

Stage 3: Course outline MYP 3 - 5 / Language B (French)

Term 1	MYP 3	MYP 4	MYP 5
Content	Entertainment	Family, friends, sports and other hobbies, future plans	Environment and natural disasters
Unit Question	What impact leisure and entertainment have on our lives?	How do we react and interact with other people and why?	How to be environmentally friendly within the home and local area?
Significant Concept	<p>The importance to use free time and leisure activities to have a balanced life</p> <p>What are the favourite leisure activities in other countries (looking at France in more details) ?</p>	<p>The students will discuss their relationships with their parents, family and friends.</p> <p>They will have to compare their relationships with those of students of the same age in their local environment and in French speaking countries.</p> <p>They will explain what makes them different from the rest and how they are influenced by others, what they see, hear or read.</p>	<p>The students will discuss the current problems facing the planet and will analyse the situation in the area where they live.</p> <p>The students will present facts about Barbados and submit a series of proposals to be applied in their local environment.</p> <p>The students will build vocabulary related to the environment and other global issues and will learn how to present and structure arguments.</p>
AOI	Health and Social education	Health and Social education / Environment	Environment / Community service
ATL	<p>Communication skills – how to interact with other young people (opinions, presentations)</p> <p>Writing, reading and speaking skills: using specific vocabulary and register</p> <p>Collaborative skills: working in pairs – surveys, dialogues</p> <p>Reflection skills: using criteria to asses their peers' work</p> <p>Technical skills: how to write an email, an informal letter, make a poster, a survey, a power point presentation, a film or book review</p>	<p>Communication skills – how to interact with other young people (opinions, presentations, disputes)</p> <p>Writing, reading and speaking skills: using specific vocabulary and register</p> <p>Collaborative skills: working in pairs – research on French websites and magazines, dialogues/role-plays</p> <p>Reflection skills: using criteria to assess themselves and their peers' work</p> <p>Technical skills: how to write an email, an informal letter, make a poster, a list of advice, a photo novel</p>	<p>Communication skills – how to make young people aware of world issues</p> <p>Writing, reading and speaking skills: using specific vocabulary and register</p> <p>Collaborative skills: working in group – research on French websites and magazines, discussion/role-plays, weekly inputs in the MYP5 French wiki</p> <p>Reflection skills: using criteria to asses themselves and their peers' work</p> <p>Technical skills: how to write an email, an informal letter, a newspaper article, make a poster, a list of advice, a speech, create a wiki</p>
Subject content	<p>Talk about their favourite leisure activities (sports and other activities)</p> <p>Discuss what's on TV, at the cinema</p> <p>Talk about films and books – talk about what they saw and read – express opinions</p> <p>Make plans for the week-end</p> <p>Write an email and an informal letter</p>	<p>Talk about themselves and their hobbies and interests</p> <p>Give physical and moral descriptions of people</p> <p>Talk about their families and friends (professions, daily routine, activities, special occasions)</p> <p>Research about different types of families in their culture and in the French culture (marital status, divorce, remarriages)</p>	<p>Talk about the different local and worldwide environmental issues</p> <p>Talk about what they can do to help with the environment</p> <p>Research about their local environment and compare with other countries issues</p> <p>Research and talk about the different causes and consequences of global warming: pollution, waste,</p>

