

# Exploring Our First-Semester Secondary Literature Books

November 2021

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# Session Aims

1. Why use readers
2. Overview of our readers
3. How you can support your child's learning

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# Why we use readers

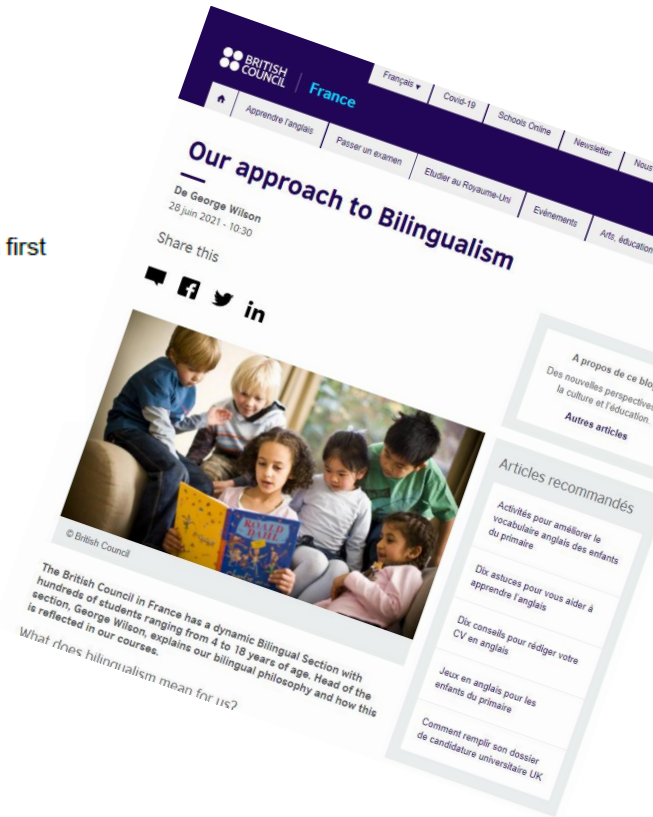
## Approach to Bilingualism

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

<https://www.britishcouncil.fr/blog/our-approach-bilingualism>

www.britishcouncil.fr



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# Core Skills

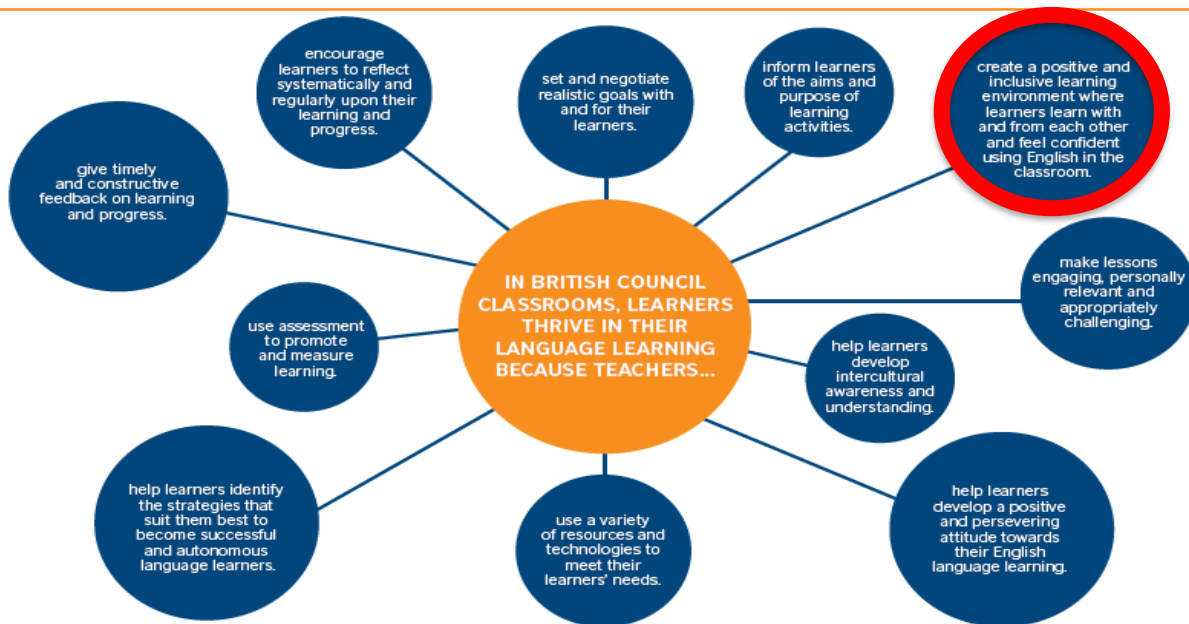
- digital literacy
- communication and collaboration
- creativity and imagination
- personal development
- citizenship
- critical thinking

