

Course description: **Bilingual 13**

Approach to Bilingualism

Our Bilingual Section welcomes students from a wide range of backgrounds who speak English as a first language. We aim to help our 4ème learners to:

- provide opportunities to practise and build on learners' oral English
- develop and extend their literacy (reading and writing)
- provide a window into the English-speaking world through literature and culture

To learn more about our approach to bilingualism, you can read our blog article on the subject [here](#).

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, in a safe and inclusive learning environment.

Our teachers are experts in supporting bilingual learners of all ages in their natural use of English. Collaborative activities like debates, projects and role plays are at the heart of our classes, and we draw upon a range of published resources and works of literature to ensure that learners are challenged, engaged and inspired. At the secondary level, we aim to help our learners read and write complex texts.

Our syllabus is based upon the UK National Curriculum but adapted around our students' needs. Our courses also focus on the British Council core skills: digital literacy, communication and collaboration, creativity and imagination, personal development, citizenship, and critical thinking.

Where possible, students are grouped by literacy level to help them get the most out of their classes.

Approach to Assessment

There are no exams, so assessment is continuous. Teachers monitor student work over the course of the year and may set checkpoint tasks for students to complete independently. We communicate with parents in our progress reports and our parent-teacher meetings.

Books

Please make sure you have all the books on the reading list [here](#) before classes begin.

We suggest students do as much reading as possible over the summer. Some reading suggestions are available [here](#).

Learning Objectives

Our teachers are experts who tailor their teaching to the specific needs of their students. Our Bilingual Lower Secondary classes (BL11-13) correlate with Key Stage 3 in the UK National Curriculum. In Bilingual 13, students continue working towards the following objectives begun in BL11 and BL12. As a result, not all these topics will be covered in Bilingual 13 alone.

Writing

Writing skills

Students will begin to write accurately, fluently, effectively and at length, for a range of purposes and audiences and using various forms. This may include essays, stories, scripts and/or poetry. They will begin to summarise and organise material, using facts to support their arguments, and to apply their growing knowledge of vocabulary, grammar, text structure and literary and rhetorical devices to their writing.

The writing process

At different points over the year, they will engage in aspects of the writing process (planning, drafting, revising, editing and publishing). They will begin to consider how their writing reflects their intended audiences and purposes. They will build on their knowledge of grammar, punctuation and spelling from previous years, using this to amend their writing to improve coherence and effectiveness.

Grammar and Vocabulary

Students will consolidate and build on their knowledge of grammar and vocabulary from BL10. They will begin to study the effectiveness and impact of the grammatical features of texts, drawing on new vocabulary and grammatical constructions to achieve particular effects in their writing and speech.

They will grow to know and understand the differences between spoken and written language, including differences associated with formal and informal registers and between Standard English and other varieties of English. They will use Standard English confidently in their own writing and speech and begin to discuss language with accurate terminology.

Reading

Developing an appreciation of reading

Students will read extracts from a wide range of fiction & non-fiction, including novels from a range of time periods and of genres, poems & plays. Supported by our Reading Challenge, students will begin to choose and read books independently for challenge, interest and enjoyment.

Understanding increasingly challenging texts independently

Students will learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. They will begin to make inferences and refer to evidence in the text. They will get to know the purpose, audience and context of the writing and draw on this knowledge to support comprehension, checking their understanding to make sure that what they have read makes sense.

Reading critically

Students will grow to know how language (which may include figurative language, vocabulary choice, grammar, text structure and organisational features) presents meaning. They will also recognise a range of poetic conventions and understanding how these have been used. When reading fiction, they will study setting, plot and characterisation and the effects of these. They will begin to make comparisons across texts. Students will study two works of authors in depth.

Speaking and listening

Pupils will learn to speak confidently and effectively. They will use Standard English confidently in a range of formal and informal contexts, including classroom discussion. They may give short speeches and/or presentations, expressing their own ideas, as well as participate in formal debates and structured discussions, summarising and building on what has been said. They will also begin to improvise, rehearse and perform play scripts in order to generate language and discuss language use and meaning.

After BL13, having built a strong foundation in the English language, most pupils move into an IGCSE 1 class. There, they begin to prepare for the IGCSE qualification in First Language: English.