	<p>Interact in a dialogue</p> <p>Make a survey about what people do when they have free time and present their work</p> <p>Make a poster to advertise for a club in school</p> <p>Understand cultural perspectives on leisure activities and how they are integrated in other people's life</p> <p>Use present, past tense / imperfect tense ("c'était") to talk about past activities and describe movies or books, near future tense to make plans</p>	<p>Talk about what they do to help at home</p> <p>Talk about the different causes of conflicts between parents and children / brothers and sisters</p> <p>Write an informal letter and an email to a friend or relative</p> <p>Write a letter to a youth magazine</p> <p>Make a dialogue about family or friends' discussions and disputes</p> <p>Discuss if friendship is possible between girls and boys</p> <p>Research and discuss about the importance of family and friends in life</p> <p>Research about other countries' family types and relationships</p> <p>Make plans for week-ends and holiday with family and friends</p> <p>Make plans about their future (having a family, getting married, profession, where to live)</p>	<p>deforestation, energies / natural disasters</p> <p>Write an informal letter to a friend about their local environment</p> <p>Write a letter to a science magazine</p> <p>Discuss different solutions to help with the environment (at home, at school and with the local community)</p> <p>Research and discuss about the importance of making awareness campaigns</p> <p>Make a poster to advertise for a recycling club</p> <p>Make plans with people at school for environmental actions (cleaning the beach, save energy, recycle)</p> <p>Make a speech during a school assembly to raise awareness about recycling issues</p> <p>Research and discuss other global issues (famine, poverty, diseases, child labour, human rights, war)</p>
Objectives	<ul style="list-style-type: none"> • Use of present tense to describe their favourite activities, past tense to describe past activities and make films or books review, future tense to make plans • Acquire specific vocabulary, grammar, structures, expressions and appropriate register to discuss leisure activities • Research French magazines and websites about other young people's activities • Make presentations, dialogues, posters, surveys • Write emails, informal letters, books/films reviews 	<ul style="list-style-type: none"> • Use of present tense to describe themselves, their relationships with families and friends and their activities • Use of near future and simple future to plan activities and talk about their future • Use of imperative tense to give recommendations • Acquire specific vocabulary, grammar, structures, expressions and appropriate register to discuss relationships • Research French magazines and websites about other young people's relationships • Make presentations, dialogues, posters, guides • Write emails, informal letters, journal entries 	<ul style="list-style-type: none"> • Understand and appropriately use structures and vocabulary • Communicate information, ideas and opinions • Identify main ideas and supporting details and draw conclusions from spoken and written texts • Engage actively in oral production using comprehensible pronunciation and intonation
Formative Assessments	<ul style="list-style-type: none"> • Oral and written tests and quizzes • Homework tasks: grammar and comprehension exercises • Writing emails or short letters 	<ul style="list-style-type: none"> • Oral and written tests and quizzes • Homework tasks: Work around grammar and vocabulary exercises • Posters for description of people 	<ul style="list-style-type: none"> • Weekly oral presentations • Quizzes and tests • Input in a common project: team work: create a wiki to present Barbados, the school and the

	<ul style="list-style-type: none"> • Posters • Interviews with their favourite sports person / with a French movie star • Power point presentation about “my favourite leisure activity” 	<ul style="list-style-type: none"> • Interviews with their favourite sports person / with a French movie star • Power point presentation: a photo novel about myself, my family, my friends, my favourite activities, what I like and don't like, home life and relationships with the people around me 	<p>problems linked to the environment in the region (MYP5french@wikispaces.com)</p> <ul style="list-style-type: none"> • Understand French newspapers and magazines articles • Research in the francophone world press information related to the environment and other global world issues • Write reports, letters, posters and articles
Summative Assessment	<p>Criteria A and B – 1. <i>Role-Play</i> – dialogue: a) make plans for an evening or a week-end or b) Discuss with your family what to watch on TV 2. <i>Individual oral presentation</i>: “your favourite leisure activity and why it is important in your life” 3. <i>General questions</i> about the topic “Entertainment” Criteria C and D: Writing 1 – Make a poster Writing 2 – Write a letter about leisure activities Criteria E – Reading and understanding articles from French magazines Text 1 – Leisure activities Text 2 – TV programmes Text 3 – Sports</p>	<p>Criteria A and B 1. <i>Role- Play</i> - dialogue: a) You meet a new friend and you introduce yourself, your family, your leisure activities, where you live and you ask your friends a few questions or b) Discuss with your friend about what you do to help around the house, what you do with your family at week-ends and how you get along with your parents 2. <i>Individual oral presentation</i> “Personal relationships” - talk about your home life, your friends or your leisure activities. 3. <i>General questions</i> about “Personal relationships”. Criteria C and D Writing 1 – Fill up a form Writing 2 – Write an entry in your journal to talk about your new friend. Describe your friend. What she/he looks like, why you like her/him, what activities you are doing together. Writing 3 – Write a letter to a problem page. Criteria E Text 1 – Family description Text 2 – Leisure activities Text 3 – Relationships between brothers and sisters</p>	<p>Criteria A and B 1. <i>Presentations and debates</i>.. One topic to be picked out of 3 others. 2. <i>Individual presentation</i> “your choice of topic” to be prepared before and based on an article or a photo about the environment or natural disasters. 3. <i>General questions</i> about the topic “Environment” Criteria C and D 1 writing to choose out of: - a poster - a guide of recommendations 1 writing to choose out of: - a letter - a newspaper article Criteria E 3 texts with questions in French</p>
Links	Whole school unit “Peace Day”, Art, Language A, Music and PE		Whole school unit “The United Nations” and “Peace Day”, Geography, Community service

