

Course description

A2.2 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.



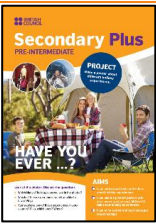

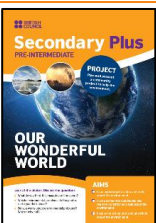
Approach to assessment

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

| | Language Aims | Language skills | Core skills | Final Project |
|--|--|--|---|--|
| Sept-Oct My Future Career  | <ul style="list-style-type: none"> Understand texts and videos about jobs. Use <i>would like to, going to, will/won't</i>, modals and adverbs of probability to talk about jobs. Write about how to prepare for my future career. | <ul style="list-style-type: none"> S: Responding to follow-up questions. W: Understanding basic paragraph structure. R: Guessing the meaning of pronouns. L: Identifying the key words in true/false statements. | <ul style="list-style-type: none"> Critical thinking and problem solving. Digital Literacy. | <ul style="list-style-type: none"> Create a presentation about a possible future career with a poster. |
| Nov-Dec Let's Enjoy Life!  | <ul style="list-style-type: none"> Understand texts and videos about fun arrangements. Make suggestions and use the present continuous and the infinitive of purpose to make arrangements. Write an email about arrangements. | <ul style="list-style-type: none"> S: Exchanging ideas. W: Connecting simple sentences. R: Previewing the text. L: Identifying speaker attitudes, feelings and moods. | <ul style="list-style-type: none"> Collaboration and communication. Creativity and imagination. | <ul style="list-style-type: none"> Create a video advert for a summer camp. |
| Jan-Feb Have You Ever ...?  | <ul style="list-style-type: none"> Understand texts and videos about holidays. Use the present perfect with <i>ever, never, just, already</i> and <i>yet</i> to talk about holiday experiences. Write a story and text messages about holidays. | <ul style="list-style-type: none"> L: Making basic inferences. S: Suggesting solutions to problems. W: Writing narrative texts based on visual prompts. | <ul style="list-style-type: none"> Creativity and imagination. Collaboration and communication. | <ul style="list-style-type: none"> Make a poster about your past holiday experiences in groups. |
| Mar-Apr Healthy body, Healthy Mind  | <ul style="list-style-type: none"> Understand an article and video about health. Ask for and give advice about health, happiness and what to do when there's an emergency. Write a review of an app and a first-aid leaflet. | <ul style="list-style-type: none"> S: Using correct stress and intonation. W: Using punctuation: commas and full stops. R: Identifying the text type from visual clues. L: Listening for signposting words. | <ul style="list-style-type: none"> Student leadership Collaboration and communication. | <ul style="list-style-type: none"> Create a role play and presentation with advice for staying healthy. |
| May-Jun Our Wonderful World  | <ul style="list-style-type: none"> Understand a video and texts about the environment. Use the first conditional and the zero conditional to talk about the environment. Write a blog post and an article about the environment. | <ul style="list-style-type: none"> S: Describing events, personal opinions, plans, habits, routines, past activities and personal experiences. R: Scanning for dates and numbers. L: Listening for gist. | <ul style="list-style-type: none"> Critical thinking and problem solving. Citizenship. | <ul style="list-style-type: none"> Plan and present a community project to help solve an environmental problem. |

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