



English Language Acquisition

Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language (in other words, gain the ability to be aware of language and to understand it), as well as to produce and use words and sentences to communicate.

Students are given the opportunity to develop their language skills to their full potential, as well as the possibility of progressing through various phases over the course of the MYP. This subject runs from MYP1-4 and students are placed in this group if they fall below the requirements of the English Language and Literature programme. Once a student demonstrates phase 5-6 skills in assessments, then the English department will meet to decide if it is appropriate to send the student into the language and literature group. In MYP4 students are taught on a very similar curriculum to language and literature as at the current time there is only English Language and Literature in MYP5 at ABIS. This is due to the need of passing the eAssessment and joining a Diploma Programme school with the level of English needed to meet the demands of the 2 year pre-university course.



MYP 1 English Language Acquisition

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Assessed Criteria	ATL Skills	Content (topics, knowledge, skills)
What Makes Me Me?	Communication, connections	Audience, context, point of view	Personal and cultural expression	Our experiences shape our identities	C, D	Communication, organisation	Personal pronouns Present vs past tense Sequencing Story structure
How Can I Connect with Others?	Connections	Context, empathy, message	Identities and relationships	The way we connect with others often depends on the context and sometimes we need to adapt our message.	A, B, D	Communication, collaboration	Verb tenses Complete vs incomplete sentences Listening for comprehension Reading for comprehension
Public Dreams: Myths, Legends, and Other Traditional Stories	culture	Conventions, style choices, theme	Orientation in Time and space	Traditional stories and their conventions provide us with a way to teach cultural lessons and our place in	B, D	Critical thinking; creative thinking	Verb tenses Story telling–adapting to an audience Reading for comprehension



				the world.			
Wonderful <i>Wonder</i>	Connections	Empathy, theme, voice	Fairness and Development	Fiction helps to promote empathy and fairness in the world by making connections between people.	B, D	Critical thinking, reflection	Building simple and complex sentences Structure of a novel
The Rhythm of Language: Poetry and Music	Creativity	audience	Scientific and technical achievement	Poetry and music have changed and adapted to a digital world	A, C	Communication, Creative thinking, transfer	Articles, filler words, and prepositions Imagery Using intonation Public speaking Performance



MYP 2 English Language Acquisition

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Assessed Criteria	ATL Skills	Content (topics, knowledge, skills)
That's Not Fair!	Communication, connections	Audience, empathy, message	Globalisation and sustainability	Fiction and nonfiction texts can help to create a fairer world.	B, C, D	Collaboration, creative thinking	Fictional vs nonfiction texts 'Reading' data Vocabulary Nouns, verbs Reading for comprehension Infographics; story writing
Are Books Our Enemies?: Banned Books & Censorship	Communication	Augment, audience, purpose	Fairness and development	Censorship affects how people perceive the world and the resources they have access to	A, B, C, D	Communication	Persuasive techniques Speaking skills Making informed decisions Verb tenses Speech presentations & responses
Where I'm From, Where I'm Going	Culture	Empathy, purpose, stylistic choices	Personal and cultural expression	We should celebrate our traditions but also must challenge harmful cultural	B, C, D	Communication, organisation	Sequencing vocabulary Multimodal presentations Reading for comprehension



				practices through analysis and argument			
Not All Those Who Wander: Quests!	creativity	Word choice, conventions	Orientation in time and space	The literature of the quest is communicated through specific conventions that allow us to express our creativity while orienting ourselves in time and space.	B, D	Creative thinking skills, collaboration	Novel conventions Reading for comprehension Gaming conventions Change through time Creative writing

MYP 3 English Language Acquisition

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Assessed Criteria	ATL Skills	Content (topics, knowledge, skills)
Portals to Other Worlds	creativity	Content, stylistic choices, theme	Personal and cultural expression	Fantasy can give us insights into stories and the real world	B, C, D	Organisation, creative thinking	Narrative writing Story structure Symbolism Imagery Adjectives and nouns Verb tenses Narrative writing



Changing Minds, Changing Worlds	communication	Argument, purpose, form, audience	Globalisation and sustainability	We can use our words and knowledge to create an impact on the world	A, B, C	Communication, information literacy	Formality Speech techniques Audience Clauses, creating complex sentences Rhetorical techniques Giving a formal speech
Let's Pack Our Bags and Write!	Culture	Conventions, empathy, point of view, word choice	Orientation in space and time	Travel writing allows people around the world to connect and learn about different ways of life.	A, D	Communication, media literacy	Evaluating sources Prepositions, creating detailed sentences Conventions, form Literature's change over time Writing creatively, writing to inform
You Belong With Me: Gender Roles	connections	Idiom, meaning, inference	Identities and Relationships	Texts and the media influence gender norms & create gender biases.	B, D	Collaboration, creative thinking	Analytical essay Creative writing Making connections between multiple texts
How You See the World: Our Brains and Our Bias	communication	Point of view; empathy; bias	Scientific and technical innovation	Science has shown that although we all see the world differently, we can still communicate and	A, C, D	collaboration, information literacy,	Scientific and news texts (and their conventions) Decoding data Understanding bias



				empathise		affective	
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MYP 4 English Language Acquisition

Unit Title	Key Concept	Related Concepts	Global Context	Statement of Inquiry	Assessed Criteria	ATL Skills	Content (topics, knowledge, skills)
In a Galaxy Far, Far Away: SciFi Literature	creativity	Message, word choice	Scientific and technical innovation		C, D	Organisation, creative thinking	Parts of a narrative Specific nouns, adjectives Consistency in verb tenses Inflection and emotion when reading
Teens in the Media	communication	Inference, point of view	Identities and Relationships	There are many ways for teens to express their identity—and multiple ways for the media to interpret the	A, B, D	Media literacy, critical thinking	Evaluating sources Inferencing Reading graphic novels, conventions of the genre Media literacy



				teen identity			Analytical writing
Happiness, Fulfilment, and Ikigai	connections	Context, empathy, purpose	Personal and Cultural Expression	Our decisions and actions share our identities, impact our ability to thrive and succeed, and allow us to communicate our sense of purpose and fulfilment	A, C, D	Communication, collaboration	Listening & evaluating Evaluative writing Speaking: presentations Data literacy Conditionals Giving a speech Interviews
Where Do I Belong? Poetry of Identity	culture	Convention, form, message, stylistic choices	Fairness & Development	Poetry can express our identities as well as the injustices of the world that we experience and can work to shape a better future.	B, C, D	Critical thinking, creative thinking	Listening poetry poetic forms rhyming poetic devices Inflection and tone of voice when speaking

