BRITISH COUNCIL

Course description

B1 lycée (2 year course)

Course objectives[1]

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 lycée courses, we use **Upper 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.
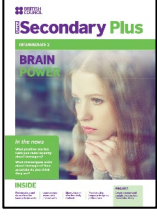
Approach to assessment

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 A Twist in the Tale		• Listen to and compare two different versions of a story. • Learn and practise words to talk about stories and storytelling. • Identify and use different past tenses to tell stories.	•	•	•
Nov-Dec On Guard Online		• Learn and use vocabulary related to online safety. • Talk about dangerous online situations. • Give advice about online safety using modal verbs.	•	•	•
Jan-Feb Access All Areas		• Learn and use vocabulary to describe disability and inclusion. • Watch an interview to learn about the experiences of a person who uses a wheelchair. • Identify and practise language to describe quantities.	•	•	•
Mar-Apr Brain Power		• Learn and use some useful phrasal verbs. • Share views on effective study methods. • Practise using language for giving polite advice.	•	•	•
May-Jun The Writing's on the Wall		• Reflect on different opinions of graffiti and street art so you can give your own views. • Describe graffiti and artwork and talk about the ideas they communicate. • Share your views and support your opinions with information and examples.	•	•	•

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

www.britishcouncil.fr