# STATEMENT OF APPROACH TO ENGLISH LANGUAGE TEACHING – TEACHING CENTRES

**THE BRITISH COUNCIL PROVIDES LEARNERS WITH A REWARDING AND STIMULATING ENGLISH LANGUAGE LEARNING EXPERIENCE. WE HELP ALL LEARNERS REACH THEIR FULL POTENTIAL BY RESPECTING THEM AS DIVERSE INDIVIDUALS, AND BY ENCOURAGING THEM TO BE ACTIVE PARTICIPANTS IN THEIR OWN LEARNING.**

As a cultural relations organisation, we aim to develop intercultural understanding as a core aspect of language learning. Our teaching and learning is aligned to our corporate values, we build positive relationships and create an inclusive and collaborative learning environment of mutual respect and understanding.

Our curricula offer continuity and progression for every learner, at whatever age they begin their English language learning with the British Council.



## OUR PURPOSE

The British Council creates international opportunities for the people of the UK and other countries and builds trust between them worldwide.

## OUR TEACHERS

We recruit English language teachers with internationally recognised qualifications in English language teaching who have the knowledge, skills and experience to develop the language communication skills and learning strategies of our learners.

Our teachers receive on-going professional development and are supported by a team of academic managers in order to deliver a high quality learning experience for each learner.

## A SAFE, SECURE AND INCLUSIVE LEARNING ENVIRONMENT

We ensure that all students and families feel included, safe and valued.

We ensure that the physical and digital settings are safe and secure.

We have safeguarding, behaviour and diversity policies. The British Council has been awarded the Keeping Children Safe Certification.

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# Inclusion

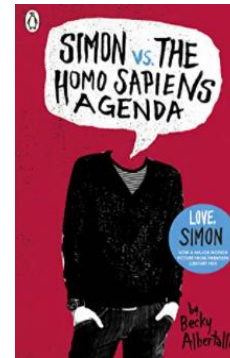
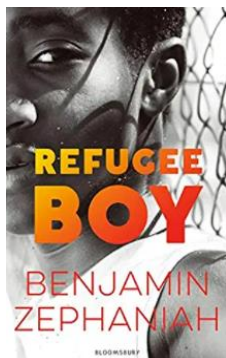
- Age
- Gender
- Sexuality
- Race or ethnicity
- Ability
- Religion or belief



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# Overview of Our Readers

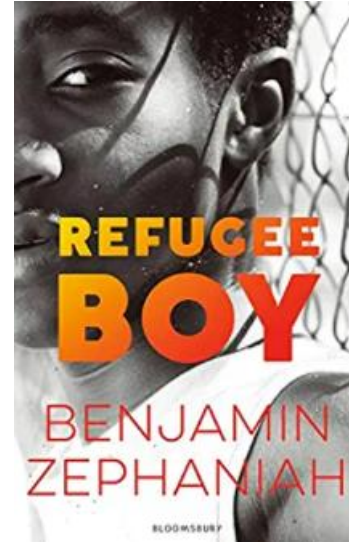




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# Bilingual 11

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<https://study-uk.britishcouncil.org>



