

## Course Overviews MYP French Language Acquisition, UWC Thailand 2022-2023

All units taught in grades 6 to 10 are by "Phases" (levels) and are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year.

CYCLE B 2022-2023 - EMERGENT LEVEL (phase ½)							
Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Approaches To learning skills taught / learnt / developed in this unit	Content (topics / knowledge/ subject specific skills)	Summative Assessment and MYP Criteria Assessed
<b>Unit 1:</b> What is my cultural identity?	<b>Communication</b> Patterns Meaning	X	Successful <b>communication</b> requires us to build an <b>understanding (meaning)</b> of the language by identifying its <b>patterns</b> .	<b>Factual:</b> -How do nouns, adjectives and verbs <b>change</b> ?  -How do the sounds of the language <b>change</b> based on its written form?  -What is the <b>order of words</b> in a sentence?  <b>Conceptual:</b> -Why do people have <b>conversations</b> ?  <b>Debatable:</b> -Can we build <b>meaning</b> without understanding the <b>patterns</b> in the language?	<b>Communication skills:</b> to read with a critical mind and for the purpose of making sense. Make inferences and draw conclusions. Give and receive appropriate feedback.  <b>Information literacy skills:</b> connecting various sources of information. Process the data and present the results. Access information to inform and inform others.  <b>Transfer skills:</b> apply skills and knowledge in new situations. Compare conceptual understanding in various subject groups and disciplines.	<b>Students Should Know:</b> <b>Identity</b> Personal Relationships <b>Social Organization</b> Work-place  <b>Students should be able to:</b> -Explore the different countries of the target language. -Identify vocabulary (name, sleeping, age, nationality, birthday). -Communicate classroom needs in the classroom. - Describe people - Draw their family tree and people - Identify new vocabulary words - Present simple information about yourself and others. -Identify individuals based on physical descriptors in written and oral texts. - Know animals they have, love and hate. - ask questions about pets and identify key information.	<b>Criterion A - Listening (Interview)</b>  Discovering our Francophone community.  I want to meet a new student from school. You are paired up with an older student from the boarding house. You will interview them to know more about them, their culture and where they are from. You prepare a poster with their information and present your boarding student to the class (description, life, nationality, family, languages, etc.)  <b>Criterion B: Reading (Interview)</b>  Students read a text and collect key personal and cultural information from it.
<b>Unit 2:</b> What do you love to eat?	Culture (conventions, context)	Identities and relationships	Cooking or culinary customs of a country reflects its context through culture, identity and geography.	<b>Factual:</b> What do you like to eat?  <b>Conceptual:</b> How can food represent the culture of a country?  <b>Debatable:</b> What is the best food in the world?	<b>Communication skills:</b> -Speaking, listening, reading, writing while demonstrating critical thinking. -Exchanging thoughts, messages and information effectively through interaction Share ideas with multiple audiences using a variety of digital environments and media <b>Social skills:</b> - Help others succeed. <b>Research skills:</b> -Finding, interpreting, judging and creating information Interact with media to use and create ideas and information Present information in a variety of formats and platforms <b>Thinking skills:</b> -Analyzing and evaluating issues and ideas -Using skills and knowledge in multiple context Combine knowledge, understanding and skills to create products or solutions	<b>Students Should Know:</b> <b>Identity</b> Foods and Drinks  <b>Students will be able to:</b> - Share their preferences on food. - Discuss meals and their ingredients - Request food-related information in different venues (market, restaurant etc.) - Communicate their dietary limitations and requirements.	<b>Criteria C: Speaking</b> Skit at the restaurant.  <b>Criteria D: Writing</b>  Students watch their peers act-out their restaurant skit and answer key questions where they identify facts and details, analyze the conversation conventions and make personal connections with their skit using the ideas from the text.
<b>Unit 3:</b> The pleasures of life.	Connection Function, Purpose	Identities and relationships	Sport activities and skills are rituals that enhance	<b>Factual:</b> Which sports do you practice? What sports do you like? What are my interests? Which	<b>Communication Skills:</b> Write with different objectives. Make inferences and draw conclusions. Organize and represent information logically. Use a variety of oratory techniques to	<b>Students should know:</b> <b>Experiences</b> Hobbies (Leisure activities +Sports)	