Term 2			
Content	Healthy living and Past events	Home environment and Travel plans	Holidays and Tourism
Unit Question	What makes us feel good?	What makes an ideal community?	How can we get the best of our holiday and how does technology impact on the way we travel today?
Significant Concept	The importance to look after yourself and the others.	The students will talk about where they live (house, towns, neighbourhood and region). They will compare where they live with where they used to live and with places in other countries. They will take a look at living conditions in other parts of the francophone world.	The students will discuss different types of holiday and will compare them with holiday in the past.
AOI	Health and social education	Environment	Environment and human ingenuity
ATL	Communication skills – how to understand and communicate information related to health Writing, reading and speaking skills: using specific vocabulary and register Collaborative skills: working in pairs or groups – role-plays, dialogues, presentations Technical skills: writing a report, giving advice, using connectives to structure longer texts	Language-acquisition skills: develop effective language-learning strategies Communication skills – how to interact with other people from their community (using different registers) Writing, reading and speaking skills: use specific vocabulary and appropriate structure Collaborative skills: work in pairs – research on Internet and local newspapers Technical skills: how to present a dialogue, a leaflet, a questionnaire, an advertisement	Communication skills – how to communicate in a holiday situation Writing, reading and speaking skills: using specific vocabulary and register Collaborative skills: working in group – research on French websites and magazines, discussion/role-plays, weekly inputs in the MYP5 French wiki Reflection skills: using criteria to assess themselves and their peers' work Technical skills: how to write a postcard, a formal letter, a newspaper article, make a survey, a list of advice, a speech – how to regroup, compare and analyse different data
Subject content	Talk about past and current healthy habits (using present, imperfect and past tense) Describe parts of the body and a pain or an injury (“avoir mal”) Going to the chemist or the doctor’s Learn about different health professions Describe an accident Talk about food, drinks, sports and addictions Understand and give advice about healthy habits (imperative tense) Learn about the dangers related to an unhealthy lifestyle such as injuries and diseases Compare healthy and unhealthy lifestyles in their community and looking at French	Talk about where they live, using adjectives Talk about their room, using <i>plus</i> and <i>moins</i> Talk about the advantages and disadvantages of where they live, using irregular adjectives Talk about shops and other places in a town Compare where they used to live and where they live now, using the imperfect tense Know something about the geography of France and other francophone countries, using the superlative Talk about towns, using <i>on peut/on pourrait</i> + infinitive Find the way in a town, using prepositions Shop for food and clothes, using the partitive	Revise names of cities, regions and countries Exchange opinions about different types of holiday Describe an ideal holiday or week-end Understand and describe weather conditions Find out and deal with tourist information Choose and book into a hotel, a youth hostel or another form of accommodation Deal with a problem related to a holiday Talk about a present, past or future holiday Research about the different ways to plan for a holiday Research and discuss about the history and evolution of transports Talk using present, imperative, conditional, future

	speaking countries	article and imperative tense Talk about places they would like to visit, using <i>je voudrais</i> Make travel arrangements, using near future	and past tenses
Objectives	Communicate ideas and opinions Identify main ideas from written and spoken texts, supporting details and draw conclusions Understand and provide information in both spoken and written situation	Understand and appropriately use structures and vocabulary Communicate ideas and opinions Understand and provide information in both spoken and written situation Take part in informal exchanges related to the areas of interaction and to cultural issues	Understand and appropriately use structures and vocabulary Communicate information, ideas and opinions Identify main ideas and supporting details and draw conclusions from spoken and written texts Engage actively in oral production using comprehensible pronunciation and intonation
Formative Assessments	<ul style="list-style-type: none"> Oral and written tests and quizzes Role-plays Homework tasks: grammar and comprehension exercises Write a journal, an email, a poster a guide, a letter to a magazine, a report Read short and more complex texts related to healthy habits and diseases 	<p>Prepare a presentation on their house and home Describe their ideal home Draw a scale plan of their room/house and label it Take a look at living conditions in other parts of the francophone world using the internet for research Design a questionnaire finding out about other people's views on life in their area Study and make sense of maps in French, and understand basic geographical features Write emails to friends making plans for a local event or festival Plan a journey in the future; describe a journey they have made Describe a local event</p>	<p>Role-plays: Visit a travel agency to book for a holiday / Call a hotel to book a room Write a postcard from a holiday place Write a letter to a holiday place to complain about an incident that occurred during your stay Write for the weather forecast section in your local newspaper Make a survey in your school about favourite touristic destinations and types of holidays Compare your local results with the ones of people living in a different country Write an article in your school magazine about: "Where do French people go for a holiday?" Prepare for a fictional travel to France and write a programme Write a travel journal for the destination of your choice Prepare a presentation about ecotourism</p>
Summative Assessment	<p>Criteria A and B: Make a video about recommended exercise and life style for persons from different ages and abilities</p> <p>Criteria C and D: Write a guide of recommendations for a healthy lifestyle (power point presentation)</p> <p>Criteria E: reading comprehension about an accident (text 1) and testimonies about lifestyles around the world (text 2)</p>	<p>Criteria A and B: Hold a conversation in a food or clothes shop, and in the streets of a town with a passer-by</p> <p>Criteria C and D: Prepare a description of town in their region Produce a pamphlet giving advice on how to improve life in their town/area</p> <p>Criteria E: reading comprehension about a town's attractions (text 1) and testimonies about the advantages and disadvantages to live in a region (text 2)</p>	<p>Criteria A and B: Role-Play: Visit a tourist office to get information about things to do in the region – Presentation: report on "the evolution of holiday in France since the beginning of the 20th century?"</p> <p>Criteria C and D: Write a brochure to advertise for a touristic destination (main attractions, food, cultural events and others)</p> <p>Criteria E: Reading comprehension about choosing a type of holiday (text 1) and the new types of travels (text 2)</p>
Links	PE, biology	Geography, technology, music, art	Geography, history, technology

Term 3			
Content	Tourism and cultural understanding	School and future plans	Healthy lifestyle and social issues
Unit Question	What do I learn through my travels?	Why was school invented?	What is the importance of languages in communicating about our well-being?
Significant Concept	The students will learn about a different culture through a virtual holiday in France and will discuss world issues.	The students will learn about different school styles and what makes school life so important for their future	The students will learn about how to build a balanced and healthy life for themselves and the people around them. They will look at different word issues related to health but also parents, peers and media pressure.
AOI	Environment Community and service	Environment Human ingenuity	Health and social education Community and service
ATL	<p>Communication skills – how to present information about a country, how to give opinions about an issue</p> <p>Writing, reading and speaking skills: using specific vocabulary, structures and register, write a formal letter, a brochure, a report</p> <p>Collaborative skills: working in pairs or teams – role-plays, dialogues, debates, presentations and reflect on the ATL skills they have learnt</p> <p>Technical skills: learn to read and search information through authentic sources, organise them</p>	<p>Presentation skills: present a spoken or written information requires organization</p> <p>Ability to write using a range of levels</p> <p>Ability to research information on French websites: how to scan through a long text to find key information, use titles, subtitles and pictures to understand a context</p> <p>Listening and understanding: how to understand what's happening in a French movie</p>	<p>Communication: ability to express their needs and feelings / give advice to people to help them in times of illness or crises</p> <p>Writing skills: write a letter (informal and formal), an email, an advertisement, a magazine article</p> <p>Learn to read and listen to French texts for general and specific meanings, as well as learning to draw conclusions</p> <p>Thinking: identify problems for themselves or the others —including deductive reasoning, evaluating solutions to problems</p>
Subject content	<p>Learn about regions of France, using adjectives and comparatives</p> <p>Make travel arrangements, using different tenses in sentences</p> <p>Arrange hotel accommodation, using the conditional</p> <p>Understand a visit to an attraction, using authentic texts</p> <p>Interact in a visit to a sporting event, using verbs with a and de</p> <p>Learn about schools in different countries, using possessive adjectives</p> <p>Talk about young people and work, using indirect object pronouns</p> <p>Discuss world issues, understanding modal verbs in the conditional tense</p> <p>Learn about religion in France, giving opinions</p>	<p>Learn about school subjects, timetables and facilities</p> <p>Understand expressions of time, referring to the past, present and future</p> <p>Talk about school uniform, using adjectives of colour and what must or musn't be done</p> <p>Talk about schools, using irregular forms of the third person plural</p> <p>Talk about their school day, using reflexive verbs in the present and perfect</p> <p>Talk about lost items, using participle agreement with <i>avoir</i></p> <p>Say how they can contribute to the development of their school</p> <p>Compare schools in francophone countries, using negative expressions</p> <p>Give and exchange opinions about school life</p>	<p>Talk about what they eat and drink</p> <p>Study the parts of the body and talk about injuries, pains and accidents</p> <p>Study the medical professions and emergency services</p> <p>Explain what happened and what's wrong – why we are not feeling well</p> <p>Talk about medicine and treatments</p> <p>Talk about a healthy lifestyle</p> <p>Learn about French idioms using body parts</p> <p>Discuss addictions and other problems (bulimia, anorexia and other diseases) – give an opinion</p> <p>Research about stress related diseases and AIDS</p> <p>Learn about the French health system</p> <p>Talk about family relationships – more practice giving opinions</p> <p>Learn about world organisations and charities</p>

