



GENERAL ENGLISH COURSE for TEENS

<p>Who is this course for? For students having completed an upper-intermediate course, but who are not quite ready to start the advanced level, and who need more skills practice and to review B2 level grammar and lexis.</p>	<p>How long does this course last? 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 standard spoken language, live or broadcast, even in a noisy environment.
- I can understand in detail what is said to me in standard spoken language, even with an element of background noise.
- I have a broad active reading vocabulary, which means I can read with a large degree of independence, adapting style and speed of reading to different texts and purposes.

PRODUCTION (SPEAKING AND WRITING)

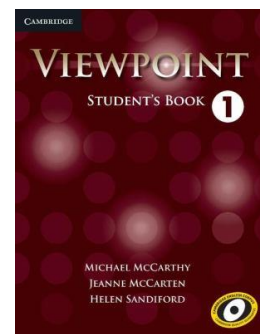
- I can converse spontaneously without much sign of restricting what I say.
- I can give clear, well-developed, detailed descriptions on a wide range of subjects related to my interests, expanding and supporting my ideas.
- I can write clear, detailed descriptions of real or imaginary events and experiences.
- I can use a range of language to express abstract ideas as well as topical subjects, correcting most of my mistakes in the process.

QUALITY OF LANGUAGE

- I can express myself clearly without much sign of having to restrict what I want to say.
- I can reformulate ideas in different ways to ensure people understand exactly what I mean.
- I can maintain good grammatical control. I may sometimes make mistakes but I can correct them afterwards.

Course Books

Viewpoint 1 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.

Course content

Functions	Vocabulary	Grammar
<ul style="list-style-type: none"> ▪ ask questions to get to know someone ▪ talk about friends and social networking habits ▪ talk about the influence of the media and celebrities ▪ share views on the impact of TV, online videos, and video games ▪ talk about life lessons and experiences ▪ tell stories about your childhood ▪ discuss and give advice on finding and changing jobs ▪ share opinions about perks and benefits offered by employers ▪ discuss and prepare to answer interview questions ▪ talk about world issues and ways to help ▪ share wishes, hopes and regrets about the world ▪ hypothesise on making the world a better place ▪ talk about the future of money, technology, clothing, travel, entertainment, and everyday life ▪ give a presentation ▪ talk about getting along with friends and family ▪ compare experiences of growing up in different types of families ▪ share views on dealing with different friends ▪ talk about farming, food, and nutrition ▪ share ideas for eating a healthy diet ▪ react to statistics ▪ define and discuss success and happiness ▪ share stories about happy moments and times when things went wrong ▪ describe travel and vacation experiences ▪ report conversations ▪ share views on what to take on trips ▪ discuss the effects of tourism ▪ talk about weddings, gifts, and other traditions ▪ discuss the positive and negative effects of globalisation ▪ talk about intelligence, skills, and abilities ▪ discuss views on parents' and teachers' roles in developing children's talents 	<ul style="list-style-type: none"> ▪ personality traits (e.g. <i>open-minded, pushy, talkative</i>) ▪ formal verbs (e.g. <i>obtain, withhold, accuse</i>) ▪ nouns and prepositions (e.g. <i>increase in, impact on</i>) ▪ formal expressions (e.g. <i>complex issue</i>) ▪ expressions for school-related experiences (e.g. <i>count toward a grade</i>) ▪ verbs (e.g. <i>slip, tug, etc.</i>) ▪ verb + noun collocations on the topic of finding a job (e.g. <i>achieve a goal</i>) ▪ word families (e.g. <i>solve - solution</i>) ▪ world problems and solutions (e.g. <i>eradicate poverty</i>) ▪ word building (e.g. <i>devastate, devastation, devastated</i>) ▪ expressions used in giving presentations (e.g. <i>as you'll see on the slide</i>) ▪ nouns for people (e.g. <i>climatologist</i>) ▪ phrasal verbs on the topic of house rules (e.g. <i>have friends over</i>) ▪ idiomatic expressions (e.g. <i>drive your friends away, tag along with someone</i>) ▪ human body parts and processes (e.g. <i>heart, metabolism</i>) ▪ noun and verb forms of the same root (e.g. <i>discovery, discover</i>) ▪ expressions with <i>get</i> (e.g. <i>get off the ground, get under way, get off to a good start</i>) ▪ synonyms (e.g. <i>study = analyse</i>) ▪ adjectives ending <i>-ed</i> and <i>-ing</i> (e.g. <i>amazed, amazing</i>) ▪ synonyms (e.g. <i>industries, businesses</i>) ▪ expressions to describe wedding customs (e.g. <i>bride, walk down the aisle</i>) ▪ opposites (e.g. <i>loss ≠ preservation</i>) ▪ expressions to describe types of intelligence and abilities (e.g. <i>linguistic, articulate</i>) ▪ collocations (e.g. <i>raise awareness</i>) 	<ul style="list-style-type: none"> ▪ use the present tense, <i>tend</i> and <i>will</i> to talk about habits ▪ use defining and non-defining relative clauses to give and add information ▪ use <i>that</i> clauses to link ideas ▪ use the past tense and perfect forms ▪ use countable and uncountable nouns ▪ generalise and specify using articles ▪ use conditional sentences to talk about hypothetical events in the present or past ▪ use <i>wish</i> and <i>hope</i> to talk about wishes, hopes and regrets ▪ describe future events with <i>be going to, will, may, might</i> and the present ▪ use modal verbs for expectations, guesses, offers, necessity, requests, etc. ▪ use the determiners <i>all, both, each, every, neither, none of, no</i> ▪ use <i>-ing</i> forms as reduced relative clauses to describe simultaneous events, and as subjects and objects ▪ use reported speech to report statements, questions and instructions ▪ use relative clauses with <i>when, where</i> and <i>whose</i> ▪ use verbs with direct and indirect objects ▪ use adverbs before adjectives and adverbs ▪ use <i>as...as</i> and comparative and superlative adjectives and adverbs <p style="text-align: right;">+ much more!</p>