

Course description

A1.2 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.



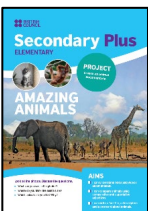
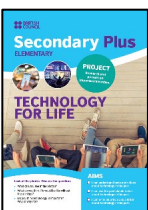

Approach to assessment

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 Let's Play Sport! 	<ul style="list-style-type: none"> Understand texts and videos about sports, equipment and places. Use <i>can</i> and <i>can't</i> to talk about ability, and adjectives and pronouns to talk about possessions. 	<ul style="list-style-type: none"> S: Giving a presentation. W: Understanding the basic structure of a paragraph. R: Scanning for numbers. L: Identifying the type of answer. 	<ul style="list-style-type: none"> Student leadership. Collaboration and communication 	<ul style="list-style-type: none"> Create a role-play set in a sports centre. 	
Nov-Dec I Love Clothes! 	<ul style="list-style-type: none"> Understand texts and videos about shopping and clothes. Use the present simple, the past simple of be and adverbs of frequency to talk about shopping and clothes. Write chat messages and a blog about shopping and clothes. 	<ul style="list-style-type: none"> S: Using simple everyday polite forms of greeting and address. R: Matching words and phrases to pictures. L: Recognising set expressions. 	<ul style="list-style-type: none"> Creativity and imagination. Collaboration and communication. 	<ul style="list-style-type: none"> Plan and present a fashion show for charity. 	
Jan-Feb Amazing Animals 	<ul style="list-style-type: none"> Understand texts and videos about animals. Compare animals using comparative and superlative adjectives. Write a fact file, a description and a postcard about animals. 	<ul style="list-style-type: none"> S: Using correct sentence stress. W: Understanding the basic structure of a sentence. R: Guessing the meaning of new words. L: Identifying key words in a question. 	<ul style="list-style-type: none"> Collaboration and communication. Digital Literacy. 	<ul style="list-style-type: none"> Create a documentary about an animal. 	
Mar-Apr Technology for Life 	<ul style="list-style-type: none"> Understand texts and videos about technology in the past. Use the past simple to talk about technology in the past. Write an article and a letter about technology in the past. 	<ul style="list-style-type: none"> S: Describing pictures. W: Using punctuation: commas and full stops. 	<ul style="list-style-type: none"> Digital Literacy. Critical thinking and problem solving. 	<ul style="list-style-type: none"> Research and present an important invention. 	
May-Jun We're Going on Holiday 	<ul style="list-style-type: none"> Understand texts and a video about holidays. Talk about holiday plans with <i>would like</i> and <i>going to</i>. Write a blog post and a postcard about a holiday I'd like to go on. 	<ul style="list-style-type: none"> S: Using simple everyday polite forms. W: Sequencing your sentences R: Understanding set expressions. L: Matching pictures to options. 	<ul style="list-style-type: none"> Critical thinking and problem solving. Citizenship. 	<ul style="list-style-type: none"> Plan a tour of your town or city. 	

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