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## Our outreach work



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[Environmental policy](#)

## Learning Objectives

Our teachers are experts who tailor their teaching to the specific needs of their students. In general, by the end of Bilingual 11, 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
- choosing and reading books independently for challenge, interest and enjoyment



Beginning 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



Beginning 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



Beginning 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



Beginning 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

# Bilingual 12



<https://study-uk.britishcouncil.org>

## Learning Objectives

Our teachers are experts who tailor their teaching to the specific needs of their students. In general, by the end of Bilingual 12, 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
- 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

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# Bilingual 13

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<https://study-uk.britishcouncil.org>



## 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:

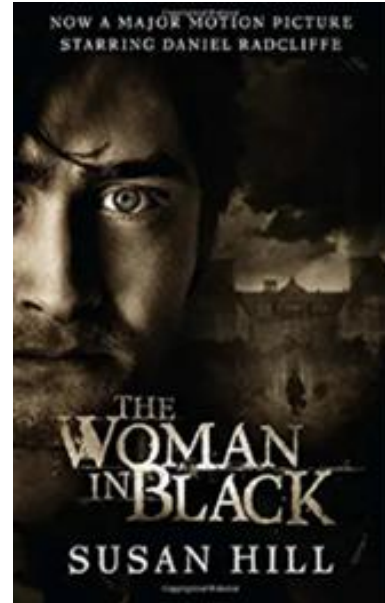
- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- giving short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and building on what 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



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# IGCSE 1

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## Learning objectives

By the end of our two-year course, students will have:

- developed their oral skills
- developed the ability to communicate clearly, accurately and effectively in writing
- learned to use sophisticated vocabulary, grammar, spelling and punctuation effectively
- developed a personal written style and an awareness of audience
- studied and analysed literature and non-fiction texts

More detailed objectives for reading, writing, grammar and vocabulary and speaking are given below.

### Reading

They will have been trained to read and appreciate the depth and power of the English literary heritage through:

- reading a wide range of extracts from high-quality, challenging, classic literature and extended literary non-fiction, such as essays, reviews and journalism.
- choosing and reading books independently for challenge, interest and enjoyment

They will have been trained to understand and critically evaluate texts through:

- reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes
- drawing on knowledge of the purpose, audience and context of the writing (including its social, historical and cultural context and the literary tradition to which it belongs) to inform evaluation
- identifying and interpreting themes, ideas and information
- exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects
- seeking evidence in the text to support a point of view
- distinguishing between statements that are supported by evidence and those that are not, and identifying bias and misuse of evidence
- analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact
- making critical comparisons, referring to the contexts, themes, characterisation, style and literary quality of texts, and drawing on knowledge and skills from wider reading

They will have learnt to make an informed personal response, recognising that other responses to a text are possible and evaluating these.

### Writing

Students will have been trained to write accurately, fluently, effectively and at length through:

- adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information and argue
- selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis
- selecting and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate
- reflecting on whether their draft achieves the intended impact
- restructuring their writing and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness
- paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.

### Grammar and Vocabulary

By the end of the course, students will have consolidated and built on their knowledge of grammar and vocabulary through:

- studying their effectiveness and impact in 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
- analysing some of the differences between spoken and written language and between Standard English and other varieties of English
- using linguistic and literary terminology accurately and confidently in discussing reading, writing and spoken language

### Speaking

Pupils will be trained to speak confidently, audibly and effectively, including through:

- using Standard English when the context and audience require it
- working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines
- listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary
- planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates
- listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation
- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning while using role, intonation, tone, volume, mood, silence, stillness and action to add impact

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# University Preparation Première



<https://study-uk.britishcouncil.org>

## Course objectives

This course prepares advanced-level lycée students for higher-education in English, whether that be:

- in an English-speaking country like the UK, Ireland or the USA
- in France or other countries where classes are taught in English
- as part of an exchange programme such as Erasmus+ or the Turing scheme

