

Course description

Bilingual Ten

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 you do as much reading as possible with your child. 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 10, students will have worked towards the following objectives.

Writing

- Planning their writing with an awareness of audience and purpose
- Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Building cohesion within and across paragraphs
- Using further organisational and structural devices to guide the reader (headings, underlining)
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement
- Distinguishing between the language of speech and writing by choosing the best register
- Proof-reading for spelling and punctuation errors
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Spelling

- Using a wider range of prefixes and suffixes (see textbooks)
- Spelling some words with 'silent' letters (e.g. knock, Wednesday)
- Distinguishing between more homophones (e.g. where and wear) and between other confusing words
- Using dictionaries to check the spelling and meaning of words using the first three letters
- Using a thesaurus
- Spelling the words below that are often misspelt:

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht

Vocabulary, Grammar and Punctuation

- Using the past simple correctly
- Using the perfect form of verbs to mark relationships of time and cause
- Recognising vocabulary and structures appropriate to formal speech and writing
- Using passive verbs to affect the presentation of information in a sentence
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Using a colon to introduce a list
- Punctuating bullet points consistently

Word Reading

- Applying their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet

Comprehension

- Reading more extracts of texts that are structured in different ways
- Reading for a range of purposes
- Continuing to increase their familiarity with a wide range of stories, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Speaking

Throughout our primary bilingual programme, students are encouraged to do the following at a level appropriate to their age group:

- speak fluently and automatically with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisation and debates
- participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- select and use appropriate registers for effective communication
- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge