

DELEDDA INTERNATIONAL SCHOOL

SUBJECT GROUP OVERVIEW

Unit Title	Key Concepts/ Specified concepts (RFTA)	Related Concepts	Global Context and Explorations	Statement of Inquiry	Content	Objectives	ATL Beta
<p>French (MYP1) not active this school year</p> <p>French (MYP2)</p> <p>MYP 2 - LA French 2025/26 Unit 1 BETA: Ma routine, mon collège, mes habitudes</p>	<p>Conventions, Patterns.</p>		<p>Global Context: Identities and relationships. Explorations: Health and well-being</p>	<p>Our routines and habits at school and at home show the cultural patterns that influence our identity and well-being.</p>	<p>Lexicon:</p> <ul style="list-style-type: none"> - the moments of the day; - daily activities; - body parts; - school life (spaces, subjects, and time division). <p>Communication:</p> <ul style="list-style-type: none"> - talking about habits and daily actions; - asking and saying the frequency of an action; - telling the time; - asking and saying the date and the day of the week. <p>Grammar:</p> <ul style="list-style-type: none"> - the plural (special cases); - the adjective / pronoun tout, tous, toute, toutes; - the three gallicisms: présent continu, passé récent, futur proche; - reflexive verbs: se laver, se brosser...; - irregular verbs: faire, prendre. <p>Culture:</p> <ul style="list-style-type: none"> - Les ados et le petit-déjeuner. - French teenagers' habits. 	<p>A Listening Emergent level (phase 1) i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections</p> <p>B Reading Emergent level (phase 1) i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections</p> <p>C Speaking Emergent level (phase 1) i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. use clear pronunciation and intonation in comprehensible manner iv. during interaction, communicate all or almost all the required information clearly and effectively</p> <p>D Writing Emergent level (phase 1) i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context</p>	<p>Communication - Use strategies to comprehend texts</p>

MYP 2 - LA French 2025/26 Conventions,
Unit 2 **BETA**: Ma nourriture et Function
mon bien-être

Global Context:
Globalization and
sustainability.

Explorations:
Consumption

Learning a
language means
discovering the
culture, food,
places, and
customs of the
people who speak
it.

Lexicon:

- shops and small traders;
- the supermarket;
- products (fruit, vegetables, meat, dairy...);
- quantities;
- weights;
- product packaging.

Communication:

- buying in shops or at the supermarket;
- indicating quantities;
- asking for the price;
- talking about one's tastes and preferences.

Grammar:

- the feminine form of nouns and adjectives ending in -er, -ier, and -eur;
- partitive articles;
- using combien to ask for price, date, or quantity;
- the preposition chez;
- the pronouns moi, toi, lui...;
- the impersonal pronoun on;
- the verbs: vendre, acheter, préférer.

Culture:

Lexicon:

- parties;
- gifts;
- the buffet: drinks, savory foods, and sweet foods.

Communication:

- talking on the phone;
- offering/receiving a gift and thanking;
- offering something: accepting or rejecting;
- making a proposal for an activity.

Grammar:

- demonstrative adjectives: ce/cet/cette/ces;
- in-depth study of les 3 gallicismes;
- the use of très / beaucoup de;
- the verbs: pouvoir, vouloir;
- the present tense of regular verbs in the second group (ending in -ir).

Culture:

C Speaking Emergent level (phase 2)

- use a wide range of vocabulary
- use a wide range of grammatical structures generally accurately
- use clear pronunciation and intonation in comprehensible manner
- during interaction, communicate all or almost all the required information clearly and effectively

D Writing Emergent level (phase 2)

- use a wide range of vocabulary
- use a wide range of grammatical structures generally accurately
- organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices
- communicate all or almost all the required information with a clear sense of audience and purpose to suit the context

Communication - Use
strategies to comprehend
texts

MYP 2 - LA French 2025/26 Message,
Unit 3 **BETA**: Célébrer, Patterns.
s'amuser et passer du temps
avec les amis

Global Context:
Identities and
relationships.
Explorations:
Happiness and the
good life

Creativity helps us
share our
happiness and
celebrate special
moments with
others.

Culture:

Lexicon:

- parties;
- gifts;
- the buffet: drinks, savory foods, and sweet foods.

Communication:

- talking on the phone;
- offering/receiving a gift and thanking;
- offering something: accepting or rejecting;
- making a proposal for an activity.

