

DELEDDA INTERNATIONAL SCHOOL

Subject group overview

Unit Title	Key Concepts / specified concept (BETA)	Related Concepts	Global Context and Explorations	Statement of Inquiry	Content	Objectives	ATL Beta
MYP1 (English)							
MYP 1 - ENGLISH LL 2025/26 Unit 1 BETA : Is seeing always believing?	Audience imperatives, communication		Personal and cultural expression	Learning to understand how factual articles also have the author's opinions in them will encourage students always to ask questions.	In this unit we will find out how documentaries can expand our awareness of the world around us. We will explore current trends and use this knowledge to make a documentary. · The use of Auxiliary Verbs in Questions and negatives. When auxiliary verbs are required in questions: Subject/Object-based Questions: The QU-A-S-I formula. · Do people watch less TV nowadays? Past Simple/Comparatives in order to analyse texts Pronunciation of Past Simple/ Spelling rules. Hop (hopped) or hope (hoped) Used to and Would · Is Language changing? Present Perfect for changes · Pronunciation RP/BBC pron. of past /ed/	B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention D: Using language i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques	Communication
MYP 1 - ENGLISH LL 2025/26 Unit 2 BETA : Myths and Legends: a mirror of reality?	Creativity		Personal and cultural expression	Can sharing myths and legends help to preserve our cultural and individual identities? Are myths based on reality?	Myths and Legends: personality traits/adjectives and quantifiers Comicbook superheroes: comic book styles: reported v direct speech	B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention C: Producing text i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to support ideas	Communication
MYP 1 - ENGLISH LL 2025/26 Unit 3 BETA : Do you believe in magic?	Creativity		Personal and cultural expression	Is magic in stories only for entertainment?	Telling a story/setting a scene (the past perfect and past continuous) · Connectors in sentences · Metaphors/similes and hyperbole samples	A: Analysing i. identify and comment upon significant aspects of texts ii. identify and comment upon the creator's choices iii. justify opinions and ideas, using examples, explanations and terminology iv. identify similarities and differences in features within and between texts C: Producing text i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to support ideas	Communication
MYP 1 - ENGLISH LL 2025/26 Unit 4 BETA : Is this for real?	Genre, Perspective		Personal and cultural expression	How can stories help us understand the world?	Spelling rules What can you infer? Modal verbs of deduction Focus on Bullying; modal verbs for "doing the right thing"	D: Using language	
MYP2 (English)							

MYP 2 - ENGLISH LL 2025/26 Unit 1: How can we separate fact from fiction?	Communication	Setting, Style. Orientation in space and time	By analysing language and s	<p>Students work in pairs to research and present the conventions of historical fiction and look into the factual lives of people living in Victorian London. Reading excerpts from historical fiction books and watching an excerpt from Oliver Twist by Charles Dickens will strengthen students' understanding of Victorian London and the use of real situations in fiction. Students will also use some of language and vocabulary used in the excerpts to make a word cloud for historical fiction. Finally, students will look at Chaucer's Canterbury Tales in preparation for their school trip this year. They will look at some of the tales and use the information to make modern-day profiles.</p> <p>Time travel...3 rd conditionals, review of zero, 1st and 2nd conditionals and past perfect: Topic Jack the Ripper; how might he have been caught if the Police had...hypotheticals in the past.</p>	<p>D: Using language v. use appropriate non-verbal communication techniques</p>	Communication
MYP 2 - ENGLISH LL 2025/26 Unit 2 BETA : What makes a life worth writing about?	Identity	Identities and relationships	To what extent do our relatio	Biographies, juxtaposition, timelines, past perfect in depth.	<p>A: Analysing i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. identify and explain the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts</p> <p>B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention</p> <p>C: Producing text i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas</p> <p>D: Using language i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques</p>	Communication
MYP 2 - ENGLISH LL 2025/26 Unit 3 BETA : Why do we need to belong?	Creativity, global interactions	Identities and relationships	How can film help us to unde	Film and Book Reviews; expressing opinions Service opportunity to review then share our reviews for others	<p>B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention</p> <p>D: Using language i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</p>	Communication

MYP 2 - ENGLISH LL 2025/26 Unit 4 BETA : Do girls run the world?	Change	Identities and relationships	How do texts represent gender	Review of past tenses, present perfect for change. Present Perfect for duration: "How long has life been like this?" Comparatives in time	<p>A: Analysing</p> <ul style="list-style-type: none"> i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. identify and explain the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts <p>C: Producing text</p> <ul style="list-style-type: none"> i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas <p>D: Using language</p> <ul style="list-style-type: none"> i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy 	i. employ organizational structures that serve the context and intention
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<p>MYP3 (English) MYP 3 - ENGLISH LL 2025/26 Unit 1 BETA : Can we ever escape the past?</p>	Audience imperatives	Personal and cultural expression	Is Gothic literature still relevant? How can reading fiction help us understand history?	<p>Students will research the conventions of Gothic writing and produce a short story in pairs, utilising these conventions and the Gothic word bank that they worked on creating. They will read excerpts from the book Rebecca by Daphne du Maurier and listen to an interview with the author on why he chose to write books on historical fiction. By reading/listening to excerpts from Rebecca and watching the film The Monster Calls, students will be able to visualise the use of conventions in Gothic texts. The students will also study an acrostic Gothic poem and work in small groups on creating their own acrostic poems.</p> <p>A focus on the more formal grammar style of the Passive and a look at the older "one does" 3rd person formal language. A review of all tenses for story-telling.</p>	<p>A: Analysing</p> <ul style="list-style-type: none"> i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts iii. justify opinions and ideas, using examples, explanations and terminology <p>B: Organizing</p> <ul style="list-style-type: none"> ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention <p>C: Producing text</p> <ul style="list-style-type: none"> i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas <p>D: Using language</p> <ul style="list-style-type: none"> i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques 	Communication - Use strategies to comprehend texts
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MYP 3 - ENGLISH LL 2025/26 Unit 2 BETA : Is it true that you are what you read?	Point of View	Personal and cultural expression	Who creates the news and how do we know that the news we are reading about is not fake news?	A look at newspapers and communications for news purposes. They will study the inverted pyramid style of newspaper writing and will research newspapers online from different parts of the world, to try to understand if this system works worldwide. Students will look at how newspapers have changed over time, and investigate what similarities, if any, they have now. Students will debate whether there is a future for newspapers in paper form. More work on passive (when the agent is unknown) vs active. TV news reporting styles. Commentary on live events. The Present Perfect for story setting. Fake news and the media. Indirect Speech in reporting.	<p>A: Analysing</p> <ul style="list-style-type: none"> i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts <p>B: Organizing</p> <ul style="list-style-type: none"> i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention <p>C: Producing text</p> <ul style="list-style-type: none"> ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas <p>D: Using language</p> <ul style="list-style-type: none"> i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy 	Communication - Communicating information and ideas effectively using appropriate style
MYP 3 - ENGLISH LL 2025/26 Unit 3 BETA : Can we guess what the future holds?	Context, setting	Orientation in space and time	Can science fiction help us understand and predict our future?	Conventions in Science Fiction tales. Jules Verne and HG Wells. Conditionals for the future. What will happen if...the role of AI in the future.	<p>A: Analysing</p> <ul style="list-style-type: none"> i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. identify and explain the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. interpret similarities and differences in features within and between genres and texts <p>C: Producing text</p> <ul style="list-style-type: none"> i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas 	Communication - Provide effective, meaningful feedback; Receive and carefully consider feedback
MYP 3 - ENGLISH LL 2025/26 Unit 4 BETA : Is knowledge power?	Perspective	Identities and relationships	This unit explores how knowl	Education around the world, now and in the past. Modal verbs of deduction on how it must be in other places and how it must have been. Modals verbs for what it should be like in an ideal world. A service opportunity for helping resolve problems like bullying or other school-age issues.	<p>D: Using language</p> <ul style="list-style-type: none"> i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in an appropriate register and style iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques 	Communication. Research

MYP4 (English)

MYP 4 - LL - ENGLISH: 2025/26: Unit 1a BETA : Text Types	Creativity	Personal and cultural expression	The creation of a text involves adopting specific text type conventions to suit one's purpose in order to express ideas, feelings and values.	<p>GENRE, AUDIENCE, PURPOSE : Students learn about text types as categories which allow them to identify general features and conventions. They understand and reflect on the way in which language changes as a consequence.</p> <p>Sts. learn that author's purpose (together with audience and context) determines the type of conventions that are more appropriate for a certain text type.</p> <p>They learn textual and visual features of 6 text type categories (information, persuasion, argument, instruction, explanation, recount).</p> <p>Skills Students learn about text types as categories which allow them (sts.) to identify general features and conventions. They understand and reflect on the way in which language changes as a consequence.</p> <p>Students learn to recognise textual and visual features of 6 text type categories (information, persuasion, argument, instruction, explanation, recount). They practise their skills with different text types, then they use the library to familiarise with this space and to look for examples of each text type (group work) as a sort of treasure hunt</p> <p>They then write an analysis of one text of their choice from the ones they have found in the library to express ideas about the conventions used . They use a template for text analysis provided by the teacher</p>	<p>B Reading Proficient level (phase 5 and 6)</p> <ol style="list-style-type: none"> identify explicit and implicit information (facts and/or opinions, messages and supporting details) analyse conventions analyse connections <p>C Speaking Proficient level (phase 5 and 6)</p> <ol style="list-style-type: none"> use a wide range of vocabulary use a wide range of grammatical structures generally accurately use clear pronunciation and intonation in a comprehensible manner during interaction, communicate all or almost all the required information clearly and effectively 	Social - Use group roles to clarify and organise individual responsibilities. Research - Use a standard method for referencing and citation
MYP 4 ENGLISH LL 2025/26: Unit 1 BETA : Points of view	Perspective	Personal and cultural expression	In what ways does perspective influence message, content, style and effects of texts on the readers and their systems of beliefs?	<p>Conan Doyle, Arthur. "How It Happened" in Stories of Ourselves. New Delhi: Cambridge UP, 2008</p> <p>Bradbury, Ray. "There Will Come Soft Rains" in Stories of Ourselves. New Delhi: Cambridge UP, 2008</p> <p>Windham, John. "Meteor" in Stories of Ourselves. New Delhi: Cambridge UP, 2008</p> <p>Brown, Frederick. "Sentry," www.lupinworks.com/glit6756/informant/sai3/sentry.pdf</p> <p>Chekhov, Anton. "The Lottery Ticket" 1887 https://www.gutenberg.org/files/57333/57333-h/57333-h.htm</p> <p>Frost, Robert. "The Road not Taken"</p> <p>Lindsay, Vachel. "The Flower-Fed Buffaloes" in Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English. New Delhi: Foundation, 2005. Print.</p> <p>Curnow, Allen. "Time" in Songs of Ourselves: The University of Cambridge International Examinations Anthology of Poetry in English. New Delhi: Foundation, 2005. Print.</p> <p>Private J. G. Burnett, Mounted Infantry, Cherokee Indian Removal, 1838-39</p> <p>The Indian Problem from a History Website</p> <p>Andrew Jackson (US President 1829-1837): Address to Congress (Messages and Papers of the Presidents, vol. 2, in Native American Voices: A History and Anthology, ed. Steven Mintz (St. James, New York: Brandywine P, 1995) 115-116.</p> <p>Students will revise and refine their understanding of genre, audience, purpose from the previous unit (Text-types). Students already know the technical definitions related to point of view. In this unit they will reflect on possible effects. Students already know the technical definition of setting and genre, they will now apply their knowledge to identify how genre and setting are used to reflect on reality. Paragraphs: organization, format, cohesion and connectives. The students learn about multiple intelligences. Students will exercise different uses of language for different purposes: essay writing vs. creative writing. Students analyze three different science fiction short stories. The students learn MLA referencing (format for in-text citations and bibliography)</p> <p>Students will read and analyze different types of texts to understand genre-specific conventions and reflect on the differences in texts from the same genre.</p>	<p>A: Analysing</p> <ol style="list-style-type: none"> analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts analyse the effects of the creator's choices on an audience justify opinions and ideas, using examples, explanations and terminology evaluate similarities and differences by connecting features across and within genres and texts <p>B: Organizing</p> <ol style="list-style-type: none"> employ organizational structures that serve the context and intention organize opinions and ideas in a sustained, coherent and logical manner use referencing and formatting tools to create a presentation style suitable to the context and intention <p>C: Producing text</p> <ol style="list-style-type: none"> produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience select relevant details and examples to develop ideas <p>D: Using language</p> <ol style="list-style-type: none"> use appropriate and varied vocabulary, sentence structures and forms of expression write and speak in a register and style that serve the context and intention use correct grammar, syntax and punctuation spell (alphabetic languages), write (character languages) and pronounce with accuracy 	Communication Communicating information and ideas effectively using appropriate style; Thinking consider ideas from multiple perspectives

<p>MYP 4 ENGLISH LL 2025/26: Unit 2 BETA : Prejudice and Discrimination</p>	<p>Relationships</p>	<p>Identities and relationships</p>	<p>Social relationships influence individuals and their interactions: inequality, discrimination and privilege create conflict within societies and among individuals</p>	<p>Belloc, Hillaire. "The Justice of Peace"La Guma, Alex. "The Lemon Orchard"Steinbeck, John. Of Mice and Men. New York: Penguin, 1993. Print. Protest Songs and the Civil Rights Movement - Civil Rights Movement Archive (crmvvet.org) Nina Simone 'Mississippi Goddam' https://youtu.be/LJ25-U3jNWM We Shall Overcome https://d2fpdfwogdqmw5.cloudfront.net/We+Shall+Overcome.mp4 Protest Music from around the world (work in translation) https://realworldrecords.com/features/blogs/10-songs-of-protest-from-around-the-world/ Difference between stereotypes, prejudice and discrimination. Characterization Themes Setting Context Symbols</p> <p>- Vocabulary building activities about forms of discrimination - organisation/structure of news reports - analysis of songs and oral presentations - From paragraphs to essays: planning, connecting - Student-led: students propose and consider an issue of their choice. They explore their initial opinions, reason on the ways these were formed, categorize claims, categorize claims and research existing data. Students are encouraged to recognize their own bias (confirmation bias, pre-set clusters of opinion,...) and preconceptions</p>	<p>A: Analysing i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts</p> <p>B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention</p> <p>C: Producing text i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas</p> <p>D: Using language i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques</p>	<p>Communication Use strategies to comprehend texts; Thinking consider ideas from multiple perspectives</p>
<p>MYP 4 ENGLISH LL 2025/26: Unit 3 BETA : Fairness and Development</p>	<p>Systems</p>	<p>Fairness and development</p>	<p>In what ways can social and political systems discourage or foster fairness?</p>	<p>Orwell, George. Animal Farm. Penguin, 2003. Angelou, Maya. "Caged Bird" Niemoller, Martin. "First They Came..." National Assembly of France. "A Declaration of the Rights of Man" 1789. https://avalon.law.yale.edu/18th_century/rightsof.asp UN General Assembly. "Universal Declaration of Human Rights" 1948. http://www.un.org/en/universal-declaration-human-rights/ Amnesty international. 'Write for Rights' https://www.amnesty.org/en/get-involved/write-for-rights/#write-a-letter Imperial War Museum. 'UK Recruitment Posters' https://www.iwm.org.uk/learning/resources/first-world-war-recruitment-WW1 Equality vs. sameness Declarations and equality as an evolving concept Solidarity and Appeal Letters Propaganda posters (symbolism - visual analysis) Speeches: main characteristics Characterization and allegory Historical context and universal message Essays: introduction and conclusion Inquiry-based, student-led: students propose and consider a question of their choice for their essays. They explore their initial perceptions to formulate an individual guiding question and structure their essay Students are encouraged to reflect on real stories of human rights abuses and are asked to empathize with the individual. They then write a solidarity letter and a letter of appeal to the authorities to encourage change as a form of active citizenship.</p>	<p>A: Analysing i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts</p> <p>B: Organizing i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner iii. use referencing and formatting tools to create a presentation style suitable to the context and intention</p> <p>C: Producing text i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas</p> <p>D: Using language i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy v. use appropriate non-verbal communication techniques</p>	<p>Thinking Analyse complex information</p>

MYP 5 - LL - ENGLISH creativity
2025/2026 : Unit 1 **BETA**:
Communicating for Different
Purposes

Personal and
cultural
expression

Creativity and an awareness
of conventions and stylistic
choices allow us to adapt
similar information to
different purposes, text
types and fields to generate
different ways of
communicating knowledge
and ideas for effective
understanding and
expression.

Letters (Van Gogh, Malcolm X, Oscar Wilde, Ghandi), poetry,
non-fiction texts (ads, comics, nursery rhymes)
Students will revise and refine their understanding of genre,
audience, purpose.
Students will read and analyze different types of texts to
understand genre-specific conventions and reflect on the
differences in texts from the same genre.
Students will analyze the differences in style and reflect on the
ways different elements are influenced by audience, purpose,
authors' contexts and personality.
skills:

- Students will use their previous knowledge about text types
and presentation of evidence from the text
- Structure and purposes of diaries, reviews and letters. Use of
register. Use of diction
- evaluating sources (cultural context) to consider adaptation
needs in translation

A: Analysing: i. analyse the content, context, language, structure,
technique and style of text(s) and the relationship among texts
ii. analyse the effects of the creator's choices on an audience
iii. justify opinions and ideas, using examples, explanations and
terminology
iv. evaluate similarities and differences by connecting features
across and within genres and texts

B: Organizing

i. employ organizational structures that serve the context and
intention
ii. organize opinions and ideas in a sustained, coherent and logical
manner
iii. use referencing and formatting tools to create a presentation
style suitable to the context and intention

C: Producing text i. produce texts that demonstrate insight,
imagination and sensitivity while exploring and reflecting critically
on new perspectives and ideas arising from personal engagement
with the creative process
ii. make stylistic choices in terms of linguistic, literary and visual
devices, demonstrating awareness of impact on an audience
iii. select relevant details and examples to develop ideas

D: Using language

i. use appropriate and varied vocabulary, sentence structures and
forms of expression
ii. write and speak in a register and style that serve the context and
intention
iii. use correct grammar, syntax and punctuation
iv. spell (alphabetic languages), write (character languages) and
pronounce with accuracy
v. use appropriate non-verbal communication techniques

Communication -
Communicating
information and
ideas effectively
using appropriate
style . Thinking -
consider ideas
from multiple
perspectives;
Analyse complex
information

MYP 5 - LL - ENGLISH: Change, Context, Identities and
2025/26 unit 2 BETA :Global Communication, Point of View relationships
and Diverse Perspective

Global actions affect the diversity of local contexts (communities, cultures and ecosystems). The way in which reality, values and beliefs are perceived and communicated has consequences on people's connections and point of view.

Literary texts:

Miller, Arthur. The Crucible: A Play in Four Acts. Harmondsworth, Eng.: Penguin, 1976. Print. Clarke, Gillian.

Story-telling Snippets from Kimmerer's Braiding Sweetgrass-Skywoman Falling (story of creation)

Non-literary texts:

news articles from different sources

How to develop critical thinking to recognise fake news, dis/misinformation: <https://www.getbadnews.com/#intro>

satire vs authentic news reports (www.theonion.com)

Students will reflect on conflicting points of view and the concept of relationship in a world that is both global and local. In their reading and performance of The Crucible, they consider different historical contexts and the influence/impact of mass hysteria on individuals and communities.

Students will work on text analysis with a focus on implied information, bias and points of view. They get to experience contexts in which fake news leads to disinformation and its consequences. By using a variety of non-fiction texts (news articles, social media posts, photographs), they will be challenged to identify fake news and real news and learn about bias techniques, fact vs opinion/speculation/gossip as they consider text type conventions and sources to distinguish between fake from real. Students consider the consequences/impact on a local/global community of the way information is communicated to suit the purpose(s) of an individual/group/institution in order to elicit a certain response in readers/listeners

A: Analysing

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts

B: Organizing

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention

C: Producing text

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas

Thinking - consider ideas from multiple perspectives; Analyse complex information

MYP 5 - LL-ENGLISH:
2025/26: unit 3 **BETA** :
conflicts

Culture

Personal and
cultural
expression

Feelings and ideas about
conflicts often depend on
belief systems and cultures
and expressed through
different stylistic choices that
affect the way in which the
audience reacts. Arguments
can be more or less
persuasive depending on
the use of different stylistic
choices and cultural context.

Literary Text:

Miller, Arthur. *The Crucible: A Play in Four Acts*.
Harmondsworth, Eng.: Penguin, 1976. Print. Clarke, Gillian.

Non-lit. texts:

King, Martin Luther, Jr. "Letter from Birmingham Jail". 1963

King, Martin Luther, Jr. "I Have a Dream". Washington, 1963

Suzuki, Severn. *Speech at UN Conference on Environment
and Development*. Rio de Janeiro, Brazil. 1992.

British Red Cross. "Help" 2001.

Terminology: imagery, appeal to senses, structure, register,
style, diction, context and setting,

Rhetoric and the language of persuasion (lines of appeal and
their effects on audience)

Identifying and reflecting on the use, effects on the audience
and purpose of imagery, appeal to senses, structure,
characterization in plays: register, style, diction, action and
reaction, conflict resolution

analyzing and interpreting the relationship between verbal and
visual message

text analysis: speeches, brochure and advertising (structure,
conventions and stylistic features); poetry (imagery, metaphor
and simile, appeal to senses); short stories (symbol, humor)

essay: overall organization, introductions and conclusions

speech production

A: Analysing

i. analyse the content, context, language, structure, technique and
style of text(s) and the relationship among texts

ii. analyse the effects of the creator's choices on an audience
iii. justify opinions and ideas, using examples, explanations and
terminology

iv. evaluate similarities and differences by connecting features
across and within genres and texts

B: Organizing

i. employ organizational structures that serve the context and
intention

ii. organize opinions and ideas in a sustained, coherent and logical
manner

iii. use referencing and formatting tools to create a presentation
style suitable to the context and intention

C: Producing text

i. produce texts that demonstrate insight, imagination and sensitivity
while exploring and reflecting critically on new perspectives and
ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual
devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to develop ideas

Communication -
Communicating
information and
ideas effectively
using appropriate
style