



Teenage Course Outlines

Students in the secondary school groups generally have the aim of improving speaking, listening and vocabulary. Grammar is often less important as this is something they cover more thoroughly in school, although if a teacher sees a need for a particular grammar point, it is worth doing. Students, or their group leaders, may also like some lessons to be related to their excursions and visits. We will discuss each group's requirements with you. The teenager summer school has broadly similar aims, and we like to help students increase their confidence in English while they are here. For many this experience is one of their first steps towards independence, and they gain a great sense of achievement at being able to function in a foreign country. It is a study holiday experience, so while we want the lessons to be productive, we also want them to be enjoyable, and for students to be able to take advantage of the opportunity of being in Bath.

Topics

The course programme is generally topic-based. Popular topics include:

- Music
- Festivals
- Environment
- News and current affairs
- Social media and technology
- Places/Cities
- People
- Relationships
- Crime
- Art

There are also lessons related to the trips: Oxford, Bath Abbey, Magna Carta, London, Victoria Art Gallery, etc

Course outlines

The following course outlines will give you a guide to the outcomes expected at each level. As stated above, speaking, listening and vocabulary development are the areas students usually want to improve. Teachers should also help students develop study skills, and the 'Welcome booklet' will help with this.



Elementary (A1)

The teacher should choose topics and functional language to meet the specific needs and interests of the students.

Students will be able to communicate with more confidence by developing the following skills and language:

Skills and language	Objectives - To be able to:
Speaking	<ul style="list-style-type: none"> • ask for and give basic personal information • ask for and give basic everyday information • explain that they do not understand and ask for clarification • express simple ideas and feelings • improve their pronunciation of sounds, word and sentence stress
Listening	<ul style="list-style-type: none"> • understand simple conversations when people speak slowly and clearly • understand the main idea of a conversation in commonly-encountered situations
Reading	<ul style="list-style-type: none"> • read short, simple texts • understand the main idea of a short text • understand some specific information in a text (eg. timetables, menus, etc) • recognize different types of text
Writing	<ul style="list-style-type: none"> • write basic personal and everyday information eg. complete a form, write a postcard, write a short letter or email, write a simple description, write a diary
Vocabulary	<ul style="list-style-type: none"> • understand and use common words and expressions for everyday situations
Grammar	<ul style="list-style-type: none"> • understand and use grammatical structures to communicate in everyday situations eg. subject/object pronouns possessive adjectives present simple present continuous there is/there are word order questions adverbs of frequency can/can't past simple – regular/irregular verbs plurals comparatives/superlatives
Study skills	<ul style="list-style-type: none"> • record vocabulary in a useful way • know how to find out the meaning of new words (eg using online dictionaries effectively)



Pre-Intermediate (A2)

The teacher should choose topics and functional language to meet the specific needs and interests of the students.

Students will be able to communicate with more confidence by developing the following skills and language:

Skills and language	Objectives - To be able to:
Speaking	<ul style="list-style-type: none"> ask for and give basic personal information ask for and give basic everyday information explain that they do not understand and ask for clarification express and ask about opinions, attitudes and emotions improve pronunciation of sounds, stress and intonation
Listening	<ul style="list-style-type: none"> understand simple conversations when people speak clearly understand the main idea of a conversation in a familiar situation understand specific information when listening recognise aspects of pronunciation
Reading	<ul style="list-style-type: none"> read short, simple texts understand the main idea of a short text understand some specific information in a text recognize different types of text guess the meaning of some words from the context
Writing	<ul style="list-style-type: none"> write basic personal and everyday information eg. complete a form, write a postcard, write a short letter or email, write a simple description, write a diary organise and express ideas link ideas together use punctuation correctly in simple sentences
Vocabulary	<ul style="list-style-type: none"> review and use previously learnt vocabulary understand and use common words and expressions for everyday situations
Grammar	<ul style="list-style-type: none"> review and use previously learnt grammar understand and use grammatical structures to help you communicate in everyday situations eg. present simple and continuous past simple and continuous future forms – will, going to, present continuous present perfect verb patterns (ing/to_) 1 st / 2 nd conditional expressing possibility (could, might) making suggestions (should) used to passive
Study skills	<ul style="list-style-type: none"> record vocabulary in a useful way know how to find out the meaning of new words (eg using online dictionaries effectively)



Intermediate (B1)

The teacher should choose topics and functional language to meet the specific needs and interests of the students.

