

Course description

A1.1 collège

Course objectives¹

By the end of the course, learners will be better able to

- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Approach to learning

At the British Council we offer high quality, effective English teaching to help learners build confidence, become better communicators, and prepare for their future, all in a positive, safe and inclusive learning environment. We adopt a communicative approach based on language use in real situations and develop both fluency and accuracy in written and spoken English through a wide variety of classroom activities, supported by online learning exercises available on our learning hub.

For our collège courses, we use **Secondary Plus**, our exclusive and up-to-date course materials. Each year, your child will study five modules, each one focused on an engaging and contemporary theme and combining language work on grammar and vocabulary, all four skills of reading, writing, speaking and listening, and also “core skills”: digital literacy, communication and collaboration, creativity and imagination, personal development, citizenship, and critical thinking. Each module culminates in a final, real-world style project so that they can apply their language skills in a practical manner.



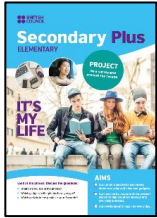


Approach to assessment

The British Council takes an “Assessment for Learning” approach and uses continuous assessment rather than final exams. Throughout the year, teachers give oral and written feedback on classwork, homework and the module projects. Learners add this feedback, and any examples of work they are proud of, to their portfolio. A progress meeting with learners, parents and the teacher happens in December, and a progress report is sent to parents in April.

Learners are also encouraged to engage with self and peer assessment in lesson activities and projects. This helps students think about their learning and the progress they are making and find out what they are good at and what they need to improve. At the end of each lesson, teachers help students review their learning and record their thoughts in their Language Learning Notebook.

¹ <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>
www.britishcouncil.fr

Course syllabus

		Language Aims	Language skills	Core skills	Final Project
Sept-Oct Who I Am		<ul style="list-style-type: none"> • Understand texts and videos with descriptions of people. • Use adjectives, <i>be</i> and <i>have got</i> to describe myself, my family and my friends. • Write descriptions of people. 	<ul style="list-style-type: none"> • S: Describing your life. • W: Writing a vlog script. • R: Scanning for words. • L: Previewing the text. 	<ul style="list-style-type: none"> • Digital Literacy • Creativity and imagination 	<ul style="list-style-type: none"> • Create a vlog/profile describing background, family and friends.
Nov-Dec My Dream Place		<ul style="list-style-type: none"> • Understand texts and videos about places where people live. • Use nouns, <i>there is/there are</i> and <i>this/that/these/those</i> to talk about places and furniture. • Write simple descriptions of homes and rooms. 	<ul style="list-style-type: none"> • S: Turn taking. • R: Understanding the meaning of pronouns. • L: Seeing the difference between correct and incorrect information. 	<ul style="list-style-type: none"> • Creativity and imagination. • Collaboration and communication. 	<ul style="list-style-type: none"> • Design and present a plan for a dream room in a dream home.
Jan-Feb It's My Life		<ul style="list-style-type: none"> • Understand texts and videos about everyday activities and gadgets. • Use verbs, nouns and the present simple to talk about technology and everyday activities. • Write about things I do every day. 	<ul style="list-style-type: none"> • S: Asking someone to repeat or explain. • W: Connecting simple sentences. • R: Previewing the text. • L: Listening for specific detail. 	<ul style="list-style-type: none"> • Digital Literacy. • Critical thinking and problem solving. 	<ul style="list-style-type: none"> • Do a survey about technology use and present the results.
Mar-Apr Going to a Festival		<ul style="list-style-type: none"> • Understand texts and videos about festivals. • Use verbs, nouns, the present continuous, the present simple and imperatives to talk about festivals. • Write an advertisement for a festival. 	<ul style="list-style-type: none"> • S: Expressing a simple opinion. • W: Using punctuation: capital letters. • R: Skimming: understanding the main idea of a text. • L: Understanding gist. 	<ul style="list-style-type: none"> • Creativity and imagination. • Collaboration and communication. 	<ul style="list-style-type: none"> • Plan a festival and create an advert for it.
May-Jun Food, Tasty Food!		<ul style="list-style-type: none"> • Understand texts and videos about different dishes. • Talk about amounts with <i>some</i>, <i>any</i> and <i>a lot of</i>, and ask questions with <i>How much ...?</i> and <i>How Many ...?</i>. • Write a blog post about a dish and a shopping list. 	<ul style="list-style-type: none"> • S: Expressing likes and dislikes • W: Writing missing words in short sentences • R: Following a recipe. • L: Understanding instructions. 	<ul style="list-style-type: none"> • Critical thinking and problem solving. • Creativity and imagination. 	<ul style="list-style-type: none"> • Plan dishes for a party and present them in a picture story.

R = Reading, L = Listening, S = Speaking, W = Writing