		(health and well-being)	our physical and spiritual well-being.  Expressing the way we use our personal time through hobbies and activities in order to share practices and our general wellbeing	activities do I do to enhance my well-being?  <b>Conceptual:</b> Why do you have to play sports? What does sport bring us? How can I improve my well-being? How might the school support my well-being?  <b>Debatable:</b> Does sport influence our personality? To which extent is being well necessary? Are passions and interests fixed or malleable? Do our daily activities influence our personality?	communicate with a variety of audiences. Make inferences and draw conclusions. Define ideas and knowledge in consultation with peers and teachers. To read in a critical way and in order to make sense. Give and receive appropriate feedback. Read a variety of sources for information and for pleasure  <b>Research skills:</b> Collect, record and verify data. Access information to inform and inform others. Find, organize, analyze, evaluate, synthesize ethically use information from a variety of sources and media, including digital social media and online networks.  <b>Social skills:</b> Encourage others to contribute  <b>Self-management skills:</b> Practise being aware of body–mind connections  <b>Thinking skills:</b> Draw reasonable conclusions and generalizations. Consider ideas from multiple perspectives. Brainstorm and use visual diagrams to generate new ideas and research. Apply skills and knowledge in new situations.	<b>Students will be able to:</b> share their and their loved ones' hobbies with detail (what,when,where, with whom) - Reporting on interest of others (interview - reporting)  - Develop vocabulary related to well-being, passion, interests, activities, hobbies, sports, etc. - Follow the instructions for a yoga lesson (Jean dit) - Read and understand a daily schedule or plan - Explore different activities that contribute to well-being - Identify new vocabulary words - Understand simple information on different activities	<b>Criterion B:</b> Students read an interview in which someone shares personal information on their passions and how they spend their time.  <b>Criteria D: Writing</b>  <i>This summative assessment allows students to identify, indicate information and evaluate the benefits of some sports that UWCT offers.</i>  ATL: - <b>Critical thinking skills:</b> Draw reasonable conclusions and generalizations. - <b>Communication Skills:</b> Write with different Objectives.Organize and represent information logically. Use a variety of oratory techniques to communicate with a variety of audiences.
<b>Unit 4:</b> The structures of life.						<b>Students should know:</b> <b>Experiences</b> Daily Routine <b>Students will be able to:</b> Share with others what a day in their life looks like, including the routines that govern them.	<b>Criteria C: Speaking</b>  <b>Criteria A: Listening</b>

**CYCLE B 2022-2023 - CAPABLE LEVEL (phase ¾)**

Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Approaches To learning skills taught / learnt / developed in this unit	Content (topics / knowledge/ subject specific skills)	Summative Assessment and MYP Criteria Assessed
<b>Unit 1:</b> What defines our relationships ?	Connection Context Meaning	Identities and relationships	The relationships and relationships we establish with others help shape our personality and give meaning to our identity.	<b>Factual :</b> What kind of relationships do we develop with others?  <b>Conceptual:</b> Can we understand each other between different generations?  <b>Debatable:</b> Are we influenced by the people around us?	<b>Communication skills:</b> Reading with a critical mind and in order to gain meaning. Write in different objectives. Give and receive appropriate feedback. Organize and represent information logically.  <b>Collaborative skills:</b> Delegate and share responsibilities for making decisions. Reach consensus. Showing empathy. Actively listen to the views and ideas of others.  <b>Critical Thinking Skills:</b> Draw reasonable conclusions and generalizations. Formulate factual, thematic, conceptual questions that invite debate. Collect and organize relevant information in order to formulate an argument. Interpret data.  <b>Creative Thinking Skills:</b> Brainstorm and use visual patterns to generate new ideas and research.  <b>Transfer skills:</b> Compare his conceptual understanding in various subject groups and disciplines.	<b>All students should:</b> • classify information • compare photos of young people before and today • describe family relationships, friendship and influences • to give advice • write simple information about the family, a biography • identify new vocabulary words • present information about family and friendship • search for information on the internet • use language to talk about family, friends and influences  Some students could: • identify unfamiliar words in a text • justify opinions	<b>Speaking and Reading:</b> students read a story to indicate, justify, and use the language orally to talk about family and friendships.  <b>Writing :</b> Students students to identify, describe and justify the importance of family
<b>Unit 2;</b> How do we communicate ?	<b>Key Concepts:</b> Communication <b>Related Concept:</b> Message	Scientific and Technical Innovation Research	Communication evolves through innovative technological means that can impact the message	<b>Factual:</b> What means of communication exist?	<b>Communication skills:</b> to read with critical thinking in order to make sense. Write in different goals. Give and receive appropriate feedback. Organize and represent information logically.	<b>All students should:</b> - Describe means of communication - Write a newspaper article - Give your opinion	<b>Possible</b> Summative assessments: (depending on student preference, level and class make-up)  <b>Summative Assessment 1:</b> a blog

