

**NISV**

**Navrachana International  
School, Vadodara**

Educating - Empowering - Enlightening

## **MYP SUBJECT GROUP OVERVIEW (SGO) LANGUAGE ACQUISITION - FRENCH**



## EMERGENT LEVEL

## MYP YEAR 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>Personal and social life</b>  <b>35 Sessions</b> <b>@ 40 min</b>	Connection	Form  Pattern	It is not mandated to use global context and Exploration for emergent level	Making connections and finding patterns make it easier to learn a language.	Objective B: Reading (i, ii, iii)  Objective C: Speaking (i, ii, iii, iv)	<b>Communication skills.</b>  <b>Thinking skills</b> Creative  <b>Learner Profiles</b> Communicator Thinker	Greetings, Self-introduction, peer introduction, numbers - 1-1000 (Cardinal), people say where do you live, family vocabulary, describe family members and peers - basic, Pets, house vocabulary (rooms and furniture). <b>Grammar:</b> Personal pronouns, Regular verb conjugation (present tense), possessive adjectives, relevant Interrogative forms, sentence structure - affirmative/ negative, adjective - basic, preposition-basic.
<b>Everyday activities - School</b>  <b>35 Sessions</b> <b>@ 40 min</b>	Connection	Meaning  Message	It is not mandated to use global context and exploration for emergent level	Messages communicated in linguistic and non- linguistic ways connect to make meaning.	Objective A: Listening (i, ii, iii)  Objective D: Writing (i, ii, iii, iv)	<b>Communication skills</b>  <b>Thinking skills</b> Critical, Creative  <b>Learner Profiles</b> Communicator Thinker	Days of the week, months of the year, daily routine, classroom objects, school subjects, subjects – opinions(basic) , talk about your school - basic, different school systems in India and France - basic .  <b>Grammar:</b> Gender of nouns, Definite and

**SGO - LANGUAGE ACQUISITION - FRENCH**

							indefinite articles, possessive adjectives and personal pronoun, sentence structure - affirmative/negative, Interrogative sentences, articles, adjectives, reflexive verbs.
<p><b>Personal and social life - Food and festivals</b> 25 Sessions @ 40 min</p>	Culture	<p>Purpose  Pronunciation</p>	It is not mandated to use global context and exploration for emergent level	Clear pronunciation is important for effective communication	<p>Objective B: Reading (i, ii, iii)  Objective C: Speaking (i, ii, iii,iv)</p>	<p><b>Communication skills.</b> <b>Thinking skills</b> Creative  <b>Learner Profiles</b> Communicator Thinker</p>	<p>Food vocabularies, meals in France, discuss healthy eating - basic, festivals and events in France.</p> <p><b>Grammar:</b> Article indefinis, definis and partitif, sentence structure - affirmative/negative, Interrogative sentences, adjectives, futur proche.</p>
<p><b>Personal and social life - Hobbies and free time activities</b> 25 Sessions @ 40 min</p>	Communication	<p>Form  Pattern</p>	It is not mandated to use global context and exploration for emergent level	Effective communication depends on knowledge of linguistic form and patterns.	<p>Objective A: Listening (i, ii, iii)  Objective D: Writing (i, ii, iii,iv)</p>	<p><b>Communication skills</b> <b>Thinking skills</b> Critical, Creative  <b>Learner Profiles</b>  Communicator Thinker</p>	<p>Sports, musical Instruments, seasons, weather and temperature, different week-end activities according to weather</p> <p><b>Grammar:</b> Avoir, Faire and jouer expressions, verb conjugation, adjectives, sentence structure - affirmative/negative, Interrogative sentences, adjectives, future proche.</p>

