



## GENERAL ENGLISH COURSE for TEENS

### Who is this course for?

For students having completed an advanced course and / or who can perform at low or mid-C1 level.

### How long does this course last?

This course lasts for 9 months (September to the end of May)

This course follows no specific course book, but the content is instead set by the teacher according to the learners' needs. A diagnostic check will take place at the beginning of the course to determine exactly what these needs are.

Firstly, the course will allow learners to practise and develop their speaking skills with a focus both on fluency and accuracy, and practise relevant strategies useful for natural conversation.

Secondly, learners will study a variety of both spoken and written texts ranging from unadapted literature in the form of short stories to articles, interviews, lectures and newspaper reports. Texts will be chosen according to the learners' specific interests. As well as developing receptive skills, this will allow for the consolidation and extension of C1 lexis as well as the introduction of some C2 lexis (words, phrasal verbs, collocations, and idioms).

Thirdly, the course will review those aspects of C1 grammar that learners need more work on as well as extend this and introduce several C2 grammatical forms and uses.

Any focus on developing writing skills will be subject to learners' needs and wishes.

By the end of the course, it would be expected that most learners can perform at a strong C1 level, with some learners demonstrating aspects of C2 level competency.

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.

\* 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>▪ expressing what you predict, expect, etc.</li> <li>▪ emphasising that something is impossible</li> <li>▪ expressing contrasting views</li> <li>▪ adding and focusing on new ideas in conversation</li> <li>▪ strengthening arguments and reach conclusions</li> <li>▪ making a point</li> <li>▪ persuading others of your point of view</li> <li>▪ summarising what you have said and drawing a conclusion from something someone said</li> <li>▪ avoiding talking about a topic</li> <li>▪ focussing on a viewpoint</li> <li>▪ introducing facts that support your opinions</li> <li>▪ expressing concerns</li> </ul>	<p>A range of thematic and non-thematic words, expressions, collocations and phrasal verbs according to the themes studied</p> <p style="text-align: center;">+</p> <ul style="list-style-type: none"> <li>▪ idiomatic expressions for expressing understanding</li> <li>▪ vocabulary to express truth or fiction</li> <li>▪ literary vocabulary</li> <li>▪ metalanguage</li> <li>▪ binomial expressions</li> <li>▪ metaphors</li> <li>▪ inflectional word formation (prefixes, suffixes, infixes)</li> <li>▪ derivational word formation (changing verbs to nouns to adjectives, etc.)</li> <li>▪ formal vs. informal alternatives of words and expressions</li> <li>▪ contextual meaning changes of words</li> </ul>	<p>Review of CI structures according to student needs</p> <p style="text-align: center;">+</p> <ul style="list-style-type: none"> <li>▪ substitution with auxiliary verbs / <i>to / one / ones</i></li> <li>▪ ellipsis</li> <li>▪ <i>so ... that / such ... that / even / only</i> for emphasis</li> <li>▪ two-part conjunctions</li> <li>▪ passive forms of participle and time clauses</li> <li>▪ conditional clauses without <i>if</i></li> <li>▪ cleft-sentences with <i>what</i></li> <li>▪ cleft-sentences with <i>it</i></li> <li>▪ the position of adverbs and adverbial phrases</li> <li>▪ negative inversion</li> <li>▪ the perfect infinitive</li> <li>▪ <i>whatever, whoever</i>, etc. as subjects</li> <li>▪ the subjunctive</li> <li>▪ simple vs. continuous infinitives</li> <li>▪ passive verb compliments</li> <li>▪ reflexive and reciprocal pronouns / anaphors</li> <li>▪ nouns as pre-modifiers in noun phrases</li> <li>▪ complex possessive structures</li> </ul>