



## GENERAL ENGLISH COURSE for TEENS

<p><b>Who is this course for?</b> For students having completed an upper-intermediate course and who have an upper-intermediate certificate at B2 level or have passed Cambridge First (FCE) at grade C or higher. For students who can prove they can perform at B2 level by passing a placement test.</p>	<p><b>How long does this course last?</b> This course lasts for 9 months (September to the end of May)</p>
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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 enough to follow extended speech on abstract and complex topics.
- I can generally understand everyone I talk to, though I may need to confirm some details, especially if the accent is unfamiliar.
- I can understand in detail a wide range of lengthy, complex texts, likely to be encountered in social or academic (school) life, though I may want time to reread them.

### PRODUCTION (SPEAKING AND WRITING)

- I can express myself fluently and appropriately, adapting a level of formality appropriate to the circumstances.
- I can select from a readily available range of expressions to preface my remarks appropriately and to follow up what other people say.
- I can give clear, well-structured descriptions of complex subjects.
- I can express myself fluently and spontaneously, except occasionally, when speaking about a conceptually difficult subject.
- I can write clear, well-structured texts on complex topics in an appropriate style with good grammatical control.

### QUALITY OF LANGUAGE

- I have a good command of a broad vocabulary. I do sometimes have to search for expressions but I can find alternatives to express what I want to say.
- I maintain a high degree of grammatical control in speech and writing.

## Course Books

THiNK! 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.

## Course content

Functions	Vocabulary	Grammar
<ul style="list-style-type: none"><li>▪ saying 'yes' and adding conditions</li><li>▪ issuing and accepting a challenge</li><li>▪ using emotive language</li><li>▪ giving advice</li><li>▪ giving encouragement to someone who's feeling nervous</li><li>▪ responding to jokes</li><li>▪ giving and reacting to an opinion</li><li>▪ complaining</li><li>▪ persuading</li><li>▪ saying that you don't understand or didn't fully hear</li><li>▪ talking imprecisely about numbers</li><li>▪ reacting to news</li><li>▪ telling someone to keep calm</li><li>▪ expressing anticipation</li><li>▪ talking about things you intended to do but didn't</li></ul>	<ul style="list-style-type: none"><li>▪ review from B2 level</li><li>▪ personality</li><li>▪ personal conflict</li><li>▪ sleep</li><li>▪ idioms with <i>sleep</i> and <i>dream</i></li><li>▪ phrasal verbs</li><li>▪ expressions with <i>luck</i></li><li>▪ expressions with <i>over</i></li><li>▪ laughter</li><li>▪ idioms with <i>laugh</i> and <i>joke</i></li><li>▪ thrill seeking</li><li>▪ idioms related to noise</li><li>▪ admiration</li><li>▪ fame</li><li>▪ expressions with <i>take</i></li><li>▪ fads</li><li>▪ emotional responses</li><li>▪ language and communication</li><li>▪ court cases</li><li>▪ fairness and honesty</li><li>▪ expressions with <i>on</i></li><li>▪ higher education</li><li>▪ life after school</li><li>▪ (not) getting angry</li><li>▪ verbs with prefixes <i>up</i> and <i>down</i></li><li>▪ awards</li><li>▪ success and failure</li><li>▪ expressions with <i>in</i></li></ul>	<ul style="list-style-type: none"><li>▪ review from B2 level</li><li>▪ structures for talking about habits</li><li>▪ adverbs to express attitude</li><li>▪ past tense with hypothetical meaning</li><li>▪ adverbs for modifying comparatives</li><li>▪ mixed conditionals (review)</li><li>▪ alternatives to <i>if</i></li><li>▪ emphatic structures</li><li>▪ boosting</li><li>▪ participle clauses</li><li>▪ verbs of perception with infinitive or gerund</li><li>▪ modals: <i>may, might, can, could, will, won't</i></li><li>▪ modals: <i>should, shouldn't, must, mustn't, can't</i></li><li>▪ substitution</li><li>▪ ellipsis</li><li>▪ relative clauses with determiners and prepositions</li><li>▪ <i>however, wherever, whatever, etc.</i></li><li>▪ negative inversion</li><li>▪ spoken discourse markers</li><li>▪ reported verb patterns (review)</li><li>▪ passive report structures</li><li>▪ more on the passive</li><li>▪ causative <i>have</i> (review)</li><li>▪ modal passives (review)</li><li>▪ future perfect and future continuous (review)</li><li>▪ future in the past</li></ul>

