

## Course description

# 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, or for the A2 Key<sup>2</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/>

## Course syllabus - Coursebook: Prepare 3\*

|                 | Language  | Skills   | Exam focus   |
|-----------------|---|--|--|
| <b>Sept-Oct</b> | Vocabulary on <i>personality, geographical features, animals</i><br>Present Simple & continuous<br>Personal details<br>State verbs  | <ul style="list-style-type: none"> <li>• <b>S:</b> Talking about yourself.</li> <li>• <b>W:</b> An article about a 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> | Diagnostic letter<br>Speaking about yourself.                  |
| <b>Nov-Dec</b>  | <ul style="list-style-type: none"> <li>• Vocabulary on holidays, adjectives for homes</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 information.</li> <li>• <b>W:</b> Writing a description of a home.</li> <li>• <b>R:</b> About first teen holidays.</li> <li>• <b>L:</b> A conversation with hotel desk.</li> </ul>  | Writing a story from a picture board.<br>Listening for detail. |
| <b>Jan-Feb</b>  | <ul style="list-style-type: none"> <li>• Vocabulary on <i>school subjects, take, describing objects</i></li> <li>• Comparatives &amp; superlative adjectives</li> <li>• Possession</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>S:</b> Describing the ideal school.</li> <li>• <b>W:</b> Adjectival order.</li> <li>• <b>R:</b> New ways of learning..</li> <li>• <b>L:</b> Radio show</li> </ul>  | Reading exam tips.   |
| <b>Mar-Apr</b>  | <ul style="list-style-type: none"> <li>• Vocabulary on holidays, furniture &amp; household appliances, words with two meanings.</li> <li>• The Present continuous for future, will &amp; might, modals of obligation and necessity</li> </ul> | <ul style="list-style-type: none"> <li>• <b>S:</b> Talking about an adventure holiday.</li> <li>• <b>W:</b> Too, also &amp; as well.</li> <li>• <b>R:</b> Holiday articles.</li> <li>• <b>L:</b> to holiday stories &amp; experiences.</li> </ul>  | Listening<br>Writing: My favourite thing from the past         |
| <b>May-Jun</b>  | <ul style="list-style-type: none"> <li>• Vocabulary on sports, suffixes-er, relationships, internet nouns &amp; verbs.</li> <li>• Must, mustn't, verb patterns gerunds and infinitives.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>S:</b> Talking about sports</li> <li>• <b>W:</b> Writing an email.</li> <li>• <b>R:</b> Read about sports.</li> <li>• <b>L:</b> Listen to young developers.</li> </ul>   | Writing: emails and notes                                      |

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

