



OVERVIEW ENGLISH LANGUAGE ACQUISITION MYP YEAR 2

Unit title and teaching hours	Key concept	Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Brief description of content
What's in a neighbourhood?	Connections	Structure Empathy	Globalisation and sustainability	<p>The conventions and structure of our different communities connect us to the world, allowing us to share different interests and values.</p> <p><u>Simplified</u></p> <p>The differences in our communities connect us to the world, allowing us to share different interests and values.</p>	A C D	<p>Negotiate ideas and knowledge with peers and teachers.</p> <p>Work effectively with others.</p> <p>Demonstrate persistence and perseverance.</p>	<p>-Discuss your neighbourhood. How does it differ to others?</p> <p>- Use google earth to explore a village in the north of the UK and the city of New York in the US. Describe what you see.</p> <p>- Create a labelled map of the neighbourhood of the school.</p> <p>- Learn vocabulary of features of the street (roundabout, traffic light, pavement etc. )</p> <p>- Create a picture dictionary of difficult words.</p> <p>- Identify verbs in reading passage about a neighbourhood.</p> <p>- Create captions for photo prompts.</p> <p>- Vocabulary describing types of houses.</p> <p>- Learn about housing in Japan and Hong Kong</p> <p>- Listen to song Big Yellow Taxi by Joni Mitchell. Discuss message of song.</p> <p>- Read excerpt from <i>Lost Cities and Vanished Civilisations</i> by Robert Silverberg and analyse. Research information on Pompeii.</p>



<p><b>How do you pass the time?</b></p>	<p>Creativity</p>	<p>Word choice Purpose</p>	<p>Personal and cultural expression</p>	<p>Hobbies and leisure activities allow individual creativity for personal and cultural expression and have a purpose to enhance physical and emotional well-being. Talking about our hobbies and interests by making the appropriate word choices can help us to connect with others.</p> <p><u>Simplified</u></p> <p>Hobbies allow us to express ourselves and connect with others whilst improving our physical and emotional well-being.</p>	<p>A B C D</p>	<p>Present information in a variety of formats and platforms.</p> <p>Delegate and share responsibility for decision-making</p> <p>Consider ATL skills development: How can I share my skills to help peers who need more practice?</p>	<ul style="list-style-type: none"> <li>- Different ways of talking about things we like to do.</li> <li>- Adverbs of frequency.</li> <li>- Create a questionnaire to interview students at OTR about free time activities. Conduct the interviews. Collate and present results.</li> <li>- Unusual hobbies             <ul style="list-style-type: none"> <li>Making and selling bows for charity</li> <li>Contortionist</li> <li>Parkours</li> <li>Sailing</li> </ul> </li> <li>- Build a profile of yourself including strengths and weaknesses. Include IB learner profile.</li> <li>- Explore an article about modern-day hobbies.</li> <li>- Entertainment (cinema, tv, theatre, sporting events, plays). Why do people watch?</li> <li>- Comparative and superlative adjectives</li> <li>- Adverbs and comparative adverbs</li> </ul>
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<p><b>In a world where there are 6500 languages, how can we understand each other?</b></p>	<p>Communication</p>	<p>Message</p>	<p>Identities and relationships</p>	<p>Being able to speak more than one language allows us to communicate a familiar message in a new way and can give us the means to develop relationships with others as well as preserve our individual and collective identities.</p> <p><u>Simplified</u></p> <p>Being able to speak more than one language allows us to develop relationships with others as well as preserve our individual and collective identities.</p>	<p>A B C D</p>	<p>Negotiate ideas and knowledge with peers and teachers.</p> <p>Demonstrate flexibility in the selection and use of learning strategies.</p> <p>Help others to succeed.</p>	<ul style="list-style-type: none"> <li>- Discuss your own knowledge of languages and that of your peers.</li> <li>- Explore non-verbal communication.</li> <li>- Research another language. Make a poster.</li> <li>- Discuss: Can you forget your mother-tongue?</li> <li>- Describe your experiences of learning a new language. How did you feel at the beginning?</li> <li>- Explore the British Council teens website.</li> <li>- Analyse a poster about learning a language.</li> <li>- Watch video about Esperanto and answer questions.</li> <li>- Borrowed words.</li> </ul>
<p><b>Is it raining cats and dogs?</b></p>	<p>Communication</p>	<p>Message Idioms</p>	<p>Globalisation about sustainability</p>	<p>In today's world, there is a need for us to</p>	<p>A</p>	<p>Negotiate ideas and</p>	<p>- <b>Different ways to ask a question.</b></p>



				communicate a new message as members of a global community, it is our responsibility to sustain our environment by taking a stand against climate change.	B C D	<p>knowledge with peers and teachers.</p> <p>Make inferences and draw conclusions.</p> <p>Listen actively to other perspectives and ideas.</p>	<ul style="list-style-type: none"> <li>- <b>Weather idioms. Can weather affect our moods?</b></li> <li>- <b>Why do we talk about the weather?</b></li> <li>- <b>The weather in literature and art. Poem – <i>The Rainy Day</i> by Henry Wadsworth</b></li> <li>- <b>3 paintings. Describing a scene.</b></li> <li>- <b>Abstract nouns.</b></li> <li>- <b>Analyse paintings – perceive-know, care about.</b></li> <li>- <b>Human qualities and characteristics, emotions and feelings.</b></li> <li>- <b>Weather.</b></li> <li>- <b>Fact or opinion.</b></li> <li>- <b>Research project on the weather.</b></li> <li>- <b>Climate change.</b></li> </ul>
<b>What if everybody looked the same?</b>	Culture	Point of view Message	Personal and cultural expression	For centuries we have used external cultural signs as a vehicle for personal and cultural expression. In today's world, however, teenagers are being constantly bombarded with messages about	A B C D	<p>Preview and skim texts to build understanding.</p> <p>Practise empathy.</p> <p>Manage and resolve</p>	<ul style="list-style-type: none"> <li>- <b>Read and analyse the message of <i>The Ugly Duckling</i> by Hans Christian Anderson.</b></li> <li>- <b>Video about beauty – how is it defined?</b></li> <li>- <b>The way we dress.</b></li> <li>- <b>Notions of beauty over time.</b></li> <li>- <b>Extreme beauty choices.</b></li> <li>- <b>Healthy body image.</b></li> <li>- <b>Extract from the novel <i>Face</i> by Benjamin Zephaniah.</b></li> <li>- <b>Writing to argue.</b></li> </ul>

«UBI  
FUTURA  
CONSTRUAMUS.»



			<p>how they should look and dress, and are under immense pressure to conform to certain points of view about beauty.</p> <p><u>Simplified</u></p> <p>Teenagers have to work hard to resist the pressure of constant messages to conform to certain points of view about beauty.</p>		<p>conflict, and work collaboratively in teams.</p>	
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