b></p>	<p>Culture</p>	<p>Context Function</p>	<p>Identities and relationships Area of Exploration • health and well-being • lifestyle choices</p>	<p>Our appreciation of different aesthetics helps us to explore different cultures</p>	<p>Students should be able to... <b>Objective A</b> :Comprehending spoken and visual text <b>Objective B</b>:Comprehending written and visual text <b>Objective C</b>:Communication in response to spoken, written and visual text <b>Objective D</b>: Using language in spoken and written form.</p>	<p>Communications Through Interaction Through Language Learner Profiles Open-Minded, Knowledgeable</p>	<p>Sports, Musical Instruments, Comparison of Hobbies in India and the Target country , Seasons and Weather <b>Grammar</b>: Modal auxiliary verbs, degrees, adjectives, comparison , sentence structure, Interactive questions and interviews</p>

MYP PHASE 2

MYP PHASE 2 LANGUAGE ACQUISITION (FRENCH)							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner profile	Content (topics, knowledge, skills)
<b>Me and people around me</b> 30 Sessions @ 40 min	Connection	Purpose, pattern, Message	Identities and relationships <b>Area of Exploration</b> • personal efficacy and agency • human nature and human dignity;	Human relationships strengthen when they connect and communicate, as they interact with people from different cultures and communities.	<b>Objective A :</b> Comprehending spoken and visual text <b>Objective B:</b> Comprehending written and visual text <b>Objective C:</b> Communication in response to spoken, written and visual text <b>Objective D:</b> Using language in spoken and written form	<b>Thinking skills</b> <b>Creative Learner Profiles.</b> Thinker, caring	Helping at home, Family and friends description in detail, profession , pet animal description and house description <b>Grammar:</b> adjectives,activities, phrases related to household activities, structure to describe a picture of a famous personality, Email / Letter writing / how to react or comment on a description
<b>School</b> 30 Sessions @ 40 min	Global interaction	Audience, point of view, pattern	Globalisation and sustainability <b>Area of Exploration</b> • commonality, diversity and interconnection	Education enhances the acceptance and acknowledges and appreciates different individuals to develop the world as a whole.	<b>Objective A :</b> Comprehending spoken and visual text <b>Objective B:</b> Comprehending written and visual text <b>Objective C:</b> Communication in response to spoken, written and visual text <b>Objective D:</b> Using language in spoken and written form	<b>Self management</b> <b>Organization</b> <b>Reflection</b> <b>Learner Profiles</b> Principled, Balanced, Reflective	School routines , to talk about favourite subjects/ teachers, transport, to talk about sports in the school, Comparision of school life in Germany and in India. Field trip description <b>Grammar:</b> Reflexiv verbs, adjectives, activities, Email / Letter writing , Article writing

<p><b>Travel/ clothing/ accessories</b> 30 Sessions @ 40 min</p>	<p>Culture</p>	<p>Context, Function</p>	<p>Personal and cultural expression <b>Area of Exploration</b> • philosophies and ways of life • belief systems</p>	<p>Our appreciation of different aesthetics helps us to explore different cultures.</p>	<p><b>Objective A :</b> Comprehending spoken and visual text <b>Objective B:</b>Comprehending written and visual text <b>Objective C:</b>Communication in response to spoken, written and visual text <b>Objective D:</b> Using language in spoken and written form</p>	<p><b>Communication Through Interaction</b>  <b>Communication Through Language Learner Profiles</b> Communicator, Inquirer, Knowledgeable</p>	<p>Different states and cities in Germany, places of interest. Transport and travel description. Clothing and accessories vocabulary <b>Grammar :</b> perfect tense, Article writing and postcard writing. Prepositions, articles contracts, Role play ( at the ticket counter and a hotel reception) , adjective Directions</p>
<p><b>Food</b> 30 Sessions @ 40 min</p>	<p>Perspective</p>	<p>Meaning, Empathy</p>	<p>Identities and relationships <b>Area of Exploration</b> • lifestyle choices • human nature and human dignity;</p>	<p>Interpretation and representation of our expression is a reflection of our personal, spiritual health</p>	<p>Students should be able to... <b>Objective A</b> :Comprehending spoken and visual text <b>Objective B:</b>Comprehending written and visual text <b>Objective C:</b>Communication in response to spoken, written and visual text <b>Objective D:</b> Using language in spoken and written form</p>	<p><b>Research skills Information Literacy Skills Media Literacy Skills Learner Profiles</b> Risk- Taker, Communicator</p>	<p>Cutlery vocabulary, Buy and sell food items, money, restaurant, Café, menu and meal create your own recipe <b>Grammar:</b> Degrees, article partitif, verb conjugation, Role play at the restaurant, Adjectives.  IDU- with Science(BIOLOGY)- Balanced Diet</p>