Grammar:

- demonstrative adjectives: ce/cet/cette/ces;
- in-depth study of les 3 gallicismes;
- the use of très / beaucoup de;
- the verbs: pouvoir, vouloir;
- the present tense of regular verbs in the second group (ending in -ir).

Culture:

A Listening Emergent level (phase 2)

- identify explicit and implicit information (facts and/or opinions, messages and supporting details)
- analyse conventions
- analyse connections

B Reading Emergent level (phase 2)

- identify explicit and implicit information (facts and/or opinions, messages and supporting details)
- analyse conventions
- analyse connections

Communication - Use
strategies to comprehend
texts

French (MYP3)

MYP 3 - LA French 2025/26 - Message,
Unit 1 **BETA**: Parlons de
notre passé et de nos
souvenirs

Global Context:
Orientation in space
and time.

Explorations: Heritage.

Communication
helps us share our
memories and
heritage by giving
meaning and
purpose to the
stories we tell
about the past.

Lexicon:

- words and expressions to describe natural elements and phenomena;
- outdoor activities and experiences;
- time expressions (dates and centuries);
- seasons and weather.

Communication:

- ask and talk about the current and past weather;
- talk about past experiences and memories;
- place an action in the past;
- ask about and state dates and past centuries.

Grammar:

- the past tense "passé composé";
- formation of the past participle;
- passé composé of the verbes être and avoir;
- chronological connectors (d'abord, après, puis, enfin ...);
- accordance of the past participle in gender and number when using the auxiliary être;
- passé composé negative form;
- passé composé interrogative form;
- the past tense "imparfait";
- imparfait of the verbes être and avoir;

Culture:

Lexicon:

- clothes;
- look;
- hobbies and sports;
- music instruments;
- musical genres.

Communication:

- shopping and buying clothes;
- expressing one's tastes in clothing and fashion;
- expressing one's tastes in general using different levels of intensity;
- talking about one's sports and hobbies;
- indicating the duration and frequency of an action;
- communicating by email.

Grammar:

- particular adjectives (vieux/nouveau/beau);
- particular use of the indefinite article des;
- personal pronouns as direct object complements (COD);
- personal pronouns as indirect object complements (COI);
- irregular verbs voir, mettre, savoir, envoyer and recevoir.

Culture:

"Vêtements et recyclage" :

A Listening Emergent level (phase 2)

- identify explicit and implicit information (facts and/or opinions, messages and supporting details)
- analyse conventions
- analyse connections

B Reading Emergent level (phase 2)

- identify explicit and implicit information (facts and/or opinions, messages and supporting details)
- analyse conventions
- analyse connections

C Speaking Emergent level (phase 2)

- use a wide range of vocabulary
 - use a wide range of grammatical structures generally accurately
 - use clear pronunciation and intonation in comprehensible manner
 - during interaction, communicate all or almost all the required information clearly and effectively
- D Writing Emergent level (phase 2)**
- use a wide range of vocabulary
 - use a wide range of grammatical structures generally accurately
 - organize information effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices
 - communicate all or almost all the required information with a clear sense of audience and purpose to suit the context

Social - Use group roles to
clarify and organise individual
responsibilities

MYP 3 - LA French 2025/26 - Context,
Unit 2 **BETA**: Parlons mode
et loisir

Global Context:
Personal and cultural
expression.

Explorations: Ritual
and play.

How do creativity
and personal style
help us express
who we are in the
way we dress and
spend our free
time?

Culture:

Lexicon:

- clothes;
- look;
- hobbies and sports;
- music instruments;
- musical genres.

Communication:

- shopping and buying clothes;
- expressing one's tastes in clothing and fashion;
- expressing one's tastes in general using different levels of intensity;
- talking about one's sports and hobbies;
- indicating the duration and frequency of an action;
- communicating by email.

Grammar:

- particular adjectives (vieux/nouveau/beau);
- particular use of the indefinite article des;
- personal pronouns as direct object complements (COD);
- personal pronouns as indirect object complements (COI);
- irregular verbs voir, mettre, savoir, envoyer and recevoir.

Culture:

"Vêtements et recyclage" :

A Listening Emergent level (phase 2)

- identify explicit and implicit information (facts and/or opinions, messages and supporting details)
- analyse conventions
- analyse connections

C Speaking Emergent level (phase 2)

- use a wide range of vocabulary
 - use a wide range of grammatical structures generally accurately
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Social - Use group roles to
clarify and organise individual
responsibilities

MYP 3 - LA French 2025/26 - Function,
Unit 3 **BETA**: Mon futur
m'appartient

Identities and
relationships

How does culture
influence the way
we imagine our
future and make
choices about our
lifestyle and well-
being?

