

## Course description

# B1 lycée (2 year course)

### Course objectives<sup>1</sup>

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

- understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- produce simple connected text on topics which are familiar or of personal interest.
- describe experiences and events, dreams, hopes & ambitions, and briefly give reasons and explanations for opinions and plans.

### 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 lycée courses, we use **Upper 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

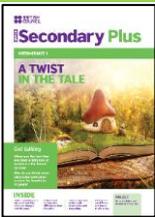
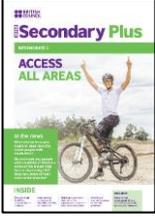
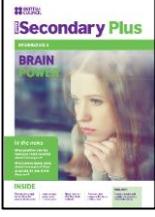
The British Council takes an “Assessment for Learning” approach, and it uses continuous assessment rather than final exams. Throughout the year, teachers give oral and written feedback on classwork, homework, and the module projects. Learners add this feedback, and any examples of work they are proud 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.

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

## Course syllabus 2021/2022

		Language Aims	Language skills	Core skills	Final Project
<b>Sept-Oct</b> <b>A Twist in the Tale</b> 	<ul style="list-style-type: none"> <li>Listen to and compare two different versions of a story.</li> <li>Learn and practise words to talk about stories and storytelling.</li> <li>Identify and use different past tenses to tell stories.</li> </ul>	<ul style="list-style-type: none"> <li><b>S:</b> Telling stories in an engaging way.</li> <li><b>W:</b> Writing a well-developed story.</li> <li><b>R:</b> Identifying main ideas in an article.</li> <li><b>L:</b> Using prior knowledge to understand a listening text.</li> </ul>	<ul style="list-style-type: none"> <li>Creativity and imagination.</li> <li>Collaboration and communication.</li> </ul>	<ul style="list-style-type: none"> <li>Write and tell a new version of a fairy tale.</li> </ul>	
<b>Nov-Dec</b> <b>On Guard Online</b> 	<ul style="list-style-type: none"> <li>Learn and use vocabulary related to online safety.</li> <li>Talk about dangerous online situations.</li> <li>Give advice about online safety using modal verbs.</li> </ul>	<ul style="list-style-type: none"> <li><b>S:</b> Giving advice using a variety of expressions.</li> <li><b>W:</b> Considering writing style in posters.</li> <li><b>R:</b> Using prior knowledge to understand a written text.</li> <li><b>L:</b> Summarising a text.</li> </ul>	<ul style="list-style-type: none"> <li>Digital Literacy.</li> <li>Citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>Research and design a pamphlet and poster to give advice about how to stay safe online.</li> </ul>	
<b>Jan-Feb</b> <b>Access All Areas</b> 	<ul style="list-style-type: none"> <li>Learn and use vocabulary to describe disability and inclusion.</li> <li>Watch an interview to learn about the experiences of a person who uses a wheelchair.</li> <li>Identify and practise language to describe quantities.</li> </ul>	<ul style="list-style-type: none"> <li><b>S:</b> Role-playing a complaint to a manager.</li> <li><b>W:</b> Writing a formal report.</li> <li><b>R:</b> Interpreting subtext in an article.</li> <li><b>L:</b> Listening for specific detail.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration and communication.</li> <li>Citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out an assessment of your school's accessibility for disabled students.</li> </ul>	
<b>Mar-Apr</b> <b>Brain Power</b> 	<ul style="list-style-type: none"> <li>Learn and use some useful phrasal verbs.</li> <li>Share views on effective study methods.</li> <li>Practise using language for giving polite advice.</li> </ul>	<ul style="list-style-type: none"> <li><b>S:</b> Using correct intonation in questions.</li> <li><b>W:</b> Considering audience when writing.</li> <li><b>R:</b> Comparing and contrasting pre-existing ideas with a text.</li> <li><b>L:</b> Taking notes when listening.</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving.</li> <li>Collaboration and communication.</li> </ul>	<ul style="list-style-type: none"> <li>Create a poster and explain a way to help classmates study.</li> </ul>	
<b>May-Jun</b> <b>The Writing's on the Wall</b> 	<ul style="list-style-type: none"> <li>Reflect on different opinions of graffiti and street art so you can give your own views.</li> <li>Describe graffiti and artwork and talk about the ideas they communicate.</li> <li>Share your views and support your opinions with information and examples.</li> </ul>	<ul style="list-style-type: none"> <li><b>S:</b> Expressing developed opinions.</li> <li><b>W:</b> Using structures for variety.</li> <li><b>R:</b> Interpreting the clarity of a written text.</li> <li><b>L:</b> Listening for specific detail.</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving.</li> <li>Creativity and imagination.</li> </ul>	<ul style="list-style-type: none"> <li>Create a 'graffiti wall' and write a song or a poem related to it.</li> </ul>	

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