

Subject group: LANGUAGE ACQUISITION		Subject: ENGLISH		MYP year: 5 (Phase 2–3)	
	Unit 1	Unit 2	Unit 3	Unit 4	
<b>UNIT title</b>	Friendship	Travel	Resolving conflicts	Abilities. Opportunities	
<b>KEY concept</b>	Culture	Communication	Connections	Connections	
<b>RELATED concepts</b>	Meaning	Function	Empathy	Messages	
<b>GLOBAL context</b>	Identities and relationships	Orientation in time and space	Fairness and development	Personal and cultural expressions	
<b>Statement of inquiry</b>	Language is an essential tool that helps us to understand, reflect and develop close personal, social and cultural friendships in local and global contexts.	Stories about travel involve journeys, turning points and realizations. Through these stories we can examine the relationships between individuals and the societies in which they live from personal, local and global perspectives.	Stories are almost always about conflict. They connect cultures by describing the universal ways and means of resolving personal and global differences.	We can use language to describe and realise our personal ambitions and abilities and, having done so, define ways in which we can use our abilities to help others	
<b>Subject group objectives</b>	B – reading; C – speaking	A - listening; D - writing	B -reading; D - writing	A - listening; C – speaking	
<b>ATL–Approaches to learning</b>	Social skills – practice empathy, help others to succeed, listen actively to other perspectives and ideas. Thinking skills – evaluate evidence and arguments, draw conclusions. Self-management skills – plan the assignment, meet deadlines Communication skills – use	Research skills – make connections between various sources of information; Communication skills – use a variety of speaking/presentation techniques to communicate with an audience	Thinking skills – evaluate evidence and arguments, draw conclusions, show and apply intercultural understanding and emphasise with other cultures, be creative Self-management skills – plan and manage time, use appropriate techniques to organize complex information	Research skills – make connections between various sources of information Social skills – help others to succeed, listen actively to other perspectives and ideas. Thinking skills – evaluate evidence and arguments, draw conclusions. Self-management skills –	

	a variety of speaking/presentation techniques to communicate with an audience		Research skills – make connections between various sources of information	plan the assignment, meet deadlines Communication skills – use a variety of speaking/presentation techniques to communicate with an audience
<b>Content, topics, knowledge, skills</b>	Analysing and evaluating issues and ideas, giving advice.  Present and past tenses. Relative clauses	Using intercultural understanding to embrace the world, connecting and supporting your ideas.  Modals, Comparison, used to, Present Perfect Present Simple and Past Simple Passive	Interpreting and judging data, organizing information to formulate an argument.  Modals, Conditionals I, II. Future tenses, Present Perfect	Food-related vocabulary; recipes and videos; Intercultural understanding Understanding of healthy eating habits. Modals, Questions. –ing/to+verb Tenses
<b>Summative assessment</b>	Role play	Travel blog	Writing a reasoned argument	Making and presenting a cooking video
<b>Resources</b>	Kevin Moreley, Alexei Gafan 'MYP English. Phases3&4,' Prepare 4 Videos/TedTalks Home reading	Kevin Moreley, Alexei Gafan 'MYP English. Phases3&4,' Prepare 4 Videos/TedTalks <a href="https://learnenglishteens.britishcouncil.org/">https://learnenglishteens.britishcouncil.org/</a> Home reading	Kevin Moreley, Alexei Gafan 'MYP English. Phases3&4,' Prepare 4 Videos/TedTalks Home reading	Kevin Moreley, Alexei Gafan 'MYP English. Phases3&4,' Prepare 4 Videos/TedTalks <a href="https://learnenglishteens.britishcouncil.org/">https://learnenglishteens.britishcouncil.org/</a> Home reading

Subject group: Language acquisition		Subject: English		MYP year: 6 (Phase 3)	
	Unit 1	Unit 2	Unit 3	Unit 4	
<b>UNIT title</b>	Life's opportunities	Recycling	Education	Digital communication	
<b>KEY concept</b>	Connection	Communication	Culture	Creativity	
<b>RELATED concepts</b>	Message and audience	Structure	Message	Conventions	
<b>GLOBAL context</b>	Personal and cultural expression	Globalisation and sustainability	Personal and cultural expression	Scientific and technical innovation	
<b>Statement of inquiry</b>	When discussing personal and cultural matters, we can connect the way we present our message to our intended audience.	Language plays a very important role in promoting recycling in personal, local and wider communities.	The necessity of formal education as a fundamental element for achieving success in today's society.	There are social and formal conventions we should use when we communicate but we can still be creative in our use of language, especially in our use of social media.	
<b>Subject group objectives</b>	B C D	A B D	A B D	A B C D	
<b>ATL-Approaches to learning</b>	Thinking skills (analysing and evaluating issues and ideas) Communication Self-management skills	Research skills Communication skills Thinking skills	Communication skills Collaboration skills Reflection skills Critical-thinking skills	Research and communication skills Thinking skills	
<b>Content, topics, knowledge, skills</b>	Interpreting and judging information, making connections between various sources of information, meaning and context, layers of meaning of	Conditionals, relative clauses, modals, future tenses, predictions. Finding and interpreting information, collecting and recording data,	Modals, tenses -ing form or infinitive The passive	The passive voice, conditionals, -ing and infinitive. Language use in formal and informal contexts, communicating with a sense	

