

Course description

B1 collège (2 year course)

Course objectives¹

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 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.





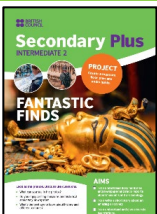
Approach to assessment

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 (blue)

		Language Aims	Language skills	Core skills	Final Project
Sept-Oct Music To My Ears		<ul style="list-style-type: none"> Understand people talking about musical experiences. Talk about my musical experiences. Use the correct tenses to talk about past experiences. 	<ul style="list-style-type: none"> S: Making and responding to suggestions. W: Writing notes. R: Identifying steps in a sequence. L: Listening in an active manner. 	<ul style="list-style-type: none"> Creativity and imagination. Collaboration and communication. 	<ul style="list-style-type: none"> Invent and act out an interview with a music group or band of your choice.
Nov-Dec To the Rescue!		<ul style="list-style-type: none"> Understand videos and texts about survival experiences. Use conditional structures to talk about real and imaginary events. Talk about surviving natural disasters. 	<ul style="list-style-type: none"> S: Explaining how to do something. W: Writing instructions. R: Guessing the meaning of reference words. L: Identifying key words in the question. 	<ul style="list-style-type: none"> Critical thinking and problem solving Collaboration and communication. 	<ul style="list-style-type: none"> Create a survival kit and an emergency plan for a natural disaster.
Jan-Feb Surfing the Web		<ul style="list-style-type: none"> Understand a video about the internet. Talk about states and repeated actions in the past with <i>used to</i> and <i>would</i>. Understand an article about staying safe online. 	<ul style="list-style-type: none"> S: Evaluating language. W: Writing a coherent list. R: Answering content and inference questions. L: Identifying key words in questions. 	<ul style="list-style-type: none"> Digital Literacy. Student leadership 	<ul style="list-style-type: none"> Create a class top-ten list of tips for using the internet responsibly.
Mar-Apr Leave Only Footprints		<ul style="list-style-type: none"> Understand and talk about problems with tourism. Listen to a podcast by a teen about tourism in his city. Use the future continuous to talk about plans, arrangements and actions in progress. 	<ul style="list-style-type: none"> S: Expressing opinions. W: Writing concise notes. R: Reading for gist. L: Identifying the type of word needed to complete a sentence. 	<ul style="list-style-type: none"> Critical thinking and problem solving. Citizenship. 	<ul style="list-style-type: none"> Create a presentation for an eco-resort.
May-Jun Fantastic Finds		<ul style="list-style-type: none"> Understand documentaries and newspaper and radio reports about museums and archaeology. Write a short story about an amazing discovery. Understand and give accurate descriptions. 	<ul style="list-style-type: none"> S: Managing questions. W: Ordering. R: Categorising L: Making inferences. 	<ul style="list-style-type: none"> Critical thinking and problem solving. Creativity and imagination. 	<ul style="list-style-type: none"> Create a museum floor plan and audio guide.

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