



## English Language Program

### Adolescents Pre-ECCE Summer – Intensive

### Course Description

#### Course Code: Adolescents: Pre-ECCE

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**Aim:** The aims of this course are:

- To develop students' accuracy and fluency in speaking and writing
- To develop students' awareness of the writing process
- To develop students' reading sub-skills
- To develop students' listening sub-skills
- To develop students' note-taking skills
- To develop students' test taking strategies

**Level:** This course aims at the B2 of the Common European Framework of Reference (CEFR).

Students:

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical
- Discussions in his/her field of specialization.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

**Requirements:** In order to attend this course, former Hellenic American Union students are expected to have completed D Class successfully. Alternatively, new students may be placed in this course after sitting for the Hellenic American Union placement test.

**Duration:** Lessons start in mid-June and finish in the middle of September. There is a summer break in August. Lessons last three hours (4:30-7:30) and take place three times a week (Monday, Wednesday, Thursday).

**Components:** The course content includes writing, reading, speaking, listening and grammar components.

- The **writing** component consists of writing: about a bridge or a tunnel you like, about something you wanted to achieve and how you did it, about a feature of Earth that you think is interesting,

- about how you would keep people safe in a big storm, a story and give it a title, an article with headings, an example of symmetry that you like, about what you might see in your favorite part of town, about something you are good at, a paragraph or poem on a topic you like, about keeping a diary, about how life today is different from the past, a paragraph about birds, about why you think birds are special, a paragraph to give someone advice, about something that people are afraid of, a story of your own, about what you think stories will be like in the future.
- The **reading** component consists of reading about: The Earthworm and the Spide, Overcoming Earth's Obstacles, Inside our Planet, The secret of Vesuvius, A season of Discontent, Uncovering Masks, Summing up Symmetry, Snowflake Lia, Talking about Language, The Whistlers, View from the Summit and Everest, A Housemaid's Diary, The Poetry of Birds, Bird Brains, Fear of the Brain, Grippled by Fear, The White Giraffe, Why Stories Matter
  - The **speaking** component consists of correcting someone, describing steps in a project, conducting an interview, offering suggestions, finding the right word, discussing a topic, asking for clarification, describing something you like, expressing emotions, expressing preferences, follow-up questions, telling a story about yourself, expressing probability, talking about what you've learned, suggesting solutions, talking about things that are scary, clarifying what you've said, talking about opinions.
  - The **listening** component consists of listening for key words, sequence, numbers, time periods, instructions, advice, reasons, gist, similarities and differences, main idea, facts and opinions, reasons, examples, clues, reactions.
  - The **grammar** component of the course will include Future Continuous, Continuous Tenses, Modals, Past Perfect, Past Perfect Continuous, Defining Relative Clauses for people, objects, places and with *whose*, Non-defining Relative Clauses, Passive Statements (Present Perfect), Passive Questions (Present Perfect), Passive (Past Perfect), Passive (Future), Passive Review, Past Unreal Conditional, *If only* and *I wish*, Review of Present and Past Tenses and Future forms.

**Assessment:** Throughout the course, students receive three progress reports. Each progress report includes two percentage grades for the term in question, an average written grade and an average oral grade. Each of these average grades is calculated as follows:

- Average written grade: Two level writing tasks 20%, average of quizzes 40%, and one progress test 40%.
- Average oral grade: Attendance and class participation 20%, and performance in two in-class oral tasks 40% each

Progress Quizzes are given after the completion of every two coursebook units.

In order to successfully complete the course and be able to advance to the next course in the program, a student is expected to have a final grade of 70% or above. The final grade is calculated by adding the three average written grades and dividing by 3, by adding the three average oral grades and dividing by 3, and by adding the resulting oral and written grades and dividing by 2.

For example, if a student receives 65%, 70%, and 75% as average written grades for each term, and 70%, 75%, and 80% as average oral grades for each term, the final grade is calculated as follows:  $65\% + 70\% + 75\% : 3 = 70\%$ ,  $70\% + 75\% + 80\% : 3 = 75\%$ ,  $70\% + 75\% : 2 = 72.5\%$

#### **Regulations:**

- Students should be between 12 and 16 years old to be able to attend this course.
- Students are expected to involve themselves constructively in all class activities and discussions and to adhere to the teacher's instructions.
- Assignments are to be submitted by the deadline set by the teacher. Exceptions to this policy will be considered on an individual basis.
- Students are expected to attend every lesson on time. Students course status may be affected if they are absent for more than ten hours during the course.