

Teacher(s)	Mamta Kathuria	Subject group and discipline	Language Acquisition – French		
Unit title	Les vacances	MYP year	2 Phase 2	Unit duration (hrs)	15 hours

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
connections	Audience Message	identities and relationships

Statement of inquiry

Spending leisure time together is a good way to build relationships and develop understanding of our and other community and culture

Inquiry questions

Factual—
Conceptual— (?)
Debatable-

Objectives	Summative assessment
<p>Criterion D :</p> <p>I. write using a basic range of vocabulary, grammatical structures</p> <p>II. organize information and ideas</p> <p>III. use language to suit the context.</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Task Writing -- write a paragraph on a topic with some sub questions related to where they are going to go?, when ,how ,with whom , what are you going to do , the vacations will be how</p> <p>Goal To make them understand the use of future proche and vocabulary related to vacations.</p> <p>Role You are editor of school magazine</p> <p>Audience The audience are the school students.</p> <p>Situation You are an editor of your school magazine and you are suppose to share your experience of spending vacations.</p> <p>Product You will write in French in 80-100 words where you are expected to describe where you are going to spend your vacations. how are going to reach there, what activities you will do, weather etc ..</p> <hr/> <p>Success You will be graded using a modified rubric for MYP Phase 1 Criteria D.</p>

Approaches to learning (ATL)

Working effectively with others. (ATL?) *Description of the activity*

Action: Teaching and learning through inquiry

Content	Learning process
<p>Grammar structure and vocabulary:</p> <p>Countries and nationalities Prepositions of places (du... au...) Irregular Verbs – aller /partir /sortir/voyager /conduire / bouger /visiter /traverser /venir/pouvoir /vouloir /mettre (related to travelling) Means of transport Adjectives</p>	<p>Learning experiences and teaching strategies</p> <ul style="list-style-type: none"> • Warming-up with group activity where students write on the chart what they do during the vacations with the revision of –er verbs • Students are able to understand different structure use for writing on vacations in the form of class discussion that will help them to strengthen their communication skills • Students identify different messages in a reading

<p>What you are going to do in vacations (use of future proche) Describing vacations in the form of post card Clothes (revision) What you put in your baggage? Prepositions Description of weather /seasons Describe your vacations</p> <p>Activities: (should go under learning process)</p> <ul style="list-style-type: none"> • Introductory activity – Students to write what they do during the vacations in general on the chart in groups • Introduction of countries (along with prepositions of places) and nationalities followed by worksheet and video shown on youtube • Verbs in –ir – partir , sortir dormir , aller etc (all associated with travelling and vacations) in the form of worksheet • Means of transport in the form of worksheet and listening exercises based on it • Opinions on favourite means of transport • Discussion on why vacations are important • Verbs associated with clothes and vocabulary of the same • List of essentials for packing bags • Weather forecast 	<p>text and reply question (information on vacations)</p> <ul style="list-style-type: none"> • Writing on their vacations individually and sharing the ways they spend vacations <p>Formative assessment</p> <p>Formative Assessment 1 (B) Vocabulary crossword on vacations.</p> <p>Formative Assessment 2 (A/D) There are 6 activities, video track will be played based on places where students are travelling. The students are expected to comprehend the tracks and answer the questions in various forms</p> <p>Differentiation</p> <ul style="list-style-type: none"> • peer support in small, mixed-ability groups (help others to succeed) (Role Play) – To build communication skill and vocabulary. • different sets of worksheets or exercises depending on students’ abilities • allowing students to work on their own best pace • extended time for assignments • Vocabulary support
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Resources

Workbooks/ Textbooks
 Teachers’ support material / teachers’ resources
 Educational and others web pages

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
Students have prior knowledge of sports and how to express the same using various other verbs They are not very clear with the formatio of sentences and how to relate various topics in the wrting task .	?	?

Teacher(s)	Mamta Kathuria	Subject group and discipline	Language Acquisition – French		
Unit title	Past events/leisure/sports/Recreation	MYP year	2	Unit duration (hrs)	15 hours
			Phase		
			2		

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Communication	Structure Word Choice	Identities and Relationships Happiness and the good life

Statement of inquiry

When proper communication is portrayed with a strong sense of structure and word choice, one can create happiness and the good life.