	<p>texts (context and subtext), perspective. Present and past tenses, used to and would, stative verbs, adverbs of frequency, possessive determiners and pronouns.</p>	<p>Communication (meaning, coding and decoding), discussion and debate, purpose and audience of texts, formal interview (for media publication).</p>	<p>Conditionals Tenses</p>	<p>of audience, email etiquette creativity and conventions, instructions vs guidelines (and their structure) The topics of entertainment and technology.</p>
<p><b>Summative assessment</b></p>	<p>Reading comprehension. Speaking based on prompts. Writing an essay.</p>	<p>Writing an interview. Listening comprehension. Reading comprehension.</p>	<p>Listening Reading Writing: informal letter (giving advice)</p>	<p>Speaking based on prompts. Writing a set of guidelines for online communication. Listening comprehension. Reading comprehension.</p>
<p><b>Resources</b></p>	<p>Kevin Moreley and Alexei Gafan "MYP English . Phase 3." Jenny Dooley New Enterprise B1+ Student's Book and Workbook  Home reading book assigned by the teacher</p>	<p>Kevin Moreley and Alexei Gafan "MYP English . Phase 3." Jenny Dooley New Enterprise B1+ Student's Book and Workbook  Home reading book assigned by the teacher</p>	<p>Kevin Moreley and Alexei Gafan "MYP English . Phase 3." Jenny Dooley New Enterprise B1+ Student's Book and Workbook  Home reading book assigned by the teacher</p>	<p>Kevin Moreley and Alexei Gafan "MYP English . Phase 3." Jenny Dooley New Enterprise B1+ Student's Book and Workbook  Home reading book assigned by the teacher</p>

Subject group: LANGUAGE ACQUISITION		Subject: ENGLISH	MYP year: 7 (Phase 3–4)	
	Unit 1	Unit 2	Unit 3	Unit 4
<b>UNIT title</b>	Happiness and fulfilment	Multilingualism	Migrations	Life on Mars
<b>KEY concept</b>	Creativity	Communication	Culture	Culture
<b>RELATED concepts</b>	Purpose	Idiom	Context	Point of view
<b>GLOBAL context</b>	Identities and relationships	Personal and cultural expression	Orientation in time and space	Scientific and technical innovation
<b>Statement of inquiry</b>	We can first use language to describe and define happiness and intelligence and only then can we work towards a fulfilling personal future in a global context.	The way we see the world is influenced both by the languages we use to communicate and by the ways in which we use them in personal, local and global contexts.	Writers use narratives to orientate the reader in journeys through time and space and to describe and reflect on the experiences of the travellers.	Language used to describe our adventures in science can tell us as much about human behaviour as about science.
<b>Subject group objectives</b>	C (communicating in response to spoken and/or written and/or visual text) B (comprehending written and visual text)	A(comprehending spoken and visual text) D (using language in spoken and/or written form)	B (comprehending written and visual text) C (communicating in response to spoken and/or written and/or visual text)	B (comprehending written and visual text) C (communicating in response to spoken and/or written and/or visual text) D (using language in spoken and/or written form)
<b>ATL–Approaches to learning</b>	Social skills – practice empathy, help others to succeed, listen actively to other perspectives and ideas. Thinking skills – evaluate evidence and arguments, draw conclusions. Self-management skills – plan the assignment, meet	Self-management skills – plan and manage time, use appropriate techniques to organize complex information; create plans to prepare for the summative assessment Research skills – make connections between various sources of	Thinking skills – evaluate evidence and arguments, draw conclusions, show and apply intercultural understanding and emphasise with other cultures, be creative Self-management skills – plan and manage time, use appropriate techniques to	Thinking skills – evaluate evidence and arguments, draw conclusions, show and apply intercultural understanding and emphasise with other cultures, be creative Self-management skills – plan and manage time, use appropriate techniques to organize complex information

	deadlines	information Social skills – listen actively to other perspectives and ideas; give and receive meaningful feedback Thinking skills – interpret data; apply existing knowledge to generate new ideas.	organize complex information Research skills – make connections between various sources of information	Research skills – make connections between various sources of information Communication skills – use appropriate forms of writing for different purposes and audiences.
<b>Content, topics, knowledge, skills</b>	Use of tenses; be used to  Jobs and traits related vocabulary  Evaluating evidence and arguments, drawing conclusions	Use of tenses; reported speech, modals, idioms.  Education and media related vocabulary.	Use of tenses; conditionals and wishes; use of articles.  Environment and the weather related vocabulary. Places and home vocabulary.  Using creativity and existing knowledge to express intercultural understanding of the world.	Use of tenses; passive voice, causative.  Science and technology based vocabulary. Arts and entertainment vocabulary.
<b>Summative assessment</b>	Role play Reading comprehension	Report Listening	Comparison (pictures + questions)	Review
<b>Resources</b>	<i>MYP English Course book Phases New Enterprise B2</i>	<i>MYP English Course book Phases 5-6 New Enterprise B2</i>	<i>MYP English Course book Phases 5-6 New Enterprise B2</i>	<i>MYP English Course book Phases 5-6 New Enterprise B2</i>

Subject group: Language acquisition		Subject: English		MYP year: 8 (Phase 3-4)	
	Unit 1	Unit 2	Unit 3	Unit 4	
<b>UNIT title</b>	Can we travel through writing?	What determines health?	Is there an art to persuasion?	Is tradition worth preserving?	
<b>KEY concept</b>	Creativity	Culture	Communication	Culture	
<b>RELATED concepts</b>	Conventions; Point of view; Purpose; Audience	Point of view	Messages, Bias	Voice; Argument; Message	
<b>GLOBAL context</b>	Orientation in space and time	Identities and relationships	Personal and cultural expression	Fairness and development	
<b>Statement of inquiry</b>	Travelling to new places allows us to express our creativity and gives us access to other points of view; the conventions of travel writing serve the purpose of allowing us to share our experiences with audiences from around the world and develop a sense of our orientation in space and time.	Points of view on health and well-being are influenced by our identities and relationships with each other, and the messages we find in the media, on social networks	In modern life, it is essential that we have the skills to evaluate the messages we hear. It is even more important that we decode different forms of communication that present personal and cultural expression, to understand if they are encouraging biased views and to judge how ethical they are.	Traditions are an important part of any culture, but some can be harmful to certain groups of people. To promote fairness and development across the globe, we must allow those without a voice to present an argument and spread their own message about the place of such traditions in the modern world.	
<b>Subject group objectives</b>	A, B, D	A, B, C	A, C	A, B, D	
<b>ATL–Approaches to learning</b>	Communication skills Information literacy skills Creative-thinking skills Transfer skills	Affective skills Reflection skills Information literacy skills Transfer skills	Communication skills Organization skills Media literacy skills Creative- thinking skills Transfer skills	Collaboration skills Critical -thinking skills Self-management Media literacy skills	

<p><b>Content, topics, knowledge, skills</b></p>	<p>Modal verbs; <i>so, such, too, enough,</i></p> <p>Travel related vocabulary. Travelogue and brochure writing techniques.</p>	<p>Passive Articles Countable/uncountable nouns</p> <p>Health related vocabulary Journal writing</p>	<p>Conditionals; relative clauses; modals; tenses</p> <p>Media and advertising vocabulary</p>	<p>Use of tenses; reported speech</p> <p>Quote interpretation skills</p>
<p><b>Summative assessment</b></p>	<p>Text analysis, listening comprehension and article writing</p>	<p>Audio visual text analysis (video), personal health journal analysis</p>	<p>Multimedia advertisement convincing someone to buy a product, listening comprehension</p>	<p>Text analysis, listening comprehension, written response to a famous quote.</p>
<p><b>Resources</b></p>	<p><i>MYP by concept 3 English Language acquisition Phases 1-6. A de Castro, Z. Kaiserman</i></p> <p><i>Insight upper intermediate Home reading book or texts assigned by the teacher</i></p>	<p><i>MYP by concept 4-5 English Language acquisition Phases 3-5. A de Castro</i> <i>MYP English Course book Phase 4</i> <i>Insight upper intermediate Home reading book or texts assigned by the teacher</i></p>	<p><i>MYP by concept 4-5 English Language acquisition Phases 3-5. A de Castro</i> <i>MYP English Course book</i> <i>Insight upper intermediate Home reading book assigned by the teacher</i></p>	<p><i>MYP by concept 3 English Language acquisition Phases 1-6. A de Castro, Z. Kaiserman</i></p> <p><i>Insight upper intermediate Home reading book assigned by the teacher</i></p>



Subject group: Language acquisition		Subject: English		MYP year: 9 (Phase 5-6)	
	Unit 1	Unit 2	Unit 3	Unit 4	
<b>UNIT title</b>	Career and education	Where do I belong?	Can words paint a thousand pictures?	Why is there poverty in the world?	
<b>KEY concept</b>	Connections	Creativity	Creativity	Communication	
<b>RELATED concepts</b>	Purpose	Context	Voice	Empathy	
<b>GLOBAL context</b>	Identities and relationships	Identities and relationships	Personal and cultural expression	Fairness and development	
<b>Statement of inquiry</b>	The employment landscape has recently undergone profound changes and the workforce is adapting to the new realities of the workplace and rethinking the skills they need to compete. A person's cultural identity and sense of belonging may derive from connections to family, language context, ethnicity and social backgrounds.	A person's cultural identity and sense of belonging may derive from connections to family, language context, ethnicity and social backgrounds.	Writers use their craft not only to create and let their voices be heard, but through the process of stylistic choice they bring to life worlds to share with their audiences. They use their words for personal and cultural expression in the same way an artist uses a paintbrush.	Poverty is connected to global hunger and an inequality in fairness and development. Through empathy, we can work towards changing this morally and socially unacceptable trap.	
<b>Subject group objectives</b>	A C D	B D	A B D	A C D	
<b>ATL–Approaches to learning</b>	Communication skills – speak and write for different purposes  Critical-thinking skills - Recognize and evaluate propositions	Research skills: media literacy  Critical-thinking skills: draw reasonable conclusions and generalizations	Communication skills: take effective notes in class and draw conclusions Critical-thinking skills: draw reasonable conclusions and generalizations	Social skills: practise empathy. Use social media networks appropriately to build and develop relationships.  Communication skills: Use a range of speaking	

	Collaboration skills - exercise leadership and take on a variety of roles within groups			techniques to communicate with a variety of audiences. Use appropriate forms of writing for different purposes and audiences. Read a variety of sources for information and for pleasure.
<b>Content, topics, knowledge, skills</b>	<p>Present tenses and time expressions, idioms, adverb collocations, cleft sentences for emphasis, relative clauses</p> <p>Why do we need to work? What challenges do young people face?</p> <p>Balloon debate - career ranking. Reality check: are young people's career aspirations unrealistic?</p> <p>Personality and career tests. CVs and resumes. Job advertisement's analysis.</p> <p>Writing a cover letter.</p> <p>Watching and analysing job interviews.</p>	<p>The passive voice, participle clauses, prepositions, word formation</p> <p>Why do we need to belong?</p> <p>What is identity and what makes us unique?</p> <p>Is national identity important in the context of globalization?</p>	<p>Modal verbs, past and present narrative tenses, phrasal verbs</p> <p>Why writers write?</p> <p>Reading and analyzing stories/passages</p> <p>How to communicate ideas effectively, efficiently and clearly?</p> <p>Essay and note writing skills</p>	<p>The future, conditional sentences, ...-ing form or infinitive, reported speech</p> <p>Grammar review based on basic school syllabus</p> <p>What are the causes of poverty?</p> <p>Fighting poverty – who and why should we do it?</p> <p>Growing inequality – who is responsible</p>
<b>Summative assessment</b>	<p>Video analysis – watch a video and answer the questions (A)</p> <p>Writing: Cover letter (D)</p>	<p>Reading comprehension (B)</p> <p>Writing an essay (D)</p>	<p>Listening comprehension (A)</p> <p>Reading comprehension (B)</p> <p>Writing task (D)</p>	<p>Listening comprehension (A)</p> <p>Speaking on the basis of prompts (C)</p> <p>Writing a letter (D)</p>

	Criterion C: role play (job interviews)			
<b>Resources</b>	Claire Walsh, Sheila Dignen: Gold Experience B2+ Ana de Castro, English: Language Acquisition, phases 3-5 Home reading book of choice	Claire Walsh, Sheila Dignen: Gold Experience B2+ Ana de Castro, English: Language Acquisition, phases 3-5 Home reading book of choice	Claire Walsh, Sheila Dignen: Gold Experience B2+ Ana de Castro, English: Language Acquisition, phases 3-5 Home reading book of choice	Claire Walsh, Sheila Dignen: Gold Experience B2+ Ana de Castro, English: Language Acquisition, phases 3-5 Home reading book of choice