



# GENERAL ENGLISH COURSE for TEENS

<b>Who is this course for?</b> For students having completed an intermediate course and/or who can perform at low-B2 level of the CEFR.	<b>How long does this course last?</b> This course lasts for 9 months (September to the end of May)
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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 in detail what is said to me in standard spoken language.
- I can with some effort catch much of what is said around me, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.
- I can follow TV drama and the majority of films in standard dialect.
- I can understand TV news, current affairs, documentaries, interviews, talk shows, etc.
- I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.
- I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.
- I can read short stories and novels written in a straightforward language and style, making use of a dictionary, if I am familiar with the story and/or the writer.

## PRODUCTION (SPEAKING AND WRITING)

- I can take an active part in conversation, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking.
- I can find out and pass on detailed information reliably, face-to-face and on the phone, asking follow up questions and getting clarification or elaboration when necessary.
- I can make a complaint effectively, explaining the problem and demanding appropriate action.
- I can give clear, detailed descriptions on a wide range of subjects related to my interests.
- I can write at length about topical issues, even though complex concepts may be oversimplified, and can correct many of my mistakes in the process.

## QUALITY OF LANGUAGE

- I have a sufficient range of vocabulary to vary formulation and avoid repetition when expressing myself on matters connected to my interests and on most general topics.
- I can link what I say or write into clear, well-organised text, though I may not always do this smoothly so there may be some “jumps.”
- I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.
- I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses.

## Course Books

Prepare! Level 7 Student's Book & Online 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 content of course

### Vocabulary

- online, films, music, media (e.g. *cast, soundtrack*)
- spelling
- adjective + preposition (e.g. *aware of, loyal to*)
- verb + preposition (e.g. *apologise for, cope with, laugh at*)
- abstract nouns (e.g. *creativity, intelligence*)
- verb + to-infinitive (e.g. *agree to do something, advise someone to do something*)
- stress (e.g. *feel dizzy, lose your appetite*)
- health: phrasal verbs (e.g. *cut down on, get over*)
- history (e.g. *ancestors, myth*)
- expressing frequency (e.g. *from time to time, rarely*)
- expressing emotions (e.g. *cheerful, furious*)
- adverbs: type and position
- verbs of movement; sounds (e.g. *burst, whistle*)
- time phrases (e.g. *before long, in no time*)
- community (e.g. *industrial, remote*)
- *as if / as though*
- collocations (e.g. *have a go, make a difference*)
- adjective and noun suffixes
- phrases with *in, out of, at, by* (e.g. *at fault, by accident, in secret*)
- extended meanings of words
- relationships: phrasal verbs (e.g. *count on, take after*)
- compound adjectives (e.g. *long-distance, well-built*)
- communication and effect (e.g. *amuse, inspire*)
- *both, neither, either*
- leadership and achievement (e.g. *adventurous, stand out*)
- phrasal verbs with *up* (e.g. *keep up, speak up*)
- transport: phrasal verbs (e.g. *break down, col down*)
- reporting verbs (e.g. *confess, insist*)
- global issues: nouns and verbs (e.g. *elect, support*)
- phrases with *in* (e.g. *in general, in secret*)
- advertising: nouns and verbs (e.g. *aimed at, logo*)
- adverb + adjective collocation (e.g. *environmentally friendly, well-balanced*)
- the media (e.g. *gossip about, highlight the need for*)
- communication: phrasal verbs (e.g. *bring up, leave out*)
- the world of work (e.g. *flexible working hours, work shifts*)
- word pairs (e.g. *noun and then, sooner or later*)
- opinions and beliefs (e.g. *bear in mind, hard to deny*)
- plural nouns
- idioms (e.g. *break the ice, cross your mind*)
- commonly confused words

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#### Key power collocations for B2 level

##### based on the following words:

*not, point, smart, control, take, thing, patient, make, hold, expect, all, as, lead, break, key, no, date, balance, mind, standard*

### Grammar

- verb forms: simple, continuous, perfect
- present perfect: simple and continuous
- the grammar of phrasal verbs
- modals: necessity and obligation
- present and past habits
- *be / get used to*
- narrative tenses
- future: review
- future: continuous and perfect
- modals: past
- relative clauses
- the passive: review
- causative
- the passive: other structures
- reported speech
- modals: deduction
- conditionals: review
- conditionals: mixed
- uses of verb + *-ing*
- subject-verb agreement
- determiners