	Audience		sent and transmitted to a recipient.	<p><b>Conceptual:</b> what is effective communication?</p> <p><b>Debatable:</b> is communication better today thanks to technology?</p>	<p><b>Media literacy skills:</b> to find, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media, including digital social media and online networks. Access information to inform and inform others.</p> <p><b>Critical thinking skills:</b> drawing reasonable conclusions and generalizations. Formulate factual, thematic and conceptual questions that invite debate. Collect and organize relevant information to formulate an argument. Interpret data.</p> <p><b>Creative thinking skills:</b> Brainstorm and use visual diagrams to generate new ideas and research.</p>	<ul style="list-style-type: none"> <li>- Identify information from oral / written and visual text</li> <li>- Present simple information about communication, media and new technologies</li> <li>- Look for information on the Internet about communication</li> <li>- Use language to talk about media communication and new technologies</li> </ul> <p><b>Some students could:</b></p> <ul style="list-style-type: none"> <li>- Identify familiar monuments in a text</li> <li>- Justify his opinion</li> </ul>	<p>Criterion B: Written and Visual <i>Reading This summative evaluation allows students to identify information and understand a written text about communication.</i></p> <p><b>Summative Assessment 2:</b> a blog Criterion D: Writing</p> <p><i>This summative assessment allows students to describe the quality of communication today and give their opinion in response to a blog.</i></p> <p><b>Summative Assessment 3:</b> Environmental Discussion</p> <p>Criterion C: Speaking <i>This summative assessment allows students to describe the advantages and disadvantages of mobile phones and explain what they bring to everyday life.</i></p> <p><b>Summative Assessment 4:</b> Writing an article technology, communication and information</p> <p>Criterion D: Writing <i>This summative assessment allows students to describe, identify and indicate positive and negative impacts of technology, communication and information.</i></p>
<b>Unit 3:</b> Why do we celebrate?	<p><b>Culture</b></p> <p>Function (How) Purpose( Why)</p>	<p>Personal and Cultural Expression</p> <p>-Rituals and Play</p>	<p><b>The traditions and activities of the holidays and festivals that we celebrate provide us with the opportunity to express and share our values and beliefs.</b></p>	<p><b>Factual:</b> what are the festivals we celebrate?</p> <p><b>Conceptual:</b> What are the different reasons why humans hold festivals and celebrations?</p> <p><b>Debatable:</b> how do holidays represent the traditions and culture of a country?</p>	<p><b>Communication skills:</b> to read with critical thinking and to make sense. Give and receive appropriate feedback. Use a variety of public speaking skills to communicate with a variety of audiences. Write in different goals. Read different types of text, for information and for pleasure. Make inferences and draw conclusions.</p> <p><b>Collaborative skills:</b> to give and receive appropriate feedback. To reach a consensus. Actively listen to the views and ideas of others. Delegate and share responsibilities for making decisions.</p> <p><b>Reflective skills:</b> thinking about content: What did I learn today? What are the notions that I do not understand yet? What questions come to my mind now?</p> <p><b>Information literacy skills:</b> collect, record and verify data. Access information to inform and inform others.</p> <p><b>Media literacy skills:</b> To find, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media, including digital social media and online networks.</p> <p><b>Creative thinking skills:</b> bustle and use visual patterns to generate new ideas and research.</p>	<p><b>All students should:</b></p> <ul style="list-style-type: none"> <li>- Write a postcard and a simple thank you / greeting / invitation card</li> <li>- Explore celebrations of famous French-speaking festivals</li> <li>- Identify information from an oral text / writing and visual</li> <li>- Present simple information about facts, festivals, activities and rituals</li> <li>- Find information on the Internet about parties and festivals</li> <li>- Use the language to talk about festivals and festivals</li> </ul> <p><b>Some students could:</b></p> <ul style="list-style-type: none"> <li>- Identify unfamiliar words in a text</li> <li>- Justify one's opinion</li> </ul>	<p><b>Possible</b> Summative assessments: (depending on student preference, level and class make-up)</p> <p><b>Summative Assessment 1:</b> Criteria A: Listening</p> <p><i>This summative assessment allows students to demonstrate their understanding of oral and visual text by watching a video about the carnival in a francophone culture and answering comprehension questions.</i></p> <p><b>Summative Assessment 2:</b> Criteria: C: Speaking</p> <p><i>This summative assessment allows students to describe activities and use the language orally to talk about the Martinique carnival they just watched above..</i></p> <p><b>Summative Assessment 3:</b> (Writing a Postcard): Criteria D: Writing</p> <p><i>This summative assessment allows students to identify a festival and its features and to indicate rituals and activities of a famous holiday. They do so through the writing of a postcard or a brochure or flier in which they express their understanding of the holiday,</i></p>

