

Course description

Bilingual Thirteen

Approach to Bilingualism

Our Bilingual Section welcomes students from a wide range of backgrounds who speak English as a first language. We aim 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 positive, 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, authentic materials and works of literature to ensure that learners are challenged, engaged and inspired.

Our bilingual courses are designed to reflect the objectives set out in the British National Curriculum. They also focus on the British Council core skills, which we believe are the keys to a successful future: digital literacy, communication and collaboration, creativity and imagination, personal development, citizenship, and critical thinking.

Students are grouped by ability level to help them get the most out of their classes.

Approach to Assessment

Assessment is continuous so there are no exams. Instead, students collect samples of their best work together in a portfolio. This helps their teacher to keep track of students' progress and helps students to reflect upon their own learning. We communicate with parents in our Spring report and during our parent meetings in December.

Books

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

Over the summer, we suggest learners do as much reading as possible. Some suggestions for age-appropriate books can be found [here](#).

Learning Objectives

Our teachers are experts who tailor their teaching to the specific needs of their students. In general, by the end of Bilingual 13, students will have worked towards the following objectives.

Reading

Developing an appreciation and love of reading through:

- reading extracts from a wide range of fiction & non-fiction, including novels, poems & plays
- reading a Shakespeare play
- choosing and reading books independently for challenge, interest and enjoyment

Continuing to understand increasingly challenging texts independently through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text
- knowing the purpose, audience and context of the writing and drawing on this knowledge to support comprehension
- checking their understanding to make sure that what they have read makes sense

Continuing to read critically through:

- knowing how language (including figurative language, vocabulary choice, grammar, text structure and organisational features) presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot and characterisation and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts

Writing

Continuing to write accurately, fluently, effectively and at length for a wide range of purposes and audiences, including:

- well-structured formal essays
- stories, scripts, poetry and other imaginative writing
- notes and polished scripts for talks and presentations

Continuing to develop skills in:

- summarising material
- supporting ideas and arguments with any necessary factual detail
- applying their growing knowledge of vocabulary, grammar and text structure to their writing
- drawing on knowledge of literary and rhetorical devices to enhance their writing
- planning, drafting, editing and proof-reading their work, paying attention to grammar, punctuation, spelling and coherence

Grammar and vocabulary

Consolidating and building on their knowledge of grammar and vocabulary through:

- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers and between Standard English and other varieties of English
- using Standard English confidently in their own writing and speech

Speaking

Pupils will learn to speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- giving short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and building on what has been said
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact