

## EAL - Subject Overviews – MYP Phase 1-2



\* All units taught in MYP Years 1-5 are continuously being developed and improved to best meet the needs of the students at LIS. Therefore, the following Subject Overview is only a reflection of current plans for the course. Some changes to this document may occur as a result of planning done throughout the academic year.

	Unit	Concepts	Global Context	Statement of Inquiry	Inquiry Questions	MYP Objectives ATL Skills	Content
Unit 1	People	Communication  Form Structure		Form and structure are needed for effective communication.	<p><b>Factual:</b> What is form? What is structure?</p> <p><b>Conceptual:</b> What is the relationship between form and structure?</p> <p><b>Debatable:</b> Are there instances where form and structure might hinder communication?</p>	<p><b>Criterion A:</b> i, ii, iii</p> <p><b>Criterion B:</b> i, ii, iii</p> <p><b>ATL Skills</b> Communication Affective</p>	<p>Introducing and asking questions about someone</p> <p>Describe people and objects</p> <p>Vocabulary connected to food, animals, hobbies, interests</p> <p>Subject pronouns</p> <p>Articles</p> <p>Countable and uncountable nouns</p> <p>Possessive adjectives</p> <p>Possessive pronouns</p> <p>Demonstratives</p> <p>Present simple</p> <p>Question words</p> <p>Prepositions of time</p> <p>Imperatives</p> <p>Resources: Insight, Grammar by Jeniffer Seidl</p>
Unit 2	Going places	Culture  Pronunciation Patterns		Culture influences pronunciation and language patterns.	<p><b>Factual:</b> What are some examples of phonic patterns?</p> <p><b>Conceptual:</b> How does culture influence</p>	<p><b>Criterion C:</b> i, ii, iii, iv</p> <p><b>Criterion D:</b> i, ii, iii, iv</p>	<p>Travel and trips</p> <p>Rules and recommendations</p> <p>Various foods and ingredients</p> <p>Preposition of place</p>

				pronunciation and language patterns? <b>Debatable:</b> To what extent does language shape culture, and to what extent does culture shape language?	<b>ATL Skills</b> Collaboration Information literacy	Can (ability and permission) and must Present continuous Object pronouns Some, any, how much, how many Adverbs of frequency Past simple Be going to  Resources: Insight, Grammar by Jeniffer Seidl
<b>Unit 3</b>	<b>Changing the World</b>	Connections Purpose Function	The purpose of communication is to connect with other people.	<b>Factual:</b> What is the function of language? <b>Conceptual:</b> Why do people have conversations? <b>Debatable:</b> Is language the only way through which we build connections?	<b>Criterion A:</b> i, ii, iii <b>Criterion B:</b> i, ii, iii <b>ATL Skills</b> Organization Media literacy	Changemakers Diary entries Actions, plans and achievements Present continuous (future) Adverbs of Manner Comparison of adjectives Expressing quantity Past continuous Should Present perfect simple One(s) as substitution Will future May and might  Resources: Insight, Grammar by Jeniffer Seidl
<b>Unit 4</b>	<b>Stories</b>	Creativity Audience Conventions	Creative use of conventions helps share a message to various audiences.	<b>Factual:</b> What are examples of conventions? <b>Conceptual:</b> How	<b>Criterion C:</b> i, ii, iii, iv <b>Criterion D:</b> i, ii, iii, iv	Stories around the world Adaptations Story elements: plot, setting, characters, point of view, conflict

					<p>does creative use of conventions promote engagement and understanding?</p> <p><b>Debatable:</b> Should creators prioritize conforming to established conventions to achieve effective communication?</p>	<p><b>ATL Skills</b> Reflection Creative-thinking</p>	<p>Relative pronouns Could, be able to, shall, have to Preposition of place and movement Something, nobody, everywhere, anyone etc. Reflexive and empathic pronouns The passive Zero and Type 1 Conditionals Present perfect continuous</p> <p>Resources: Insight, Grammar by Jeniffer Seidl</p>
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