							<a href="#">SUMMATIVE ASSESSMENT</a>
<b>Unit 4 : The environment</b>	Global interaction (Message, conventions)	Globalization and sustainability	Raising awareness through interaction like messages may contribute to lead the community into a sustainable contribution to the environment.	<p><b>Factual:</b> What are the ecosystems in Phuket? How many land and marine known species are there in Phuket?</p> <p><b>Conceptual:</b> How fast is the Earth heating up? How did/does the wildlife evolve? How will the wildlife evolve? Is the situation of the environment getting better or worse? What would Phuket look like if the environment changed drastically?</p> <p><b>Debatable:</b> How is the environment affected by the economy? Should we all stop doing some activities or eating certain things to help improve the environment? Will we ever find a balance between nature and humans?</p>	<p><b>Communication skills:</b> Use appropriate forms of writing for different purposes and audiences</p> <p><b>Social skills:</b> Encourage others to contribute</p> <p><b>Self-management skills:</b> Use appropriate strategies for organizing complex information</p> <p><b>Research skills:</b> Make informed choices about personal viewing experiences</p> <p><b>Thinking skills:</b> Propose and evaluate a variety of solutions</p>	<p><b>Authentic connection:</b> field trip, discovering our environment. Nat geo wild- gibbons? (Online learning...)</p> <p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>- understand, formulate and use arguments</li> <li>- understand and express opinions (je pense que, j'admets que, il faut comprendre que, etc.)</li> <li>- gain vocabulary related to (the human impact on) the environment</li> <li>- raise awareness about environmental issues</li> <li>- Develop vocabulary about ecosystems, wildlife, environmental issues, natural hazards</li> </ul>	<p><b>Criterion B (reading)</b></p> <p>Read an article or different posts from conservationists and answer questions.</p> <ul style="list-style-type: none"> <li>- Paul Nicklen</li> <li>- Sea Legacy</li> <li>- Seaspiracy</li> <li>- BBC Earth</li> <li>- Gibbons Rehabilitation Phuket</li> </ul> <p>Read a news from African News about endangered animals and answer to questions.</p> <p><b>Criterion D (writing)</b></p> <p>Give three situations of communication with different text types options. The student chooses one situation and one text type. They write 250-300 words.</p> <ul style="list-style-type: none"> <li>- Raising awareness about wildlife related issues (poster)</li> <li>- Express their opinion about a specific situation (blog)</li> <li>- Suggest a project for sustainability in the school (formal letter)</li> <li>- Write a brochure to promote eco-friendly tourism in Phuket</li> </ul>

## Grade 10

Phase	Unit Number and Title	Key and Related Concepts	Global Context	Statement of Inquiry	Inquiry Questions	Approaches To learning skills taught / learnt / developed in this unit	Content (topics / knowledge/ subject specific skills)	Summative Assessment and MYP Criteria Assessed
Emergent - Proficient	<b>Unit 1:</b> What is my cultural identity?	Culture Context, Recipients	Identity and Relationships	Our cultural identity is revealed through the country we live in, the people around us, and the relationships that we establish.	<p><b>Factual:</b> where do we speak French?</p> <p><b>Conceptual:</b> what defines my identity?</p> <p><b>Debatable:</b> what are the cultural differences between French-speaking countries?</p>	<p><b>Communication skills:</b> to read with a critical mind and for the purpose of making sense. Make inferences and draw conclusions. Give and receive appropriate feedback.</p> <p><b>Information literacy skills:</b> connecting various sources of information. Process the data and present the results. Access information to inform and inform others.</p> <p><b>Transfer skills:</b> apply skills and knowledge in new situations. Compare conceptual understanding in various subject groups and disciplines.</p>	<p><b>All students should:</b></p> <ul style="list-style-type: none"> <li>- Describe people</li> <li>- Draw their family tree and people</li> <li>- Explore the different countries of the Francophonie</li> <li>- Identify new vocabulary words</li> <li>- Present simple information about yourself and others</li> <li>- Looking for information on the Internet about the Francophonie and celebrities</li> <li>- Using the language to introduce yourself and other people</li> <li>- Tell the date and birthdays</li> <li>- Share their fashion preferences.</li> <li>- describe their personality and that of others.</li> </ul> <p><b>Some students could:</b></p> <ul style="list-style-type: none"> <li>- Write a simple letter / e-mail and / or introducing other people</li> <li>- Identify unfamiliar words in a text</li> </ul> <p>The quality of the learner's profile for this chapter is "inform," and the key learning approach focuses on communication skills. As many</p>	<p>Possible Summative assessments: (depending on student preference, level and class make-up)</p> <p><b>- Summative Assessment 1</b> Criteria B: Reading Criteria D: Writing Students read an interview of a delegate and answer comprehension questions. Then, students write a blog describing the delegate on the school blog.</p> <p><i>This summative assessment allows students to describe and use the language orally to introduce themselves, others and personal information. Text type: Interview.</i></p> <p><b>-Summative assessment 2</b> Criteria c: Speaking Students take the role of delegates and participate in an interview for a school conference.</p>



							activities as possible to begin with research, and criteria A, B, C, and D in the formative assessments allow students to demonstrate their communication and research skills.	
Emergent - Proficient	<b>Unit 2:</b> What are your hobbies?	<b>Key Concepts:</b> Creativity <b>Related Concepts:</b> Address Meaning	Personal and Cultural Expression	It is through recreation and entertainment that one expresses one's culture and that one gives meaning to what one is like to do.	<b>Factual:</b> What are your favorite hobbies? What are the most popular hobbies?  <b>Conceptual:</b> what does leisure bring us? How is entertainment used to convey a message? How do we choose our leisure?  <b>Debatable:</b> are the hobbies different according to the generations? Are the hobbies the same as before?	<b>Communication skills:</b> to read with critical thinking in order to make sense. Write for different purposes. Give and receive appropriate feedback. Organize and depict information logically.  <b>Information literacy skills:</b> access information to inform and inform others.  <b>Collaborative skills:</b> Delegate and share responsibilities for making decisions. To reach a consensus. Showing empathy. Actively listen to the views and ideas of others.  <b>Critical thinking skills:</b> drawing reasonable conclusions and generalizations. Formulate factual, thematic and conceptual questions that invite debate. Collect and organize relevant information to formulate an argument. Interpret data.  <b>Creative thinking skills:</b> Brainstorm and use visual diagrams to generate new ideas and research.  <b>Transfer skills:</b> compare one's conceptual understanding in various subject groups and disciplines.  <b>Reflective skills:</b> Develop new skills, techniques and strategies for effective learning. Identify the strengths and weaknesses of your personal learning strategies (self-assessment).	<b>All students should:</b> - Analyze results - Classify information - Compare photos, hobbies - Create a board game - Write about hobbies - Write about simple hobbies in an email, a testimonial, a report or an article - Explore different hobbies, board games, their rules, etc. - Identify new vocabulary words - Present simple information on different hobbies and board games  Some students could: - Identify family currency in a text - Justify opinions	<b>Summative Assessment</b> Criterion B: Reading  <i>This summative evaluation allows students to identify information and understand a written text about our leisure choices.</i>  <b>Summative Assessment 2:</b> Criteria C: Speaking Photo description.  <b>Summative Assessment 3:</b> (Write an article) Criteria D: Writing <i>This summative assessment allows students to identify, describe and compare youth recreation today.</i>