EMERGENT LEVEL

MYP YEAR 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)
<p><b>Personal and social life</b></p> <p>35 Sessions @ 40 min</p>	Connection	Function Purpose	<p><b>Identities and relationships</b></p> <p><b>Area of Exploration</b> identity formation</p>	We can connect and identify ourselves, with people across the world through friendship and relationships.	<p>Objective C: Speaking (i, ii, iii, iv)</p> <p>Objective D: Writing (i, ii, iii, iv)</p>	<p><b>Communication Skills</b></p> <p><b>Thinking Skills</b> Creative thinking</p> <p><b>Learner Profiles</b></p> <p>Communicator Thinker</p>	<p>Greet and introduce people, describe yourself and others, helping at home, clothes and accessories, talk about staying with a French family</p> <p><b>Grammar:</b> Regular verb conjugation (past tense), irregular verb conjugation (present tense), possessive adjectives, Interrogative forms, sentence structure - affirmative / negative, adjective, articles - indefinis/definis.</p>
<p><b>Everyday activities - School</b></p> <p>35 Sessions @ 40 min</p>	Connection	Message Meaning	<p>Identities and relationships</p> <p><b>Exploration</b> Happiness and the good life</p>	Language can play an important role in connecting with different cultures and give meaning to our identity.	<p>Objective A: Listening (i, ii, iii)</p> <p>Objective B: Reading (i, ii, iii)</p>	<p><b>Communication skills</b></p> <p><b>Thinking skills</b> Critical, Creative</p> <p><b>Learner Profile:</b></p> <p>Communicator  Thinker</p>	<p>Education system in France , talk about school life in France, daily routine, School subjects, daily activities - after school, description of school trip.</p> <p><b>Grammar:</b> Gender of nouns, sentence structure - affirmative / negative, adjective, articles –indefinis/definis, Comparison - basic, reflexive verbs, Irregular</p>

**SGO - LANGUAGE ACQUISITION - FRENCH**

							verbs.
<p><b>Everyday activities - Food and shopping</b></p> <p><b>25 Sessions @ 40 min</b></p>	Culture	Conventions Structure	<p><b>Personal and cultural expression</b></p> <p><b>Exploration</b> lifestyle choices way of life</p>	Different conventions in cultures may determine the way a communication is structured.	<p>Objective C: Speaking (i, ii, iii ,iv)</p> <p>Objective D: Writing (i, ii, iii, iv)</p>	<p><b>Communication Skills</b></p> <p><b>Thinking Skills</b> Creative thinking</p> <p><b>Learner Profiles</b>  Communicator Thinker</p>	<p>About different shops and shopping, describe food and meals, about cafes and menus, order a meal at a restaurant, speak about likes and dislikes, Cutlery vocabulary, French recipes, talk about money and prices.</p> <p><b>Grammar:</b> Article partitif, Imperative verb conjugation, perfect tense and present tense (regular and irregular verbs), expressions of quantity, negative expressions - basic.</p>
<p><b>The world around us - Travel and tourism</b></p> <p><b>25 Sessions @ 40 min</b></p>	Communication	Meaning, Purpose	<p><b>Orientation in space and time</b></p> <p><b>Exploration</b> Journeys</p>	Our journeys communicated in linguistic and non- linguistic ways have a purpose and add meaning to our lives.	<p>Objective A: Listening (i, ii, iii)</p> <p>Objective B: Reading (i, ii, iii)</p>	<p><b>Communication skills</b></p> <p><b>Thinking skills</b> Critical, Creative</p> <p><b>Learner Profiles</b> Communicator Thinker</p>	<p>About different countries of Europe, modes of transport, discuss travel plan, ask for information, describe places, describe holiday and leisure activities</p> <p><b>Grammar:</b> Perfect tense with Etre (regular and irregular verbs), futur proche tense (including negative), adjectives.</p>

## EMERGENT LEVEL

## MYP YEAR 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>Personal and social life</b>  <b>35 Sessions @ 40 min</b>	Connection	Pronunciation  Purpose	Identities and relationships  <b>Areas of Exploration</b> identity formation	Clear pronunciation is important for effective communication.	Objective C: Speaking (i, ii, iii, iv)  Objective D: Writing (i, ii, iii, iv)	<b>Communication Skills</b>  <b>Thinking Skills</b> Creative thinking  <b>Learner Profiles</b>  Communicator Thinker	Exchange personal information between French speaking countries - basic, exchange personal and family information, discuss relationships, describe friends and other people, talk about leisure activities - when you were young, describe a past event.  <b>Grammar:</b> Regular and irregular verb conjugation, adjectives, comparison, imperfect tense, adverbs.
<b>Everyday activities - Food and health</b>  <b>35 Sessions @ 40 min</b>	Culture	Conventions  Structure	Personal and cultural expression  <b>Exploration</b> lifestyle choices way of life	Different conventions in cultures may determine the way a communication is structured.	Objective A: Listening (i, ii, iii)  Objective B: Reading (i, ii, iii)	<b>Communication Skills</b>  <b>Thinking skills</b> Critical Thinking  <b>Learner Profiles</b>  Communicator Thinker	Discuss healthy lifestyle and fitness, about healthy eating, discuss about body problems  <b>Grammar:</b> Expressions with avoir, reflexive verbs in perfect tense, imperative, adverb, Pronoun EN.