Lexicon:

- places where you eat out (le café, le bistrot ...);
- vocabulary at the restaurant;
- the meals and the items on a table;

Communication:

- how to order at a restaurant;
- how to complain or apologize;
- reporting someone else's words;
- professions;
- work places;
- personal qualities and attitudes.

Grammar:

- comparative of quality;
- comparative of quantity;
- adverbs of quantity;
- simple future;
- irregular verbs: être, avoir, boire, dire ...

Culture :

Article: what teenagers eat;

Terza Media Exam preparation:

B Reading Emergent level (phase 2)

- identify explicit and implicit information (facts and/or opinions, messages and supporting details)
- analyse conventions
- analyse connections

Social - Use group roles to
clarify and organise individual
responsibilities

French (MYP4)

MYP 4 - LA French 2025-26
Unit 1 **BETA** : Un esprit sain
dans un corps sain

Change ment,
Development

Identities and
relationships

Nous allons
réfléchir sur la
nécessité d'avoir
une bonne
alimentation, de
prendre soin de
soi et de se
maintenir en forme
en évitant
malbouffe,
inactivité et
substances
toxiques. La santé
physique peut
influencer de façon
conséquente la
santé mentale.

Lexicon and communication: menu dishes, types of French restaurants, reading, feelings, order at the restaurant, request a service, use the past tense, lexicon of animals, lexicon of human body, talk about health, go to the doctor, speak about wealth and bad habits, sports and activities
Grammar: revisions past sentences, present conditional, temporal prepositions, variable interrogative pronouns, the verbs mettre, ouvrir, suivre, recevoir, connaître, répondre, indefinites, neutral demonstrative pronouns, restrictive form
Culture: the habits of young French people at the table, junk food in France, lockdown of young people during the covid period, countries of the Francophonie

A Listening

Capable level (phase 3 and 4)

- identify explicit and implicit information (facts and/or opinions, messages and supporting details)
- analyse conventions
- analyse connections

B Reading

Capable level (phase 3 and 4)

- identify explicit and implicit information (facts and/or opinions, messages and supporting details)
- analyse conventions
- analyse connections

D Writing

Capable level (phase 3 and 4)

- use a wide range of vocabulary
- use a wide range of grammatical structures generally accurately
- organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
- communicate all or almost all the required information with a

Social - Use group roles to
clarify and organise individual
responsibilities; Help others
participate, contribute and
succeed

MYP 4 - LA French 2025/26 Unit 2 BETA : Ensemble pour la planète	Changement Development, global interactions	Globalization and sustainability	Nous allons réfléchir sur l'importance de nos actions quotidiennes (qu'elles soient négatives ou positives) et sur l'impact direct et indirect que celles-ci peuvent avoir sur notre planète.	Lexicon and communication: the environment, natural disasters, pollution Grammar: the plus-que-parfait, the expression of cause and consequence, the verbs défendre and réduire Culture: Mobilization for the environment, sustainable development in France, nuclear energy in France, figures mobilized in the fight against global warming	<p>C Speaking Capable level (phase 3 and 4)</p> <ul style="list-style-type: none"> i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. use clear pronunciation and intonation in a comprehensible manner iv. during interaction, communicate all or almost all the required information clearly and effectively <p>D Writing Capable level (phase 3 and 4)</p> <ul style="list-style-type: none"> i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context 	Communication - Synthesize information to make valid arguments
MYP 4 - LA French 2025/26 Unit 3 BETA : Les sentiments avant tout	Connexions, empathy, relations	Identities and relationships	L'unité se penchera sur l'importance de s'arrêter et de comprendre ses propres sentiments et ceux des autres, sur la nécessité de s'engager pour vivre ensemble et d'éviter les conflits.	Communication: express feelings, social relationships, express a wish, a desire Grammar: possessive pronouns, the past conditional, double personal pronouns, verbs: plaire, conquérir, hair Culture: inclusive writing for gender equality	<p>A Listening Capable level (phase 3 and 4)</p> <ul style="list-style-type: none"> i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections <p>B Reading Capable level (phase 3 and 4)</p> <ul style="list-style-type: none"> i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections <p>C Speaking Capable level (phase 3 and 4)</p> <ul style="list-style-type: none"> i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. use clear pronunciation and intonation in a comprehensible manner iv. during interaction, communicate all or almost all the required information clearly and effectively 	Social - Use group roles to clarify and organise individual responsibilities; Help others participate, contribute and succeed

French (MYP5)

MYP 5 - LA French 2025/2026 Unit 1 BETA : Tous solidaires	Changement, empathy	Fairness and development	La créativité et l'empathie permettent aux citoyens de développer des actions solidaires qui favorisent l'équité et contribuent au développement d'une société plus juste et harmonieuse.	<ul style="list-style-type: none"> - Lexicon: emotions, relationships with family and friends, charity, solidarity, social, work - Communication: presenting an association, talking about solidarity, expressing a wish, a hope, argue to reach different objectives - Grammar: congiuntive present (use ad formation), present and past conditional, plus quam perfect, phythetical phrases, time markers - Culture : les jeunes et leurs parents, l'engagement des jeunes en France, les Restos du Coeur, les principales associations françaises - Lecture du livre "Le Racisme expliqué à ma fille" - DELF B1 preparation 	<p>A Listening Capable level (phase 3 and 4)</p> <ul style="list-style-type: none"> i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections <p>B Reading Capable level (phase 3 and 4)</p> <ul style="list-style-type: none"> i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections <p>C Speaking Capable level (phase 3 and 4)</p> <ul style="list-style-type: none"> i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. use clear pronunciation and intonation in a comprehensible manner iv. during interaction, communicate all or almost all the required information clearly and effectively 	Social - Use group roles to clarify and organise individual responsibilities; Help others participate, contribute and succeed
MYP 5 - LA French 2025/26 - Unit 2 BETA : Projets d'avenir	Changement, Development, context	Personal and cultural expression	Through the context of personal and cultural expression, students explore how creativity allows them to give meaning and purpose to their visions of the future. À travers le contexte de l'expression personnelle et culturelle, les élèves explorent comment la créativité leur permet de donner un sens et un but à leurs perspectives d'avenir.	Communication et lexique : le monde du travail, parler de projets d'avenir, le monde de l'université, le programme Erasmus, le programme de French B du DP, écrire un CV, écrire une lettre de motivation, les jobs d'été, les medias de communication Grammaire: l'expression de la condition, le futur antérieur, expression de l'opposition et de la concession	<p>A Listening Capable level (phase 3 and 4)</p> <ul style="list-style-type: none"> i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections <p>B Reading Capable level (phase 3 and 4)</p> <ul style="list-style-type: none"> i. identify explicit and implicit information (facts and/or opinions, messages and supporting details) ii. analyse conventions iii. analyse connections <p>C Speaking Capable level (phase 3 and 4)</p> <ul style="list-style-type: none"> i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. use clear pronunciation and intonation in a comprehensible manner iv. during interaction, communicate all or almost all the required information clearly and effectively <p>D Writing Capable level (phase 3 and 4)</p> <ul style="list-style-type: none"> i. use a wide range of vocabulary ii. use a wide range of grammatical structures generally accurately iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex 	Communication - Synthesize information to make valid arguments

MYP 5 - LA French 2025/26 - Esthetic,
Unit 3 **BETA** : Arts et Communication,
creativity

Personal and cultural
expression

L'art est une forme de communication qui permet d'exprimer des idées, des perspectives, des émotions ou des expériences de manière symbolique, souvent au-delà des mots. Il peut renseigner sur une culture, il peut être utile et vouloir transmettre un message politique, social ou culturel mais il peut aussi être une fin en soi et n'avoir qu'une

Communication and lexicon: le cinéma, la littérature, l'art, la musique, argumenter, donner son opinion
Grammaire: la forme passive, le participe présent et le gérondif, le discours indirect, l'expression du but, la subordonnée de temps.
Culture et société: le septième art, l'art contemporain, le street art

C Speaking

Capable level (phase 3 and 4)

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. use clear pronunciation and intonation in a comprehensible manner
- iv. during interaction, communicate all or almost all the required information clearly and effectively

D Writing

Capable level (phase 3 and 4)

- i. use a wide range of vocabulary
- ii. use a wide range of grammatical structures generally accurately
- iii. organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices
- iv. communicate all or almost all the required information with a clear sense of audience and purpose to suit the context

Social - Use group roles to clarify and organise individual responsibilities; Help others participate, contribute and succeed