

Course description

B2 collège (2 year course)

Course objectives¹

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

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

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.

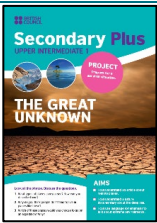
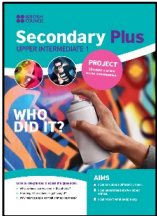
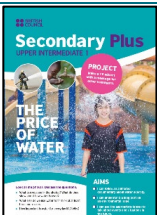
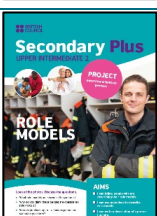

Approach to assessment

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 The Great Unknown 	<ul style="list-style-type: none"> Understand an article about remote places. Understand a nature documentary about the deep sea. Use language for emphasis to talk about extreme environments. 	<ul style="list-style-type: none"> S: Persuading. W: Writing an application letter. R: Identifying the key points in a text. L: Identifying the key words in a question. 	<ul style="list-style-type: none"> Critical thinking and problem solving. Student leadership. 	<ul style="list-style-type: none"> Prepare for a survival situation. 	
Nov-Dec Who did it? 	<ul style="list-style-type: none"> Talk about different crimes. Understand stories about crimes. Report what people say. 	<ul style="list-style-type: none"> S: Taking turns to speak. W: Writing a script. R: Guessing the meaning of unfamiliar words from context. L: Previewing. 	<ul style="list-style-type: none"> Creativity and imagination. Citizenship. 	<ul style="list-style-type: none"> Simulate a crime scene investigation. 	
Jan-Feb The Price of Water 	<ul style="list-style-type: none"> Follow an animated documentary about water scarcity. Understand a blog post on an environmental issue. Use the appropriate tenses to talk about events and situations in the future. 	<ul style="list-style-type: none"> S: Correcting yourself. W: Writing an opinion piece. R: Identifying the gist. L: Distinguishing cause from effect. 	<ul style="list-style-type: none"> Collaboration and communication. Creativity and imagination. 	<ul style="list-style-type: none"> Produce a TV commercial for teens to raise awareness of an issue connected to water. 	
Mar-Apr Role Models 	<ul style="list-style-type: none"> Follow people who are describing their role models. Use adjectives to describe role models. Write a description of a person I admire. 	<ul style="list-style-type: none"> S: Agreeing and disagreeing. W: Capturing the reader's interest. R: Reading for gist. L: Making guesses about the answer. 	<ul style="list-style-type: none"> Creativity and imagination. Collaboration and communication. 	<ul style="list-style-type: none"> Interview a 'famous person'. 	
May-Jun A Common Language 	<ul style="list-style-type: none"> Recognise differences between American and British English. Talk about different languages and dialects using passive forms. Use vocabulary related to languages and dialects. 	<ul style="list-style-type: none"> S: Expressing your opinion. W: Writing a 'for and against' essay. R: Skimming understanding the main idea of a text, paragraph or section. L: Identifying key words in questions. 	<ul style="list-style-type: none"> Digital Literacy. Citizenship. 	<ul style="list-style-type: none"> Create an infographic about varieties of English around the world. 	

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