



GENERAL ENGLISH COURSE for TEENS

Who is this course for?

For students having completed an intermediate course and/or who can perform at B1 level of the CEFR.

How long does this course last?

This course lasts for 9 months (September to the end of May). Lessons take place 3 times per week.

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.

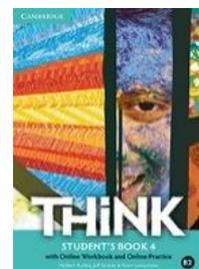
QUALITY OF LANGUAGE

- 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

THiNK 3 & 4 Student's Books & Workbooks

(Book 3 – units 7-12 + Book 4 – units 1-12)



* 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"> ▪ making invitations ▪ talking about permission ▪ talking about habits ▪ giving and reacting to news ▪ reporting what someone said, asked or requested ▪ making deductions ▪ sympathising ▪ talking about future events ▪ expressing purpose ▪ emphasising ▪ expressing regret ▪ talking about fears ▪ issuing and accepting a challenge ▪ discussing situations and your emotional reactions to them ▪ expressing surprise ▪ expressing frustration ▪ giving advice ▪ expressing obligation ▪ cheering someone up ▪ saying 'yes' and adding conditions ▪ asking someone politely to change their behaviour ▪ making a point ▪ introducing news ▪ sympathising about past situations ▪ speaking persuasively 	<ul style="list-style-type: none"> ▪ phrasal verbs ▪ personality ▪ phrases with <i>all</i> ▪ crime ▪ reporting verbs ▪ mysteries ▪ expressions with <i>go</i> ▪ money and value ▪ jobs and work ▪ phrases with <i>by</i> ▪ danger and safety ▪ adjectives with negative prefixes ▪ nervousness and fear ▪ verbs of movement ▪ adjectives to describe uncomfortable feelings ▪ expressions with <i>right</i> ▪ groups of people ▪ costumes and uniforms ▪ expressions to talk about bringing up children ▪ common adverbial phrases ▪ expressions with <i>good</i> ▪ technology ▪ verbs to talk about ways of speaking (<i>confess, announce, recommend, etc.</i>) ▪ love and relationships ▪ phrases to talk about the future: <i>about to, off to, on the point of</i> ▪ feelings about future events ▪ expressions with <i>so</i> ▪ alternatives to <i>if</i>: <i>suppose, provided, as long as, otherwise, unless</i> ▪ life's ups and downs ▪ work and education ▪ sharing news ▪ reporting verbs ▪ expressions with <i>way</i> ▪ space idioms ▪ adjectives commonly used to describe films ▪ geographical features ▪ verb + noun collocations 	<ul style="list-style-type: none"> ▪ <i>make / let and be allowed to</i> ▪ <i>be / get used to</i> ▪ reported speech (review) ▪ reported questions, requests and imperatives ▪ modals of deduction (present) ▪ <i>should(n't) have</i> ▪ modals of deduction (past) ▪ future continuous ▪ future perfect ▪ verbs followed by gerund or infinitive ▪ <i>to / in order to / so as to</i> ▪ <i>so and such</i> ▪ the grammar of phrasal verbs ▪ <i>I wish / if only + past perfect</i> ▪ verbs followed by gerund or infinitive with different meanings: <i>remember, try, stop, regret, forget</i> ▪ relative clauses (review) ▪ <i>which</i> to refer to a whole clause ▪ omitting relative pronouns ▪ reduced relative clauses ▪ quantifiers ▪ <i>do and did</i> for emphasis ▪ <i>be / get used to (doing)</i> vs. <i>used to (do)</i> ▪ adverbs and adverbial phrases ▪ obligation, permission and prohibition (review) ▪ necessity: <i>didn't need to / needn't have</i> ▪ ability in the past (<i>could, was / were able to, managed to, succeeded in</i>) ▪ comparatives ▪ linkers of contrast ▪ ways of referring to the future (review) ▪ conditionals (review) ▪ mixed conditionals ▪ <i>I would prefer to / it if, It's time, I'd rather / sooner</i> ▪ speculating (past, present and future) ▪ cause and effect linkers ▪ passive report structures ▪ the passive: verbs with two objects