	<p>on a topical issue Know some human rights activists, understand authentic texts</p>	<p>Talk about school exchange programmes Talk about the importance of studying languages Talk about their plans, using the future tense</p>	<p>(MSF, Red cross) Seeking a job (as a volunteer) Advertisements (to promote a campaign) Problems appropriate to age, experience, interests Different family situations, issues associated with equal opportunities: gender or race, at school or at work Issues associated with media pressure, peer pressure and parental pressure and expectations</p>
Objectives	<p>Communicate ideas and opinions by developing a better understanding of the nature of the language</p> <p>Identify main ideas from written and spoken texts, supporting details and draw conclusions</p> <p>Develop curiosity, interest and enjoyment of French</p> <p>Offer insights into the life and civilizations of the communities where French is spoken</p>	<p>Understand and appropriately use structures and vocabulary</p> <p>Communicate ideas and opinions</p> <p>Understand and provide information in both spoken and written situation</p> <p>Take part in informal exchanges related to the areas of interaction and to cultural issues</p>	<p>Engage actively in oral production using comprehensible pronunciation and intonation</p> <p>Communicate information, ideas and opinions</p> <p>Demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts</p>
Formative Assessments	<p>Write an e-mail to make a reservation in a hotel</p> <p>Perform a dialogue talking about a visit to an attraction</p> <p>Write a report on a sports event</p> <p>In pairs, talk about advantages and disadvantages of two different school systems</p> <p>Rewrite an article changing the point of view</p> <p>Create a quiz</p> <p>Create a presentation about a human rights activist</p>	<p>Read and recreate a school timetable</p> <p>Draw a plan of their school and a brochure advertising it</p> <p>Write a paragraph about their school life for a French website</p> <p>Interview friends about their school life</p> <p>Discuss the school rules with a friend</p> <p>Write a letter to the principal for suggesting new rules in their school</p> <p>Design their ideal school uniform</p> <p>Discuss the idea of an ideal school</p> <p>Create a storyboard about their daily life</p> <p>Write a lost property announcement for a notice board, and claim back lost property in a lost/found office</p> <p>Understand visual and written programmes on the internet about francophone countries</p> <p>Invent a cartoon about the history of School</p> <p>Prepare a video broadcast describing their school for the school website</p> <p>Prepare a programme for the visit of another school</p>	<p>Role-plays: Ask a chemist about a treatment / A visit to a doctor / Dialogue with your school nurse</p> <p>Make a survey in their school about lifestyles</p> <p>Compare healthy and unhealthy lifestyles</p> <p>Send an email to their school director to submit a healthy menu for the canteen</p> <p>Write a brochure about “your health and your holiday” to give people before they travel</p> <p>Write a letter to their parents from an hospital to tell them about an accident while in holiday</p> <p>Make a cartoon to describe a silly accident and consequences</p> <p>Make a poster to advertise the dangers of a specific unhealthy behaviour (smoking or stress)</p> <p>Prepare a presentation about the health system in France – compare with their country</p>
Summative	Criteria A and B: Improvise a dialogue in pairs	Criteria A and B: Dialogue about your school	Criteria A and B: Conversation at a cafe with

Assessment	<p>discussing travel arrangements, prepare a debate about a controversial issue</p> <p>Criteria C and D: Write a letter of complaints to a hotel, Prepare a tourist brochure about a place they know</p> <p>Criteria E: reading comprehension about the description of a region (text 1) and racism (text 2)</p>	<p>uniform, teachers and rules – group discussion after watching the film <i>Les choristes</i></p> <p>Criteria C and D: Make a brochure to advertise your school – Write a letter to talk about your future plans</p> <p>Criteria E: reading comprehension about a school exchange programme</p>	<p>friends about addictions / make a speech presentation to raise awareness about a world issue</p> <p>Criteria C and D: Write an article in their school magazine about: “A list of recommendations to keep fit?” / Write a letter to a world organisation to become a volunteer</p> <p>Criteria E: reading comprehension about health related professions</p>
Links	Geography, Language A, Art, Music	Technology	Biology, Humanities