## Course Content

Students practise the following skills during the course:

- reading academic texts and listening to lectures
- writing academic essays and reports
- participating in academic seminars
- giving academic presentations

We offer guidance on:

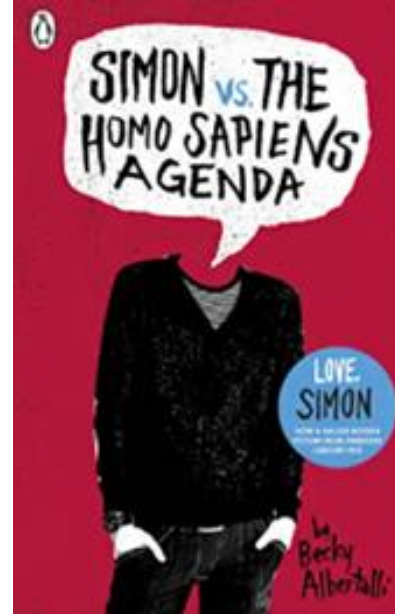
- researching and choosing universities
- writing personal statements
- application procedures in different countries
- the IELTS language test for universities

## Approach to learning

Our University Preparation courses make use of authentic university-level resources to challenge and inspire students in a safe and inclusive learning environment. The study of literature fosters critical-thinking and debating competitions offer opportunities to develop learners' rhetorical skills. Our innovative use of MOOCs gives an authentic glimpse into university life, while our range of guest speakers broadens learners' perspectives on the modern world.

As in all our courses, the British Council core skills of digital literacy, communication and collaboration, creativity and imagination, personal development, citizenship and critical thinking remain central to the University Preparation programme.

# University Preparation Terminale



<https://study-uk.britishcouncil.org>

## Course objectives

This course prepares advanced-level lycée students for higher-education in English, whether that be:

- in an English-speaking country like the UK, Ireland or the USA
- in France or other countries where classes are taught in English
- as part of an exchange programme such as Erasmus+ or the Turing scheme

## Course Content

Students practise the following skills during the course:

- reading academic texts and listening to lectures
- writing academic essays and reports
- participating in academic seminars
- giving academic presentations

We offer guidance on:

- researching and choosing universities
- writing personal statements
- application procedures in different countries
- the IELTS language test for universities

## Approach to learning

Our University Preparation courses make use of authentic university-level resources to challenge and inspire students in a safe and inclusive learning environment. The study of literature fosters critical-thinking and debating competitions offer opportunities to develop learners' rhetorical skills. Our innovative use of MOOCs gives an authentic glimpse into university life, while our range of guest speakers broadens learners' perspectives on the modern world.

As in all our courses, the British Council core skills of digital literacy, communication and collaboration, creativity and imagination, personal development, citizenship and critical thinking remain central to the University Preparation programme.

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# How you can support your child's learning

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# Supporting Learners with Their Reading

- ✓ Take an interest in their books
- ✓ Ask questions about themes and characters
- ✓ Ask to see their learning portfolios regularly
- ✓ Debate and discuss the themes
- ✓ Encourage them to read widely
- ✓ Encourage them to take part in the Reading Challenge
- ✓ Encourage them to record and use new vocabulary



# Reading Lists

[www.carnegiegreenaway.org.uk](http://www.carnegiegreenaway.org.uk)

[www.puffin.co.uk](http://www.puffin.co.uk)

[www.booktrust.org.uk/books/children/](http://www.booktrust.org.uk/books/children/)

[www.literature.britishcouncil.org/](http://www.literature.britishcouncil.org/)

[www.storiesfromtheweb.org](http://www.storiesfromtheweb.org)

[www.randomhouse.co.uk](http://www.randomhouse.co.uk)

[www.dk.com](http://www.dk.com)

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# Thoughts



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# Thank you!

<http://bit.ly/LoveBCFrance>