

Course description

A2.1 collège

Course objectives¹

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

- understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

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.

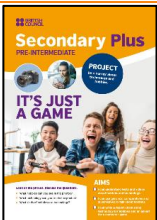
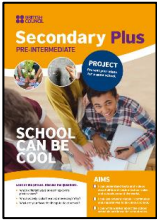
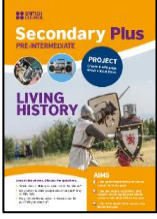
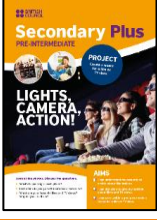
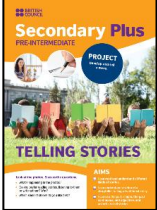
Approach to assessment

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 2021/2022

		Language Aims	Language skills	Core skills	Final Project
Sept-Oct It's Just a Game		<ul style="list-style-type: none"> • Understand texts and videos about hobbies and technology. • Use gerunds, comparatives and superlatives to talk about hobbies. • Write a report on technology for hobbies and an advert for a computer game. 	<ul style="list-style-type: none"> • S: Expressing a simple opinion. • W: Completing sentence starters • R: Skimming: Understanding the main idea. • L: Previewing the text. 	<ul style="list-style-type: none"> • Digital Literacy. • Collaboration and communication. 	<ul style="list-style-type: none"> • Create and present a survey on technology and hobbies.
Nov-Dec School Can Be Cool		<ul style="list-style-type: none"> • Understand texts and videos about different kinds of school rules and schools around the world. • Use present simple/continuous and imperatives to talk about school. • Write a letter about the school schedule and ideas for school rules. 	<ul style="list-style-type: none"> • S: Expressing feelings, likes and dislikes; Agreeing and disagreeing. • R: Seeing the difference between true and false information. • L: Understanding gist. 	<ul style="list-style-type: none"> • Collaboration and communication. • Citizenship. 	<ul style="list-style-type: none"> • Design an ideal school.
Jan-Feb Living History		<ul style="list-style-type: none"> • Understand texts and videos about life in the past. • Use nouns, adjectives and regular and irregular past simple verbs to talk about life in the past. • Write about what a place was like in the past. 	<ul style="list-style-type: none"> • S: Turn taking. • W: Writing about facts. • R: Matching headings to paragraphs. • L: Matching pictures to words. 	<ul style="list-style-type: none"> • Digital Literacy. • Citizenship. 	<ul style="list-style-type: none"> • Create a wiki page about a local (historical) place.
Mar-Apr Lights, Camera, Action!		<ul style="list-style-type: none"> • Understand reviews and an article about film trailers. • Discuss and give my opinion about films and TV shows. • Work well in a group to create a trailer for a film or TV show. 	<ul style="list-style-type: none"> • S: Expressing views/opinions. • W: Writing a short text with paragraphs. • R: Scanning for words. • L: Listening for specific detail. 	<ul style="list-style-type: none"> • Digital Literacy. • Creativity and imagination. 	<ul style="list-style-type: none"> • Create a film trailer.
May-Jun Telling Stories		<ul style="list-style-type: none"> • Read and understand different kinds of stories. • Understand a video of a storyteller telling a traditional story. • Use the past simple, the past continuous, and adjectives and adverbs to tell stories. 	<ul style="list-style-type: none"> • S: Giving a one-minute presentation. • W: Using punctuation: capital letters. • R: Scanning for specific information. • L: Identifying the type of answer. 	<ul style="list-style-type: none"> • Creativity and imagination. • Collaboration and communication. 	<ul style="list-style-type: none"> • Write or tell a story.

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