**SGO - LANGUAGE ACQUISITION - FRENCH**

<p><b>The world around us - Travel and tourism</b></p> <p>25 Sessions @ 40 min</p>	<p>Communication</p>	<p>Meaning, Purpose</p>	<p>Orientation in space and time</p> <p><b>Area of Exploration</b> Journeys</p>	<p>Our journeys communicated in linguistic and non- linguistic ways have a purpose and add meaning to our lives.</p>	<p>Objective C: Speaking (i, ii, iii,iv)</p> <p>Objective D: Writing (i, ii, iii,iv)</p>	<p><b>Communication Skills</b></p> <p><b>Thinking Skills</b> Creative thinking</p> <p><b>Learner Profiles</b> Communicator Thinker</p>	<p>Describe places of interest, about Paris sights and Quebec, information about travel, talk about your own town and region, describe a recent event, ask information at tourist office, how to protect the environment basic, discuss holiday information, talk about holiday plans and accommodation, discuss what to take on holiday.</p> <p><b>Grammar:</b> Perfect tense with Avoir and Etre, imparfait, Direct/Indirect object pronouns, Pronoun Y, Superlative adjectives, Relative pronouns, Il Faut + infinitive.</p>
<p><b>The world of work - School/ Career</b></p> <p>25 Sessions @ 40 min</p>	<p>Connection</p>	<p>Message Meaning</p>	<p>Identities and relationships</p> <p><b>Exploration</b> Happiness and the good life</p>	<p>Language can play an important role in connecting with different cultures and give meaning to our identity.</p>	<p>Objective A: Listening (i, ii, iii)</p> <p>Objective B: Reading (i, ii, iii)</p>	<p><b>Communication Skills</b></p> <p><b>Thinking skills</b> Critical Thinking</p> <p><b>Learner Profiles:</b> Communicator Thinker</p>	<p>Discuss plans for the next school year, different aspects of school life and careers, school subjects - opinions, school life/day in France, technology/media - basic.</p> <p><b>Grammar:</b> Futur proche tense, adjectives, adverbs, different forms of negative.</p>

## CAPABLE LEVEL

## MYP YEAR 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)
<b>Personal and Social Life</b>  <b>30 Sessions @ 40 min</b>	Connection	Message purpose	Personal and cultural expression  <b>Exploration-</b> The way we express feelings	We make connection through the creative communication of purposeful messages.	D: Writing  C: Speaking	<b>Communication skills</b>  <b>Thinking skills</b> -Critical Thinking -Creative Thinking  <b>Learner Profiles:</b> Communicator Thinker	<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 time expressions, time prepositions etc., the adjectives, reflexive verbs. <b>Activities-</b> informal writing (email, letter, note), picture description, interview of famous personalities, planning an outing, diary writing.
<b>Education and Work</b>  <b>30 Sessions @ 40 min</b>	Connection	Structure Purpose	Fairness & development  <b>Area of Exploration</b> - Imagining a hopeful future	The structure and purpose may help to develop connections and gives different opportunities to broaden the horizon.	A: Listening  B: Reading	<b>Communication Skills</b> <b>Thinking skills</b> - Critical thinking  <b>Learner Profiles:</b> Knowledgeable, Thinker Communicator	Find out more about the target culture, describe school and its routine, celebrations in school and school exchange programme, internship, future plans for higher studies and job <b>Grammar:</b> perfect and future tense, reflexive verbs,



