



GENERAL ENGLISH COURSE for TEENS

Who is this course for? For students having completed an intermediate course and/or who can perform within B1 level of the CEFR.	How long does this course last? This course lasts for 9 months (September to the end of May)
--	--

By the end of this course, you should be able to say the following about your level of English*:

UNDERSTANDING (LISTENING AND READING)

- I can understand straightforward information about everyday, study- or work-related topics, identifying both general messages and specific details, provided people speak clearly in a familiar accent.
- I can follow clear speech directed at me in everyday conversation, in an accent that is familiar to me.
- I can follow TV programmes on topics of personal interest when people speak clearly.
- I can understand the main points in straightforward texts on subjects of personal or professional interest.
- I can read simplified versions of novels, plus stories with a clear structure, with little use of a dictionary.

PRODUCTION (SPEAKING AND WRITING)

- I can start a conversation on topics that are familiar or of personal interest and can help to keep it going by expressing and responding to suggestions, opinions, attitudes, advice, feelings, etc.
- I can express my opinions on abstract topics like films and music, describe my reactions to them and ask other people what they think.
- I can make an effective complaint, for example in a shop or hotel.
- I can make routine telephone calls, e.g. to make or cancel an order, booking or appointment.

QUALITY OF LANGUAGE

- I have a sufficient range of language to describe unusual and predictable situations and to express my thoughts on abstract or cultural as well as everyday topics (such as music, films).
- I can explain the main points relating to an idea, problem, or argument with reasonable precision.
- I can use connecting words to link sentences into a coherent sequence, though there may be some “jumps”.
- I can communicate with reasonable accuracy in familiar contexts, though with noticeable influences from my mother tongue.
- I can express myself relatively easily when talking freely and keep the conversation going effectively without help, despite occasional pauses to plan and correct what I am saying.
- I can use uncomplicated language to interact in a wide range of situations in a neutral way.

Course Books

Prepare! Level 6 Student's Book & Workbook



* This is dependent upon attending classes as regularly as possible, completing all homework tasks, and practicing the language as much as possible outside of class.

Linguistic course content

Vocabulary

- education: phrasal verbs (e.g. *break up, stay behind*)
- education: *-ion* nouns (e.g. *application, education*)
- music (e.g. *the charts, performance*)
- verbs + infinitive / *-ing* with a change in meaning (e.g. *remember, forget*)
- verbs of communication (e.g. *confess, warn*)
- relationships: phrasal verbs (e.g. *pick on, fall out*)
- natural disasters: verbs (e.g. *collapse, knock over*)
- *too, so* and *such*
- video games: verbs (e.g. *chase, reverse*)
- nouns: *-ness* and *-ment* (e.g. *arrangement, weakness*)
- food and drink: phrasal verbs (e.g. *eat out, go off*)
- forming adverbs
- fiction: adjectives and nouns (e.g. *moving tale, predictable plot*)
- adjective + preposition (e.g. *disappointed in, furious with*)
- holidays (e.g. *get a tan, wander around*)
- travel: phrasal verbs (e.g. *look around, stop over*)
- money (e.g. *budget, cashpoint*)
- *a / a number of*
- household tasks (e.g. *load the dishwasher, wipe the surfaces*)
- *make, let* and *be allowed to*
- technological advances (e.g. *interactive whiteboard, virtual classroom*)
- adjective suffixes
- personality adjectives (e.g. *bad-tempered, thoughtful*)
- adjective and noun suffixes
- nouns in reporting (e.g. *confession, rumour*)
- reporting verbs (e.g. *declare, propose*)
- accidents and emergencies (e.g. *bump your head, pass out*)
- *have, make* and *give* + noun (e.g. *have a fall, make a call*)
- facial expression (e.g. *blush, stare at someone*)
- *-self, -selves* for emphasis
- climate change (e.g. *conservation, wind farms*)
- conditional phrases (e.g. *as long as, even if*)
- adjectives describing art (e.g. *abstract, impressive*)
- verbs often used in the passive (e.g. *be awarded, be regarded*)
- personal qualities: nouns (e.g. *bravery, honesty*)
- phrasal verbs with *get* (e.g. *get back, get through*)
- crime and criminals (e.g. *court, victim*)
- negative prefixes
- places and feelings (e.g. *breathhtaking, shelter*)
- compound adjectives ending in *-ing* (e.g. *eye-catching, record-breaking*)

+

Key power collocations for B2 level based on the following words:

use, on, once, term, catch, live, story, last, account, hand, end, touch, shape, call, matter, set, scale, face, back, do

Grammar

- questions forms
- subject and object questions
- present tense review
- past tense review
- making comparisons
- relative clauses
- present perfect and past simple
- modals: ability, possibility and *managed to*
- future: plans and intentions
- future: predictions
- the passive
- present perfect continuous
- zero and first conditional
- reported statements
- reported questions and requests
- *have / get something done*
- *get someone to do something*
- second conditional: *would, could* and *might*
- *I wish* and *if only*
- modals of deduction: present
- third conditional
- *wish* + past perfect
- modals of deduction: past
- *-ing* forms
- participle clauses