

## Course description

# B2 lycée (2 year course)

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

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 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

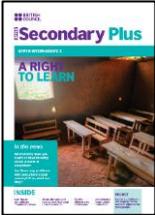
The British Council takes an “Assessment for Learning” approach, and it uses continuous assessment rather than final exams. Throughout the year, teachers give oral and written feedback on classwork, homework, and the module projects. Learners add this feedback, and any examples of work they are proud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

---

<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.org](http://www.britishcouncil.org)

## Course syllabus 2021/2022

	Language Aims	Language skills	Core skills	Final Project
<b>Sept-Oct</b> <b>The Secret to Success</b> 	<ul style="list-style-type: none"> <li>Learn and use vocabulary related to success and failure.</li> <li>Identify and use language to express contrast, reason and purpose.</li> <li>Learn how to give a successful presentation.</li> </ul>	<ul style="list-style-type: none"> <li><b>S:</b> Using signposting to give effective presentations.</li> <li><b>W:</b> Using conjunctions in complex sentences.</li> <li><b>R:</b> Interpreting opinion in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Creativity and imagination.</li> <li>Student leadership.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and present ideas for improving an area of English.</li> </ul>
<b>Nov-Dec</b> <b>What Makes a Hero</b> 	<ul style="list-style-type: none"> <li>Read about and discuss your views on heroes and heroism.</li> <li>Learn and practise vocabulary to talk about heroes and heroic activities.</li> <li>Identify and use language for talking about people's lives and achievements.</li> </ul>	<ul style="list-style-type: none"> <li><b>S:</b> Telling someone's life story.</li> <li><b>W:</b> Writing a Wikipedia entry.</li> <li><b>R:</b> Interpreting a writer's stance.</li> <li><b>L:</b> Listening for 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>Research unsung heroes and work together to write a Wikipedia entry.</li> </ul>
<b>Jan-Feb</b> <b>My Story</b> 	<ul style="list-style-type: none"> <li>Read about DNA ancestor tests and summarise a story for your partner.</li> <li>Understand a presentation better by guessing the content.</li> <li>Increase your vocabulary with synonyms and antonyms.</li> </ul>	<ul style="list-style-type: none"> <li><b>S:</b> Using varied expressions to give feedback.</li> <li><b>W:</b> Using techniques to engage the reader.</li> <li><b>R:</b> Summarising in your own words.</li> <li><b>L:</b> Predicting to aid comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration and communication.</li> <li>Citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>Write a blog post that engages the reader's attention.</li> </ul>
<b>Mar-Apr</b> <b>A Right to Learn</b> 	<ul style="list-style-type: none"> <li>Learn how to write effective crowdfunding letters.</li> <li>Practise different ways to take notes.</li> <li>Use compound nouns related to education.</li> </ul>	<ul style="list-style-type: none"> <li><b>S:</b> Reformulating ideas in your own words.</li> <li><b>W:</b> Writing a convincing crowdfunding statement.</li> <li><b>R:</b> Identifying cause and effect in a text.</li> <li><b>L:</b> Taking notes effectively while listening.</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking and problem solving.</li> <li>Citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>Launch a crowdfunding campaign to improve access to education for young people.</li> </ul>
<b>May-Jun</b> <b>Game On</b> 	<ul style="list-style-type: none"> <li>Share views on what makes a successful video game.</li> <li>Learn and talk about the issue of gender in tech industries and other fields.</li> <li>Explore and use language to talk about conditions for things to happen.</li> </ul>	<ul style="list-style-type: none"> <li><b>S:</b> Expressing opinions about hypothetical situations.</li> <li><b>W:</b> Writing a well-structured review.</li> <li><b>R:</b> Reading for detail.</li> <li><b>L:</b> Using techniques to follow a lecture.</li> </ul>	<ul style="list-style-type: none"> <li>Digital Literacy.</li> <li>Citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>Work together to design a new video game.</li> </ul>

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