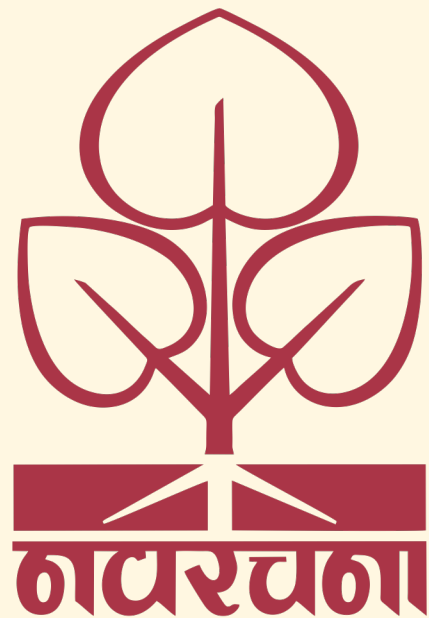
							subordinating conjunctions. <b>Activities-</b> Formal letter writing, article for school magazine, Role play (Job interview).
<p><b>TOWN &amp; SERVICES</b></p> <p><b>30 Sessions @ 40 min</b></p>	Culture	Convention Idioms	Orientation in space and time  <b>Area of Exploration:</b> -People  -Heritage	Idiomatic language varies across regions and cultures.	C: Speaking  D: Writing	<p><b>Communication Skills</b></p> <p><b>Thinking skills</b> critical thinking</p> <p><b>Learner Profiles:</b> Communicator</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
<p><b>FOOD AND HEALTHY LIFE STYLE</b></p> <p><b>30 Sessions @ 40 min</b></p>	Culture	Convention Context	Identities & relationships  <b>Area of Exploration-</b> Lifestyle choices; Health & wellbeing	The Lifestyle choice and the culture help the target audience to determine the function of their well- being.	A: Listening  B: Reading	<p><b>Thinking skills</b> critical thinking</p> <p><b>Communication skills</b></p> <p><b>Learner Profiles:</b> Thinker</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>Grammar:</b> Imperative , passive voice, conditional sentences  <b>Activities:</b> Recipe writing, Role play, General Conversation.

## CAPABLE LEVEL

MYP YEAR 5 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>HIGHER EDUCATION &amp; FUTURE PLANS</b>  <b>30 Sessions @ 40 min</b>	Connection	Structure  Purpose	Fairness & development  <b>Area of Exploration:</b>  Imagining a hopeful future	The structure and purpose may help to develop connections and gives different opportunities to broaden the horizon.	A: Listening  B: Reading	<b>Communication skills</b>  <b>Thinking skills</b> - Critical thinking  <b>Learner Profiles:</b> Knowledgeable, Thinker, Communicator	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>  <b>30 Sessions @ 40 min</b>	Creativity	Purpose  Meaning	Personal & cultural expression  Exploration: - Creation - Fields & disciplines	The Culture can be expressed creatively with the meaningful purpose.	C: Speaking  D: Writing	<b>Communication skills</b>  <b>Thinking skills</b> -Creative thinking - Critical thinking  <b>Learner Profiles:</b> Thinker, Communicator	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

**SGO - LANGUAGE ACQUISITION - FRENCH**

							letter writing (postcard to a friend, complain letter), Role play (lost & found), To express the opinions
<b>Environment</b>  <b>30 Sessions @ 40 min</b>	Culture	Context Meaning	Globalization and sustainability  <b>Area of Exploration:</b>  Human impact on the environment	The culture helps to develop a sense of responsibility and sustainable towards each other and the environment in which we live.	A: Listening  B: Reading	<b>Thinking skills</b> critical thinking  <b>Learner Profiles:</b> Thinker, Caring	Talk about weather, understand weather reports, discuss major environmental problems, talk about protecting the environment, learn about global problems  <b>Grammar:</b> Imperative, passive voice, conditional sentences, use of comparative and the superlative  <b>Activities:</b> Slogan writing and poster making
<b>Media and technology</b>  <b>30 Sessions @ 40 min</b>	Communication	Purpose Audience	Scientific and technical innovation  <b>Area of Exploration:</b>  Digital life	Digital platform helps in communication with a larger audience in a purposeful way.	C: Speaking  D: Writing	<b>Communication skills</b>  <b>Thinking skills</b> -Creative thinking - Critical thinking  <b>Learner Profile:</b> Communicator, Thinker	Talk about technology and social media Talk about use of 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 & story writing, Debate.



The Navrachana logo comprises three leaves of the Bodhi tree under which Lord Buddha attained enlightenment. The leaves signify the three vital facets of the child's physical, mental-emotional growth, and development. This translates as Navrachana, which is "New Creation".

The emblem thus symbolizes the aim of the school, which is to build, nurture, and groom these three qualities, to create well-balanced and multifaceted individuals who consistently strive to realize their true potential