

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.

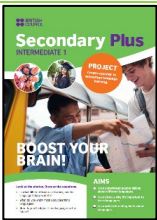
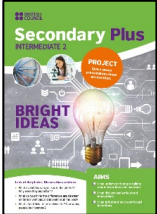
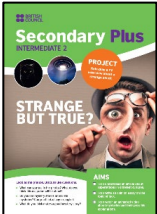

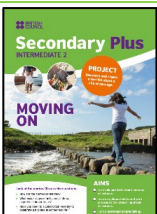
Approach to assessment

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

		Language Aims	Language skills	Core skills	Final Project
Sept-Oct Boost Your Brain!		<ul style="list-style-type: none"> Understand people talking about different languages. Discuss why it's important to learn languages. Write interesting facts about languages. 	<ul style="list-style-type: none"> S: Showing interest in what someone else is saying. W: Writing introductions. R: Scanning a text. L: Listening to what someone is saying. 	<ul style="list-style-type: none"> Collaboration and communication. Student leadership. 	<ul style="list-style-type: none"> Create a poster for teens to encourage language learning.
Nov-Dec Bright Ideas		<ul style="list-style-type: none"> Understand people talking about inventions and inventors. Discuss and write about innovations. Talk about past events and inventions. 	<ul style="list-style-type: none"> S: Turn-taking. W: Expressing opinions. R: Guessing the meaning of unfamiliar words from context. L: Previewing the text. 	<ul style="list-style-type: none"> Digital Literacy. Collaboration and communication. 	<ul style="list-style-type: none"> Research and present the best/worst/craziest invention of all time.
Jan-Feb Strange but True?		<ul style="list-style-type: none"> Understand an article about superstitions in different cultures. Write an opinion essay on the topic of luck. Watch an animated video about mysteries and their possible explanations. 	<ul style="list-style-type: none"> S: Expressing an opinion. W: Writing a short 200-word opinion essay R: Guessing the meaning of reference words. L: Inferring a speaker's opinion. 	<ul style="list-style-type: none"> Creativity and imagination. Collaboration and communication. 	<ul style="list-style-type: none"> Role-play a TV interview about a strange event.
Mar-Apr No Limits!		<ul style="list-style-type: none"> Use information about explorers and talk about them. Use language to talk about past events and emphasis important information. Understand a video about living in space. 	<ul style="list-style-type: none"> S: Explaining the order of events in the past. W: Writing paragraphs with topic sentences. R: Matching headings and paragraphs. L: Identifying the type of missing information. 	<ul style="list-style-type: none"> Digital Literacy. Collaboration and communication. 	<ul style="list-style-type: none"> Research and give a slide presentation on a famous explorer.
May-Jun Moving On		<ul style="list-style-type: none"> Write and talk about personal milestones. Use phrasal verbs and verb phrases to talk about important milestones. Understand people talking about important events in their lives. 	<ul style="list-style-type: none"> S: Comparing and contrasting ideas. W: Structuring essays R: Scanning for specific information. L: Understanding gist and specific details. 	<ul style="list-style-type: none"> Citizenship. Digital Literacy. 	<ul style="list-style-type: none"> Create a factfile about an important rite of passage.

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