Emergent -- Proficient	<b>Unit 3: The environment</b>	<b>Key: Culture Related:</b> Context Purpose	<b>Globalization and sustainability</b> <b>Human impact on the environment</b>	<b>Environmental responsibility</b> is a growing <b>cultural value</b> that <b>positively impacts</b> our <b>local and global environments</b> .	<b>Factual:</b> What is a community? What is <b>solidarity</b> ?  <b>Conceptual:</b> How do our actions impact <b>our community and environment</b> ?  <b>Debatable:</b> How can our actions <b>improve our impact</b> on the environment?	<b>Communication skills:</b> -Use appropriate forms of writing for different purposes and audiences (Blog and email as text types) -Read critically and for a purpose. -Exchange information appropriately  <b>Self-management skills:</b> Use appropriate strategies for organizing complex information  <b>Thinking skills:</b> -Propose and evaluate a variety of solutions	<b>All students should:</b> -write and answer an email using appropriate conventions -Write a blog using appropriate conventions -Read and answer surveys about their eco-friendly behaviors. -Recommend actions to become more eco-friendly -know environment-related vocabulary surrounding the reductions of: food waste, electricity, air pollution, ecological footprint etc. -Provide recommendation using the impersonal verb + infinitive (il est essentiel de, il faut...)	<b>Summative task:</b>  <b>Criteria C - Speaking:</b> Students give a speech to their fellow UWCT peers urging them to make small changes in their lives in order to lead more eco-friendly life-styles.  Criteria D - <b>Writing:</b> Students write a blog linked to UWCT website to be used as a resource for anyone willing to improve their impact on their environment.
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						-Draw reasonable conclusions and generalisations	<p><b>Most students should:</b></p> <ul style="list-style-type: none"> <li>-know present, future, imperative.</li> <li>- Express cause and consequence using SI expressions and the present tense.</li> </ul> <p><b>A few students should:</b></p> <ul style="list-style-type: none"> <li>- Imperfect and conditional tenses.</li> <li>- Express cause and consequence using SI expressions and imperfect-conditional clause.</li> </ul>	
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Emergent - Proficient	<b>Unit 4:</b> Are you curious?	<b>Key Concept:</b> Creativity: <b>Related Concepts</b> Purpose Sense	Orientation in space and time	The trips we planned in specific places at different times allow us to satisfy our curiosity and have an impact on our environment.	<p><b>Factual:</b> What kind of vacation do you like? What do you like to do when you travel? Where can we sleep on vacation?</p> <p><b>Conceptual:</b> what can we learn from the trips we make?</p> <p><b>Debatable:</b> are we responsible for the places we visit?</p>	<p><b>Communication Skills:</b> Reading with critical thinking in order to make sense. Write in different goals. Give and receive appropriate feedback. Organize and represent information logically.</p> <p><b>Information literacy skills:</b> access information to inform and inform others.</p> <p><b>Collaborative skills:</b> Delegate and share responsibilities for making decisions. To reach a consensus. Showing empathy. Actively listen to the views and ideas of others.</p> <p><b>Critical thinking skills:</b> drawing reasonable conclusions and generalizations. Formulate factual, thematic and conceptual questions that invite debate. Collect and organize relevant information to formulate an argument. Interpret data.</p> <p><b>Creative thinking skills:</b> Brainstorm and use visual diagrams to generate new ideas and research.</p>	<p><b>All students should:</b></p> <ul style="list-style-type: none"> <li>- Describe holidays, trips</li> <li>- Write a postcard, a logbook and an email to tell about holidays or trips</li> <li>- Explore activities to do during vacations, places to visit and consequences of tourism</li> <li>- Identify information from an oral / written and visual text</li> <li>- Present simple information about a travel project and destinations affected by tourism</li> <li>- Search for information on the Internet about travel destinations and the consequences of tourism.</li> <li>- Use language to talk about holidays, travel and mass tourism</li> </ul> <p>Some students could:</p> <ul style="list-style-type: none"> <li>- Identify family moments in a text</li> <li>- Justify their opinion</li> </ul>	<p><b>Summative Assessment 1:</b></p> <p>Criterion A- Listening: Students watch an authentic video, an exchange between a traveller and receptionist, discussing an accomodation within a popular city in France.</p> <p>Criterion B- Reading:Students read a travel blog describing 5 popular tourist destinations. Students answer questions that identify facts and details, analyse conventions of the blog and make personal connections with their skit using the ideas from the text.</p> <p><b>Summative Assessment 2:</b> (written from a logbook page): Phase 2</p> <p>Criterion C: Speaking Criterion D: Writing</p> <p><i>This summative assessment allows students to tell, identify and report an exceptional eco-friendly trip to a specific place and time that satisfies their preferred type of travel and vacation.</i></p>
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