

Course description

B2 collège (2 year course)

Course objectives¹

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 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.

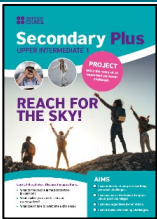

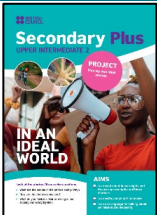
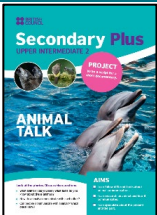

Approach to assessment

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.org

Course syllabus (blue)

		Language Aims	Language skills	Core skills	Final Project
Sept-Oct Reach for the Sky!		<ul style="list-style-type: none"> Understand people describing personal challenges. Use narrative tenses to speak about past challenges. Use adjectives for emotions. Discuss overcoming challenges. 	<ul style="list-style-type: none"> S: Expressing and justifying opinions. W: Writing in a convincing style. R: Inference questions. L: Identifying the type of answer required. 	<ul style="list-style-type: none"> Student leadership. Citizenship. 	<ul style="list-style-type: none"> Write a competition entry about overcoming a challenge.
Nov-Dec Making Headlines		<ul style="list-style-type: none"> Understand discussions about hoaxes. Understand and discuss good journalism. Report what people have said. 	<ul style="list-style-type: none"> S: Expressing and defending your point of view. W: Writing an opinion essay. R: Previewing the text. L: Listening for gist. 	<ul style="list-style-type: none"> Digital Literacy. Creativity and imagination 	<ul style="list-style-type: none"> Create a news report.
Jan-Feb In an Ideal World		<ul style="list-style-type: none"> Read about human rights and discuss my own rights and those of others. Write a book or film review. Use language for talking about permission and necessity. 	<ul style="list-style-type: none"> S: Expressing opinions. W: Writing reviews. R: Matching questions to paragraphs. L: Listening for gist. 	<ul style="list-style-type: none"> Citizenship. Creativity and imagination. 	<ul style="list-style-type: none"> Plan my own ideal society.
Mar-Apr Animal Talk		<ul style="list-style-type: none"> Follow different texts about animal communications. Research an animal and how it communicates. Speculate about the present and the past. 	<ul style="list-style-type: none"> S: Making suggestions. W: Writing a script. R: Answering inference questions. L: Understanding gist and specific details. 	<ul style="list-style-type: none"> Digital Literacy. Critical thinking and problem solving. 	<ul style="list-style-type: none"> Write a script for a short documentary.
May-Jun Away from Home		<ul style="list-style-type: none"> Follow a video diary about a trip abroad. Understand a factual text giving advice. Discuss ways to make the most of a trip. 	<ul style="list-style-type: none"> S: Using a range of language. W: Summarising. R: Scanning for specific information. L: Distinguishing fact from opinion. 	<ul style="list-style-type: none"> Student leadership. Citizenship. 	<ul style="list-style-type: none"> Plan a programme for a group of foreign students visiting your school/area.

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