MYP PHASE 3

MYP PHASE 3 LANGUAGE ACQUISITION (FRENCH)							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner profile	Content (topics, knowledge, skills)
<b>Me and people around me</b> 30 Sessions @ 40 min	Connection	Message, pattern, purpose	Identities and relationships <b>Areas of Exploration</b> • personal efficacy and agency • attitudes, motivations, independence	Human beings connect and communicate to entertain and socialise between families, friends, communities and cultures strengthening their values and beliefs.	Objective A :Comprehending spoken and visual text Objective B:Comprehending written and visual text Objective C:Communication in response to spoken, written and visual text Objective D: Using language in spoken and written form	Social skills Collaboration Skills <b>Learner Profiles</b> Open-Minded, Caring	Different types of houses and its furniture. Visiting a native family/ house. Directions. <b>Grammar:</b> Revision of perfect tense, Future tense, speak about past events or memories, perfect tense of modal auxiliary verbs.
<b>Food</b> 30 Sessions @ 40 min	Perspective	Meaning, empathy	Identities and relationships <b>Areas of Exploration</b> • health and well-being • lifestyle choices	Health is a treasure which is a key to a healthy society.	Objective A :Comprehending spoken and visual text Objective B:Comprehending written and visual text Objective C: Communication in response to spoken, written and visual text Objective D: Using language in spoken and written form	Research Skills Information Literacy Skills <b>Learner Profiles</b> Knowledgeable, Inquirer	Special meals / Typical meals. Comparison of eating habits. Healthy diet / lifestyle. Fast food/ foreign food. <b>Grammar:</b> Revision of Degrees, Imperativ (write a receipe in imperativ).
<b>School</b> 30 Sessions @ 40 min	Global interaction	Audience, point of view, pattern	Globalisation and sustainability <b>Areas of Exploration</b> • commonality, diversity and interconnection	Education enhances the acceptance and acknowledges and appreciates different individuals to develop the world as a whole.	Objective A :Comprehending spoken and visual text Objective B:Comprehending written and visual text Objective C:Communication in response to spoken, written and visual text Objective D: Using language in spoken and written form	Thinking skills Critical ,Creative <b>Learner Profiles</b> Thinker, Communicator	Compare Indian and target country education system. Opinion about school rules, uniform and clubs. Compare role of class representative. <b>Grammar:</b> Posters and advertisements for notice boards, article for school magazine (school exchange programme)

<p><b>Hobbies and Free time</b> <b>30 Sessions @ 40 min</b></p>	<p>Culture</p>	<p>Context Function</p>	<p>Personal and cultural expression <b>Areas of Exploration</b> • social constructions of reality • philosophies and ways of life</p>	<p>Language plays an important role in promoting all forms of tourism, to interact with the world around us.</p>	<p>Objective A :Comprehending spoken and visual text Objective B:Comprehending written and visual text Objective C:Communication in response to spoken, written and visual text Objective D: Using language in spoken and written form</p>	<p>Communication Skills Communication through interaction <b>Learner Profiles</b> Communicator, Open-Minded, Risk- Taker</p>	<p>Compare weekend activities. Description of Holidays and journeys with family/friends. Reason for going on holidays. Types of holiday accommodation. Understanding Advertisements with actual material <b>Grammar:</b> Interview of famous personality, to write text or essay on new hobbies or free time activities( why hobbies are important)  <b>Service As Action-</b> Comparison of weekend activities of Indian and French People (Chart Making)- International Mindedness.</p>
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MYP PHASE 4