Inquiry questions

Factual—What activities are important when discussing one's interests?

Conceptual—How do I form the different past voices? Where do they differ in meaning?

Debatable—When should different tenses be used? Why is there a need for this distinction?

Objectives

Summative assessment

<p>Year 2/ Phase 2</p> <p>Criterion c:</p> <p>iii. use phrases to communicate ideas, feelings and information in familiar situations</p> <p>iv. Communicate with a sense of audience.</p> <p>Criterion D :</p> <p>i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</p> <p>iii. use language to suit the context.</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Task New Task</p> <p>Goal Your goal is to write an autobiographical newspaper article about your winter vacation and suggesting people which places to visit and which places to avoid.</p> <p>Role You are a journalist for your school newspaper.</p> <p>Audience Your audience is your editor and the readers of the school news paper</p> <p>Situation Your editor has assigned you the task of writing a piece about your recent winter vacation and the activities that you completed over vacation.</p> <p>Product You will need to produce a short essay on your winter vacation. You will need to include information about the activities that you completed, the people that you saw, the weather and how it affected your plans, and your overall feelings about your vacation. What prior preparations are required to visit various places. You will need to write a piece of approximately 100 to 150 words. Your text needs to be</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>This task will benefit students to understand the way that other people find happiness in life.</p> <p>(?)</p>
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	written using passe compose Be sure to use paragraphs to separate ideas and activities.	
	<p>Success Your success will be based upon aspects of Criterion C and D from MYP Phase 2</p>	

Approaches to learning (ATL)

Communication (?)

Action: Teaching and learning through inquiry

Content	Learning process
<p>Grammar structure and vocabulary:</p> <ul style="list-style-type: none"> - Introduction of past tense (regular /irregular) - Musical instruments and verbs jouer/faire and the concept related to it . - Use of expressions in past Passe compose in negative and question form - forming a past participle <p>Activities:</p> <ul style="list-style-type: none"> - Activities you do in the weekend using past tense - Talking about television programmes /films /reading / - Game (to revise nouns and pronouns) - identify words which are similar to English - Introduction and instruction of the passe compose with avoir using 7 short sentences in a paragraph. Students are asked to pull out the verb structures and compare them with the same paragraph in the present tense. Students are to make inferences and conclusions based on the paragraphs: using these conclusions and inferences students will be asked to recreate similar verb structures on their own. - Direct instruction of the negation of the passe compose with avoir. After the instruction the negation, students will practice both forming the passe compose and negating verbs in the passe compose. 	<p>Learning experiences and teaching strategies</p> <ul style="list-style-type: none"> • Warming-up with a video where people are doing various activities , followed by discussion on free-time activities. • Students learn to express about their hobbies to their friends. • Students read a text, identify messages and reply questions. • Students are able to understand different sports activities , musical instruments and apply in conversations. • Collaborative tasks (creating a story using sentence strips) • Role plays and class discussion in order to strengthen their communication skills (this will be done in a group of 4 and one student in each group will have good command on the language) • Students identify different messages in a reading text and reply question (information about a person) <hr/> <p>Formative assessment</p> <p>Formative Assessment 1 (C) Compare two text (in present and in past) and answer the questions based on the difference .</p> <p>Formative Assessment 2 (D) Quiz on passe compose Sentence Strip game -- creation of detailed sentences and a story based on sentences from scraps of paper.</p> <hr/> <p>Differentiation</p> <ul style="list-style-type: none"> • peer support in small, mixed-ability groups (help others to succeed) (Role Play) – To build communication skill and vocabulary . • different sets of worksheets or exercises

<p>- Students will transpose a paragraph from the present tense to the passe compose with avoir using transition words and time sentence vocabulary.</p>	<p>depending on students' abilities</p> <ul style="list-style-type: none"> • allowing students to work on their own best pace • extended time for assignments • Vocabulary support
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Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>The students will find this unit interesting because they will be express their hobbies in a new language and learn to frame simple conversation phrases in this language with their friends. The time line has always been very loose on this topic/unit as the students in different classes and different years have had different levels of ease with understanding and adapting to the passe compose. I plan to modify and differentiate instruction based on the needs of the students.</p>		