Students will be able to communicate with more confidence in different situations by developing the following skills and language:

Skills and language	Objectives - To be able to:
Speaking	<ul style="list-style-type: none"> • ask for and give information in a variety of common situations • begin, continue and finish a conversation • describe experiences, events, opinions, plans, reasons, etc • use clear enough pronunciation to be understood
Listening	<ul style="list-style-type: none"> • understand the main idea when people speak clearly • understand the main idea of a TV or radio programme on a familiar topic • understand the attitude or emotion of the speaker • understand some different accents (native and non-native) • recognise aspects of pronunciation
Reading	<ul style="list-style-type: none"> • understand texts which contain familiar language • understand the main idea of a text • understand some specific information in a text • recognize different types of text • guess the meaning of some words from the context
Writing	<ul style="list-style-type: none"> • write using appropriate language and style eg. informal letter/email, instructions, a story, a diary • organise ideas using linking words • write accurately enough to be able to communicate effectively • use punctuation correctly
Vocabulary	<ul style="list-style-type: none"> • review and use previously learnt vocabulary • understand and use common words and expressions for familiar and less familiar situations
Grammar	<ul style="list-style-type: none"> • review and use previously learnt grammar • understand and use grammatical structures to communicate in everyday situations eg. present perfect simple/continuous past perfect modal verbs 3rd conditional relative clauses passive reported speech wishes was/were going to
Study skills	<ul style="list-style-type: none"> • record vocabulary in a useful way • use dictionaries and reference resources • identify own language needs • plan short and longer-term aims using the student handbook



Upper Intermediate (B2)

The teacher should choose topics and functional language to meet the specific needs and interests of the students.

Students will be able to communicate with more confidence by consolidating their knowledge and developing the following skills and language:

Skills and language	Objectives – To be able to:
Speaking	<ul style="list-style-type: none"> • speak more fluently and accurately • use a range of formal and informal language in a variety of situations • begin conversations, take turns and end conversations effectively • describe experiences, events, opinions, plans, reasons, etc • use clear enough pronunciation to be understood easily
Listening	<ul style="list-style-type: none"> • understand the main idea of native speakers, without the need for repetition • understand the key points in longer spoken texts • understand the attitude and emotion of the speaker • understand a range of accents • recognize the effect of pronunciation (eg. intonation)
Reading	<ul style="list-style-type: none"> • read a longer text with confidence and at a good speed • understand the main idea of a text • understand specific information in a text • recognize a range of text types and their intention • understand attitudes and emotions expressed • deduce the meaning of words from the context
Writing	<ul style="list-style-type: none"> • express ideas clearly and accurately so that a reader can understand without difficulty eg. narrative, informal/formal letter/email, summary, report, review, diary entry etc • use simple and complex sentences • organize a text using linking words • use appropriate layout • use punctuation correctly
Vocabulary	<ul style="list-style-type: none"> • review and use previously learnt vocabulary • understand and use common words and expressions for familiar and less familiar situations as well as abstract concepts • 'build' new words using affixes etc
Grammar	<ul style="list-style-type: none"> • review and use previously learnt grammar • understand and use grammatical structures to communicate in a more sophisticated way eg. perfect tenses past modals conditionals relative clauses passives reported speech
Study skills	<ul style="list-style-type: none"> • record vocabulary in a useful way • use dictionaries and reference resources • plan short and longer-term aims • use the local environment and authentic materials • use the knowledge and skills of other learners to aid their own learning



Advanced (C1/C2)

The teacher should choose topics and functional language to meet the specific needs and interests of the students.

Students will be able to communicate with more confidence by consolidating their knowledge and developing the following skills and language:

Skills and language	Objectives – To be able to:
Speaking	<ul style="list-style-type: none"> • communicate more fluently and accurately in a wide range of situations • use a range of formal and informal language appropriately • begin conversations, take turns and end conversations effectively • pronounce clearly using stress, word-linking and intonation
Listening	<ul style="list-style-type: none"> • understand the gist and detail of what is heard • identify specific points from a text • deal with a long text delivered at a natural speed • understand the attitude and emotion of the speaker and infer meaning • understand a variety of accents and registers • recognise the effect of pronunciation (eg. intonation)
Reading	<ul style="list-style-type: none"> • read a long, demanding text with confidence and at a good speed eg. novel extract, newspaper editorials, etc • understand the main idea of a text • understand specific information in a text • recognize a range of text types and their intention • understand the effect of language used and infer meaning • deduce the meaning of words from the context
Writing	<ul style="list-style-type: none"> • express ideas in a range of text types coherently and accurately so that a reader can understand without difficulty eg. narrative, informal/formal letter/email, summary, report, review, etc • use appropriate language, layout and organization for text type • convey attitude • use a wide range of vocabulary and grammatical structures
Vocabulary	<ul style="list-style-type: none"> • review and use previously learnt vocabulary • understand and use words and expressions for a wide range of situations as well as abstract concepts • understand and use phrasal verbs and idiomatic expressions
Grammar	<ul style="list-style-type: none"> • understand and use grammatical structures to communicate in a more sophisticated way eg. perfect tenses unreal past verb patterns inversion
Study skills	<ul style="list-style-type: none"> • plan short and longer-term aims • identify and have strategies to address their language needs • take risks with language use • develop strategies for dealing with authentic language • exploit the local environment as an aid to learning