MYP PHASE 4 LANGUAGE ACQUISITION (FRENCH)							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner profile	Content (topics, knowledge, skills)
<p>Me and people around me <b>30 Sessions @ 40 min</b></p>	<p>Connections Relationships</p>	<p>Message , pattern, purpose</p>	<p>Personal and cultural expression <b>Exploration-</b> Roles and role models, happiness and good life lifestyle choices.</p>	<p>The family and community to which we belong determine our role to the global society based on our identity, beliefs and values</p>	<p>Objective A :Comprehending spoken and visual text Objective B:Comprehending written and visual text Objective C:Communication in response to spoken, written and visual text Objective D: Using language in spoken and written form</p>	<p><b>Social skills</b> Practice empathy Communicate information and ideas effectively using variety of media and formats</p>	<p><b>Significant concepts:</b> Students should : Understand family relationships, Describe the appearances , house , house hold activities ,talk about hobbies and interests , spending and savings , narrate an outing <b>GRAMMAR</b> adjectives ,prepositions, present tense with depuis , time prepositions etc., the adjectives, reflexive verbs. <b>Activities-</b> informal writing( email, letter, note,..), picture description, interview of a famous personalities)</p>

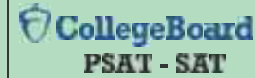
<p>Education and Work <b>30 Sessions @ 40 min</b></p>	<p>Culture</p>		<p>Globalization and sustainability <b>Exploration-</b> Exchange &amp; interaction, Commonality, diversity &amp; interconnection</p>	<p>Education helps us to change our point of view and enhances open mindedness to orient ourselves in global society</p>	<p>Objective A :Comprehending spoken and visual text Objective B:Comprehending written and visual text Objective C:Communication in response to spoken, written and visual text Objective D: Using language in spoken and written form</p>	<p><b>Self-management skills</b> Understand and use sensory learning preferences</p>	<p>Find out more about the target culture, describe school events in the past, school exchange programme, internship , futur plans for higher studies and job <b>Grammar:</b> perfect and future tense, reflexiv verbs <b>Activities-</b> Formal letter writing, article for school magazine</p>
<p>Town and Services <b>30 Sessions @ 40 min</b></p>	<p>Culture</p>	<p>Word choice Function Structure</p>	<p>Personal &amp; cultural expression <b>Exploration-</b> -Ritual and play -critical literacy, languages and linguistic systems.</p>	<p>Language plays an important role in promoting sustainable form of tourism and is the key to work collaboratively.</p>	<p>Objective A :Comprehending spoken and visual text Objective B:Comprehending written and visual text Objective C:Communication in response to spoken, written and visual text Objective D: Using language in spoken and written form</p>	<p><b>Communication</b></p>	<p>Find out more about the target countries, Understand descriptions of a town, talk about transport in the cities, weather and directions, talk about country side/a visit to a theme park/ tourist attractions/ practice shopping transactions/ recent cultural events , formal conversation <b>Grammar:</b> Imperative, conditional sentences, prepositions <b>Activities:</b> Polite conversation ( shop, hotel and reservation counter), postcard writing, brochure making</p>
<p>Food and Healthy Life Style <b>30 Sessions @ 40 min</b></p>	<p>Culture</p>	<p>Empathy Audience</p>	<p>Globalization and sustainability <b>Exploration-</b> Analysis and argument</p>	<p>By practicing to eat properly we begin to fulfill our purpose on this planet to grow as healthy, creative, wise, and compassionate human beings.</p>	<p>Objective A :Comprehending spoken and visual text Objective B:Comprehending written and visual text Objective C:Communication in response to spoken, written and visual text Objective D: Using language in spoken and written form</p>	<p><b>Thinking skills</b> critical thinking <b>Communication skills</b></p>	<p>Talk about healthy eating, to express preferences in choice of meals, comparison of food items and eating habits between own culture and target culture, global health issues due to wrong eating habits <b>Activities :</b> Recipe writing, Role play, Debate <b>Grammar :</b> Imperative , passive voice, conditional sentences .</p>



MYP PHASE 5-6

MYP PHASE 5-6 LANGUAGE ACQUISITION (FRENCH)							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills / Learner profile	Content (topics, knowledge, skills)
<b>Future Plans</b> 30 sessions @ 40 min	Communication	Message Purpose Function	Orientation in space and time <b>Exploration:</b> -Imagining a hopeful future	Education helps us to change our point of view and enhances open mindedness to orient ourselves in global society	Objective A :Comprehending spoken and visual text Objective B:Comprehending written and visual text Objective C:Communication in response to spoken, written and visual text Objective D: Using language in spoken and written form	<b>Self-management skills</b> Organisation	Discuss plans after exams, apply for a job, send and receive messages at work place, to know more about professions and work ethics <b>Grammar:</b> revision of future tense, adverbs to express probability, conjunctions <b>ACTIVITIES-</b> Formal letter writing, job applications, CV writing, interview any professional
<b>Leisure</b> 30 sessions @ 40 min	Culture Creativity	Stylistic choice Point of view	Personal & cultural expression <b>Exploration:</b> -Natural and human land scape and resources -Artistry, craft, creation	Leisure is the time for doing something useful. In our leisure we reveal what kind of people we are.	Objective A :Comprehending spoken and visual text Objective B:Comprehending written and visual text Objective C:Communication in response to spoken, written and visual text Objective D: Using language in spoken and written form	<b>Social skills (ii)</b> collaboration <b>Thinking skills</b> creative thinking	Find out more about the target countries and compare with own culture, talk about hobbies and interests, ask how others spend their spare times, Discuss: what you do: when, where and how often; Talk about part-time jobs, to talk about outing and favourite vacation destinations. <b>Grammar:</b> Subordinating conjunctions, use correct word order in longer sentences <b>Activities:</b> formal and informal letter writing (postcard to a friend, complain letter,...), Role play (lost & found), To express the opinions
<b>Environment</b> 30 sessions @ 40 min	Connection	Empathy Audience	Fairness and development <b>Exploration</b> Consumption, conservation, natural resources and public goods Civic responsibilities and imagining a hopeful future	It is our civic responsibility to respect and conserve our <b>natural</b> resources to keep our environment safe for a better future	Objective A :Comprehending spoken and visual text Objective B:Comprehending written and visual text Objective C:Communication in response to spoken, written and visual text Objective D: Using language in spoken and written form	<b>Thinking skills</b> critical thinking Transfer	Talk about weather, understand weather reports, discuss major environmental problems, talk about protecting the environment, learn about global problem <b>Activities :</b> Slogan writing and poster making <b>Grammar :</b> Imperative , passive voice conditional sentences, use of comparative and the superlative

<p><b>Media and Technology</b> 30 sessions @ 40 min</p>	<p>Connect on Creativity</p>	<p>Context Purpose Audience</p>	<p>Scientific and technical innovation <b>Exploration:</b> Opportunity, risk, consequences and responsibilities</p>	<p>The Purpose of scientific and technical innovation in the field of media is to connect with the global society and exchange information</p>	<p>Objective A :Comprehending spoken and visual text Objective B:Comprehending written and visual text Objective C:Communication in response to spoken, written and visual text Objective D: Using language in spoken and written form</p>	<p><b>Research skills:</b> Information literacy, Media literacy</p>	<p>1.Talk about technology and social media 2. Talk about the internet, e-mails and mobile phones. <b>Grammar:</b> Learn more about imperfect and pluperfect tense, use of adjectival nouns <b>Activities:</b> Advertisement, blog &amp; story writing, Debate</p>
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