

# A2 Lycée

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

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, communication, 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.
- apply guidelines and relevant practice on how to best approach future exams that may be attempted, for example, the English exam for BAC, the A2 Key<sup>2</sup> or the B1 Preliminary<sup>3</sup> Cambridge exams.

## 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 activities.

## 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 and homework. 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>

<sup>2</sup> <https://www.cambridgeenglish.org/exams-and-tests/key-for-schools/>

<sup>3</sup> <https://www.cambridgeenglish.org/exams-and-tests/preliminary-for-schools/>

## Course syllabus 2021/2022 - Coursebook: Talent 1\*

	Language	Skills	Core skills	Exam focus
<b>Sept-Oct</b>	Vocabulary on <i>daily routine, school and learning</i> Present Simple Adverbs of frequency Verbs of preference Present Continuous	<ul style="list-style-type: none"> <li>• <b>S:</b> Asking for clarification.</li> <li>• <b>W:</b> An informal letter</li> <li>• <b>R:</b> Skimming and scanning: Understanding the main idea and looking for important information.</li> <li>• <b>L:</b> Understanding general information.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration and communication.</li> </ul>	Eliminating the wrong answers in multiple choice.
<b>Nov-Dec</b>	<ul style="list-style-type: none"> <li>• Vocabulary on <i>technological advances, multimedia and clothes</i></li> <li>• Past Simple with regular and irregular verbs</li> <li>• Past time expressions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S:</b> Asking for and giving an opinion.</li> <li>• <b>W:</b> Writing a summary of a text.</li> <li>• <b>R:</b> Making questions for answers from the text; selecting the right option.</li> <li>• <b>L:</b> Listening out for key words.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking.</li> <li>• Citizenship.</li> <li>• Creativity and Imagination.</li> <li>• Digital Literacy</li> </ul>	Writing a summary of listening and reading texts. Developing listening comprehension strategies. Understanding the purpose of a text
<b>Jan-Feb</b>	<ul style="list-style-type: none"> <li>• Vocabulary on <i>work and health</i></li> <li>• Future tenses: <i>will, going to</i>, Present Simple and Present Continuous</li> <li>• First Conditional</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S:</b> Talking about intentions; making predictions; speaking at length.</li> <li>• <b>W:</b> Writing a letter of application.</li> <li>• <b>R:</b> Developing reading fluency.</li> <li>• <b>L:</b> Completing notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership and personal development.</li> <li>• Citizenship</li> <li>• Critical thinking.</li> </ul>	Describing trends; writing an opinion text.  Writing a formal letter.
<b>Mar-Apr</b>	<ul style="list-style-type: none"> <li>• Vocabulary on <i>feelings and household objects</i></li> <li>• expressions of comparison and contrast</li> <li>• modals of obligation and necessity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S:</b> Agreeing and disagreeing; asking and answering a variety of personal questions.</li> <li>• <b>W:</b> Writing a summary.</li> <li>• <b>R:</b> Identifying and retrieving facts and details; True/False/Not Given.</li> <li>• <b>L:</b> Recognising distractors.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership and personal development.</li> <li>• Creativity and Imagination.</li> </ul>	Writing a summary of a listening text in French.  An oral interview.
<b>May-Jun</b>	<ul style="list-style-type: none"> <li>• Vocabulary on <i>travel and leisure time.</i></li> <li>• Asking for and giving advice.</li> <li>• The Present Perfect.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>S:</b> Asking for and giving advice; speaking at length.</li> <li>• <b>W:</b> Writing an informal email.</li> <li>• <b>R:</b> Matching people to short texts.</li> <li>• <b>L:</b> Matching information.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership and personal development.</li> <li>• Showing empathy</li> </ul>	Describing trends.  Writing an informal email.

Please note: The teacher will follow the general pace of the students in the class, addressing their group's needs and responding to their interests. This may inevitably sometimes translate to a divergence from the original timetable

S: Speaking W: Writing R: Reading L: Listening